



**T.C**  
**BİNGÖL UNIVERSITY**  
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**BUSINESS ADMINISTRATION DEPARTMENT**

**LEADERSHIP STYLES AND THEIR RELATION TO ADMINISTRATIVE  
CREATIVITY OF THE MINISTRY OF PLANNING IN THE ERBİL CITY**

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**MASTER'S THESIS**

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**İŞLETME BÖLÜMÜ**

**LİDERLİK STİLLERİ VE LİDERLİK STİLLERİNİN ERBİL PLANLAMA  
BAKANLIĞININ YÖNETSEL YENİKÇİLİĞİ ÜZERİNDEKİ ETKİLERİ**

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## BİLİMSEL ETİK BİLDİRİMİ

Yüksek Lisans tezi olarak hazırladığım “LİDERLİK STİLLERİ VE LİDERLİK STİLLERİNİN ERBİL PLANLAMA BAKANLIĞININ YÖNETSEL YENİKÇİLİK ÜZERİNDEKİ ETKİSİ” adlı çalışmanın öneri aşamasından sonuçlanmasına kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

/ /2018

İmza

Samir Mohammed SAADI



## **SCIENTIFIC ETHICAL NOTICE**

I have met with the scientific ethics and academic principles carefully till the conclusion of the proposal of the graduate work (Leadership Styles and their Relation to Administrative Creativity of the Ministry of Planning in the Erbil City).

I declare that the works I have used and used as a source of every quotation I have made directly or indirectly in this work which I have prepared by the rules of thesis writing in the context of scientific ethics and tradition.



/ /2018

Signature

Samir Mohammed SAADI

## THESIS ACCEPTANCE AND APPROVAL

BİNGÖL UNIVERSITY

SOCIAL SCIENCES INSTITUTE DIRECTORATE

This thesis entitled “**Leadership Styles and their Relation to Administrative Creativity of the Ministry of Planning in the Erbil City**”). Prepared by Samir Mohammed SAADI, was found to be successful as a result of the thesis defense examination held on the date of [ 22/05 /2018] and accepted by our juror as the Master Degree in the Department of Business Administration.

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### CONFIRMATION

This thesis accepted by the jury determined in the, / /2018 Session of the Board of the Directors of the Institute of Sciences of Bingöl University.

Director of the Institute

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## ÖZET

### LİDERLİK STİLLERİ VE LİDERLİK STİLLERİNİN ERBİL PLANLAMA BAKANLIĞININ YÖNETSEL YENİÇİLİK ÜZERİNDEKİ ETKİSİ

Çalışma, Erbil kentindeki Planlama Bakanlığının liderlik tarzlarını ve bunların yönetsel yenilikçiliğe olan ilişkilerini araştırmayı amaçlamıştır. Bu çalışmanın amacı, farklı liderlik stillerinin yönetsel yenilikçilik üzerindeki dönüşümsel, işlemsel, katılımcı ve paternalist liderlik tarzı ilişkisini incelemektir.

Çalışmada, nitel yaklaşımlar ve anket formu ile toplanan veriler, çalışma yaklaşımı ve tasarımı ve büyük olasılıkla teklif ettiği için önemlidir. Ancak, çalışmanın amacına ulaşmak için, ankete yanıt vererek ankete katılan Erbil kentinde planlama bakanlığı liderleri ve personeli arasında anket formları (342) anket formlarına yayılmıştır.

İlişkiler ve etki sonuçları incelendiğinde, katılımcılar, dönüşümsel ve işlemsel liderlik, yönetsel yaratıcılık ile güçlü pozitif ilişkiye ulaşmış olsa da, liderlik stilleri ve yönetsel yaratıcılık arasında pozitif bir ilişki ve etki olduğunu ortaya çıkarmıştır. Bununla birlikte, paternalist liderlik diğer üç liderlik tarzına kıyasla idari yaratıcılık ile en zayıf korelasyona sahiptir.

**Anahtar sözcükler:** Liderlik Stilleri, Dönüşümcü Liderlik, Transaksiyonel Liderlik, Katılımcı Liderlik, Paternalist Liderlik, İdari Yaratıcılık ve Planlama Bakanlığı.

## ABSTRACT

### LEADERSHIP STYLES AND THEIR RELATION TO ADMINISTRATIVE CREATIVITY OF THE MINISTRY OF PLANNING IN THE ERBIL CITY

The study pursued to investigate the leadership styles and their relationships to the administrative creativity of the ministry of planning in the Erbil city. The purpose of this study is to understand the relationship impact of different leadership styles as transformational, transactional, participative, and paternalistic leadership style- on administrative creativity.

The study employed the qualitative approaches, and the data collected by questionnaire form, since of its significance for the study approach and design and for the likely success it offers. However, to achieve the present study purpose, the samples were spread to (342) questionnaire forms among the leaders and staffs of the ministry of planning in the Erbil city, who willingly participated in the survey through responding to the survey statements.

The relationship and impact examine results revealed that there is a positive significant relationship and impact between leadership styles and administrative creativity, although, the participative, transformational, and transactional leadership reached the strong positive relationship with administrative creativity. However, paternalistic leadership has the weakest correlation with administrative creativity, compared to other three leadership styles

**Keywords:** Leadership Styles, Transformational Leadership, Transactional Leadership, Participative leadership, Paternalistic Leadership, Administrative Creativity, and Ministry of Planning.

## DEDICATIONS

I dedicated this thesis to my father and loved mother, your life lessons, and endless support is always remarkable. Thanks for your beautiful and lovely presence.

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## LIST OF ABBREVIATIONS

<b>Abbreviations</b>	<b>Explanation</b>
<b>PLQ</b>	: Paternalistic Leadership Questionnaire
<b>PLM</b>	: Paternalistic Leadership Measured
<b>TFL</b>	: Transformational Leadership
<b>TSL</b>	: Transactional Leadership
<b>MOP</b>	: Ministry Of Planning
<b>CA</b>	: Cronbach's Alpha
<b>KMO</b>	: Kaiser-Meyer-Olkin Measure
<b>SPSS</b>	: Statistical Package for the Social Sciences
<b>R</b>	: Correlation
<b>R<sup>2</sup></b>	: R Square
<b>MLRA</b>	: Multiple Linear Regression Analysis
<b>ANOVA</b>	: Analysis of variance
<b>DF</b>	: Degree of Freedom

## **CHAPTER ONE: LEADERSHIP STYLES AND LEADERSHIP DEFINITION**

### **INTRODUCTION**

Modern establishments and organizations faced many changes and developments in light of intense competition and the increasing pace of information and communication technology development, which provoking quick variables significant impact on the performance of organizations and achieving their objectives. Nevertheless, is forced to develop and improve its performance to high levels to enable it to excel at its competitors, and to demand creative work, which is an inevitable fact and a feature of contemporary organizations to survive and continue successfully.

So, in this study, the researcher argued that for organizations to succeed in this environment, they should lead by people who have a strong commitment to the search for new and sophisticated methods and strategies in dealing with these complex environmental variables, and their ability to influence and mobilize staffs and develop their creative skills. Besides, provide the appropriate regulatory climate, while the invention is the organization's tool to adapt to these changes and help them to face contemporary problems and future challenges, because of its essential role and decisive in the survival of institutions and development.

The administrative leadership is one of the pillars to help develop the creativity of the workers in the organizations, providing an environment conducive to creativity, which in turn acts on the brilliance of the institution and its leadership.

Because the success of the leader depends mainly on the extent of his/her influence on the employees, therefore, the adoption of the appropriate leadership style is one of the most significant factors affecting creativity. Since the capabilities of creative employees influenced by the leadership style that cares about the individuals and his role and gives him/her the necessary appreciation and gives the opportunity to present his/her ideas. All these motivational factors push the individuals to desire more effort, giving and creativity, which is one of the most significant indicators that designate the progress of the organization and its existence and growth.

Hence, the managerial leaders must take care of the administrative creativity of the employees and develop a spirit of creativity, and allow them to use their creative abilities to contribute to the improvement of organizations to better performance levels, which will enable them to continue and withstand the current global changes.

However, in this study, we will highlight one of the factors that we consider to be of particular significance: leadership styles, where the success of the leader depends mostly on the use of an appropriate and influential leadership style to develop the creative capabilities of employees under his/her supervision.

So, the leadership style concept and administrative creativity are launched to understand the inconsistent sense that creativity is spontaneously related to knowledge and information. Therefore, this study examines the relationship between the leadership styles and administrative creativity. Which isn't about making inventive clarifications, but about the providing of a creative environment in which clarifications can measure, recognized and useful.

This study will divide into three chapters: Chapter one address the leadership style, leadership theories and leadership styles that including Transformational leadership, Transactional leadership, Participative leadership, and Paternalistic leadership. While, chapter two discusses administrative creativity, its importance, characteristics, stages, obstacles to administrative creativity, dimensions, and its relation to the leadership style.

Moreover, chapter three focus on the study background, which comprises, the study problem statement, significance, purposes of the study, the conceptual study scheme, the study hypotheses,

Besides, this chapter addresses the study method, sampling, data collection procedures, data analysis and the limitation of the study. Further investigation and findings, the conclusions of the results presented along with recommendations, and implications.

## **THE STUDY CONCEPT AND ITS TERMINOLOGY**

### **Leadership style**

The method in which the manager or the leader influences others to reach a common understanding and agreement on the work to be performed and how to efficiently accomplish it. It is also useful to use of individual and collective efforts to achieve common goals.

### **Transformational Leadership**

It is the process of constructive engagement between the leader and the subordinate, which will increase the motivation and ethics in them towards a clear and

specific vision in the public interest. In this modern type of leadership, emotions, values, ethics, standards and long-term goals are distinctly distinct.

### **Transactional Leadership**

It is a leadership behavior in which the manager focuses on clarifying the objectives of the work performed by the staff. Moreover, how to present this work and awards obtained in achieving these goals successfully or penalties that will get them to ignore or breach of performance required of it, and It is a relationship based mainly on a series of mutual value benefits between the parties to the relationship-leader and individuals.

### **Participative Leadership**

This leadership style is the participation of staffs in decision-making related to the work. The leader relies on delegating some of his/her powers to employees in proportion to the responsibilities given to them, decentralization of leadership, availability of an adequate communication system, encouraging staffs and investing their creative abilities

### **Paternalistic Leadership**

Paternalistic is a leadership style in which the leader assumes the role of the father within the establishment, which has a substantial authority linked to the attention, care and individual consideration of staffs where employees are willing to power and are obliged to reciprocate and accept the leader's instructions.

### **Administrative Creativity**

The mental ability that appears at the level of the individual, group or organization, also, a process of multiple stages resulting in a new thought or work is characterized by the most fluency, flexibility, originality and risk-taking, sensitivity to problems and the ability to analyze. Moreover, this creative ability can develop. However, it is not particular to individuals alone.

## **1.1. THE CONCEPTS OF LEADERSHIP**

Leadership is one of the most headlines which have many discussions on this, especially in the mass media. According to (Xiaoxia, and Jing, 2006: 8) a day rarely

passes without stories showing in the media about leadership. So, the term of leadership is one of the worlds that have an oldest and various concept. Such as words meaning “head of state,” “military commander,” “principles,” “proconsul,” “chief,” or “king” that were very common in most societies; these words have a different meaning, and they have a ruler from other members of society.

However, (Al-Agha, 2010: 303) mention that leadership is a word derived from the verb (led), which have a desired to reach the goal of the group. So, the relationship between the commander and the two leaders and commanders who carry out the command of their leader in the work that leads them to achieve the goals they seek. (Uzohue et al., 2016: 17) argues that leadership continues to interest a topic for the management literature but there is no general definition of leadership, and there is no agreement on it. It is the act of directing and controlling the activities of a group who are willing to be led by a person.

While, (Sharma and Jain, 2013: 31) confirmed that a good leader made not born. For example, if ones have the desire and willpower, so, can become an active leader and make a significant change in around. Also, best leaders are developing through a never-ending process of self-study, education, training; this guide will help through that process to inspire workers to higher levels of teamwork which these do not come naturally. Good leaders are frequently working and reviewing to improve their leadership skills to be a success in their works.

Nevertheless, (Xiaoxia and Jing, 2006: 8) claim that five leader characteristics such as leadership limit perspective leadership are dissension, leadership is collective, leadership is causative, leadership is morally purposeful, and transforming leadership is elevating.

### **1.1.1. The Definitions of Leadership**

According to (Heather,2009: 4), leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perception and expectations of the members. So, it means that a leader is an agent to change and effect on other people to have innovation.

While, (Armstrong, 2006: 299) defined leadership as the ability to persuade others to have different for doing some things as team leaders to achieve the task This

means that leadership style is essential to have the ability to persuade their employs or persuade their group during having duties in the daily works.

Furthermore, (Kiboss and Henry, 2014: 494) defined leadership as the ability to obtain things done with the support or cooperation with other people within the institution, organization, or in the particular place. As (Mihelic et al., 2010: 32) defined leadership is the art of persuading a follower to want to do things, activities that the leader sets as goals and also the role of leaders is therefore in the process of leading the person's behavior towards a desired goal.

### **1.1.2. The Importance of a Leadership**

The leader is a critical human resource in any institution or any organization, the role of leadership is significant. However, (Adeyemi and Bolarinwa, 2013: 187) revealed that the role of leadership is interaction with the person and things which may assist to attain a specific objective. Moreover, it is also the ability to make a plan or control all duties in the organization to the achievement of goals, and also it is playing an interactive role in the concerned working which motivates the employees with economic and non-economic ways and this influence the team for work accomplished through leadership.

Nevertheless, the leadership is one of the most topics which have researched in areas within the field of organizational studies; it is a complicated construct that has defined in the previous section such as the ability to guide followers toward shared goals. The truth is that leadership is an observable set of skills and abilities that are useful. Historically the evolution of leadership has tended to focus on characteristics and personality traits. In any organization climate which prevails requires excellent leadership throughout the organization to be successful.

According to (George, 2013: 16), there are three leadership behaviors such as laissez-faire, transactional and transformational leadership which is Reuben said that those who are motivated staff of employs by inspiring them called transformational leadership, for those who monitor and specify tasks to achieve task called laissez-faire leader. In recently leaders have been tried to create an environment for their job to allow their knowledge employees to be engaged and perform at high levels to get success.

### **1.1.3. The Leadership Theories**

Leadership is one of the significant topics which have most discussed it, especially in the organizational theory and management. In general, leadership is the process which influencing groups to be active toward achievement of goals.

Additionally, many types of research have considered in this area; some of the researchers have investigated individual characteristics such as personality traits, demographics, skills, abilities, predict leadership effectiveness. However, there are different theories on the leadership styles and models which have suggested to explain the leadership phenomenon and will help leaders influence their followers towards achieving organizational goals. The leadership styles and theories have changed in the business environment and organizations recently (Karimkhani and Mehrpour 2014: 180).

We will provide and review the new leadership theories and styles which have investigated to obtain the deep considerate of the new trends and theories of the leadership to help the managers and organizations and this help to choose appropriate style of leadership.

#### **1.1.3.1. Great Man Theory**

According to (Uzohue et al., 2016: 20) a grand man theory assumes the capacity for leadership is inherent, and they said that great leaders are born not made. This theory often shows a leader as a heroic, mythic and destined and this helps to rise to leadership when needed the “term great man” which mostly thought as a male quality, especially military leadership. So, this theory focuses on the actions of leaders, not on intellectual qualities or internal states.

According to the behavioral theory, people can learn to become leaders rather than are born through training and observation. However, (Gosling and Dennison, 2003: 6) argue that people are born with innate qualities, destined to lead and use the term 'man' thought of as a concept which is primarily male, military. While, (Al-Sharif, 2004: 44) confirmed that this theory focused on the criteria that make leadership successful based on the influence of it as heroic, which may get in the social and cultural leadership. The other hand discussed that the theory of personality had subjected to many criticisms, including the absence of substantial evidence that there

is a relationship between leadership traits, on the one hand, the real qualities and behaviors of leaders.

### **1.1.3.2. Behaviorist Theories**

The number of studies has examined the growth of some of the leadership behaviors. They have provided five factors of the organizational characteristics of leadership behaviors: organizational behavior and achievement. (Al-Sharif, 2004: 47). These are the planning in organization and supervision of the leader. The dynamic behaviors are the formulation and implementation of specific goals, the behaviors of maintaining interpersonal relationships, the personal interaction between leaders and subordinates, the behaviors of protection and security, and the reduction of the unstable feeling of workers. (Bolden et al., 2003: 6) discussed on these theories on what leaders do in the organization or the institute rather than on their qualities.

### **1.1.3.3. Participative Theory**

Participative leadership theory is another theory which suggests the idea of the leadership style as one that takes the input of others into account. In this theory, leaders encourage contribution and contributions from group members and help them to be feeling more relevant to the decision-making processes.

While, (Uzohue et al., 2016: 19) argues that people are more actions in the commit where they are fully involved in the relevant decision-making. According to the participative theory, however, leaders retain the right to allow the input of others that manager. Who uses participative leadership, rather than making all the decisions, seeks to involve other people, thus improving commitment and increasing cooperation which is lead to having a better quality decision and a more successful business.

### **1.1.3.4. Contingency Theory**

Contingency theory of leadership focused on particular situation or variables that related to the environment to determines which style of leadership is best suited for a particular work condition. According to (Uzohue et al., 2016: 20) leadership style is appropriate in all situations, including leadership style, qualities of followers and situational features which may effective leadership based on the degree of leader's qualities and leadership style.



### **1.1.3.5. The Situational Theory**

The situational theory leaders are choosing the best lessons of action based on the conditions or circumstances. However, different styles of leadership may be more suitable for different during decision-making in the organization (Uzohue et al., 2016: 20). For instance, when the leader is expected to be the most knowledgeable in a member of a group, an authoritarian style of leadership might be most appropriate. In another example, where the group members are experts to treated as such, a democratic style may be more efficient. Additionally, (Bolden et al., 2003: 7) demonstrated that in this theory leadership needs to work in the suitable and specific situation to have the best results.

However, (Al-Sharif, 2004: 53) also discussed this theory as this theory assumes that leadership skills are driven only by the attitudes and circumstances which faced by the leader from his contacts. On the other hands, the quality of leaders varied according to the different situations and circumstances, and that the emergence of the leadership depends on the existence of problems, so the influence of the leader in the group is related to a specific time in which the leader interacts with the group.

### **1.1.3.6. Transactional / Management Theory**

The transactional theory or in another word, as known as the management theory is one of the best a system of transactional theory which focuses on the role of supervision, organization, and group performance reward and punishment in the daily work. (Uzohue et al., 2016: 20) discussed that managerial theory is often used in those organizations when employees are successful in their duties or when they fail. The objective of the transactional leader is to ensure that barriers to goal attainment must remove to achieve stated goals.

Also, this approach emphasizes the importance of the relationship between leader and followers during working which is focusing on the mutual benefits derived from a 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers.

However, (Jones, 2007: 5) conferred that the true nature of leadership is not the ability to motivate people or employee to work hard, but the leadership can transform followers to become more self-directed in all they do. Moreover, also said

that it is essential to look for potential motives in followers, engage the full person of the follower.

Moreover, transactional leadership theories founded on the idea that leader and follower relations base on a series of exchanges or implicit bargains between leaders and followers. Meaning, the leader rewards or disciplines the follower with regards to their performance (George, 2013: 18). In another perspective transactional leadership assumes that employee will be motivated primarily by reward and punishment during their duties.

While, (Kolzow, 2014: 42) mentions that this style is much related to the autocratic style of staff. It is believed that staffs perform their duties in the best way when the chain of command is clear, and that reward or punishment is a condition of performance. Also, the transactional leader is more a manager than a leader, and also it has focused on getting tasks accomplished and overseeing productivity in detail. This type of leader tends to carefully monitor and micro-manage a subordinate's work, making corrections throughout the process. On the other hand, Nemaei, (2012:26) argued that leaders have to identify follower's needs because of managing their external and internal environment to influence followers using rewards, punishment and agreement systems.

#### **1.1.3.7. The Skills Theory**

The skills theory is another theory that has discussed by various researchers as consider that academic and increasing knowledge or acquired skills/abilities are significant factors in the practice of effective leadership.

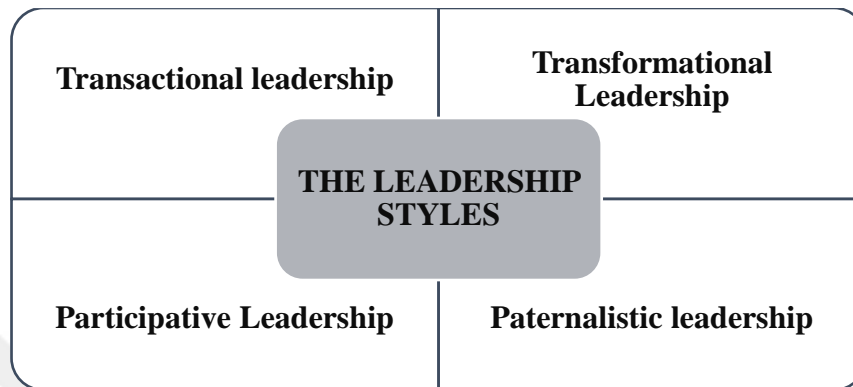
In this regard, (Uzohue et al., 2016: 20) argued that a skill theory not meant refuses of acknowledging the connection between inherited traits and the capacity to lead effectively, but argues that a developed style, learned skills and acquired knowledge are the real keys leadership performance.

### **1.2. THE LEADERSHIP STYLES**

There are many arguments on the leadership styles, which some of argued that a leadership style a style of leaders that provide direct or providing a plan to implementing a project which is useful to motivating people during daily working.

According to (Kolzow, 2014: 28) the leadership style reflects the way of individual behaving. So, a style of leadership is much essential to managing staff in the state or any organization, and this style may influence strongly by this experience or affected by the purpose in work or by the goal of the leader.

Figure 1: The Leadership Styles



**Source:** Prepared by the researcher based no above literature

### 1.2.1. Transactional leadership

According to (Kolzow, 2014: 42) transactional leadership assumes that people are motivated primarily by reward and punishment. This style is much related to the autocratic style. The belief is that employees perform their best when the chain of command is definite and precise, and that reward or punishment is contingent upon performance.

However, the researcher believes that a transactional leadership, as its name implies, views leadership as based on transactions between leader and followers. The leader sees human relations as a series of transactions. Thus, rewards, punishments, reciprocity, exchanges (economic, emotional, and physical) and other such "transactions" are the basis of leadership.

#### 1.2.1.1. The Dimensions of Transactional Leadership

The reciprocal leadership factors identified as follows (Uzohue et al., 2016: 22):

1. Conditional reward: It is a kind of agreement between leaders and their subordinates or assistant. To accomplish specific tasks that leaders clarify and

discuss with subordinates, also clarify who is responsible for each performance and what are the expected results, and how to achieve desired levels of performance by using the positive of rewards and privileges.

2. Management with active exception: Management can be distinguished between active exception and management by static exception through leaders' time of intervention, where leaders start to explain rules and regulations to control work. Moreover, they are looking into areas where performance can avoid them, and those leaders who are active and spend Sufficient time to monitor and examine systems, and also performance methods to predict possible problems to take corrective actions when they are acquired before they become a problem that is difficult to solve.
3. Management with static exception: Management expresses the static exception of the leaders who start their intervention after the completion of tasks. Moreover, the emergence of results and discover that they do not conform to the procedures or standards where they start corrective measures applied to the appropriate punishment for employees with unsatisfactory performance, which led to the failure in performance such as warning Transport or expulsion.

#### **1.2.1.2. Characteristics of Transactional Leadership**

According to (Al-Aaydi, 2015: 20), the characteristics of transactional leadership can identify as the follows:

1. Based on the process of exchange between leader and followers.
2. Exchange by clarification required of staffs and empathy with them.
3. The transactional leader supports staffs with conditions or the law of encouragement and intimidation.
4. The transactional leader follows the Administration method except for any intervention when necessary
5. Focuses on the type and to improve job satisfaction.
6. Work pressure does not allow for proper evaluation.
7. Democracy describes this style.

### **1.2.2. The Transformational Leadership**

The transformational leadership produces the assumption that people will follow a leader who inspires and motivates them. In this leadership style, the leader inspires and motivates by increasing a compelling vision, selling that vision, and focusing on developing relationships with followers as an instructor, mentor, and coach.

Although (Kolzow, 2014: 43) argues that the charismatic leader and the transformational leader can have many similarities, their main difference is in their essential focus. Whereas the transformational leader has a primary focus on changing the organization and, quite perhaps, their supporters, the charismatic leader may not want to adjustment anything except to advance popularity.

A transformational leader is the result of significant and continuous learning and relationship building. He or she engages subordinates by spending a great deal of time building trust and demonstrating a high level of personal integrity. The ultimate goal is to “transform” the goals, vision, and a sense of purpose of the followers, molding them into a cohesive team. This leadership style tends to help motivate followers to be loyal and dedicated workers, with the goal also of helping every member of the group be successful (George, 2013: 18).

This style of leadership mainly based on the emotional relationship between leaders and staffs. A transformational leader inspires staffs to see the bigger picture and follow the vision presented by the leader to perform beyond standard procedures. According to (Burns, 1978), transformational leaders are looking into followers’ potential motivations by exploring common objectives and linking them to followers (Nemaei, 2012: 27).

The researchers believe that these leaders employ a visionary and creative style of leadership. They act as a coach and mentor, provide personal attention and psychological support to the development of individual staffs, inspire staffs to make individual decisions, and reach levels of satisfaction in their work.

The transformational leadership style is instead about using influence to inspire and motivate followers. In other words, leaders using this style inspire followers to transcend their interest for the good of the organization. They inspire and motivate followers to make them believe in their capability so that followers can achieve higher goals which they thought they would have never made. Since this leadership approach

is about having better outcomes, leaders, and followers who are involved in will always be in the challenge of a status quo (Dang, 2017: 27).

Thus, Transformational leadership looks at leadership differently. It seems a real leader as one who can distill the values, optimism, and requirements of followers into a vision, and then inspire and authorize followers to pursue that vision. A transactional leader thinks of enhancement or development as doing the same thing better: an organization that reaches more people, a company that makes more money. A transformational leader considers changing the world, even if only on a small scale.

#### **1.2.2.1. The Dimensions of Transformational Leadership**

According to (Al-Ghamdi, 2011: 17)

- (Attractive) the vision that delivers the trend and meaning.
- The typical effect is the essence of charisma.
- Role modeling.
- Intellectual stimulation.
- Find a meaning for work
- Attracting to high-level needs related to self-fulfillment and attainment of transcendence and ascension.
- Empowerment.
- Set high expectations
- Strengthening the typical situation that helps to capture individual concerns like that of the Community.

#### **1.2.2.2. The Characteristics of the Transformational Leader**

Through research in the field of leadership, both Tychy and Devanna, (1986) have specific seven characteristics of a transformational leader, which in their view, differentiate between transformational leaders and other leadership styles as follows (Al-Ghamdi, 2011: 25):

1. The transformational leader seeks to create innovative and committed organizations that are resilient and adaptable to the environment. Their personality and dominant view enable them to lead employees in such environments successfully.
2. Transformational leaders are ready and able to take appropriate positions to take risks and to cope with complaints within the organization.

3. About the follower, the transformational leader is called openness, honesty, and willingness to give confidence when required.
4. Transformational leaders formulate a set of core values to be achieved and conduct behavior consistent with those values.
5. Transformational leaders seek to learn lessons from their own experiences to take advantage of them in some future situations.
6. Transformational leaders are ready to face almost all the situations in which they find themselves, taking into account the complexity and degree of volatility of contemporary situations and the unusual situations that contemporary organizations face daily. The ability to succeed creatively in such circumstances is essential.
7. Transformational leaders with a good vision have skills to find future situations that successfully linked to the organization's goals by building successful relationships with subordinates.

### **1.2.3. The Participative Leadership**

The participative leadership style is rooted in democratic leadership, and this term has evolved in the past to participative leadership (Nemaei, 2012: 21). Participative leadership also referred to as organic leadership is defined as leadership style which involves employees across different levels of the hierarchy in decision-making participative leaders involve their subordinates in the decision making process. These leaders pay attention to subordinates values and seek their input on important decisions.

In this leadership style, there is no formal distinction between leaders and followers. A participative leader can consider as a temporal coordinator for the group of like-minded people. The participative leader is a facilitator that shares the same vision and values with subordinates. However, (Al-Arabid, 2010: 37) identifies three dimensions of participatory leadership as follows:

1. A delegation of authority to subordinates.
2. Establishing human relations with subordinates
3. The participation of subordinates in leadership tasks.

While, (Waer, 2015: 56) in his study, mentions the five dimensions of participatory leadership as Stimulus, Delegation, Administrative Contact, Human relationships, and Participation

#### **1.2.3.1. The Characteristics of Participatory Leadership Style**

According to (Abdul Aziz, 2012: 55), the characteristics of participatory leadership style can identify as follows:

1. The authority delegation in decision-making. Also, involve subordinates in decision making.
2. Strong belief in the principle of human relations, thus involve staffs in defining and implementing policies and programs.
3. Mutual trust between the leader and the members, however, raise morale for subordinates
4. Motivate staff to work in team spirit and helping employees develop their skills as much as possible.
5. Encourage employees to take the initiative and support their creative spirit. Besides, ease and clarity of communication between the commander and his subordinates
6. Clarity of objective, work methodology, and leader policy
7. Respect and awareness of individual differences among employees
8. Build a good and functional relationship with the local community
9. Respect and proper time management, and encourage research and experimentation.

#### **1.2.4. Paternalistic leadership**

According to (Erben and Güneşer, 2017: 956) paternalism is a cultural characteristic, more than just being a type of leadership behavior. Moreover, it is not a concept that merely signifies the quality of a relationship regarding both parties' responsibilities and duties. Paternalism can analyze concerning the parental relations or organizational level relations. Before moving on to describing the nature of the relationships in both contexts, the cultural and structural determinants of paternalism should define. Paternalism is a shared cultural characteristic of traditional eastern societies such as China, Japan, India, and Korea. (Wang and Cheng, 2010: 106) argues



that leaders enact a paternalistic role with fatherly benevolence in traditional Chinese societies.

While, paternalistic leadership measured (PLM) by (Aycan et al., 2006: 965) 21-item paternalistic leadership questionnaire (PLQ). A sample item reads "Behaves like a senior family member (father/ mother or elder brother/sister) toward his/her employees." Measurement equivalence analyses, presented in the next section, revealed a ten-item short version of PLQ validated across cultures.

#### **1.2.4.1. The Dimensions of Paternalistic Leadership**

According to (Chun et al., 2009: 30) paternalistic leadership has three dimensions as authoritarianism, benevolence, and morality although it is essential to understand how these dimensions interact to impact leadership effectiveness.

However, (Wang, and Cheng, 2010: 10) mentions that the paternalistic leadership has emerged most widely in modern Chinese institutions, where the collective interest of individuals, both professional and family, has been demonstrated, as well as the high loyalty of subordinates, obedience, and obedience to this leader.

According to (Waer, 2015: 58) the dimensions of paternalistic leadership can identify as follows:

1. Parental authority does not delegate power.
2. Organizational climate under paternalistic leadership is similar to a family atmosphere where high values prevail in personal relationships with limited participation in decision-making.
3. The paternalistic leadership is a form of individual care that allows correcting errors, avoiding embarrassment, training, guidance, and development of subordinates.
4. The paternalistic leader believes that the method of performance of work is more important than work in itself, and it punishes subordinates, but it remains in the pattern of good.
5. Good leaders are sympathetic people who can take care of others before themselves.
6. In some circumstances, the right leader can be especially authoritarian in times of crisis.

### **1.2.5. Benevolent Leadership**

The roots of culture follow the excellent leadership of the Confucian culture through which the father is friendly with his children, and his children must show respect and obedience. Moreover, that the enthusiasm in the relationship is the result of loyalty, obedience, and subordination to the demands of the leader even if he exceeds what usually required of them. Moreover, charitable leaders honestly express their concern about the interests of individuals not only professional but also personal, this stimulates the positive feelings of subordinates (Chun et al., 2009: 31).

### **1.2.6. Moral Leadership**

The leadership that cares for the interests of the workers and the interests of the institution and the practice of this leadership base by justice and requires qualities of sympathy Empathy clarity and altruism and generosity also courage.

### **1.2.7. Authoritarian leadership**

The authoritarian refers to the behavior of leaders who call for power and control; authoritarian leadership can reduce the confidence of subordinates in their sense of injustice. The focus on power and absolute control may not make subordinates uncomfortable but lead to feelings of oppression and anger from the leader. Social interactions between the authoritarian leader and his subordinates are negative (Chun et al., 2009: 31).

### **1.2.8. Transactional and Transformational Leadership Styles**

Transactional and Transformational Leadership Styles are the two most readily- wrong ones. These look similar as with both approaches; leaders move the group closer to the set goals. Indeed, it seems to be the only similarity between these two styles. Moreover, these are entirely different from each other. (Burns, 1978) has explained differences between transactional and transformational leadership. In one hand, the transactional leaders establish an exchange relationship with the followers, by giving rewards/punishment for work and loyalty of followers. In the other hand, the transformational leaders prefer to engage with followers in a trust circle where they can inspire and motivate followers to gain better outcomes; it can see that two terms are utterly distinctive (Dang, 2017: 27).

Table 1: The differences between the transactional and transformational leadership styles

<b>Transformational Leadership</b>	<b>Transactional Leadership</b>
Leadership is responsive	Leadership is proactive
Works within the organizational culture	Works to change the organizational culture by implementing new ideas
Employees achieve objectives through rewards and punishment set by the leader	Employees achieve objectives through higher ideals and moral values
Motivate followers by appealing to their self-interest	Motivates followers by encouraging them to put group interest first
Management – by – exception: maintain the status quo, correct actions to improve performance	Individualized consideration: Each behavior is directed to each to express consideration and support

**Source:** Dang, Chi Phuong, (2017). Leadership in Vietnam Now & Future, p.27

## **CHAPTER TWO: ADMINISTRATIVE CREATIVITY AND LEADERSHIP STYLES**

### **2. ADMINISTRATIVE CREATIVITY**

The administrative creativity issue is one of the most important topics that is elevated itself to scholars and experts in the administration field in many organizations. Especially in the industrial societies' organizations which have realized this issue. In general, the consequence of creativity was the same response to each one of the individual, organization or community.

According to (Hijan,1995: 265), many scholars provided concept and investigated on administrative creativity, whether overtraining institutions that efforts to develop skills of individuals in thinking creativity's way to solve problems which that confronted by them or faced into the organizations in which they work.

Consequently, the motivating of the psychologists' scientists have enlarged into the study of innovation and creativity in the 20th century, the history of humanity has not witnessed of a period which is many of the writers, thinkers and spoken for creative people like what happened in this last period. Also, the ability to think for the creatively throw people, research indicated that the majority of psychologists have recognized that creative thinking part among all people and the difference among them lies in the degree or level of this ability (Abada, 2001: 11).

In fact, it has revealed that from the experience of the nations that it is not possible to provide someone except through creativity and also through the development of man, this help to support for his/her ability to innovate permanently and continuously.

Therefore, it is imperative for the organizations' administrative to take care of the creativity issue in the fieldwork and their work to develop the spirit of creativity in their proprietors and lets them use their talents and creative talents. On the other hand, it has become imperative attract to individual's artistic qualities and abilities to subsidize their talents in the various administrative processes (Al-Nimr, 1990: 103).

#### **2.1. The Concept of Administrative Creativity**

There are many concepts of administrative creativity which have been provided by writers, so, from scientific points view, creativity is a very complex phenomenon

with many different axes and dimensions (Therese, 1996: 200). Therefore, researchers have differed determining what the creativity was and they did not agree on a clear and specific definition. (Alexandro, 1990: 19) due to the complexity of the creative phenomenon itself.

According to (Olsson, 2012: 16) creativity has repeatedly been defined as the ability to generate ideas that are original and useful. Creativity is present indeed in many aspects of human life. What seems novel to us in this recent craze on creativity are perhaps the rediscovered relationships of creativity in economic production, scientific and business innovation, personal and social development. As well as a wide range of socio-economic aspects, which would shed light on how we live in the 21st century (Eileen, 2005: 26).

Consequently, creative activities aimed at improving interpersonal relations and interacting with each other to accomplish the tasks or objectives of the organization. Administrative creativity also deals with the roles, procedures, and structures related to the communication process Interaction among individuals and between individuals and the environment in which they work.

Thus, administrative creativity is the ability to invent new and different methods and ideas that contribute to the promotion and development of organizational performance within the organization. Administrative creativity is an attempt to express sophisticated thinking that seeks to make fundamental changes in the ways and means of administrative work to make them more efficient and effective (Syed, 2008: 15).

While, (Arifi, 2008: 120) defines administrative creativity as a mental ability that appears at the level of the individual, group or organization. A process of multiple stages that results in a new idea or work that is characterized by the most considerable fluency, flexibility, and originality, sensitivity to the problems, retention, and continuity. However, its describe through the ability to focus for long periods of time in the field of interest, and the ability to form new connections, discoveries, and relationships and this creative capacity may develop according to the skills and capabilities of individuals, groups, and organizations.

### **2.1.1. The Historical Development of Creativity Concept**

The history of social development mentions that human first began to acquire tendencies towards the possession of certain assets, and then deliberate to have more,

and desire to have what makes his/her life more accessible, and when these desires became reliable to a large extent, turned into a sense of need.

In the past, knowledge was only for a few people. Besides with historical development, the interest in understanding increased to the present age, which became known as the age of expertise - widely shared by all and that future creativity would result from individual and collective discoveries at the rate of the studies show that creativity is based primarily on both prior knowledge and laborious experimentation. While creativity develops through a planned process, a predictable system as well as a random method that may lead to unknown results (Al-Akhdar, 2011: 26):

**The first stage:** This stage extended from the earliest ages when the written or the transmitted monuments transferred to us from the Greek and the Roman periods, then Islamic periods, and ending with the European Renaissance and the first decades of the twentieth century. One of the distinguishing features of human knowledge associated with the concept of creativity at this stage can be summarized as follows (Al-Nakhro, 2011: 10):

- Confusing theories of creativity, genius, intelligence, talent and early maturity.
- The belief that creativity and genius drove by supernatural powers beyond the limits of human control.
- Focus on the role of genetics and instinct regarding the transmission of creativity or genius in certain strains and across generations from parents to children.
- The use of the words creative and genius to describe the few who come with extraordinary works.

**The second stage:** This stage began at the end of the 19th century when they started to talk about the impact of social and environmental factors in human behavior. Moreover, widening the circle of discussion and disagreement during the first half of the twentieth century between environmentalists and genetics regarding its role in shaping behavior and personality and mental capacity. The most prominent features of this stage include (Razok and Farhi, 2015: 2):

- The emergence of several psychological theories tried to interpret the creative phenomenon such as the theory of Gestalt and thoughtful analysis and mental measurement.

- The equality between the concepts of creativity, genius, and intelligence.
- Progress in distinguishing between the concepts of creativity, talent and excellence, and the decline of the process of linking creativity, gullies and paranormal.
- The debate about the impact of genetics and the environment on creativity, and the recognition of the importance of genetic factors and the environment.
- Full attention to creative efforts in the fields of life sciences and natural resources.
- Developing some tools for measuring innovation and creativity education programs, especially in the fields of industrial and commercial works.

**The third stage:** It can say that this stage began in the middle of the twentieth century and extended until the present era, where the concept of creativity realized as a combination of mental, cognitive processes. The pattern of thinking, personality and motivation and the environment, and with the explosion of knowledge, which has been huge-and continues to witness- thanks to the phenomenal development of communication and information technology has advanced the research and experimental studies that have subjected to the concept of creativity.

The neuropsychological sciences have also progressed, and the knowledge about brain structure, mental functions, artificial intelligence, psychological measurement and others have expanded. However, the most prominent features of this stage include (Al-Nakhro, 2011: 10):

- The distinction between the concepts of knowledge and creativity, in a sense, that intelligence is not creativity and the difference between them and the idea of talent.
- The emergence of new theories of creativity as the theory of psychological measurement of creativity and cognitive approaches to creativity.
- Development of a large number of tools and measures for measurement of creativity.
- Developing a large number of educational programs and training to teach creativity.
- The belief that creativity exists in all individuals, such as intelligence, and that its distribution according to the standard distribution curve of mental abilities.

Research and empirical studies on the concept of creativity and comprehensiveness of the general theory of creativity as a concept that includes the individual, the environment, mental processes, creative works or products.

- The breadth of the fields of humanitarian work in which societies recognize their creative achievements.

### **2.1.2. The Importance of Administrative Creativity**

Creativity has a significant impact on human life. If it were not for creativity, there would be no inventions and discoveries that benefited humanity in all fields of life, and if it were not creativity, human beings would continue to use primitive means in their lives. Creativity is what human beings know about themselves, how to light fires, the machine runs steam, then the fuel engines, and thanks to creativity, human knew how to make medicine, fight disease, and fear.

The 21st century is an age of competition among organizations to provide the most satisfying service to the beneficiary and therefore strives to find innovative ways to work. The only way to do that is to spread the culture of creativity and interest in encouraging it (Al-Anzi, 2009: 43). The positive aspects of creativity in organizations can be summarized as follows:

- a) The ability to respond to ambient environment variables, which makes the organization in a stable position as it has the willingness to cope with these changes in a way that does not affect the operation of regulatory processes. (Hamida, 2014: 348). Therefore, the modern public administration structures operate under the changing of knowledge and information that is very complex and accelerated, which overshadows and affects these devices and invites them. To a lot of reflection and scientific research to meet the various challenges and problems not seen before, which requires the structures of public administration to recognize these challenges and to meet them quickly and efficiently and highly efficient (Al-Kolaibi, 2012:70).
- b) Improve organizational services for the benefit of the organization and the individual. Organizations need to adapt to rapidly changing environments, reactivate themselves, develop new products and improve customer services, as creativity is also the key to the vitality and survival of organizations (Project Creat, 2011: 11).



- c) Contribute to the development of the intellectual and intellectual capacities of organizing staffs by allowing them to test these capabilities.
- d) Optimal utilization of financial resources through the use of scientific methods to cope with current developments (Hamida, 2014: 348). So, creativity promotes economic growth through the creation of appropriate techniques, and technologies that support development (Shabani, 2016: 49).
- e) The ability to strike a balance between the various development programs and the available physical and human resources.
- f) Better utilization of human resources and use of their capabilities by providing them with the opportunity to search for new work in the field of work and continuously update the work systems in line with the surrounding changes. (Hamida, 2014: 348). Besides, develops the ability of the individual to devise new ideas, and help to arrive at a successful solution to the problem in an authentic way (Khamisat and Sulaymani, 2013: 5).
- g) Many considered to administrative creativity as a critical and vital competition because of the importance of creativity as far as pay careful attention of organizations managerial creativity as a profound influence on construction, sustainability, and prosperity (Al-Arifi, 2006: 14).

### **2.1.3. Characteristics of Creativity**

The scientists and researchers pursued to identify the characteristics of good creativity to come out with more contributions to the phenomenon of creativity. Moreover, verify its relevance and effectiveness to support, develop and nurture creativity in many activities and areas, both at the level of organizations, groups or individuals, although creativity. The fact that the existence of human civilization and the base movement and its evolution since God created on this Earth only to examine the phenomenon of creativity and foresight to see what they were like real belated considerably which kept it non-specific event sufficiently. The aspect and its presentation in the appropriate manner described in the following characteristics (Al-Arifi, 2006: 17):

- Creativity is an individual and collective event. Creativity is not exclusive to individuals. It is not necessarily a different process. It may practice by groups and institutions. It can say that collective or institutional creativity may be

influential, especially in contemporary historical stages. Very complicated and we need significant efforts and considerable potentials to be able to deal with them and reach creative results around them. (Rajraja, 2015: 53).

- Creativity does not depend on the in-depth, holistic thinking that examines the problem in all its aspects and faces several similar solutions.
- Creativity is a general human phenomenon, not an event specific to one, but it varies from one person to another according to nature and the circumstances in which it lives and deals with it.
- Creativity is linked to inherited factors and can develop.
- Creativity, theoretical and experimental, interchangeable and change according to time and place.
- Creativity always begins with the systematic analysis of the opportunities offered by change and the thinking of exploiting these opportunities and turning them into creative possibilities.
- Creativity is an effort connected to the perception of the senses and the new perceptions and formulations. So, requires distinct abilities in observation and listening.
- The effectiveness of creativity requires that it be directed to satisfy particular needs or desires at a time when this result must be as natural as to be told about a new creation: this is quite obvious.
- Efficient creations always begin small and then progress according to the results of the calendar and experimentation.
- The efficient, creative outcome looks forward to the forefront of excellence and leadership, and this means that since the creative effort did not aspire from the outset to the position of leadership and excellence, it often does not reach the result of creativity.

#### **2.1.4. Characteristics of a Creative Person**

According to (Al-Sudi, 2016: 31), psychologists paid attention to the creative person, who believe that creative people can be identified by studying personality variables and individual differences in the cognitive field and the field of motivation. Consequently, this trend would have created quite some personality measures and their development to reveal creative individuals. While, the description of the original

person usually deals with three main areas, namely cognitive characteristics, personal characteristics, motivation and evolutionary features.

Many researchers have identified many characteristics of a creative person. So, there are those who focused on the attributes of risk-taking, independence, vision, insight, and openness, and there are those who focus on intellectual fluency, originality, self-confidence, promptness, ability to deal with others and daring to express opinions and suggestions (Shahinaz, 2012: 106). In two separate studies, Gilfour and McKinnon concluded that the creative individual has the following characteristics (Al-Azmi, 2006: 51):

- Highly sensitive to problems.
- Capable of showing new, acceptable and authentic ideas.
- A considerable degree of intellectual fluency.
- A flexible mind, that is, he/she can quickly change mindset to adapt to changing circumstances.
- Independent of thoughts and actions, preferably in the direction of a particular chosen goal.
- Likes the survey and openness to the outside world and its problems.

However, the researcher believes that a creative person or the leader is the one who looks at problems or things with a new perspective. Moreover, relations that are unfamiliar, interact with the work environment, the environment of the organization, conducts research and investigation, intuition and the linking of things, leading to the new and original production of value to him and his organization and society.

### **2.1.5. Levels of Creativity**

Creativity can take place on several levels; so, it can be an individual ability; or it can be a group characteristic, or it can describe an organizational, social, or cultural environment as follows:

#### **2.1.5.1. Creativity on the Individuals' Level**

According to (Talal and Al-Azzawi, 2011: 6) the administrative creativity could be achieved by individuals who have the capabilities and qualities of creativity, and wrote a lot about the creative personality, and was identified features that distinguish the original character from the other regarding skills and preparations and

tendencies. However, according to (Al-Homsi, 2013: 59), there are several indicators of creativity at the individual level: the ability to generate ideas, the flexibility of thinking, deep and fixed vision, intellectual originality, the conclusion of relations between objects.

Therefore, creativity enters the broad domain of extraordinary personal influence, the social processes of the making of a reputation, or the processes underlying the capacity to shift roles, in which the creator develops a dialogue with his/her effort, antedating the audience's reaction. As the product of that communication process, creativity appears connected to what is perceived as new by someone other than its originator, or as the putting to use of an idea (Fernando, 2012: 3).

#### **2.1.5.2. Creativity on the Group Level**

In regard, the creativity on the group level (Al-Srouf and Al-Oweidi, 2013: 185) mentions that there are fixed groups collaborate with each other to apply ideas to change the group performance for the best. However, it is the creativity that achieves or reached by the group such as department or committee. Moreover, depending on the characteristic of synergy, the creativity of the community far exceeds the total individual creations of members as a result of interact, exchange of opinion, experience and helping each other (Taq and Obaid, 2016: 47).

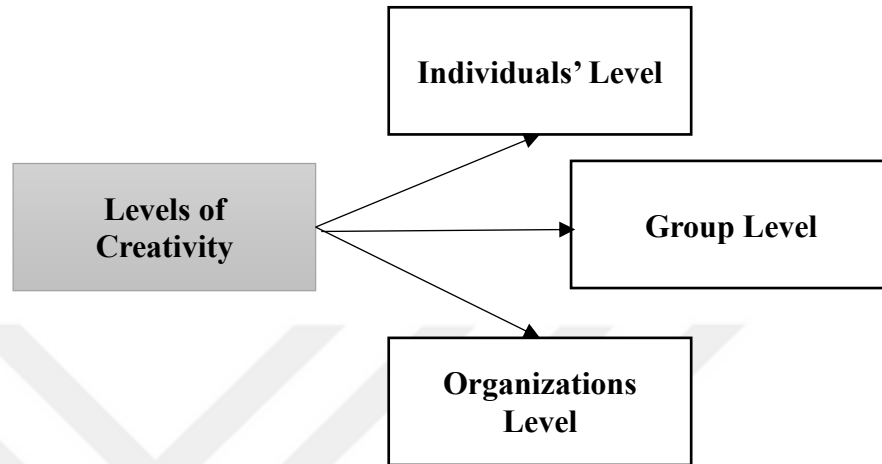
#### **2.1.5.3. Creativity on the Organizations Level**

It must emphasize once again that creativity in contemporary organizations of all kinds is no longer a matter of luxury, but rather a necessity and an urgent one. It is indispensable if it is to survive and thrive. Therefore, organization's administration should make creativity its daily work and practice; this can achieve the following two necessary conditions:

1. The need to learn to solve problems creatively must recognize that creativity and leadership need people with deep thinking, and related to concepts, and the need to develop skills and creative abilities in creating and promoting problems (Belko, 2016: 10).

2. There are distinct organizations in the level of performance and work, and often the work of these organizations exemplary and ideal for other organizations (Ababneh and Al-Shakran, 2013: 471).

Figure 2: The Levels of Creativity



**Source:** Prepared by the researcher based no above literature

#### 2.1.6. Organizations Need Creativity

The importance of administrative creativity is revealed to help the organization work better through improved coordination, internal control, and organizational structure. It also facilitates creative processes that enable the organization to continue its work, innovative solutions to the problems it faces efficiently and efficiently, and positive changes in the organization's structure.

Besides, help them adapt and interact with the surrounding environmental variables, and improve their productivity as well enhancing its performance and its workers. Moreover, invention suggestions, ideas and discoveries to develop rules, regulations, procedures, imaginative, and creating new business methods. That resulting in the emergence of programs and services outside the organization's activities and improve the quality of the products and services they offer to the public the recipient of the assistance and increase financial input (Awad, 2013: 209).

However, according (to Al-Amayan, 2010: 390), rational organizations do not act only as a response to the disparity between achievement and ambition. They may discover and adopt new ways and methods through research processes to improve their performance; rational organizations must monitor their environment to anticipate new

demands and confront them. Intended and systematic research and investigation of changes and logical analyzes of the opportunities for creativity that can result from such changes.

Consequently, the researcher believes that the organizations need creativity arises when the decision makers in the organization realize that there is a disparity between actual organization performance and desired performance. This disparity urges the administration of the organization to consider adopting a new approach.

Typically, the conditions that create the need for creativity are dictated by changes in the organization's environment, such as technological changes, changing consumer needs or providing information about the emergence of a better method of action. However, if organizations feel that there is a gap between current behavior and desired behavior, they will try to bridge or narrow the gap, through creativity.

#### **2.1.7. Stages of Administrative Creativity Process**

As (Al-Azmi, 2006: 47) mention the phases of the creative process will be dealing with in two ways. The first is the stages of creativity at the individual level, and the other represents the steps of creativity at the collective level.

While, the stages of creativity at the individual level take an internal psychological appearance, in which creative abilities emerge from the beginning of the problem, the identification of goals and the search for information. So, in this primary activity, all personal factors, cognitive elements, and creative abilities are intertwined.

##### **2.1.7.1. Preparation Stage**

This stage refers to the definition of the problem and its identification, collection of ideas and information related to it to overthrow all dimensions of the problem. Moreover, the sense of it, where the notes are taking as well as the questions, discussions, the collection and recording of evidence. Furthermore, what distinguishes the creator at this stage his/her ability to free from the association with the ideas of others and to offer original free creative ideas (Ouaar, 2015: 104).

##### **2.1.7.2. Incubation Stage**

This stage is the most challenging stage because it takes place within the individual's conscience and is not due to apparent behavior and it seems as if nothing happens to the individual's conscience. In the case of creativity, the individual receives

in his mind and his mind a substantial volume of information and occur too many processes of these processes such as order, classification and away from what is unnecessary. Then re-aggregated in similar groups, in short, the enormous volume of information was developed to become something that has a complete meaning.

However, this occurs inside the human mind without appearing to have any apparent activity. However, it may seem like a mindless people who dream or meditation, but this does not represent the motivation, the processes within which make him/her stray text because he thinks genuinely and continue this thinking with the individual even during sleep and continue. So, this stage to minutes or several hours, and perhaps even several years, which governs the length of time for this stage is the complexity of the problem that the individual thinks concentration (Alwan, 2005: 23).

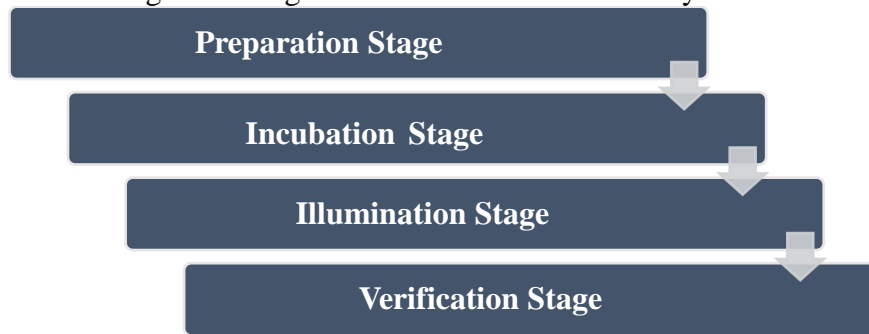
#### **2.1.7.3. Illumination Stage**

According to (Ouaar, 2015: 104) at this stage, the moment of inspiration comes and leaves the whole idea to the mind of the creator. Where the fundamental idea or model work emerges abruptly, which makes it in the case of discovery after the completion of the process of inspiration, it is the situation in which the individual can rearrange his/her ideas to allow him access to what represents a typical solution.

#### **2.1.7.4. Verification Stage**

The verification is the final stage of the administrative creativity process and includes examine and assess new ideas from previous steps and care this stage with new ideas. To verify that this stage testing or checking the concept engendered or in other words is practically tested for validity and then reassessed and then be reexamined and reassessed (Alwan, 2005: 24).

Figure 3: Stages of Administrative Creativity Process



**Source:** Prepared by the researcher based no above literature

### 2.1.8. Administrative Creativity Obstacles

(Al-Kalabi, 2012: 87) argued in his study, the administrative creativity often faces many obstacles, whether at the level of the creative director, the staffs, the group or organization or organization that overlap with each other, however, Al-Kalabi limiting the administrative creativity obstacles in four groups as follows:

- Intellectual obstacles.
- Emotional obstacles.
- There motivational obstacles such as fear and indecision.
- Organizational obstacles.

Some concerned researchers have studied the obstacles to administrative creativity. (Likes Hamshari 1994: 59) identified ten main challenges to administrative creativity: resistance to change, the absence of incentives, creativity costs, standards of creativity and innovation, laws, regulations, management, organizational climate, colleagues (social environment), environmental conditions and personal factors.

In this regard, (Al-Anzi, 2010: 46) mentioned that the process of administrative creativity face with many obstacles that reduce the ability of the individual to invest his/her abilities and develop managerial skills. While, (Abdel Wahab, 1980: 47) stated that an underestimate the thought of the creators and not to listen to their proposals, whether inside or outside the organization. There are no material or moral incentives for those who have creative ideas. However, lack of training programs that help to develop creative and innovative skills and lack of interest in programs that will affect the minds and minds of individuals, and the limited applications that exist on the



organizational themes of duplicate does not renew or development (Abdel-Moneim et al., 2000: 15).

The real commitment to laws and regulations to the point of conflict with the qualities of the creative person so that the employee does not have the opportunity. To use his/her talents in solving the problems he/she faces, it is work similar to the automated task, which kills the spirit of initiative and ambition and thinking and looking forward (Al-Nimr, 1987: 15).

### **2.1.9. Administrative Creativity Development**

The freedom to select what to work on permits individuals to seek out queries that they are highly intrinsically motivated to pursue. This high level of intrinsic interest will lay the groundwork for creative achievement. In the workplace staffs should be encouraged to explore ideas that are personally exciting; their essential motivations and creativity at work might enhance if their managers establish environments in which people can freely exchange their ideas and explore mutual interests in the work. To achieve this goal and preserve essential motivations, it is also vital to reduce the emphasis on such extrinsic constraints in the social environment.

Although it is impossible to eliminate extrinsic concerns in most employment (and academic) settings, attempts can be made to reduce their salience or to change their character (Al-hajaya and Al-Roud, 2011: 1). Many other elements create an environment in which individuals and teams feel encouraged to be creative. These qualities include organizational motivation, resources, and innovation management practices. The organizations should eliminate unnecessary layers of management, as well as any barriers, provide generous rewards for creative behavior and encourage the use of cross-functional work groups. Consequently, several practices help in developing administrative creativity (Al-hajaya and Al-roud, 2011: 2):

- a) The encouraging staffs to introduce their ideas which must be listened to and respected.
- b) Finding effective communication methods among staffs which allow information and ideas to be exchanged and discussed.
- c) The encouraging individuals to debate freely to motivate them to present creative thoughts.

- d) Offering moral and financial support for innovators and sponsoring creative projects.
- e) The giving a fortuitous for creativities and ventures and to tolerate the results of failure.
- f) Offering individuals personal independence.

#### **2.1.10. The Dimensions of Administrative Creativity**

Creativity exists to varying degrees in people of different origins, culture, education, and backgrounds. Moreover, some believe that there is an instinct for self-realization and attainment of perfection in human beings called creative self, which is the primary cause and driver of behavior, as well as the first abilities that can be acquired either through formal education or structured training and guidance or practical experience in the field.

In which the individual works, such methods develop the creativity, and direction of the most useful, and education and training may not work if there is no the individual has a minimum of willingness and ability to think creatively (Al-Azmi, 2006: 37). Subsequently, most of the scholars and researchers in their studies dealt with the following dimensions of administrative creativity:

##### **2.1.10.1. The Fluency**

According to (Souriya, 2014: 60) fluency means the ability to produce as many ideas as possible on a particular topic in a given period. However, it represents the quantum aspect of creativity, which means mental work in which the individual develops his or her subjective experiences, to speed up his/her mental processes to give the maximum number of his/her skills at maximum speed and performance. So, this necessarily a process of recall and voluntary recall of information, experiences or concepts already learned to new or to reach a new creative performance (Abu Dalboh and Jaradat, 2013: 11).

The creative person, someone is superior regarding the capacity of ideas on a particular topic in a fixed period compared to the other. Which has high fluidity and easy ideas generated that fluency intended profusely ideas where abundance and diversity, this does not mean that each of these ideas dynamically leads to a direct solution to problems or creative production? Although (Al-Azmi, 2006: 37) argues

that perhaps very few of these ideas or one idea worthy of being a creative investment, and can appreciate the importance of fluency as one of the dimensions of creativity as the main engine. To solve problems by not surrender to the creator or the temptation to find and propose many ideas. There are those who divide fluency into three types:

- a) Verbal fluency or eloquence of words
- b) Intellectual fluency or eloquence of meanings
- c) The expressiveness of expressions or forms

#### **2.1.10.2. The Flexibility**

The individual can change his/her points of view towards the problem that he/she is dealing with, given that it is from different angles. It is the opposite of the mental rigidity in which a person tends to adopt specific intellectual patterns to confront different positions. Also, flexibility is the ability of the individual to think in more than one direction means the strength of the individual to change from one place to another quickly. It likewise points to the ease with which mental views are changing, intolerance to ideas per se, looking at objects from several angles, between ideas to become in a new form (Hamed, 2016: 31).

However, flexibility represents the qualitative aspect of creativity, meaning the ability of the individual to diversify ideas and thus change the state of mind by improving the situation, directing or transforming the course of thinking with the change of stimuli or the requirements of the case (Abu Dalboh and Jaradat, 2013: 11). Flexibility can divide into two types:

- a) **Adaptive flexibility:** The individual can change the mental orientation through which considered. To solve a specific problem, in the sense that it is the opposite of psychological rigidity or so-called mental retardation, and is named adaptive because the individual needs a deliberate modification of behavior to agree with the correct solution.
- b) **Automatic flexibility:** The flexibility that appears in the individual without the necessary need required by the situation, gives the person some responses do not belong to one category but belong to a diverse number. It is clear from the above that the fluency factor focuses on quantity without quality or diversity of ideas, while the coefficient of flexibility focuses on the importance of changing the direction of views as well as their diversity (Al-Azmi, 2006: 37).

### **2.1.10.3. Originality**

It means the ability to produce new solutions, the original creator in that sense not duplicating ideas around, and not resorting to traditional solutions to issues of originality implies renewal or uniqueness of ideas, creative person with original thinking which shrinks from the ordinary or every day (Al-Azmi, 2006: 37).

While, (Bahr and Al-Ajla, 2011: 1408) argue that originality is the ability to produce authentic responses, or a few repetitions within the statistical sense within the group to which the individual belongs, that is, the lower the degree of prevalence of the idea the more reliable it is.

- Uncommon response (ability to produce rare ideas).
- The distant response (the ability to recall distant, indirect consequences).
- The skillful response (the ability to produce skillfully judged reactions), and this aspect is a new test of originality.

### **2.1.10.4. Ability to Analyze**

According to (Jabari,2009: 20) ability to analyze is a creative production that involves the process of selecting and coordinating any new work into small units. The creative person can organize, simplify and plan ideas when doing any further job. Hence, the ability to analyze means the ability to access the elements that make up composite objects elements of things and understanding the relationships between these elements (Al-Azmi, 2006: 37).

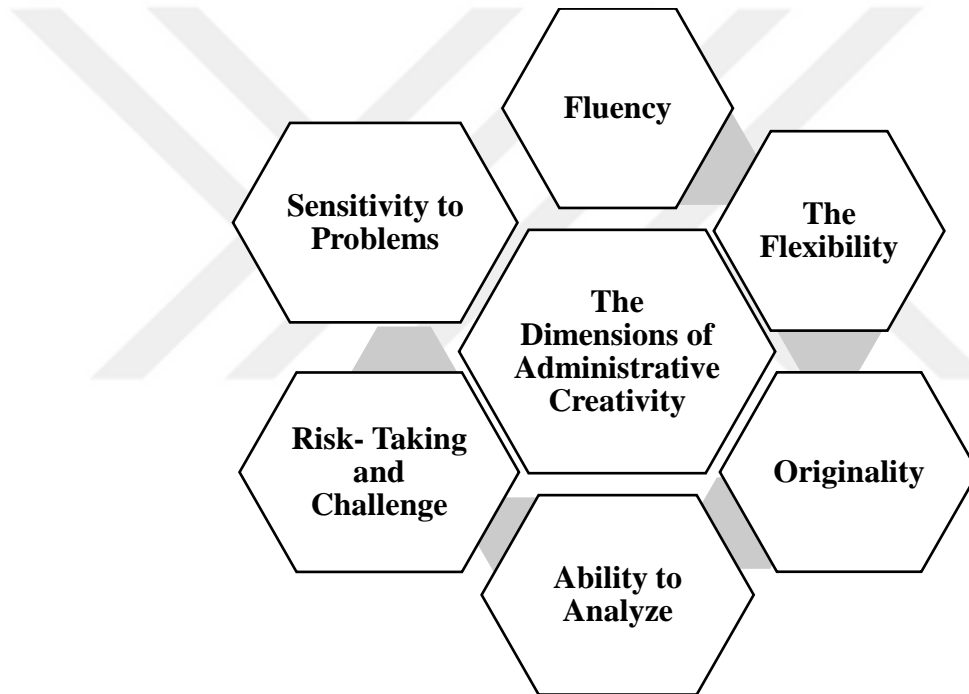
### **2.1.10.5. Risk- Taking and Challenge**

It means that the creative person tends to take the initiative to adopt new ideas and methods and seek solutions to them, while at the same time being able to take risks and challenge from the actions he/she is doing and is prepared to face the responsibilities involved (Al-Azmi, 2006: 38). Risk- taking is also, the inventiveness to accept new thoughts, ideas, and approaches and to be prepared to take risks from the actions it takes and the responsibilities it entails (Rajraja, 2015: 61).

### 2.1.10.6. Sensitivity to Problems

According to (Torrance,1990: 408) creativity is a process that begins with sensitivity to issues and shortcomings. The individual also can see effects in things, habits or systems, and to see deficiencies and weaknesses in them, and to mean awareness of the existence of the problems or needs or elements of weakness in the environment or the situation (Al-Mukhtar and Adawi, 2011: 20). Thus, individuals who are increasingly sensitive to perceptions of deficiencies in different conditions are more likely to go into research, and therefore, they are more likely to be creative (Rajraja, 2015: 61).

Figure 4: The Dimensions of Administrative Creativity



**Source:** Prepared by the researcher based no above literature

## 2.2. The Effect and Relationship Between Leadership Styles and Administrative Creativity

According to (Saeed, 2016: 41) The relationship between leadership styles and organizational creativity is essential in the success of creative processes within organizations, society and in the development and creation of a creative environment. Hence, innovative leaders are not only satisfied with the rearrangement of existing structures but motivated by the constant quest for a better way. The style of creative

leadership is discovery, the broader interest and raise the awareness of direction, followers and the organization as a whole.

Transformational and transactional leadership styles often contrasted. So, results of employee surveys suggest often that a transformational leadership style has more beneficial effects on employee and organizational creativity than a transactional manner (Gong et al., 2009; Shin and Zhou, 2003, but confer Basu and Green, 1997). In fact, leadership scholars consider stimulating employee creativity as one of the core strategies a transformational leader can use to align individual needs with organizational goals (Piccolo and Colquitt, 2006).

Nevertheless, five experiments verified the effects of transformational leadership, contrasting it with a transactional (four tests) or non-transformational, but, one experiment styles demonstrated that transformational leaders primarily encourage employee and administrative creativity and innovation by providing a climate that supports employees' innovative efforts. A positive relationship between transformational leadership and employees' creative behavior have found transformational leadership to relate to increased performance quality of research-and-development teams (Al-ArAIMI, 2012: 105).

According to (Al-Shukha, 2003: 46) it is better to have the leaders and president serve as role models for those who are engaged in renewed thinking, or at least to be interested in it. It is not expected that subordinates will think innovatively as their president has traditionally considered or clung to the old and does not give rise to renewal. Therefore, it may suppose that it is not enough for the leader of successful manager to be himself a new thinker. However, instead to encourage competition among staffs or subordinates, to discuss them, to inform others, to apply the good of these ideas and to assign a new notion of assistants to plan to implement them, with the assistance required by the material and moral potential. Likewise, give the necessary appreciation to the owners of practical ideas useful.

The administrative creativity in organizations is a dominant force to move to exceed the expectations of communities or customers. That is creating creative leadership which promotes creativity to generate new ideas. In the proposals include incentives and ceremonies honoring outstanding individuals and groups, and here we guarantee the continued flow of fuel to move forward to always obtain ahead of time

and clients together, so that became administrative creativity which vital for the organization for generators (Al-Kolaibi, 2012: 76).

Parental leadership contributes mostly to the loyalty and obedience of the subordinates, as well as to the control relationship that impairs creativity. The staffs tend to follow the instructions of their boss without allowing them to seek other solutions to the problems, so they are less likely to achieve creative results. However, this type of leadership can pave the way for innovation, as subordinates share a strong sense of gratitude which leads to a high level of comfort and mutual trust necessary for creativity. On the other hand, staffs who work at high levels of functional leadership identify for their contributions and more resources and knowledge about the work of their leader.

Which indicates to the leader's response and support for creative work, in Chinese establishments, patriarchal leadership raises the feelings of organizational commitment in the performance of work and the obedience that can discourage thinking outside the box and stifle creativity. On the other hand, the literature on creativity has confirmed the positive impact of supporting the patriarchal leader and foster creativity, as it can create a psychologically safe environment that promotes creativity and helps the creative process (Ouaar, 2015: 63).

The administrative creative and effective leadership demands that the leader know the human nature regarding the needs of the individual, the desires, abilities. To be an innovative leader must recognize the usefulness of proper incentives in addition to material incentives and know when to use each kind of incentives, while some individuals may confound words or recognition more than rewards and money (Saleh and Bani, 2013: 124).

## **CHAPTER THREE: LEADERSHIP STYLES AND THEIR RELATION TO ADMINISTRATIVE CREATIVITY OF THE MINISTRY OF PLANNING IN THE ERBIL CITY**

### **3.1. THE STUDY BACKGROUND**

In this section, the study background, we aim to reveal the previous studies on the topics that related to the study variables leadership styles and administrative creativity. So, the main theories are reviewed first, followed by some thoughts that may afford different backgrounds and validations for the study variables through discussing the previous studies and areas of benefit. Despite the various studies on leadership and creativity, but it is rare in the studies that dealt with transformational leadership, transactional, participative, and paternalistic leadership and its relationship to administrative creativity as well as its applications in the field of government.

Shukha, (2003) this study is about to analyze the relationship between the leadership styles and the level of administrative creativity.

The survey applies to the first stage of the general directorate of passports in the Riyadh city of Saudi Arabia. So, the study limited to leadership styles inversely with the level of administrative creativity. However, (255) individuals participate in the survey by responding the questionnaire statement. While, the researcher identifies the administrative creativity elements as; fluency, flexibility, originality, risk-taking, sensitive to the problems, analysis capability, and out of the ordinary.

The study reaches several results the most notable are: The existence of a positive relationship between the leadership styles (the democratic leadership style, the democratic leadership style, the dominant leadership style) and the level of administrative creativity in the directorate general of passports. Also, the study realizes that there is no statistically significant variance in the level of administrative creativity and personal characteristics according to (age, rank, work experience, educational level).

Hamd, (2016) the researcher aims to examine the effect of leadership styles on the creative behavior of employees.

This study purpose to identify the impact of the pattern of leadership on employees' creativeness behavior and examine the relationship between them. As the researcher argues that the significance of the study is due to increasing interest in this



subject which attracts the attention of many business organizations irrespective of their difference, size, and type.

The descriptive, analytical method used because of its relevance and satisfied the purposes of the study. The targeted sample was Sudanese banks, and the primary data was collected by questionnaire and 130 received out of 150 total distributed questionnaires. The response percentage was 87%.

However, the study used the SPSS-V24 to analyze data and test hypotheses as well as other methods applied to measure variables, test hypotheses and analyze correlations between the variables of the study.

The findings showed that there is a partial positive relationship between the pattern of leadership and employees creativeness behavior. It is recommending that Sudanese organizations should adopt patterns of leadership explicitly focusing on the free and changeable pattern of leadership that supports the creativeness behavior and increase the performance of employees. The organizations should also pursue strategic perspective for applying the philosophy of pattern of leadership to support them against the surrounding environmental variables.

Ouaar, (2015) this study is about to investigate the role of leadership styles in the development of administrative creativity: A case study of the Saidal group

This study purposes to measure the impact of leadership styles namely: transformational, transactional, participative and paternalistic) on administrative creativity within Saidal group for the pharmaceutical industry in Algeria through the used the descriptive and analytical approach. The dimensions of Transformational leadership included: Inspirational motivation, intellectual stimulation, idealized influence (charisma), and individualized consideration.

Moreover, administrative creativity as the dependent variable measured in five dimensions: sensitivity to problems, originality, flexibility, fluency, ability to retain and maintain direction. The study was carried out to cover the population of 1300 managers' employees within the various subsidiaries of the Saidal Group for the pharmaceutical industry in Algeria. A stratified random sample of 169 employees, from medium and low levels of the hierarchy, was chosen; on the whole number of questionnaires, 135 were valid for statistical analysis, namely a rate of 80%.

The study found some results, such as Leadership styles practiced in the Saidal group for the pharmaceutical industry is the transformational, transactional,

participative with fair means, compared with the Paternalistic leadership. Also, the level of administrative creativity in the Saidal group for the pharmaceutical industry was high. However, this study found a significant positive relationship between leadership styles as (transformational, transactional, participative and paternalistic) and administrative creativity in the Saidal group for the pharmaceutical industry, the largest one was that relating to transformational leadership.

Bosiok et al., (2013) the researchers with this aim to examine the leadership styles and creativity. While, the critical objective of this study was to clarify the nature of two psychological constructs – leadership style and creativity. For this purpose, the researchers administered the ECCI-i and LSQ scales to 140 leaders of both genders from different business organizations. Reliability of the ECCI-i and LSQ scales, as measured by Cronbach's alpha coefficient was 0.971, and 0.887 respectively.

Also, ECCI-i verified a significant latent structure as demonstrated by the extraction of the four factors of capturing ideas, search for challenges, breeding knowledge and surrounding that explained over 57% of the total variance.

However, the latent structure of the LSQ scale failed to reach the standard psychometric criteria, so for the ensuing statistical analysis, we relied on a key found in the literature. So, the data indicated a significant correlation between the possible dimensions of the creativity construct and those of autocratic, democratic and liberal leadership styles. Gender did not affect expressing leadership styles and creativity. Therefore, this study concluded that creativity was a vital construct, necessary to research this field, considering that the diversity of ideas, if properly analyzed, can have a significant positive impact on the development of business organizations.

Hyypiä, and Parjanen, (2013) this research attempt to examine boosting creativity with transformational leadership in Fuzzy Front-end Innovation Processes.

The purpose of this study is to clarify how transformational leadership can support creativity for the fuzzy front-end innovation processes.

Also, this study aims at recognizing (a) challenges that organizations confront at the beginning of innovation processes and (b) what characters of transformational leadership emphasized as well as how leaders should re-act during these challenging processes. The qualitative data used in this study is a partial case study from a more general action research-based development project, which aims at revealing the hidden

innovation potential at different levels of an organization. Creativity and innovation are essential parts of development processes.

This study contributes to the current literature on search strategies about transformational leadership (TL) by extending the understanding of how to support employees' creativity and involve staffs in realizing innovation opportunities. Furthermore, this study suggests that TL's characteristics can be shared positively in practice as well as be achieved simultaneously in the same organization development process by different leaders.

Mojgan et al., (2011) this research are about to analysis the leadership and creativity. This research conducted on the literature associated with the role of transformational leadership on followers' creativity. Reviewing the literature indicated that transformational leadership behaviors closely match the determinants of innovation and creativity at the workplace, some of which are a vision, support for innovation, autonomy, encouragement, recognition, and challenge.

However, the researchers argue that transformational leaders can encourage creativity through intrinsic motivation, empowerment of followers, and climate supportive of the invention in the work environment.

It is suggested that leaders should develop their style of leadership and learn the transformational leadership components of charisma (idealized influence), inspirational motivation, intellectual stimulation and individualized consideration to enhance the creative performance of their employees.

Al-Sharif, (2004) this research is about the leadership styles and their relationship to job performance. The researcher mentioned that this study focused on leadership styles (democratic, free, and autocratic).

The purpose of the research was to identifies the fundamental leadership styles in the organization, the job performance in the region and to identify the nature of the relationship between leadership patterns and job performance. However, the research community in this study includes the workers who occupy the director of the department, and the head of the departments were (240) individuals.

The results are summarizing as follows: based on the researcher founding there are three types of leadership where leaders in the Emirate of Makkah region practice a high degree of democracy, a moderate freestyle and a less autocratic pattern.

Also, the existence of factors and characteristics that lead to high level of job performance and lead to low level of job performance. However, the study found that a significant and positive relationship between the pattern of democratic leadership and the level of performance. Furthermore, a significant negative relationship between the driving style and the functional level in both the free driving style and the autocratic leadership style.

Dahrouj, (2009) this study attempts to investigate the effect of leadership patterns on Administrative creativity at Damascus University.

The purpose of this study is to identify the main leadership styles in the establishment. Also, it aims to identify the administrative creativity dimensions of the employees of this institution. The study population consists of (50) employees and five managers such as General manager, public relations manager, financial manager, exploratory manager, and technical manager).

Therefore, the number of research items is 55 and the questionnaire used as a data collection tool. To analyze the role of both autocratic, democratic and free patterns was directly influenced by the individual within the organization.

Gomaa and Nuri, (2011) this study is about to examine the effect of successful administrative leadership on achieving administrative creativity: An empirical study of the opinions of senior leaders in Diyala Universities.

The researcher examined the effect and relationship between the administrative leadership and the administrative creativity, while the questionnaire used as a data collection tool and the data analyzed by using the Spss program. The results of the research showed the existence of effect and a significant relationship between the successful administrative leadership and the achievement of administrative creativity.

Arguing the previous studies and areas of benefit.

The previous studies related to this study topic dealt with the leadership styles and administrative creativity. Accordingly, the researcher reviewed nine studies, which they related to the current study variables. Moreover, the researcher observed that most studies used the analytical, descriptive method. Farther, the researcher benefited from previous studies in the choice of method, the recognition, and analysis of statistical method.

### **3.1.2. The Study Problem Statement**

Nowadays organizations are working in shifting and complex conditions, given the tremendous progress in science and technology and the consequent economic, social and cultural change, which requires either adaptation to these challenges or failures. To cope with this change it needs the organizations to have administrative creativity with high capabilities to solve creative problems, find appropriate solutions, ideas, plans and programmes had never queried before. While Leadership realized as a process through which others unleash interest and direct it in the desired direction the success of the leader depends primarily on adequate and effective leadership style used to working under his/her supervision.

In fact, there is a consensus among the researchers and specialists in the field of administrative creativity that the favorite leadership style influences the abilities of creative employees. Leaders can contribute to the creative development of their staffs by encouraging them to solve problems, address them and present their solutions openly.

Leaders can also encourage their employees to transform their behavior that maximizes motivation for creativity and by allowing them to set goals or at least participate in them. The dominant leadership style and philosophy of management in dealing with their employees have a significant impact on the creative level of employees the favorable view of the administration towards the working individual.

However, the important of the administration process and opportunities for growth, ambition and build relationships between the management and the individuals is base on respect and appreciation, that all motivational factors which drive the individual desire to give more creativity and from this point of view the researcher develop the study problem through the following question:

What is the relationship between the leadership styles and the administrative creativity of the heads of the ministry of planning in the Erbil city?

### **3.1.3. The Study Purposes**

The purpose of this study is to investigate the relationships between leadership styles and administrative creativity at the ministry of planning in the Erbil city. Also, categorize the bases and procedures necessary to form an affected structure for transformational leadership, transactional leadership, participative leadership, and paternalistic leadership familiarize with the demands of administrative creativity. Then

diagnose the processes and methods of a successful of heads of the ministry of planning and their impact in motivating administrative creativity. Also, the current study pursues to achieve the following purposes:

- a) Investigate the visions and directions of the heads of the ministry of planning in the Erbil city to identify their orientation, motivations, and desires to implement the features of administrative creativity.
- b) Describe the leadership styles as Transformational leadership, Transactional leadership, Participative leadership, and Paternalistic leadership, and their contribution to promoting and achieving administrative creativity.
- c) Determine the critical leadership style and administrative creativity among employees.
- d) Determine the level of administrative creativity of the employees within the ministry of planning in the Erbil city.
- e) Examine the relationship and impact of leadership styles and administrative creativity in the ministry of planning in the Erbil city.

#### **3.1.4. The Significance of the Study**

As a result of the comprehensive development witnessed in all fields, including the examination of leadership styles, and administrative creativity was the subject of interest of many researchers, particularly in developed countries. However, various societies, mainly industrialized countries, have realized the positive consequences of applying the creative approach to the individual, the organization and the community in general. Where many studies focused on the creativity of human resources in organizations besides, their sources of creativity and the consequences of creative thinking, especially since creativity has become a significant requirement for any establishment seeking to lead in the field of specialization.

One of the most significant variables affecting the creativity of human resources is the leadership style. So, it reflected in the impact of the leader's behavior on the creative abilities of employees. While he/she can contribute to their development by providing them with the opportunity to participate in decision-making as well as the continuous renewal of their ideas also, employ them in the service of the objectives pursued by the organization. It can eliminate them through indifference suggestions or repel by criticism and rejection. In light of the above, we can say that

this study derives its significance by addressing two critical topics: leadership styles and administrative creativity. The importance of the education of managerial leadership styles and their impact on the development of human resources creativity stems from two angles: scientific and practical.

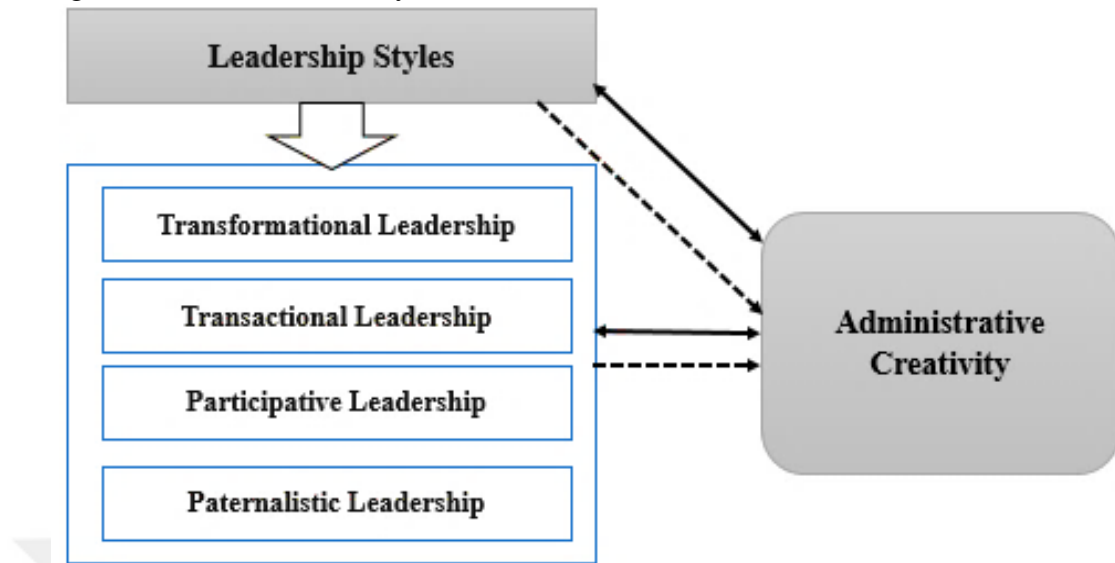
Where the study is gaining scientific significance by following the scientific method that enriches the scientific knowledge in the field of leadership styles and their impact on the creativity of human resources, and then their productivity to achieve the establishment or organization's objectives. Thus, we are expecting that this study will lead to a scientific accumulation that will help researchers in the academic field identify the leadership style that motivates human resources and drives them towards administrative creativity.

As for the practical importance, it stems from the importance of the leadership role and its impact on the performance of the organizations and their continuity. In light of the challenges and successive changes, they need leaders who are proactive and creative. To cope with these changes, which require a particular leadership style to achieve that, our goal is to detect through field study. Therefore, this study seeks to increase the awareness and knowledge of the leaders about the importance of administrative creativity among employees in the success and sustainability of establishments.

### **3.1.5. The Study Conceptual Model**

In accords with the literature reviewed, a conceptual model drawing, which contains leadership styles as the independent variables and a dependent variable that represent administrative creativity, the study requires examining the relationship between leadership styles. Moreover, the administrative creativity, which offers a conceptualization of the primary model relate to the variables of this study and the relationships among them. Therefore, the conceptual model expounding the hypotheses as to the relationship and effect between the study variables, as demonstrated in the figure below.

Figure 5: Model of the study



**Source:** by the researcher based on the literature reviewed

### 3.1.6. The Study Hypotheses

This study effort to examining the following hypotheses base on the study problem and its purpose:

**H<sub>1</sub>: There is a positive relationship between the leadership styles and administrative creativity in the Ministry of Planning in Erbil city:**

*H<sub>1.1</sub>: There is a positive relationship between transformational leadership and administrative creativity.*

*H<sub>1.2</sub>: There is a positive relationship between transactional leadership and administrative creativity.*

*H<sub>1.3</sub>: There is a positive relationship between participative leadership and administrative creativity.*

*H<sub>1.4</sub>: There is a positive relationship between paternalistic leadership and administrative creativity.*

**H<sub>2</sub>: There is a significant impact of the leadership styles on administrative creativity in the Ministry of Planning in Erbil city.**

*H<sub>2.1</sub>: There is a significant impact of transformational leadership on administrative creativity.*



*H<sub>2.2</sub>: There is a significant impact of transactional leadership on administrative creativity.*

*H<sub>2.3</sub>: There is a significant impact of participative leadership on administrative creativity.*

*H<sub>2.4</sub>: There is a significant impact of paternalistic leadership on administrative creativity.*

## **3.2. THE STUDY MATERIALS AND METHOD**

The primary purpose of this study is to investigate the relationship between leadership styles and the administrative creativity in the KRG's ministry of planning in northern Iraq. The method adopted by this study is the discussion in the directorates of the public and the bodies of the ministry of planning. This study is descriptive that uses hypothesis testing.

The hypotheses will base on the role presented in the study model. Data collection through the scanning tool will support the cross section. The use of the survey method is the most appropriate way to collect information from the population in a short time and with the lowest budget. The present study will examine the relationship between leadership styles and administrative creativity in the directorates of public and private bodies under the Ministry of Planning, to analyze the role, research questions will be formulated based on the objectives of the study. Consequently, the section discourses the study approach and design, data sources, and the limitation of the study.

### **3.2.1. The Study Design and Approach**

In regard the study design and approach, this study implemented the quantitative method. So, a quantitative approach reveals suitable for the study is to investigate the relationship between leadership styles and the administrative creativity. The quantitative method usually practiced in the study when working with statistical data.

The quantitative research includes typically quantities and analytical measures that support explain, describe, search and brighten the relationships among the study topics. Furthermore, the quantifiable study can comprehend as a study process that

through statistical and quantified outcomes that establish the actuality attempts to measure the study purpose.

The study design is more appropriate as it permitted respondents to provide their related information on the subject of interest to the study, over survey questionnaire which uses a five-point Likert scale that is more appropriate for data collecting.

### 3.2.2. Study Population and Sample

As summarized in a table (2) the population of this study consists of head departments within the KRG's ministry of planning (MOP). So, the ministry of planning selected as the study population, although they are possible to well recall on leadership styles and administrative creativity, as they have knowledge and information on the talented leader and administrative creativity.

However, the ministry of planning is the authentic targeted population size, where the study pursues to determine their head departments' styles and thoughts on their administrative creativity. Thus, the study sample technique presented as well as the sampling procedure. The persistence of sampling procedures is, by establishing a range of processes. To narrow down a study population to classify the proper sample.

Accordingly, (378) head departments within the KRG's ministry of planning selected and they contributed to the survey by replying to the survey questionnaire questions which is self-administered and distributed in the departments of the ministry of planning in particular. Nevertheless, the analysis data transferred to (31) forms that not analyze due to some incomplete information. Therefore, (342) questionnaires obtain for analysis. The following table shows the number of employees in the Ministry of planning as well survey sample.

Table 2: Study Population and Sample

Population		Sample	
The ministry of planning	<b>Number of employees</b>	<b>Sample size</b>	
Total Sample	<b>1820</b>	<b>342</b>	

### 3.2.3. Data Collection Procedures and Scale

As reveals in the table (3) a questionnaire is established dependent on the literature reviewed. The questionnaire scale reflected an essential method of data

collection for this study. However, this was precisely designed for this purpose and spread to the head departments of the ministry planning, so, this ministry participates in the service of public interest. Also, the current study uses probability sampling technique using random sampling.

Moreover, the study selected the survey questionnaire for data collection since of its significance for the study approach and design and for the likely success it offers. The survey questionnaire divided into three sections, as demographic variables; gender, age, academic degree, and overall job experience. The first scale is leadership styles which have 24 questions. The second scale is administrative creativity that has 16 questions, all leadership styles and administrative creativity questions measured by using a five-point Likert scale getting from “Strongly Disagree “1 to “Strongly Agree” 5. See Appendix (1) show the survey questionnaire structure.

Table 3: The Questionnaire Scale Structure

Main Variables	Dimensions and Sub-Dimensions	No of items	Scale Symbol	Scale Source
First: Demographical Variables	Gender, Age, Academic Degree, and Overall Job Experience	4	-	The researcher
Second: Leadership Styles	Transformational Leadership	6	X1-X6	Waar, (2015)
	Transactional Leadership	6	X7-X12	
	Participative Leadership	6	X13-X18	
	Paternalistic Leadership	6	X19-X24	
Third: Administrative Creativity	Administrative Creativity	16	Y25-Y40	Al-Anzi, (2004)

### 3.2.4. Reliability and Validity of the Scale

#### 3.2.4.1. The Reliability

The scale reliability means that data or records from an instrument of data collection are continuous and dependable. Thus, the values must be close the comparable when researchers used the scale method many times to the same survey providers. However, it is essential that the survey method applied for data collection would deliver reliable data that would yield exact and constant results after examining.

Accordingly, the Cronbach’s Alpha (CA) values for all the leadership styles scale indicators is (0.811>0.60), besides values of its measurements as transformational leadership (0.795>0.60). For transactional leadership is (0.668>0.60), and participative leadership is (0.840>0.60) however for paternalistic

leadership is (0.635>0.60) so, as we observed that all the values bigger than 0.60. Nevertheless, the Cronbach's alpha value of administrative creativity is (0.870>0.60), the results indicated a high level of reliability in the entire set of items the total value loads (0.876>0.60). Consequently, the scale method applied for data collection could restrain highly reliable, as revealed in a table below (4).

Table (4): Reliability Test

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>No. of Items</b>	<b>N</b>	<b>%</b>
<b>Leadership Styles</b>	<b>0.881</b>	<b>24</b>	<b>342</b>	<b>100.0</b>
Transformational Leadership	0.795	6	342	100.0
Transactional Leadership	0.668	6	342	100.0
Participative leadership	0.840	6	342	100.0
Paternalistic Leadership	0.635	6	342	100.0
<b>Administrative Creativity</b>	<b>0.870</b>	<b>16</b>	<b>342</b>	<b>100.0</b>
<b>Overall</b>	<b>0.876</b>	<b>40</b>	<b>342</b>	<b>100.0</b>

#### 3.2.4.2. The Scale Validity

The validity of the scale method confirmed by a range of conducts. While almost all of the questions adapted from related studies and research that previously tested. However, some questions stimulated. So, scale validity has clear through the quantity to which a test method what it claims to measure (Devellis, 1991: 117).

However, (Gay, 1992: 55) argues that the scale validity is further attendant to the reliability of the data collection method, but contrasts in that it also measured on the investigator's identifying and if the dependent variables vary because of the independent variable and not sense of some other variable.

Though, according to (Plano and Creswell, 2015: 241), the validity means that the values from a survey instrument are truthful pointers of the variable being measured and enable the researcher to draw proper explanations. Subsequently, the measures also necessity be constant to make valid results anywhere from the study (Saunders et al., 2009: 78). Hence, the researcher established the validity of the scale through accepted and appraised by experts who are so-called content validity, see the appendix (2).

### 3.2.5. Factor Analysis

Factor analysis is a statistical process that used to find a minor set of unobserved variables, which can explain for the covariance among a broader set of observed variables also called manifest variables. However, a factor is an unobservable variable that is assumed to influence observed variables. While, factor analysis is the components reduction method that forms replies to various variables, their dimensions, and analyses them into various variables, recognized as factors that make assessing. Consequently, leadership styles have a total 24 questions under five dimensions namely: transformational leadership, transactional leadership, participative leadership, and paternalistic leadership. Moreover, the administrative creativity has a total 16 questions or indicators, which is compound to take and relate the conclusions. Furthermore, to do the additional observation and test easier the factor analysis test has used and results revealed in the subgroups as follows.

Steps in employing factor analysis:

- Step 1: Calculate a  $k$  by  $k$  Intercorrelation ground. Calculate the factorability of the matrix.
- Step 2: Extract a preliminary clarification.
- Step 3: From the preliminary solution, decide the suitable number of factors to be extracted in the final clarification.
- Step 4: If necessary, rotate the factors to illuminate the factored form to interpret the nature of the factors better.
- Step 5: Depending upon subsequent requests, calculate a factor mark for each subject on each factor.

#### 3.2.5.1. The KMO and Bartlett's Test for Leadership Styles

First of all, The Kaiser-Meyer-Olkin measure of sampling adequacy applied to exam the weight of factor analysis. While according to this test the higher load values are (between 0.5 and 1.0) where those values identify that the factor analysis is a right. Subsequently, the loading values lower than 0.5 means that the factor analysis may not apply. The KMO result is (0.836) that means presented high load value and significant at ( $p0.000 < 0.05$ ). Though, Bartlett's Test of Sphericity (Approx. Chi-Square) is (4057.374) df (276). Hence factor analysis is appropriate for leadership styles as the study independent variable as revealed in a table (5).

Table 5: The KMO and Bartlett's Test for the Leadership Styles

<b>KMO and Bartlett's Test</b>	
	<b>Leadership Styles</b>
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>	<b>0.836</b>
Bartlett's Test of Sphericity (Approx. Chi-Square)	<b>4057.374</b>
<b>Df</b>	<b>276</b>
<b>Sig.</b>	<b>.000</b>

### 3.2.5.2. Rotated Component Matrix for Leadership Styles

According to the researchers within social sciences sometimes the factor pattern can simplify through rotating the factors in component matrix space. Thus, the rotated component matrix used; therefore, the rotation is critical when extraction performance proposes two or more factors. Consequently, the rotation of factors considers giving information of how the factors principally extracted differ from each other and to distribute a clear explanation of which element loads on which factor. Nevertheless, the whole variable has the factor taking values where the lower value is 0.339 that load on the fourth factor and the higher value is 0.981 on the first factor that called Leadership assistance and encouragement to staffs see table below (6).

Table 6: Rotated Component Matrix for Leadership Styles

<b>Items</b>	<b>Component</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Q4</b>	<b>0.981</b>				
<b>Q5</b>	<b>0.939</b>				
<b>Q9</b>	<b>0.780</b>				
<b>Q1</b>	<b>0.674</b>				
<b>Q15</b>	<b>0.594</b>				
<b>Q2</b>	<b>0.579</b>				
<b>Q8</b>	<b>0.570</b>				
<b>Q6</b>	<b>0.455</b>				
<b>Q14</b>		<b>0.791</b>			
<b>Q17</b>		<b>0.781</b>			
<b>Q3</b>		<b>0.777</b>			
<b>Q19</b>		<b>0.759</b>			
<b>Q18</b>		<b>0.731</b>			
<b>Q10</b>			<b>0.672</b>		
<b>Q11</b>			<b>0.635</b>		
<b>Q13</b>			<b>0.614</b>		
<b>Q16</b>			<b>0.593</b>		
<b>Q21</b>				<b>0.881</b>	
<b>Q20</b>				<b>0.673</b>	
<b>Q22</b>				<b>0.531</b>	
<b>Q23</b>				<b>0.339</b>	
<b>Q24</b>					<b>0.754</b>
<b>Q7</b>					<b>0.706</b>
<b>Q12</b>					<b>0.641</b>

Extraction Method: Principal Component Analysis.

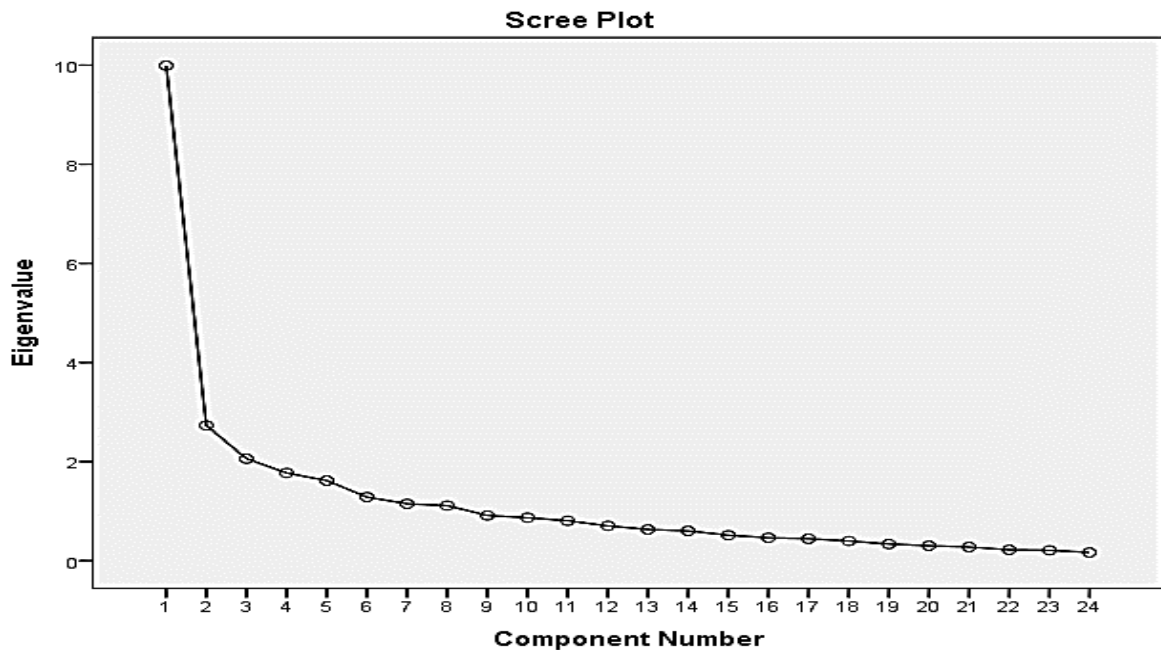
### 3.2.5.3. Percentage of Eigenvalues and Variance Explanations of the Leadership Styles

The percentage of eigenvalues narrowly associated to eigenvectors, so the researchers can realize that eigenvectors and eigenvalues always come in pairs. So, as shown in a table (7) and figure (6) that the percentage of eigenvalues take as one and as a result of common factor five factors determined while the total percentage of eigenvalues and variance explanations of the leadership styles of the five factors are (61.43) of these factors. The variance explanation amounts they confirmed were (33.78%, 9.23%, 6.96%, 5.98%, and 5.46%) respectively. So, the cumulative variance obtained at the close of factor analysis, while the higher rate is, the stronger the factor structure of the scale and very high is in leadership styles.

Table 7: Percentage of Eigenvalue and Variance Explanations of the Determined Factors for Leadership Styles

<b>Factors</b>	<b>Eigenvalues</b>	<b>Variance Explanation%</b>	<b>Cumulative%</b>
<b>1</b>	9.991	33.788	33.788
<b>2</b>	2.729	9.230	43.01
<b>3</b>	2.059	6.962	49.98
<b>4</b>	1.770	5.986	55.96
<b>5</b>	1.617	5.469	61.43

Figure 6: Load Graph for the Component Numbers of Leadership Styles



### 3.2.5.4. Leadership Styles Indicators and Factor Loads

As revealed in the Table (8), all five factors of leadership styles positive. The first (A) factor, that called or named “**leadership assistance and encouragement to staffs**” included eight questions (Q4,5, 9, 1,15,2, 8, and Q6), besides factor loadings are (0.981, 0.939, 0.780, 0.674, 0.594, 0.579, 0.570, and 0.455) respectively, also all items have higher load on it. The second factor “**leadership cooperation with staffs**” covered five items (Q14, 17, 3,19, and Q18) then factor loadings are (0.791, 0.781, 0.777, 0.759, and 0.731) respectively. Also, whole indicators have higher loadings on it. The third factor so-called “**individuality**” contained four questions (Q10, 11,13, and Q16) moreover with factor loading values are (0.672, 0.635, 0.614, and 0.593) respectively, then they have higher loadings on it.

The fourth factor named “**leader attentions**” included four questions as (Q21, 20, 22, and Q23) respectively. Also their factor value loadings are (0.881, 0.673, 0.531, and 0.339). However, the fifth factor that named “**the leader attention on particular purpose**” included three questions only (Q24, 7, and 12) and with factor loadings (0.754, 0.706, and 0.641) respectively, while all three indicators have a higher load on it.

Table 8: Leadership Styles Indicators and Factor Loads

Items	Factor Loads



<b>A First Factor, Leadership assistance and encouragement to staffs</b>		
Q4	A leader is a model and an example of action.	<b>0.981</b>
Q5	The leader helps staffs to develop their strengths.	<b>0.939</b>
Q9	The leader provides facilities to staffs to reach goals.	<b>0.780</b>
Q1	The leader encourages staffs to look at things in new and different ways.	<b>0.674</b>
Q15	The leader holds regular meetings with his assistants to discuss matters related to the work.	<b>0.594</b>
Q2	The leader is insistent staffs to look for better ways to perform than anyone else.	<b>0.579</b>
Q8	The leader offers assistance to staffs for their exception management effort.	<b>0.570</b>
Q6	The leader appreciates the individual, who has the abilities, aspirations and different opinions of others.	<b>0.455</b>
<b>A Second Factor, Leadership cooperation with staffs</b>		
Q14	The leader consults with his staffs to make decisions.	<b>0.791</b>
Q17	A leader deals justly with all employees.	<b>0.781</b>
Q3	The leader is acting in a way that earns the trust and respect of others.	<b>0.777</b>
Q19	The leader is dealing matters that make employee feels like a member of the family.	<b>0.759</b>
Q18	The leader provides an opportunity for staffs to participate in decision-making.	<b>0.731</b>
<b>A Third Factor, Individuality</b>		
Q10	The leader focuses his attention on handling errors, complaints, and failures.	<b>0.672</b>
Q11	The leader lets staffs perform their duties without interference unless the performance is poor.	<b>0.635</b>
Q13	The leader gives freedom to staffs to rely on their ability to solve problems.	<b>0.614</b>
Q16	The leader encourages the efforts of his staffs and recognizes them.	<b>0.593</b>
<b>A Fourth Factor Leader Attentions</b>		
Q21	The leader cares very much vital staffers who have worked with him a long time.	<b>0.881</b>
Q20	The leader cares about personal life as well as on Labour relations.	<b>0.673</b>
Q22	The leader tries to understand why an employee did not do well.	<b>0.531</b>
Q23	The leader retaliation of individuals who committed the fault and disagreed with the argument of the public interest.	<b>0.339</b>
<b>A Five, The leader attention on particular purpose</b>		
Q24	The leader uses an employee to achieve personal gains.	<b>0.754</b>
Q7	The leader would use authorizations if the required standards of performance did not achieve.	<b>0.706</b>
Q12	The leader focuses his attention on particular problems.	<b>0.641</b>

### 3.2.5.5. The KMO and Bartlett's Test for Administrative Creativity

In the same context, the table (9) demonstrates the Kaiser-Meyer-Olkin (KMO) measure of sample adequacy used to test the significance of factor analysis. The KMO test result is (0.826) so, that means administrative creativity as a dependent variable provide high value and significant at ( $p0.000 < 0.05$ ). While Bartlett's Test of Sphericity (Approx. Chi-Square) is (2878.025) df (120), therefore factor analysis is appropriate for administrative creativity.

Table 9: The KMO and Bartlett's Test of the Administrative Creativity

<b>KMO and Bartlett's Test</b>	
	<b>Administrative Creativity</b>
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>	<b>0.826</b>
Bartlett's Test of Sphericity (Approx. Chi-Square)	<b>2878.025</b>

Df	<b>120</b>
Sig.	<b>0.000</b>

### 3.2.5.6. Rotated Component Matrix for Administrative Creativity

As the table (10) summarizes the rotated component matrix also used for the administrative creativity. So, the rotation is essential when extraction method proposes two or more factors. Subsequently, the rotation of factors measured to give information of how the factors principally extracted contrast from each other and to provide a clear explanation of which component loads on which factor. Nevertheless, the whole variables of all four factors have the factor taking values, while the lower value is 0.414, and the higher value is 0.988.

Table 10: Rotated Component Matrix for Administrative Creativity

Items	Component		
	1	2	3
Q2	<b>0.928</b>		
Q1	<b>0.881</b>		
Q11	<b>0.818</b>		
Q3	<b>0.787</b>		
Q14	<b>0.786</b>		
Q15	<b>0.690</b>		
Q13	<b>0.685</b>		
Q8		<b>0.830</b>	
Q7		<b>0.826</b>	
Q9		<b>0.677</b>	
Q6		<b>0.665</b>	
Q4		<b>0.465</b>	
Q10			<b>0.988</b>
Q16			<b>0.921</b>
Q5			<b>0.767</b>
Q12			<b>0.417</b>

Extraction Method: Principal Component Analysis.

### 3.2.5.7. Percentage of Eigenvalues and Variance Explanations for the Administrative Creativity

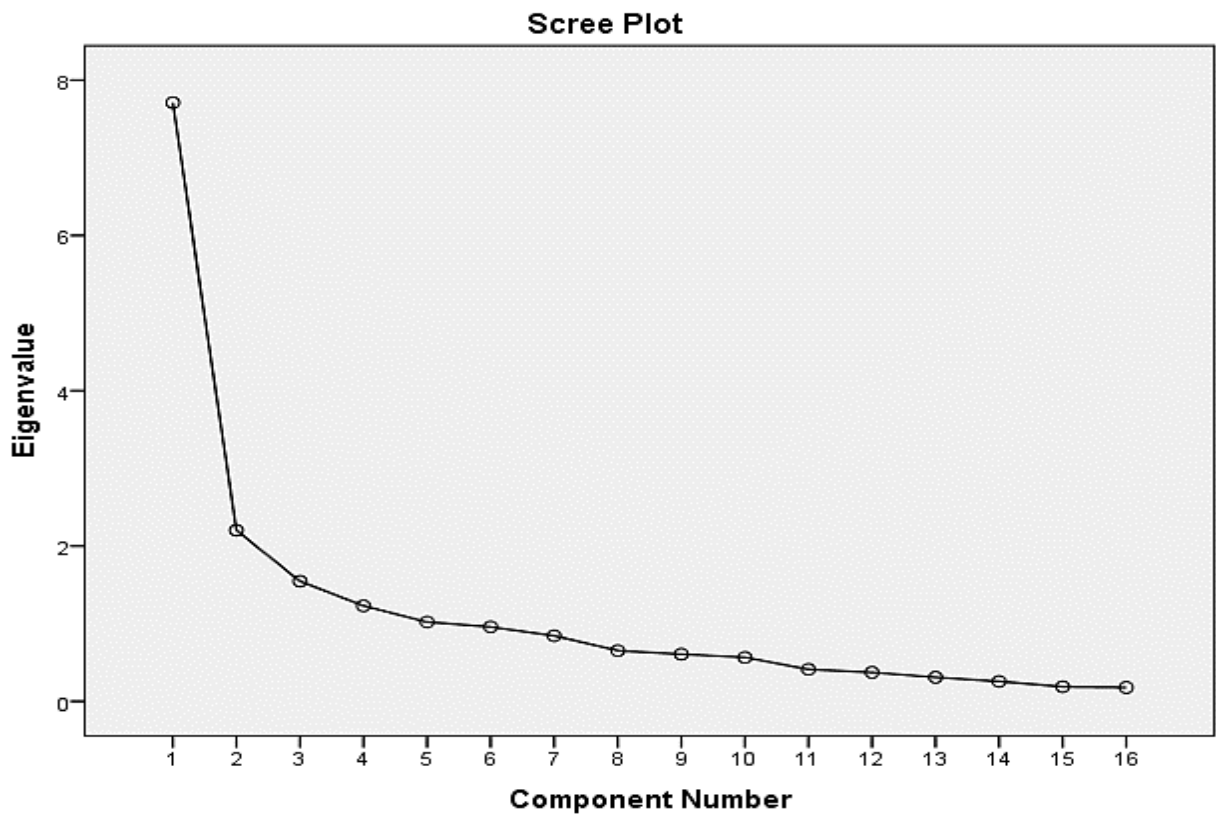
As revealed in a Table (11) the eigenvalue is reserved as one, as the result of continuous factor analysis, three factors determined. Consequently, the total variance explained by these three factors is (66.61%). Though, the percentage of eigenvalue and variance explanations of the determined factors for the administrative creativity listed under the columns (3 and 4). The variance explanation amounts they confirmed were

(42.47%, 12.56%, and 10.57%) respectively. Accordingly, the cumulative variance obtained at the close of factor analysis.

Table 11: Percentage of Eigenvalue and Variance Explanations of the Determined Factors for the Administrative Creativity

Factors	Eigenvalues	Variance Explanation%	Cumulative%
1	7.709	42.47	42.47
2	2.203	12.56	54.03
3	1.547	10.57	66.61

Figure 7: Load Graph for the Component Numbers of Administrative Creativity



### 3.2.5.8. Administrative Creativity Indicators and Factor Loads

The table below (12), revealed that also all three factors of the administrative creativity positive. The first (B) factor that named “**participating in problem-solving process**” included seven indicators (Q2,1,11, 3, 14, 15, and Q13), further factor loadings are (0.928, 0.881, 0.818, 0.787, 0.786, 0.690, and 0.685) respectively, although all indicators have higher value loadings.

The second-factor “**intuitiveness**” covered five questions or items these are (Q8, 7, 9, 6, and Q4) and factor loadings are (0.830, 0.826, 0.677, 0.665, and 0.465) respectively, the total indicators have higher loadings on it. The third-factor “**implement ideas**” is included four items (Q10,16,5, and Q12) and the loadings (0.988, 0.921, 0.767, and 0.417) respectively, then they have higher loadings on it.

Table 12: Administrative Creativity Indicators and Factor Loads

<i>Items</i>		<i>Factor Loads</i>
<b>B First Factor Participating in the problem-solving process</b>		
<i>Q2</i>	The employee takes efforts in a sophisticated and new way.	<b>0.928</b>
<i>Q1</i>	The employee tries to apply new methods and techniques to solve any problem the staffs face at work.	<b>0.881</b>
<i>Q11</i>	The employee can streamline and organize his thoughts.	<b>0.818</b>
<i>Q3</i>	The employee is keen on providing suggestions and new ideas.	<b>0.787</b>
<i>Q14</i>	The employee expects problems before they occur.	<b>0.786</b>
<i>Q15</i>	The employee referred to the problematic and complicated effort.	<b>0.690</b>
<i>Q13</i>	The employee has a vision for fundamental work problems.	<b>0.685</b>
<b>B Second Factor, Intuitiveness</b>		
<i>Q8</i>	The employee is intense to take advantage of criticisms and observations that guide them.	<b>0.830</b>
<i>Q7</i>	The employee pursues to obtain ideas and suggestions that contribute to solve the problems.	<b>0.826</b>
<i>Q9</i>	The employee proposes new methods of work performance even if there is a lack of success.	<b>0.677</b>
<i>Q6</i>	The employee cares dissenting opinions to benefit from others' ideas.	<b>0.665</b>
<i>Q4</i>	Leader or boss has a keen ability to persuade an argument.	<b>0.465</b>
<b>B Third Factor, Implement Ideas</b>		
<i>Q10</i>	The employee averseness to apply new methods of performing work for fear of failure.	<b>0.988</b>
<i>Q16</i>	The employee is keen to implement ideas that have already applied when facing a problem.	<b>0.921</b>
<i>Q5</i>	The employee is intense in expressing his proposals even if they are contrary to his directors.	<b>0.767</b>
<i>Q12</i>	The employee needs detailed instructions when we commission any work.	<b>0.417</b>

### **3.2.6. Data Analysis**

The un-parametric and parametric statistical exams applied to test the study hypotheses. So, the reliability test used for the scale through the Cronbach's alpha index. Further factor analysis applied to find the underlying analysts of the head departments within the KRG's ministry of planning views toward the leadership styles and the administrative creativity indicators.

While the descriptive statistics used for the study variables and to define the variable's dimensions considerably, nevertheless, correlation coefficient examines used to identify the significant relationships between variables. Therefore, the Spearman correlation applied when two variables and their scopes are linked.

Consequently, multiple linear regression and simple regression tests implemented to remark the significance of the prearranged model. Then to exuberant, the significance of the various factors comprises in the model. Moreover, to simplify the effect of the leadership styles in the administrative creativity, while the measures conducted by detecting the effect of some specific variables. The SPSS V-24 software employed for analysis and the results shown in tables and figures.

### **3.2.7. The Limits of the Study**

Spatial limits, this study limited to the heads of the KRG's ministry of planning in Erbil city in the Kurdistan region of Iraq. Objective limits, this study also focused on the relationship between leadership styles such as; transformational leadership, transactional leadership, participative leadership, and paternalistic leadership and the availability of creative abilities of the ministry of planning leaders. Time limits, this field study applied in the second semester of the academic year 2017-2018.

## **3.3. ANALYSIS AND FINDINGS**

This aim of this section is to illuminate analysis and findings for the demographic data collected from the respondent's the heads of the KRG's ministry of planning in Erbil city. The demographic data includes frequency distributions. While, the second part statistical results from the data analysis presented by testing descriptive statistics, ANOVA and t-test, correlation and regression analyses.

### 3.3.1. The Study Demographic Data

The samples demographic data in the study were collected to provide a reliable demonstration of the sample in this study. So, the below demographic data was collecting: gender, age, and academic degree and work service as revealed in a table below.

As indicated in the table (13) the female managers who participated in the survey constituted 55.7% or (189) individuals of the sample compared to 44.7% or (153) male managers at the KRG's ministry of planning in Erbil city. The frequency of participant's ages, 42.4% or (145) individuals aged between 31-40 years, while 37.7% or (129) individuals aged less than 30 years; moreover 11.1% or (38) aged over 50 years; though, 8.8% or (30) individuals of the total survey aged 14-50.

As given in table below the frequency of participates linking to their academic degree, it was obtaining that of the complete survey whom contributed: 47.4 %, or (162) of the heads of the KRG's ministry of planning in Erbil city are bachelor degree owners; while 24.3% or (83) individuals of the respondents were diploma holders. Further, 18.4% or (63) managers the Ph.D. and high school owners respectively, as well as 1.5% or (5) individuals of the respondents' master degree holders. However, the respondents overall working service experience, it presented that of the total respondents: 33.9% or (116) individuals serviced between 1-5 years' and 6-10 respectively. While the lowest 7.6% or (26) individuals their working service start from 16 to 20 years. Accordingly, 14% or (48) individuals serviced 21 years and over. Furthermore, 10.5% or (36) individuals were overall's job experience start from 11 to 15 years.

Table 13: Frequencies of the Study Demographic Data

Demographic Data		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Gender</b>					
<b>Valid</b>	<b>Male</b>	153	44.7	44.7	44.7
	<b>Female</b>	189	55.3	55.3	100.0
	<b>Total</b>	<b>342</b>	<b>100.0</b>	<b>100.0</b>	
<b>Age Groups</b>					
<b>Valid</b>	<b>&lt;=30</b>	129	37.7	37.7	37.7
	<b>31-40</b>	145	42.4	42.4	80.1
	<b>41-50</b>	30	8.8	8.8	88.9
	<b>&gt;=51</b>	38	11.1	11.1	100.0
	<b>Total</b>	<b>342</b>	<b>100.0</b>	<b>100.0</b>	
<b>Academic Degree</b>					
<b>Valid</b>	<b>High School</b>	63	18.4	18.4	18.4
	<b>Diploma</b>	83	24.3	24.3	42.7

	<b>Bachelor</b>	162	47.4	47.4	90.1
	<b>Higher Diploma</b>	29	8.5	8.5	98.5
	<b>Master</b>	5	1.5	1.5	100.0
	<b>Ph.D.</b>	63	18.4	18.4	18.4
	<b>Total</b>	<b>342</b>	<b>100.0</b>	<b>100.0</b>	
<b>Work service</b>					
<b>Valid</b>	<b>Less than 5 years</b>	116	33.9	33.9	33.9
	<b>From 6 to 10 years</b>	116	33.9	33.9	67.8
	<b>From 11 to 15 years</b>	36	10.5	10.5	78.4
	<b>From 16 to 20 years</b>	26	7.6	7.6	86.0
	<b>21 years and over</b>	48	14.0	14.0	100.0
	<b>Total</b>	<b>342</b>	<b>100.0</b>	<b>100.0</b>	

### 3.3.2. Descriptive Statistics

This section tests the study variables; hence, these specialized on participants answer to rate the significance of the leadership styles namely; transformational, transactional, participative, and paternalistic leadership also administrative creativity on five-point Likert Scale. Nevertheless, descriptive statistics applied to quantitatively describe the crucial features of the variables using statistical mean, standard deviations, the weight of agreement and t-test also used to test the significance of each item as being qualified for analysis.

#### *Variables Descriptive Statistics*

As shown in a table (14) the results of descriptive statistics mean, and standard deviation values for the independent variable leadership styles are (2.608 and 0.5800) respectively. While the weight of agreement came at the rate of 84.4% of the complete responses stated that leadership styles as a study independent variable significant; which supported by t (83.154) at the Sig (0.000<0.05).

However, the mean values of the transactional, participative, and paternalistic leadership are (2.502, 2.635, and 2.90) respectively, and standard deviation scores (0.654, 0.8523, and 0.6410) respectively. While (50.04%, 52.70%, and 58.19%) respectively of the total responses indicated that the transactional, participative, and paternalistic leadership essential. That supported by t (70.760, 57.175, and 83.943) respectively at the p-value (0.000, 0.000, and 0.000) respectively, is less than (0.05). Therefore, all the dimensions significant (p-value<0.05). The result indicates that (X<sub>12</sub> and X<sub>7</sub>) riches the transactional leadership “The leader focuses his attention on particular problems.” Moreover, “The leader would use authorizations if the required

standards of performance did not achieve.” Besides, (X<sub>17</sub> and X<sub>18</sub>) riches the participative leadership “A leader deals justly with all employees.” Moreover, “The leader provides an opportunity for staffs to participate in decision-making.” Furthermore, the result indicates that (X<sub>24</sub> and X<sub>20</sub>) riches the paternalistic leadership “The leader uses an employee to achieve personal gains.” Moreover, “The leader cares about personal life as well as on Labour relations.”

From the same table that the statistical mean and standard deviation values of the transformational leadership are (2.386 and 0.742) respectively, although though 47.72% of the total responses agreed on the importance of the transformational leadership which is the lowest agreement. However, t (59.409) at the (p-value<0.05). While the highest frequencies of transformational leadership are (X<sub>2</sub>) and (X<sub>6</sub>) “The leader is insistent staffs to look for better ways to perform than anyone else.” Moreover, “The leader appreciates the individual, who has the abilities, aspirations and different opinions of others.” At the rate of agreement of 50.2% for each of the indicator.

Table 14: The Results of Descriptive Statistics and T-tests

Variables	Descriptive Statistics			T-test		
	Mean	Std. Deviation	The rate of Agreement	t	df	Sig. (2-tailed)
Leadership Styles	2.608	0.5800	52.16%	83.154	341	0.000
Transformational Leadership	2.386	0.7427	47.72%	59.409	341	0.000
Transactional Leadership	2.502	0.6540	50.04%	70.760	341	0.000
Participative Leadership	2.635	0.8523	52.70%	57.175	341	0.000
Paternalistic Leadership	2.909	0.6410	58.19%	83.943	341	0.000
Administrative Creativity	2.649	0.6329	52.98%	77.391	341	0.000
Variables	Questions	Descriptive Statistics				
		Mean	Std. Deviation	Rate of Agreement		
<b>Higher Values</b>						
Transformational Leadership	X2	2.52	0.983	50.4		
	X6	2.52	0.949	50.4		
Transactional Leadership	X12	2.82	1.005	56.4		
	X7	2.81	1.239	56.2		
Participative Leadership	X17	2.95	1.298	59		
	X18	2.85	1.065	57		
Paternalistic Leadership	X24	3.54	1.264	70.8		
	X20	3.17	1.102	63.4		
Administrative Creativity	Y10	3.07	1.132	61.4		
	Y16	2.98	1.180	59.6%		



$$\text{*Rate of agreement} = \frac{\text{Mean*100}}{5 \text{ (Five-point Likert Scale)}}$$

As seen in the table above (14) the mean and standard deviation scores for administrative creativity are (2.649 and 0.6329) respectively. However, 52.98% of the total responses agreed on the importance of administrative creativity as the study dependent variable. The overall t-test (77.391), p-value (0.000), is less than (0.05). Therefore, administrative creativity significant (p-value<0.05).

Subsequently, the beyond table presented the descriptive statistics analysis the responses on leadership styles it clarified that all leadership styles would impact on administrative creativity. However, the paternalistic leadership and participative Leadership, respectively the essential feature motivating to the impact on administrative creativity, while, the transformational leadership was the lowest essential influence with a rate of (47.72%).

### 3.3.3. ANOVA and T-Test

The ANOVA and independence t-test applied to clarify if there is a significant variance between survey sample replies, with demographic data (gender, age, academic degree, and work service). As revealed in the table below, ANOVA and independence t-test results indicate that for some demographic data in regards the leadership styles (p>0.05), besides, t-test results showed that there isn't a significant variance between scores. So, there isn't a difference in the scores between male and female managers, t (0.517; p0.473>0.05) as well for age groups (p>0.05). However, the results revealed that there is significant variance between scores of educational level and work service (p-value<0.05). However, the results of administrative creativity simplified that there isn't statistically significant variance between responses regarding the demographic differences of work service (p>0.05). Besides, there is a difference in the scores between male and female managers to the operational performance items, where t (6.664; p0.010<0.05) as shown below.

Table 15: ANOVA Test Results According to the Demographic Data

Leadership Styles	Sum of Squares	DF	Mean Square	F or T	Sig.
<i>By Gender</i>					
Equal variances assumed	<i>Levene's Test for Equality of Variances</i>				
				0.517	0.473
<i>By Age Groups</i>					

Between Groups	.419	3	.140	<b>0.413</b>	<b>0.744</b>
Within Groups	114.322	338	.338		
Total	114.741	341			
<b>By Educational Level</b>					
Between Groups	6.196	4	1.549	<b>4.809</b>	<b>0.001</b>
Within Groups	108.545	337	.322		
Total	114.741	341			
<b>By Work Service</b>					
Between Groups	3.631	4	.908	<b>2.753</b>	<b>0.028</b>
Within Groups	111.110	337	.330		
Total	114.741	341			
<b>Administrative Creativity</b>					
<b>By Gender</b>					
Equal variances assumed	<b>Levene's Test for Equality of Variances</b>				
				<b>6.644</b>	<b>0.010</b>
<b>By Age Groups</b>					
Between Groups	3.463	3	1.154	<b>2.930</b>	<b>0.034</b>
Within Groups	133.167	338	.394		
Total	136.630	341			
<b>By Educational Level</b>					
Between Groups	9.942	4	2.485	<b>6.611</b>	<b>0.000</b>
Within Groups	126.688	337	.376		
Total	136.630	341			
<b>By Work Service</b>					
Between Groups	3.615	4	.904	<b>2.290</b>	<b>0.060</b>
Within Groups	133.015	337	.395		
Total	136.630	341			

### 3.3.4. Correlation Matrix Between variables

As revealed in a table (16) the correlation matrix tests that clarify all study variables correlated to each other were ( $p < 0.05$ ). However, the leadership styles significantly correlated with the administrative creativity ( $r = 0.755^{**}$ ;  $p0.000 < 0.05$ ).

Likewise, the transformational, transactional, participative, and paternalistic leadership positively correlated with the administrative creativity. Furthermore, table (15) explains that participative, transformational, and transactional leadership, through ( $r = 0.671^{**}$ ,  $0.655^{**}$ , and  $0.652^{**}$ ) respectively, have strong positive correlations with administrative creativity, where p-value of (0.000, 0.000 and 0.000) respectively. While paternalistic leadership has the weakest correlation with administrative creativity, compare to other three leadership styles. Consequently, the hypotheses ( $H_1$ ,  $H_{1.1}$ ,  $H_{1.2}$ ,  $H_{1.3}$ , and  $H_{1.4}$ ) accepted.

Table 16: Correlation of Leadership its Dimensions and the Administrative Creativity

		<b>Administrative Creativity</b>
<b>Leadership Styles</b>	Correlation Coefficient	<b>0.755<sup>**</sup></b> <b>.000</b>
<b>Transformational Leadership</b>	Sig. (2-tailed)	<b>0.655<sup>**</sup></b> <b>0.000</b>
<b>Transactional Leadership</b>	Correlation Coefficient	<b>0.652<sup>**</sup></b> <b>0.000</b>
<b>Participative Leadership</b>	Sig. (2-tailed)	<b>0.671<sup>**</sup></b> <b>0.000</b>

<b>Paternalistic Leadership</b>	Correlation Coefficient	<b>0.348**</b> <b>0.000</b>
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\*\* . Correlation is significant at the 0.01 level (2-tailed).

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

c. Listwise N = 342

### 3.3.5. Regression Analysis of the variables

As showed in a table (17) a multiple and simple linear regression analysis tested to examine the impact of the leadership styles on the administrative creativity. The model summary is given in the table below the coefficient of determination R Square is (0.610) which demonstrates that the variation explained independent variable due to Independent variables. Thus, this identifies that transformational leadership, transactional leadership, participative leadership, and paternalistic leadership interpretations for 61% of the heads of the KRG's ministry of planning in Erbil city in the Kurdistan region of Iraq.

However, the table (17) reports F-test of significance where F (532.267) justifies that a significant ( $p < 0.05$ ) appropriateness of the proposed model, **thus, the model has it is statistical significance in estimating how the leadership styles impact on administrative creativity the hypotheses ( $H_2$ ) accepted.**

Table 17: Regression Analysis (Model Summary)

Model		R	R Square	Adjusted R Square	Std. The error of the Estimate	
1		.781 <sup>a</sup>	.610	.609	.39577	
Model		Sum of Squares	df	Mean Square	F-test of Significance	Sig.
1	Regression	83.373	1	83.373	532.267	.000 <sup>b</sup>
	Residual	53.257	340	.157		
	Total	136.630	341			

a. Dependent Variable: Administrative Creativity

b. Predictors: (Constant), Leadership Styles

As the results presented in table (18) that statically there is a significant impact of the leadership styles as transformational, transactional, participative, and paternalistic leadership on the administrative creativity of the KRG's ministry of planning in Erbil city. As defined over an extent of B (0.781, 0.658, 0.622, 0.692, and 0.510) respectively, and as revealed through a p-value of (0.000, 0.000, 0.000, 0.000 and 0.000) respectively. Besides, the t-test = (23.071;  $p < 0.05$ ) for leadership styles as an independent variable, it means significant and support the results. So, the t=

(16.091, 14.662, 17.679, and 10.940) respectively, for transactional, participative, and paternalistic leadership, respectively, and ( $p < 0.05$ ) for all four styles. **Then the hypotheses ( $H_{2.1}, H_{2.2}, H_{2.3}$  &  $H_{2.4}$ ) accepted.**

However, Table (18) also shows the collinearity statistics to differentiate collinearity could realize from correlation matrix among independent variables on the value of variance inflation factor (VIF). Therefore, if (VIF) value less than (5) and Tolerance value is above (0.1), it means there is no collinearity among independent variables. From above table, the Tolerance values and VIF values for each variable were; (1.000 and 1.000) for leadership styles, (1.000 and 1.000) for transformational leadership, and finally the same values (1.000 and 1.000) for transactional, participative, and paternalistic leadership. It means that  $VIF < 5$  and tolerance value  $> 0.1$ , so collinearity does not exist.

Table 18: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.426	.099		4.311	.000		
Leadership Styles	.852	.037	.781	23.071	.000	1.000	1.000
Transformational Leadership	.560	.035	.658	16.091	.000	1.000	1.000
Transactional Leadership	.602	.041	.622	14.662	.000	1.000	1.000
Participative Leadership	.514	.029	.692	17.679	.000	1.000	1.000
Paternalistic Leadership	.504	.046	.510	10.940	.000	1.000	1.000

a. Dependent Variable: Administrative Creativity

Moreover, as revealed in a figure below (8) the normality test used and the result revealed that there is normality distribution in study contributions replies regards the impacts of leadership styles and its dimensions on the administrative creativity.

Additionally, the figure (9) shows the linearity test and the results indicate that there is linearity relationship between leadership styles and the administrative creativity.

Figure 8: Normality test

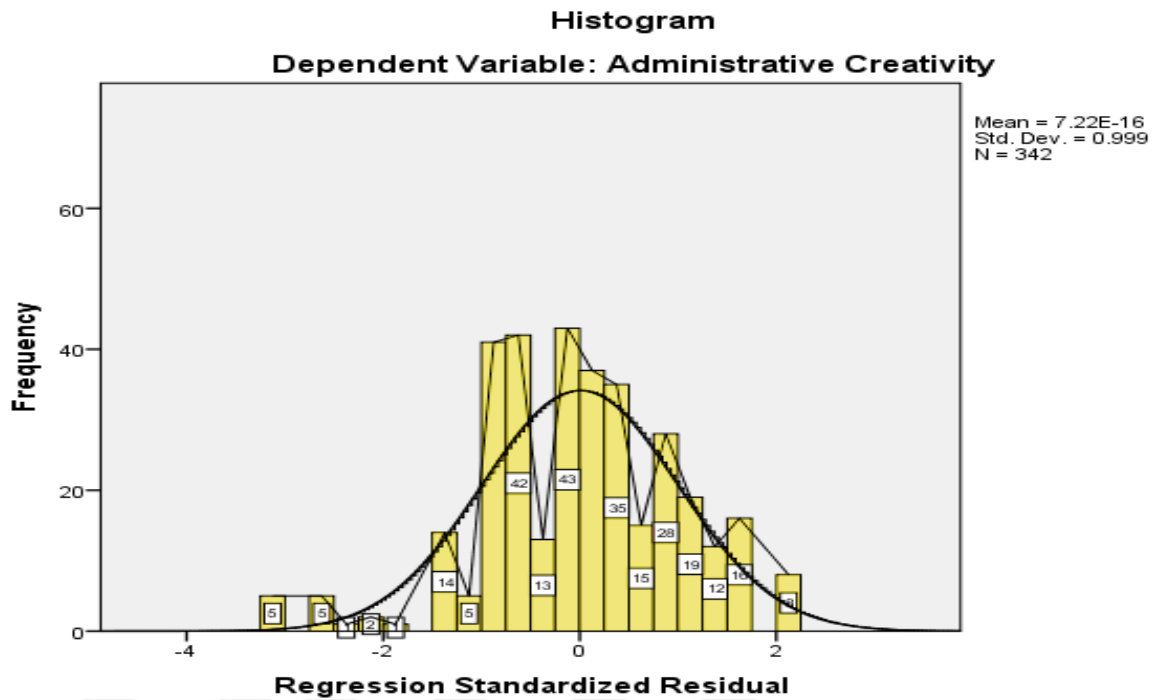
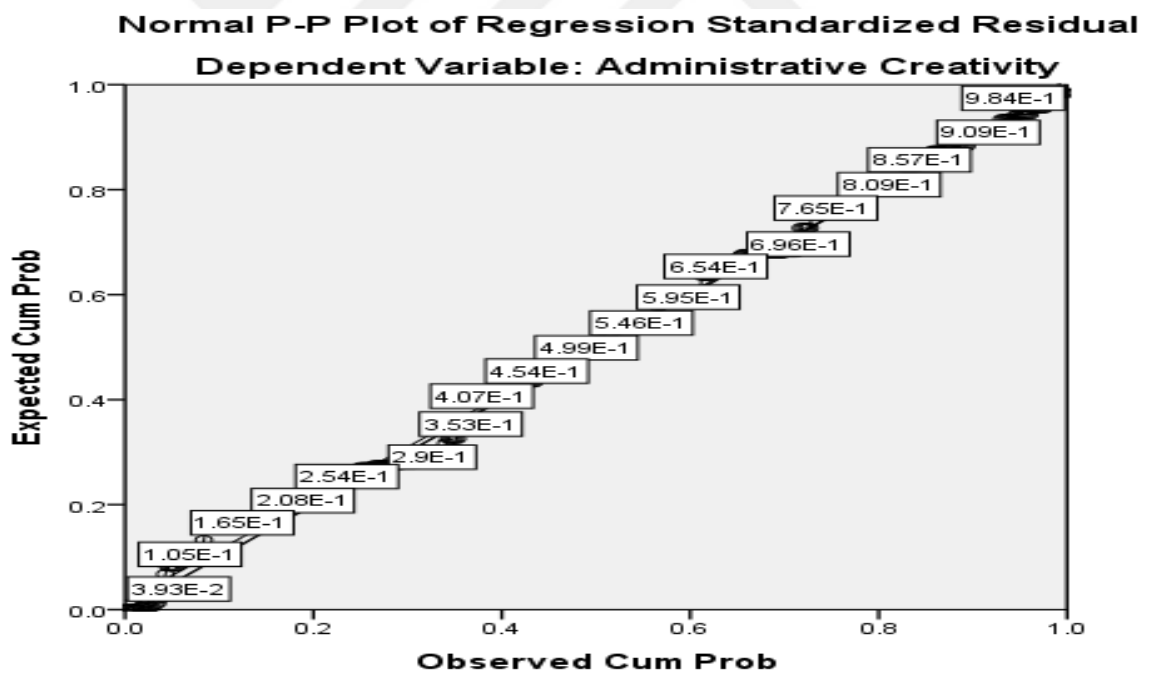


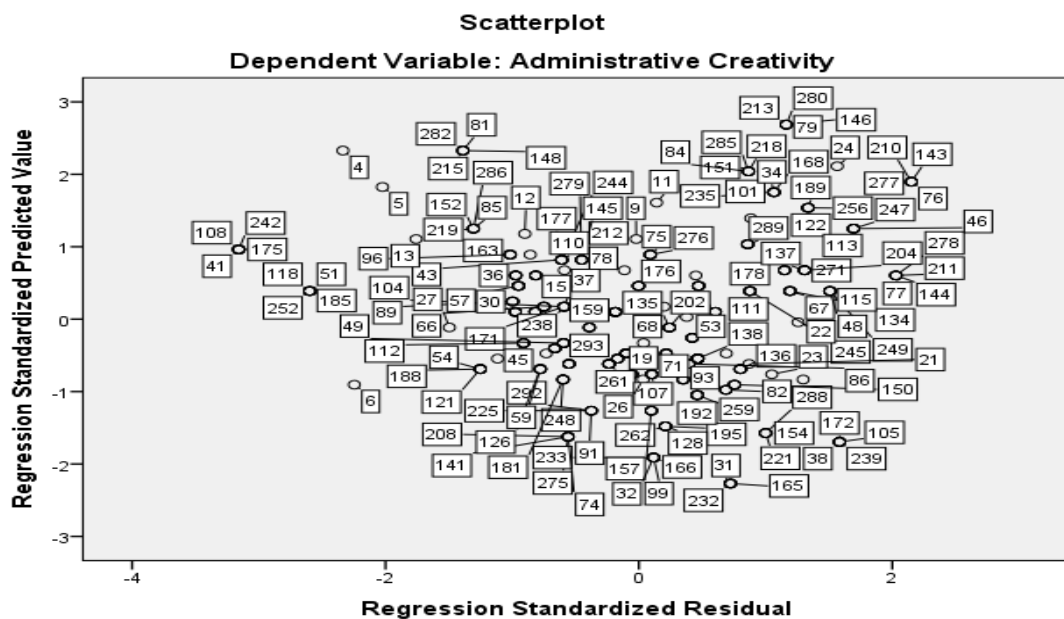
Figure 9: Linearity test



## CONCLUSIONS AND RECOMMENDATION

### Conclusions

The purpose of this study is to test leadership styles and their relationships to the administrative creativity of the ministry of planning in the Erbil city. So, to recognize this purpose, the study tests the relationship between leadership styles and



administrative creativity over obtaining perspectives from selected the heads of the ministry of planning in the Erbil city. However, it examines the impact of leadership styles on this relationship.

By descriptive analysis results, it can accept that leadership styles exercise a significant effect on administrative creativity. However, the paternalistic leadership and participative Leadership, respectively the essential feature motivating to the impact on administrative creativity, while, the transformational leadership was the lowest essential influence with a rate of (47.72%) subsequently, there are significant of leadership styles.

The ANOVA and t-test results of the variance specified that there are significant variances between respondents' answers toward the leadership styles and administrative creativity according to some characteristics, but it does not affect the results.

Hence, leaders of the ministry of planning in the Erbil city should approach leadership styles, particularly the paternalistic and participative leadership in a practical way, confirming the right environment that can improve administrative creativity base on human talent and encourage innovative clarifications. Leadership styles and creativity based effective leadership approach can view as the most significant current means for the ministry of planning to improve their leaders and staffs' performance.

The correlation matrix tests that clear that there is a significant positive relationship between leadership styles and administrative creativity, although, the participative, transformational, and transactional leadership reached the strong positive relationship with administrative creativity. However, paternalistic leadership has the weakest correlation with administrative creativity, compared to other three leadership styles.

Additionally, the results of regression analysis reveal that statistically, the leadership styles namely the participative, transformational, and transactional leadership have the strong impact in administrative creativity, but paternalistic leadership has the weakest impact compared to others.

### **Recommendations**

For the leaders in the ministry of planning in the Erbil city to approach effective leadership styles to motivate staffs to reach administrative creativity, they would approve the participative, transformational, and transactional leadership styles, which will confirm the achieving of administrative creativity.

Hence, it is critical to keep high levels of leadership styles, further engaging and increase them overtaking appropriate steps to address problems, besides using modern technical methods, ministry of planning also take efforts to bring all staffs to present new ideas to promote its planning and encourages staffs to look at things in new and different ways.

Accordingly, increase interest in the exam for a new advance in planning and reduce future planning failure. Thus, the ministry of planning to conduct a direct dialogue with other ministries to mature ideas to solve problems and improve its planning, probably by acting in a way that earns the trust and respect of others, however, offers assistance to staffs for their exception management effort.

The ministry of planning should increase and adopt of the participative and paternalistic leadership styles based on their significant impact on administrative creativity by gives freedom to staffs to rely on their ability to solve problems besides consults with staffs to make decisions. As well as encourages the efforts of staffs and recognizes them to provides an opportunity for staffs to participate in decision-making, nevertheless, more practices of paternalistic leadership style by dealing matters that make employee feels like a member of the family and cares about personal life as well as on labor relations.

The researcher recommends that the ministry of planning and other ministries or organizations properly encourage staffs to share views and work to increase knowledge gaining and work more freely and independently. Then give staffs sufficient autonomy in decision making.

However, it is essential to recommend that the leaders of the ministry of planning have the necessary independence of staffs to capitalize positive relationships between the leadership styles and staff creativity. Moreover, provide the necessary information for the staffs to perform their efforts.

### **The Study Contributes and Suggestions**

This study will contribute to the leadership styles and administrative creativity literature through providing a theoretical framework, also provide implications for the public organization's literature by introducing a potential leadership style which is possibly beneficial to administrative creativity. While the study purposes also to link gaps in knowledge in different aspects. There are several areas to which this study adds value and contributes meaningfully to knowledge.

Therefore, the results of this study syndicate the present form of study literature which has observed to find the statistically significant relationship between leadership styles and administrative creativity. The researcher suggests that the future studies



must use a more significant number of factors to analysis for significance in other than departments or organizations.



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## APPENDIXES

### Appendix1: Questionnaire Form



**T.C**  
**BİNGÖL UNIVERSITY**  
**GRADUATE SCHOOL OF SOCIAL SCIENCE**  
**BUSINESS ADMINISTRATION DEPARTMENT**

Dear Respondent

This survey form is a part of the thesis study titled "**LEADERSHIP STYLES AND THEIR RELATION TO ADMINISTRATIVE CREATIVITY OF THE MINISTRY OF PLANNING IN ERBIL CITY**" and its part of Requirements for the degree of Masters in the jurisdiction of the Administrative Sciences.



I request kindly to take the time to response the below questions, after reading all its content thoroughly. Please give it time and consideration, as answers will be used to reach the results of this study, and indeed the result will use only for educational purpose, and names will not mention on the forms. Knowing that responses will be confidential and I will work for scientific research entirely.

Thanks in advance.

**Supervisor**

Assoc. Prof. Dr. Abdulvahap BAYDAŞ

**Researcher**

Samir Mohammed SAADI  
Master Student



### First Section: General Information

Please select the option that represents the alternative, think proper of the phrases below:

1. **Gender:** Male ( ), Female ( ).
2. **Age:** Less than 30 years ( ), 31–40years ( ), 41–50years ( ), 51 and above ( ).
3. **Academic Degree:** High School ( ), Diploma ( ), Bachelor ( ), Higher Diploma ( ), Master ( ), Ph.D. ( ).
4. **Overall Job Experience:** 1-5 Years ( ), 6-10 Years ( ), 11-15 Years ( )  
16-20 Years ( ), 21 and more ( ).

### Second Section: The Scale of Leadership Styles

Q	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Transformational Leadership</b>						
1	The leader encourages staffs to look at things in new and different ways.					
2	The leader is insistent staffs to look for better ways to perform than anyone else.					
3	The leader is acting in a way that earns the trust and respect of others.					
4	A leader is a model and an example of action.					
5	The leader helps staffs to develop their strengths.					
6	The leader appreciates the individual, who has the abilities, aspirations and different opinions of others.					
<b>Transactional Leadership</b>						
7	The leader would use authorizations if the required standards of performance did not achieve.					
8	The leader offers assistance to staffs for their exception management effort.					
9	The leader provides facilities to staffs to reach goals.					
10	The leader focuses his attention on handling errors, complaints, and failures.					
11	The leader lets staffs perform their duties without interference unless the performance is poor.					
12	The leader focuses his attention on particular problems.					
<b>Participative Leadership</b>						
13	The leader gives freedom to staffs to rely on their ability to solve problems.					
14	The leader consults with his staffs to make decisions.					
15	The leader holds regular meetings with his assistants to discuss matters related to the work.					
16	The leader encourages the efforts of his staffs and recognizes them.					
17	A leader deals justly with all employees.					
18	The leader provides an opportunity for staffs to participate in decision-making.					
<b>Paternalistic Leadership</b>						
19	The leader is dealing matters that make employee feels like a member of the family.					
20	The leader cares about personal life as well as on Labour relations.					

21	The leader cares very much vital staffers who have worked with him a long time.					
22	The leader tries to understand why an employee did not do well.					
23	The leader retaliation of individuals who committed the fault and disagreed with the argument of the public interest.					
24	The leader uses an employee to achieve personal gains.					

**Scale source:** Waar, W. (2015), The Role of Leadership Patterns in the Development of Administrative Creativity Case Study of the Sidal Complex, University of Muhammad Khaydar - Biskra, The People's Democratic Republic of Algeria.

### Third Section: The Scale of Administrative Creativity

Q	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
25	The leader tries to apply new methods and techniques to solve any problem the staffs face at work.					
26	The leader takes efforts in a sophisticated and new way.					
27	The leader is keen on providing suggestions and new ideas.					
28	Leader or boss has a keen ability to persuade an argument.					
29	The leader keen on expressing his proposals even if they are contrary to his directors.					
30	The leader cares dissenting opinions to benefit from others' ideas.					
31	The leader seeks to obtain ideas and suggestions that contribute to solve the problems.					
32	The leader is intense to take advantage of criticisms and observations that guide them.					
33	The leader proposes new methods of work performance even if there is a lack of success.					
34	The leader averseness to apply new methods of performing work for fear of failure.					
35	The leader can streamline and organize his thoughts.					
36	A leader needs detailed instructions when we commission any work.					
37	The leader has a vision for fundamental work problems.					
38	The leader expects problems before they occur.					
39	The leader preferred to the problematic and complicated effort.					
40	The leader is keen to implement ideas that have already applied when facing a problem.					

**Scale source:** Al-Anzi, B.M. (2004). Organizational Culture and Management Innovation, A Survey Study on Workers in Public Institutions in Riyadh. *Unpublished Master Thesis*. The Department of Public Administration, Kingdom of Saudi Arabia, King Saud University.

### Appendix 2: List of Questionnaire Arbitrators

S	Name	Scientific Tile	Experts	Workplace
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1	Dr. Khalid Hama-Amin Mirkan	Professor	Strategic Management	Salahaddin University The College of Administration and Economics
2	Mrs. Mhabat Nuri Abdullah	Assistant Professor	Marketing Management	Salahaddin University The College of Administration and Economics
3	Mr. Mudafar Hamad Ali	Assistant Professor	Human Resource Management	Salahaddin University The College of Administration and Economics
4	Mr. Sami S. Abdullah	Assistant Professor	Marketing Management	Salahaddin University The College of Administration and Economics

### **Appendix 3: Curriculum Vitae**

**Name and Surname:** Samir Mohammed SAADI

**Place and Date of Birth:** 17 May 1983, Iraq, Erbil

**Education:**

Degree	College	Field	University	Year
<b>Undergraduate</b>	Administration And Economics	Business Administration	Salahaddin University	2006
<b>Graduate</b>	Business Administration	Business Administration	Bingöl University	2018

**Work Experience:**

Workplace	Position	Year
<b>Public Service Ministry of Planning</b>		From 2008 till now

Foreign Languages: Arabic, and English

Email: [samirkrs@yahoo.com](mailto:samirkrs@yahoo.com)

Phone: 00964 750 4758434

Date: 16 April 2018