

Universal Values, Creative Behavior and Leadership: Turkish Case

Ilge Kurt¹ & Mehmet Yusuf Yahyagil²

¹ Department of Health Management, Faculty of Economics and Administrative Sciences, Nişantaşı University, İstanbul, Turkey

² Department of Business Administration, Faculty of Economics and Administrative Sciences, Yeditepe University, İstanbul, Turkey

Correspondence: İlge Kurt, Department of Health Management, Faculty of Economics and Administrative Sciences, Nişantaşı University, Sadabad Campus, İstanbul, Turkey. Tel: 90-212-210-1010. E-mail: ilge.kurt@nisantasi.edu.tr or ilgekurt@gmail.com

Received: April 2, 2015

Accepted: April 24, 2015

Online Published: May 25, 2015

doi:10.5539/ibr.v8n6p89

URL: <http://dx.doi.org/10.5539/ibr.v8n6p89>

Abstract

Organizational creativity has become one of the major research areas in the field of organizational behavior during the last two decades. This paper aims to provide a better understanding of the association between universal individual values and employee creative behavior and explores the mediating effect of leadership on the relationship between individual values and employee creative behavior. The research sample was chosen from service sector employees owing to the fact that the role of leadership and motivation for creativity is especially important in knowledge intensive, complex and uncertain environments. Survey method was used to examine the perceptions of the respondents about individual values and leadership style, and their impact on self-perceived creative behavior. Hierarchical regression and Sobel Test were applied to examine the mediating effect of leadership on individual values and employee creative behavior relationship. The results show that the individual value dimensions of self direction, achievement, and universalism explain the majority of variance in employee creative behavior. The findings of both the hierarchical multiple regression analysis and the Sobel test support the partial mediating effect of leadership on individual values and employee creative behavior relationship. The originality of the paper is related to the attempt for understanding the mediating effect of leadership on individual values and creativity relationship which has been under-researched in the literature. Furthermore, the study intends to contribute to a new and important research agenda through the examination of the relationship between universal basic values and employee creative behavior in a sample of Turkish employees.

Keywords: Schwartz's value system, individual value priorities, creativity, leadership, employee creative behavior, Turkish business context

1. Introduction

Creativity has become an important component for organizations to retain success and to gain competitive advantage in today's highly competitive business world (Shalley & Gilson, 2004; Woodman, Sawyer, & Griffin, 1993), predicated on the fact that corporations face a dynamic environment surrounded by rapid technological changes, shortened product life cycles and globalization. Researchers have claimed that in order to deal with environmental pressures, and to enhance the innovativeness of organizations, the creative performance of the employees need to be improved, because creativity is considered as the starting point of all innovation (Amabile, Conti, Coon, Lazenby, & Herron, 1996; Shalley, 1995). The economic importance of creativity is also clear, because new products and services create new jobs (Sternberg, 1999). Thus, more than ever before, organizations strive for creativity and innovation (Zhou, 1998). Consequently, organizations, especially the ones in the service industries, need to be innovative and creative in order to survive and compete. Therefore, enhancing the creativity of employees has rapidly become a key goal of many organizations (Mumford, Scott, Gaddis, & Strange, 2002; Atwater & Carmeli, 2009).

A fair amount is known about personality characteristics associated with creative individuals (Amabile et al., 1996), but there is an increasing need for a greater understanding of other individual factors that may enhance employees' creativity. One purpose of the present study is to explore the relationship between individual values

and creativity. Schwartz (1992) defined individual values “as desirable, trans-situational goals, varying in importance that serve as guiding principles in people’s lives” (p. 521). Depending on the Schwartz’s Value Theory (1992), this study first tries to explore whether there exists a relationship between individual values that employees possess as guiding principles in their lives and their creativity related behaviors. Apart from cross-cultural differences of values (Schwartz & Sagie, 2000), each country also can be considered to preserve a heterogeneous value structure within itself. The commercial and industrial activities, regional and ethnic differences play an important role in the emergence of subcultures. Turkey is one of the countries experiencing different variety of values due to the emergence of different subcultures. As Ergin and Kozan (2004) states: “Turkey can be considered as a country with diverse set of values due to its westernization efforts” (p. 37). The traditional life style is observed mostly in the east rural areas of the country, which is also prevalent in migrant populations moving from the countryside to major urban areas. Considering their central role in personal and social life, values deserve more research attention than they have received thus far. In the present study, individual values are evaluated from the perception of employees, presuming the veracity of the fact that creativity is a self-awareness process, and that analyzing individuals’ self-perceptions and subjective experiences may be the first and most important step towards understanding the process of creativity.

There also exists a major leadership challenge as managers seek ways to foster and maintain creativity at work. The pace of change that organizations are confronting today has led leaders to be more adaptive. Within the dynamic organizational environment, “the hallmark of contemporary leadership is the capacity to foster employee creativity” (Tierney, 2008; p. 95). The leaders are encouraged to work with their employees to generate creative solutions for complex problems, and to guide them in handling the developments and changes (Bass, Avolio, Jung, & Berson, 2003). At both individual and organizational level, supervisory support and leadership are considered to be important antecedents to creativity (Smith & Shalley, 2003). Therefore, a key research question depends on the role of leadership in motivating employees to engage in creative tasks. Results of previous studies showed links between individual values and transformational leadership (Sarros & Santora, 2001; Ergin & Kozan, 2004), as well as links between transformational leadership and creativity (Shin & Zhou, 2003; Jung, Chow, & Wu, 2003; Mumford et al., 2002). However, the mediating role of leadership remains unexplored. The present study analyzes the mediating effect of leadership, trying to explore the role of leadership in the individual values - creativity relationship.

In the service industry, jobs are complex, demanding, and require autonomy in facing challenges; service employees are then, encouraged to focus their attention on considering different alternatives and creative outcomes (Shalley & Gilson, 2004). In order to clarify these relationships, the target sample is selected as the Turkish service industry employees.

The current study is among the first to explore the effect of leadership as the mediating variable between individual values and employee creative behavior (ECB) in Turkey. It provides a cultural perspective, as more studies are needed to further understand the impacts of individual values on creativity, especially in organizational settings outside North America and Europe.

The study attempts to explore the following research questions:

RQ1. What are the individual values that are related to employee creative behavior?

RQ2. Do leadership behaviors mediate the relationship between individual values and employee creative behavior?

2. Theoretical Background

2.1 Creativity and Employee Creative Behavior (ECB)

Creativity can be defined as the seed of all innovation and psychological perceptions of innovation (Amabile et al, 1996). “It is the ability to produce work that is both novel (original, unexpected) and appropriate (useful, adaptive concerning task constraints)” (Sternberg, 1999). Organizational creativity, with its roots in general research on creativity and psychology, mainly concentrates on variables that have direct and influential implications for workplace (Shalley & Zhou, 2008).

The individual is the ultimate source of any new ideas, and provides the foundation for innovation (Shalley & Gilson, 2004). Campbell’s evolutionary model of creativity argues that creativity is not a process performed only by brilliant individuals, but that it can be developed through trial and hard work (Amabile, Barsade, Mueller, & Staw, 1995) by focusing on idea generation and variation. Shalley (1995) defined creative behavior as “*behavior that results in identifying original and better ways to accomplish some purpose*” (p. 483), and individual creative behavior as “*developing solutions to job-related problems that are judged as both novel and appropriate for the*

situation” (p. 484).

Rice (2006) operationalized ECB as an employee’s perceptions and beliefs about his/her creativity related behavior in the workplace. It is argued that creative individuals possess strong self images of being creative (Farmer, Tierney, & McIntyre, 2003). Farmer et al. (2003) discussed that past creative behavior as seen by self, should be a predictor of future creative activity. Self perception of employees about their creative behavior in the workplace also draws attention to the importance of intrinsic motivation (Amabile et al., 1996).

2.2 Schwartz’s Framework

The definition of the term individual values takes its place in different contexts. Despite the variety of definitions, the common theme for the definition of values is related to an individual’s goal or mode of behavior. Scholars have (Rokeach, 1973; Schwartz, 1992) conducted extensive studies to determine the nature of individual values. Schwartz (1992) operationalized the concept of individual values, and his study has been validated in many cross- cultural settings.

Schwartz defined values “as desirable, trans-situational goals, varying in importance that serve as guiding principles in people’s lives” (Schwartz et al., 2001, p. 521). His theory consists of ten motivationally distinct types of values that are recognized by members of most societies and the goals that serve as guiding principles.

Table 1. Schwartz’s ten individual level values

Power	Social status and prestige, control or dominance over people and resources.
Achievement	Personal success through demonstrating competence according to social standards.
Hedonism	Pleasure and sensuous gratification for oneself.
Stimulation	Excitement, novelty and challenge in life.
Self-direction	Independent thought and action- choosing, creating, exploring, desiring to be self-governing.
Universalism	Understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.
Benevolence	Preservation and enhancement of the welfare of people with whom one is in frequent personal contact.
Tradition	Respect for, commitment to, and acceptance of the customs and ideas that traditional culture or religion impose on the self, holding onto traditional customs and ideas.
Conformity	Restraint of actions, inclinations, impulses likely to upset or harm others and to violate social expectations or norms, obeying social expectations.
Security	Safety, harmony, and stability of society, of relationships, and of self.

In addition to presenting ten motivational types of values, the theory also specifies the dynamic relationships among them (Schwartz & Sagie, 2000) by introducing a circular structure of relations among the ten values according to their motivational compatibility or incompatibility (Struch, Schwartz, & Van der Kloot, 2002). The first dimension is labelled conservation versus openness to change, whereas the second dimension is labelled self-transcendence versus self-enhancement. Openness to change covers values of self direction and stimulation, whereas conservation comprises values of security, conformity, and tradition. Self-transcendence covers values of universalism and benevolence, whereas self-enhancement comprises values of power and achievement. Finally, hedonism includes elements of both openness to change dimension and self enhancement dimension.

2.3 Full Range Leadership Theory

Owing to the fact that the existing theories of leadership primarily were limited to focusing on basic exchanges between leaders and followers such as role and goal clarification, rewarding or punishing behavior; Bass (1985) underlined the necessity to understand how leaders could influence followers to transcend their self-interest for greater goals of organizations in order to achieve optimal levels of performance. Being aware of that necessity, Bass and Avolio (1995) developed a full range model of leadership. The original theory included four transformational and two transactional leadership factors and one non transactional laissez-faire leadership factor.

Transactional leadership consists of an exchange between leaders and followers in which followers receive certain values and outcomes, when their leader’s wishes are fulfilled (Burns, 1978). Its four dimensions are summarized as follows:

- 1) Contingent Reward: Leaders provide followers with material and psychological rewards contingent on contractual obligations, and attainment of the specified performance level (Den Hartog & Koopman, 2001).
- 2) Management by Exception (Active): Leaders actively seek deviations from standard procedures, and ensure that standards are met. The leader enforces rules to avoid mistakes (Bass, 1997) and clarifies objectives (Bass et al., 2003).
- 3) Management by Exception (Passive): The leader only intervenes if deviations from the standard procedures and irregularities take place and wait to take action until problems become serious (Bass, 1997).
- 4) Laissez Faire: It is a non-leadership dimension. The leader avoids making decisions, accepting responsibilities, using authority and, taking responsibilities (Den Hartog, Van Muijen, & Koopman, 1997).

Bass (1985) introduced the transformational leadership concept to organizations to describe the leaders engaged in transforming organizational changes, and motivating followers. Transformational Leaders are able to inspire their followers through four dimensions (Bass & Avolio, 1995), explained as follows:

- 1) Idealized Influence: This dimension is also referred as charisma. This dimension is further subdivided into two perspectives. Idealized influence (attributed) is related with whether the leader is perceived as confident, powerful and focused on higher-order ideals and ethics (Antonakis, Avolio, & Sivasubramaniam, 2003). Idealized influence (behavior) comprises charismatic actions of the leader, focused on values, beliefs and a sense of mission (Antonakis et al., 2003).
- 2) Inspirational Motivation: Leaders act as a model for their followers by projecting an idealized vision, communicating that the vision is achievable, stressing ambitious goals, viewing future with optimism, providing encouragement for what needs to be done, and using symbols to focus efforts (Den Hartog & Koopman, 2001; Bass, 1997).
- 3) Intellectual Stimulation: It refers to the leader actions with the purpose of challenging followers to think creatively and to find solutions to difficult problems (Antonakis et al., 2003).
- 4) Individualized Consideration: Followers are treated as individuals, not just members of the group (Dionne, Yammarino, Atwater, & Spangler, 2004). The leader concentrates on the individualization and development of followers.

2.4 Individual Values and Creativity

In many research studies values have been found to predict “*behavior*” (Ball & Rokeach, 1973; Denny, 1979; Grube et al., 1977, Homant & Rokeach, 1970; Penner, 1971; Rokeach, 1973; Shotland & Berger, 1970 as cited in Rokeach & Regan, 1980; p. 579) and “*attitudes*” (Feather, 1975; Rim, 1970; Rokeach, 1973 as cited in Rokeach & Regan, 1980; p. 579). As stated by Meglino and Revlin (1998), values directly affect behavior, depending on the fact that they encourage individuals to act in accordance with their values, and values have their greatest impact in the absence of situational variables that affect behavior in other ways.

Corroborating the argument that individual values may predict behavior, creativity related behaviors have been shown to be related to values. Gump (2003) explored the relationship between individual values and creative accomplishments, and found that values could be used to predict creativity. Dollinger, Burke and Gump (2007) tested the prediction that creative individuals hold a different values system than their less creative counterparts. In parallel with prediction, creative accomplishments and products correlated significantly not only with the self-direction value dimension but also with universalism and stimulation. Creative accomplishments correlated negatively with the value dimensions of tradition, security, and power.

Self direction and stimulation are the two value types, which fall within the dimension of openness to change, and they measure interest in and openness to unconventional ways of doing things. It would be then possible to expect them to have a positive relationship with creativity. As stated by Mumford (2000), achievement is a strong motive, expected to be demonstrated by creative people, because those people tend to be independent, and follow their own ideas for achievement, without being concerned by socially imposed expectations. Therefore, achievement is expected to be positively related with ECB. Extrinsically motivated employees are challenged primarily by the extrinsic goal, and follow the strategy to take the safest, surest, and fastest way, whereas intrinsically motivated employees concentrate on the interest, challenge, and enjoyment. Creativity at the individual level is expected to be more related with internal motivation (Amabile, 1988). Stimulation, self-direction, and achievement can be considered as values with inward orientations. The novelty, challenge, and excitement of creative behavior can be expected to be linked positively with stimulation. Self direction is an individual value dimension defined as independent thought and action by choosing, creating, exploring, and

desiring to be self-governing (Bardi & Schwartz, 2003). It includes value items emphasizing creativity, freedom, choosing own goals, being curious and independent (Rice, 2006). As a result, self direction can be considered to have direct links with creativity.

In line with the literature review, the following hypotheses were formulated:

H 1: There is a significant relationship between individual values and ECB.

H1a: Three individual values (Self direction, Stimulation, Achievement) explain the majority of variance in the dependent variable of ECB.

2.5 The Mediating Role of Leadership

According to path-goal leadership theory, individuals are most likely to be motivated by leaders who can provide different ways towards their need fulfillment. Through that perspective, it can be said that employees having individual values closely related with their need for creative actions, can be fulfilled and motivated by leaders, triggering those values. As assumed by Ehrhart and Klein (2001), individuals are particularly satisfied with leaders with whom they perceive they share similar values and with leaders whom they perceive will meet their needs. Using this logic, it may well be possible to discuss that followers who are open to change, achievement oriented and self directed, can find transformational leader's vision of innovative approach as an inspiration. Followers who value intrinsic rewards of work may also perceive transactional leadership contrary to their values. In an organization comprising employees with values closely and positively linked with creativity, leaders providing those means can be expected to emerge.

Sarros and Santora (2001) indicated that the relationship between leadership style and value orientations showed a positive correlation among transformational leadership behaviors and values that encourage personal and professional development (i.e. achievement, self direction and stimulation). Ergin and Kozan (2004) examined whether intra-cultural differences in basic values affect followers' preferences for transformational versus transactional leadership and the results supported the hypothesis that employees who scored high on Schwartz's self-transcendence dimension would prefer transactional leaders, whereas employees who scored high on openness to change dimension would prefer transformational leaders. Consequently, transformational leadership can be expected to be related with openness to change dimension of individual values. Ros, Schwartz and Surkiss (1999) found a positive relationship between conservation value dimension and extrinsic work values such as good salary, work conditions, closely related with contingent reward dimension of transactional leadership.

Several recent studies of leadership have examined the importance of leaders on employees' creative behavior (Tierney & Farmer, 2004; Jaussi & Dionne, 2003; Jung et al., 2003), and discussed that effective leadership enhanced ECB and their willingness to engage in creative processes. Amabile's Componential Theory of Creativity claimed that leaders could influence both the level and frequency of creative behaviors among followers. That discussion opened way to research into how leaders could trigger creative behavior of employees. Applied to creativity, findings point to transformational leadership. Transformational leadership behaviors including intellectual stimulation, vision articulation, role modelling and transcendence of self interest, were found to be related with creativity (Shin & Zhou, 2003; Jung et al., 2003; Mumford et al., 2002).

Shin and Zhou (2003) suggested that transformational leadership is related to follower creativity through its impact on intrinsic motivation. Transformational leadership behaviors closely match the determinants of innovation and creativity at the workplace (Elkins & Keller, 2003), and its dimensions of vision, support for innovation, autonomy, encouragement, recognition, and challenge act as "*creativity enhancing forces*" (Gümüşluoğlu & İlsev, 2009; p. 462). As Shin and Zhou (2003) suggested, transformational leadership dimensions help to progress creative behavior at both micro and macro levels of the organization by energizing and encouraging employees to handle the tasks and problems in novel ways that challenge the status quo.

Although a handful of studies have examined the effects of leadership on followers' creativity, the mediating role of leadership between individual values and ECB has been under-researched in the literature. As Tierney (2008) claimed, certain types of leaders can be more effective with certain types of employees in fostering creative performance, because their characteristics serve to complement each other. As Egri and Herman (2000) stated, leaders with openness to change values mostly exhibit transformational leadership. In this regard, it might be expected that leadership plays a mediating role in fostering ECB especially for employees with individual values possessing creativity related value items.

Shin and Zhou (2003) claimed that transformational leadership enhanced intrinsic motivation of employees, encouraging them to produce novel and appropriate ways of conducting tasks.

However, followers who value intrinsic rewards of work may find transactional leadership contrary to their values. For the presence of creative workers to have a positive relationship with creativity, supervisors should not exert close monitoring. In line of the foregoing arguments, it is possible to underline the mediating role of the type of leadership between individual values and demonstration of creative behavior.

H2: The relationship between Individual Values and ECB is mediated with the type of Leadership.

3. Method

3.1 Sample and Procedure

The data collection method of the present study is based on surveys and conceptual modeling (Meredith et al., 1989). The nature of the research design is correlational, and it is a cross-sectional study. The sample is randomly selected from companies operating in service sector in İstanbul, Ankara, and İzmir. Within that perspective, the data for the study was collected through random sampling from a list obtained from The Chamber of Commerce and Turkish Banker's Association. A total of 370 respondents are included in the sample from 20 different companies, operating in service industry.

3.2 Measurement Instruments

The research instrument used in the current study has four main sections. The first section covers six socio-demographic items. The remaining sections include the measurement instruments used to assess ECB, individual values and leadership.

Employee Creative Behavior: ECB was measured by Rice's (2006) nine-item inventory. Rice (2006) operationalized ECB using items based on literature such as Ganesan and Weitz (1996), Amabile et al. (1996), Mumford and Gustafson (1988), Oliver and Anderson (1994). Items were scored on a five-point Likert-type scale.

Individual Values: The Schwartz Value Survey has gained importance and widely accepted as a valid and reliable instrument (Fontaine & Richardson, 2005). Schwartz and his colleagues developed the measurement device (Schwartz Value Survey/SVS), composed of 56 items with 10 value dimensions. Respondents were asked to rate how important each statement is as a guiding principle in their lives on a nine point scale. In the present study, the instrument of individual values is based on Schwartz Social Value Theory and includes 10 items as 5 point Likert type questionnaire ranging from strongly agree to strongly disagree. This was done by using ten main individual dimensions as single items to measure each value (Yahyagil & Otken, 2011).

Leadership: One of the most widely used measures to assess leadership is Bass and Avolio's (1995) Multifactor Leadership Questionnaire (MLQ Form 5X). The recent MLQ-5X short form is a 45 item (36 leadership items and 9 outcome items), self scoring questionnaire. Transformational leadership covers 4 components named as; *Idealized Attributes, Idealized Behaviors, Inspirational Motivation (IM), Intellectual Stimulation (IS), Individual Consideration (IC)*. Transactional leadership covers components named as; *Contingent Reward, Management-by-Exception: Active, Management-by-Exception: passive. Laissez-faire leadership is composed of itself; named as; Laissez-Faire (LF)*. Finally there are 3 components of perceived success (outcome) named as; *Extra Effort, Effectiveness, Satisfaction with the Leadership*. The three items related with perceived success of leader were taken out, depending on the fact that the perceived success of the leader was not one of the research concepts of this study.

4. Results

4.1 Descriptive Statistics

Descriptive statistics indicate that 55.4 percent of the respondents of the study were male (205 male) whereas 44.6 percent were female (165 female). The majority of the respondents (28.1 percent) were between the ages of 26-30 and 23 percent of them were between 31-35 years. Nearly half of the respondents (53.5 percent) were university graduates. Among the six categories that represent the position held in the organization, 29.2 percent were technical staff (engineers mostly), 23.2 percent were specialists and 15.1 percent were managers. 41.9 percent of the respondents had been working in the current organization over 5 years. When the total work experience of respondents is considered, it can be stated that nearly half them (48.9 percent) had been working for more than 10 years.

4.2 Reliability and Exploratory Factor Analysis

Cronbach's alpha was used to assess the internal consistency of the variables for measuring the reliability of scale. The reliability of the research concepts were found before the factor analysis and the generally agreed lower limit of 0.70 were surpassed.

Factor analysis for each concept was conducted, using SPSS 16.0. For individual values, the results grouped into two factors (Table 2). High and significant KMO (Keiser-Meyer-Olkin) and Cronbach's alpha results did not require any items to be extracted (KMO: 0.874 and Bartlett's test significant at the .000 level). Security, benevolence, universalism, conformity and tradition dimensions of individual values constituted the first factor (Cronbach's alpha: 0.936), whereas self direction, stimulation, achievement, hedonism, and power formed the second one (Cronbach's alpha: 0.915). Those groupings were also in parallel with the definitions of the value dimensions and accounted for 78.161 percent of cumulative variance.

Table 2. Factor analysis of individual values

Items	Factor loadings	
	Factor 1	Factor 2
Security	0.925	
Benevolence	0.896	
Universalism	0.896	
Conformity	0.873	
Tradition	0.828	
Self Direction		0.883
Stimulation		0.881
Achievement		0.862
Hedonism		0.844
Power		0.802

For ECB, KMO value was found 0.894 and Bartlett's Test of Sphericity was significant ($p = 0.000$); indicating that the data was adequate and appropriate to conduct factor analysis. ECB items were grouped into two factors. The first factor was related with items about efforts to achieve creativity and the second factor was related with items about creative performance (Table 3).

Table 3. Factor analysis of ECB

Items	Factor Loadings	
	Factor 1	Factor 2
I would like to learn some new skills that will help me to be more effective at work.	0.856	
When I perform well, I know it's because of my own desire to achieve.	0.780	
I am on the lookout for new ideas from all the people with whom I interact as part of my job.	0.738	
I try to be as creative as I can in my job	0.720	
My work is so personally rewarding for me that I am indifferent to special incentives provided by management.		0.769
My boss feels that I am creative in my job.		0.705
When new trends develop in my workplace, I am usually the first to get on board.		0.703
I believe that I am currently very creative in my work		0.684
I experiment with new approaches to doing my job.		0.602

Table 4 and 5 present the factor analysis results of transformational and transactional leadership. Factor analysis of transformational leadership revealed three factors (KMO: 0.938 and Bartlett's Test significant at the .000 level). The factors of transformational leadership did not represent the original categorization, but the grouping of items under each factor was meaningful. For transactional leadership, the composition of the items matched the original dimensions in the transactional leadership theory. However one item (Management by exception: Focuses attention on ...) which had factor loading value, lower than 0.45 was extracted from the analysis.

Table 4. Factor analysis of transformational leadership

Items ^a	Factor Loadings		
	Factor 1	Factor 2	Factor 3
Spend time teaching ...	0.758		
Seeks differing perspectives ...	0.741		
Instills pride ...	0.654		
Considers the moral ...	0.628		
Acts in ways ...	0.626		
Displays power and confidence ...	0.609		
Gets me to look at problems ...	0.592		
Goes beyond self-interest ...	0.567		
Suggests new ways ...	0.546		
Re-examines critical assumptions ...	0.532		
Specifies the importance ...		0.808	
Talks enthusiastically ...		0.754	
Emphasizes the collective mission...		0.694	
Articulates a compelling vision ...		0.665	
Talks about ... values ...		0.632	
Expresses confidence ...		0.632	
Talks optimistically ...		0.611	
Considers ... different ... abilities ...			0.837
Treats me as an individual ...			0.768
Helps my strengths ...			0.588

Table 5. Factor analysis of transactional leadership

Items ^a	Factor Loadings	
	Factor 1	Factor 2
Provides.. assistance ...	0.833	
Expresses satisfaction ...	0.813	
Makes clear ... expect ..	0.744	
Concentrates ... mistakes, complaints, and failures		0.869
Directs ..attention ... failures		0.827

Note. ^a These are word indicators only, not the complete MLQ items. The items were reproduced by special permission of the publisher MIND Garden, Inc. www.mindgarden.com, from the "Multifactor Leadership Questionnaire for Research" by Bernard M. Bass and Bruce J. Avolio. Copyright 1995 by Bernard M. Bass and Bruce J. Avolio. All rights reserved. Further reproduction is prohibited without the publisher's written consent.

4.3 Correlation and Regression Analysis

To test the relationship between individual values and ECB, Pearson's correlation analysis was performed. Results show that there is a significant, positive, but weak relationship (Sipahi et al., 2006) between individual values and ECB ($r=0.271$, $p=0.00$). According to the regression analysis, they explain 7.3% of variance in each other (Table 6). When the factors of the individual values are put into Pearson correlation analysis with ECB, it is observed that there is a significant, negative and moderately strong relationship ($r=-0.385$, $p=0.00$) between individual values factor 1 (self transcendence and conservation) and ECB, whereas there is a significant, positive and strong relationship ($r=0.695$, $p=0.00$) between individual values factor 2 (openness to change and self enhancement) and ECB. Hence, H1 was supported.

Table 6. Regression analysis between individual values and ECB

Dependent Variable: ECB			
Variables	Beta	t	p
Model 1			
Individual Values	0.271	5.398	0.000

Note. $R=.271$; $R^2=.073$; $F=29.135$; $p=.000$.

A regression analysis was performed to test H1a, and the results revealed that self direction account for 49.4 percent of the variance that individual value explains on ECB. Universalism and Achievement made an additional 3.3 percent and 1.3 percent explanation on ECB. In the hypothesis 1a, stimulation dimension was also added as a dimension in explaining the variance for ECB. Nevertheless the outcomes did not support this part of the hypothesis, and hypothesis 1a is partially supported as shown in Table 7.

Table 7. Regression analysis between individual values and ECB

Factors	R ²	Adj. R ²	ΔR^2	β	p
Self direction	0.494	0.492	0.494	0.510	0.000
Universalism	0.527	0.524	0.033	-0.150	0.000
Achievement	0.540	0.536	0.013	0.203	0.001

Note. Dependent Variable: ECB.

The mediating role of leadership was tested with three step regression analysis (Baron & Kelly, 1986 as cited in Caligiuri et al., 1998). If mediating variable was statistically significant and the significance value of the independent variable dropped to insignificance, then it could be said that there was full support for mediation. Transformational leadership had a significant effect on ECB. In addition, the inclusion of transformational leadership decreased the effect of individual values from $\beta = 0.271$ ($p < 0.01$) to $\beta = 0.199$ ($p < 0.01$) on ECB. Since a significant individual values influence on ECB still remained, it was likely that a partial mediation of transformational leadership in the relationship between individual values and ECB of employees occurred (Table 8). Transactional leadership also had a significant effect on ECB and the inclusion of transactional leadership decreased the effect of individual values from $\beta = 0.271$ ($p < 0.01$) to $\beta = 0.213$ ($p < 0.01$) on ECB. For the purpose of exploring the dimensions of transactional leadership which may have a mediating effect, a further regression analysis was made. As displayed in Table 9, the analysis revealed that the dimension was contingent reward. This can be observed by the β decrease from 0.271 to 0.213., whereas the first step was insignificant when management by exception was taken as a dimension. Thus, Hypothesis 2 is partially supported.

Table 8. Multiple regression of individual values and “transformational leadership” as the mediator on ECB

	b	SEb	β	p
First Regression (‘Transformational L. centered’ is regressed on IV centered)				
Constant	2.936	0.246		
IV (Centered)	0.199	0.061	0.167	0.001
Second Regression (‘ECB centered’ is regressed on IV centered)				
Constant	2.659	0.224		
IV (Centered)	0.301	0.056	0.271	0.000
Third Regression (‘ECB centered’ is regressed on IV centered & Transformational Leadership centered)				
Constant	1.483	0.237		
IV (Centered)	0.221	0.051	0.199	0.000
Transformational Leadership (Centered)	0.401	0.043	0.429	0.000

Note. $R^2 = 0.028$ for the First Regression, $\Delta R^2 = 0.073$ for the Second Regression, $\Delta R^2 = 0.179$ for the Third Regression.

Table 9. Multiple regression of individual values and “contingent reward factor of transformational leadership” as the mediator on ECB

	<i>b</i>	<i>SEb</i>	β	<i>p</i>
First Regression (‘Transactional L. Factor 1 (contingent reward)’ is regressed on IV centered)				
Constant	2.745	0.302		
IV (centered)	.253	0.075	0.172	0.001
Second Regression (‘ECB (centralized) is regressed on IV centered)				
Constant	2.659	0.224		
IV (centered)	0.301	0.056	0.271	0.000
Third Regression (‘ECB Factor (centralized)’ is regressed on IV centered & Transactional Leadership Factor 1 (contingent reward)				
Constant	1.960	0.233		
IV (centered)	0.237	0.053	0.213	0.000
Transactional Leadership Factor 1	0.255	0.036	0.337	0.000

Note. $R^2 = 0.030$ for the First Regression, $\Delta R^2 = 0.073$ for the Second Regression, $\Delta R^2 = 0.110$ for the Third Regression.

The results were also cross-checked and confirmed by conducting Sobel test (Sobel, 1982). A calculation of Sobel test showed significant result ($z = 3.078$, $p = 0.00207$), suggesting that transformational leadership mediated the effect of individual values on ECB. The mediating effect of contingent reward dimension of transactional leadership was also significant ($z = 3.026$, $p = 0.00247$), indicating mediating at the lower level.

Regarding demographics, no significant differences were observed in terms of gender, age, education, work-position, organizational tenure, and work tenure.

5. Discussion and Conclusion

One of the research findings that deserve attention is that there is a positive and significant relationship between universal individual values and ECB. Three values namely, self-direction, universalism, and achievement were found to explain the majority of variance in ECB. Self-direction is an individual value dimension expressed through independent thought and action by choosing, creating, exploring, and desiring to be self-governing (Bardi & Schwartz, 2003). Self-direction was found to have the strongest explanatory power on ECB. The findings of the present study about the positive relationship between achievement and ECB are in parallel with the expectations, dependent on the link between creativity and achievement by definition and the literature review. It was stated by Mumford (2000) that achievement is a strong motive which is expected to be demonstrated by creative people, because they tend to be independent and follow their own ideas for achievement, without being concerned by socially imposed expectations. The employees, who consider personal success and demonstrating competence as guiding principles in life, can be considered more likely to exhibit creative behavior in the work context.

Although some researchers (Dollinger et al., 2007) found a positive and significant correlation between universalism and creative accomplishments, contrary viewpoints do exist as well. Adams, Licht, and Sagiv (2011) in their study associated entrepreneurial values and innovation with higher achievement, power, and self-direction values, whereas they were found to be related with lower universalism value. Another recent research study (Gorgievsky, Ascalon, & Stephan, 2011) revealed that innovativeness was guided by self-enhancing values comprising power and achievement, whereas self-transcendent value dimensions such as universalism and benevolence were related with softer success criteria unrelated with innovativeness. The origins of the negative relationship between creativity and universalism, found in the present study, may be explained by the contradiction between the individualistic nature, as well as the intrinsic motive of creativity and the holistic nature of universalism concentrating on welfare of all people and nature.

In regard to the mediating role of leadership, transformational leadership was found to have at least partial mediator role in the relationship between individual values and ECB. According to the hierarchical regression results, there was a significant decrease in the effect of individual values on ECB when transformational leadership was added to the analysis. The competence between employees' individual values and perceived transformational leadership may lead to highly perceived ECB. Furthermore, the contingent reward dimension of transactional leadership was also found to play a partial mediator role. A vast amount of literature draws

attention mainly on the effect of intrinsic motivation on creativity (Woodman et al., 1993; Oliver & Anderson, 1994; Amabile et al., 1996; Zhou, 2003; Rice, 2006), ignoring the possible effect of contingent reward as an extrinsic motivation. On the contrary, there are also discussions about the possible extrinsic motivation and creativity relationship (Fairbank & Williams, 2001, Van Dijk & Van den Ende, 2002 as cited in Baer et al., 2003). Amabile et al. (1996) drew attention to the usage of reward, and claimed that extrinsic motivation could both hinder and enhance intrinsic motivation depending on the usage of the rewards and motivators.

Amabile and Muller (2008) discussed that if rewards were given objectively according to the competence by enabling employees to become involved in their work, intrinsic motivation might even enhance. Eisenberger and Rhoades (2001) explored the incremental effects of reward on creativity and found that rewards contingent on creativity might enhance extrinsic motivation. Leaders may use rewards closely linked with creativity to modify creativity related employee behaviors. From a different perspective, it can also be said that although contingent reward is an accepted dimension of transactional leadership, in some studies positive reward behavior was also found to be loaded on transformational factor instead of transactional factor (Yukl, 1999; Goodwin, Wofford, & Whittington, 2001). Therefore, it may be evaluated as a dimension supplementary to transformational leadership.

In interpreting results of the study, it is important to keep several issues in mind. This study has some limitations. First it is dependent on a snapshot- in- time survey design, with a single observation with no control group, and limited control over the effects of variables. However, individual values can be considered as stable (Meglino & Revlin, 1998) dimensions that are not easily influenced by situational changes, so it is hard to assume that measuring them in more than one time frame would yield different findings. Second, only employees from the service sector from three big cities (İstanbul, Ankara, İzmir) were chosen as the sample of the research, so one should be cautious about generalizing the results to other sectors in different cities. Third, the study was performed in one culture, in Turkey, and its findings may be bound to only this particular culture. Fourth, it is difficult to infer cause-effect relationships in this study. Future research may introduce a longitudinal design for stronger causal interpretations of the model. Fifth, there may also be other unobserved variables which could be vital in explaining employee creativity in the work place. Thus, unobserved variables might have limited the implications of the study. Sixth, employee self-report perceptions of creative behavior were used. The term self-report data is used to refer to the data obtained using questionnaires or surveys containing items that asked respondents to report something about themselves and completed by respondents themselves. That may be associated with social desirability responding. On the other hand, during the study it was assured to the respondents that the organizational and personal information will be held confidential in order to decrease the possibility of social desirability responses. Respondent or subject bias may be considered as a limitation in survey studies. The results may be influenced by what respondents think is expected or by how they wish to appear to the researcher. That bias was tried to be prevented by collecting the responses without getting any information about the identity of the respondent. Seventh, it can be said that creativity is a self-awareness process, and understanding individuals' self perceptions and subjective experiences may be the first and very important step towards understanding the process of creativity. On the other hand, it can not be ignored that multiple referents including direct managers, peers, and customers might give more objective results for creativity.

In terms of managerial implications, the study highlights a number of important implications for HRM practices. The findings are especially important for the recruitment process for the organizations in the service industry, where creativity is essential. The statistical outcomes show that managers should especially seek to recruit employees possessing self direction value as a salient individual value. Employees with achievement value are also found to be more related with creative behaviors.

The results of the present study bring a different and complementary perspective for the selection of the employees for service sector organizations. Tests evaluating individual values of the employees may also be used among other selection tools for HR departments. It is worth to note that transformational leaders may also function as mediators to guide employees who support different individual values for involving in creative employee behavior in organizations.

To our knowledge, the present study can be considered as the first of its kind in Turkey which empirically explores the role of transformational leadership as a mediator between individual values and creativity. Transformational leadership is found to have at least partial mediation effect. Depending on the positive and significant relationship between individual values and creativity, future research may look into those relationships from different perspectives.

Rank, Paca, and Frese (2004) stated that “*little attention has been devoted to international issues related to*

creativity and innovation" (p. 524). In terms of future research, creativity studies should have been the priority of not only researchers and academicians, but also that of managers. The present study provides a cultural perspective for issues related with creativity depending on the fact that it was conducted in Turkey. Further cross cultural studies including Turkey will serve as a future conceptual tool for explaining international differences in creativity.

References

- Adams, R. B., Licht A. N., & Sagiv, L. (2011). Shareholders and stakeholders: How do directors decide? *Strategic Management Journal*, 32, 1331-1355. <http://dx.doi.org/10.1002/smj.940>
- Amabile, T. M., & Mueller, J. S. (2008). Studying creativity, its processes and its antecedents: An exploration of the componential theory of creativity. In C. E. Shalley, & J. Zhou (Eds.), *Handbook of Organizational Creativity* (pp. 33-64). NY: Taylor and Francis Group.
- Amabile, T. M. (1988). A model of creativity and innovation in organizations. In B. M. Staw, & L. L. Cummings (Eds.), *Research in organizational behavior* (Vol. 10, pp. 123-167). NY: JAI Press.
- Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. (1995). Affect and creativity at work. *Administrative Science Quarterly*, 50(3), 367-403. <http://dx.doi.org/10.2189/asqu.2005.50.3.367>
- Amabile, T. M., Conti R., Coon H., Lazenby J., & Herron, M. (1996). Assessing the work environment for creativity. *The Academy of Management Journal*, 39(5), 1154-1184. <http://dx.doi.org/10.2307/256995>
- Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the multifactor leadership questionnaire. *The Leadership Quarterly*, 14, 261-295. [http://dx.doi.org/10.1016/S1048-9843\(03\)00030-4](http://dx.doi.org/10.1016/S1048-9843(03)00030-4)
- Atwater, L., & Carmeli, A. (2009). Leader-member exchange, feelings of energy and involvement in creative work. *The Leadership Quarterly*, 20(3), 264-275. <http://dx.doi.org/10.1016/j.leaqua.2007.07.009>
- Baer, M., Oldham, G. R., & Cummings, A. (2003). Rewarding creativity: When does it really matter? *The Leadership Quarterly*, 14, 569-586. [http://dx.doi.org/10.1016/S1048-9843\(03\)00052-3](http://dx.doi.org/10.1016/S1048-9843(03)00052-3)
- Bardi, A., & Schwartz, S. H. (2003). Values and behavior: Strength and structure of relations. *Personality and Social Psychology Bulletin*, 29(10), 1207-1220. <http://dx.doi.org/10.1177/0146167203254602>
- Bass, B., & Avolio, B. (1995). *MLQ Multifactor leadership questionnaire*. Redwood City, CA: Mind Garden.
- Bass, B. M. (1985). *Leadership and performance*. New York, NY: Free Press.
- Bass, B. M. (1997). Does the transactional-transformational leadership paradigm transcend organizational and national boundaries? *American Psychologist*, 52(2), 130-139. <http://dx.doi.org/10.1037//0003-066X.52.2.130>
- Bass, B. M., Avolio, B. J., Jung, D. L., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology*, 88(2), 207-218. <http://dx.doi.org/10.1037/0021-9010.88.2.207>
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.
- Caligiuri, P. M., Hyland, M. M., Joshi, A., & Bross, A. S. (1998). Testing a theoretical model for explaining the relationship between family adjustment and expatriate work adjustment. *Journal of Applied Psychology*, 83, 598-614.
- Den Hartog, D. N., & Koopman, P. L. (2001). Leadership in organizations. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds.), *Handbook of Industrial, Work & Organizational Psychology* (Vol. 2). Organizational Psychology, Sage Publications.
- Den Hartog, D. N., Van Muijen, J., & Koopman, P. (1997). Transactional versus transformational leadership: An analysis of the MLQ. *Journal of Occupational and Organizational Psychology*, 70(1), 19-34. <http://dx.doi.org/10.1111/j.2044-8325.1997.tb00628.x>
- Dionne, S. D., Yammarino, F. J., Atwater, L. E., & Spangler, W. D. (2004). Transformational leadership and team performance. *Journal of Organizational Change Management*, 17(2), 177-193. <http://dx.doi.org/10.1108/09534810410530601>
- Dollinger, S., Burke, P., & Gump, N. (2007). Creativity and values. *Creativity Research Journal*, 19(2-3), 91-103. <http://dx.doi.org/10.1080/10400410701395028>

- Egri, C. P., & Herman, S. (2000). Leadership in the North American environment sector: Values, leadership styles, and context of environmental leaders and their organizations. *The Academy of Management Journal*, 43(4), 571-604. <http://dx.doi.org/10.2307/1556356>
- Ehrhart, M. G., & Klein, K. J. (2001). Predicting followers' preferences for charismatic leadership: The influence of follower values and personality. *Leadership Quarterly*, 12(2), 153-179. [http://dx.doi.org/10.1016/S1048-9843\(01\)00074-1](http://dx.doi.org/10.1016/S1048-9843(01)00074-1)
- Eisenberger, R., & Rhoades, L. (2001). Incremental effects of reward on creativity. *Journal of Personality and Social Psychology*, 81(4), 728-741. <http://dx.doi.org/10.1037//0022-3514.81.4.728>
- Elkins, T., & Keller, R. T. (2003). Leadership in research and development organizations: A literature review and conceptual framework. *The Leadership Quarterly*, 14, 587-606. [http://dx.doi.org/10.1016/S1048-9843\(03\)00053-5](http://dx.doi.org/10.1016/S1048-9843(03)00053-5)
- Ergin, C., & Kozan, K. M. (2004). Çalışanların temel değerleri, dönüşümsel ve etkileşimsel liderliğin çekiciliği. *Türk Psikoloji Dergisi*, 19(54), 37-57.
- Farmer S. M., Tierney P., & Mcintyre, K. K. (2003). Employee creativity in Taiwan: An application of role identity theory. *Academy of Management Journal*, 46(5), 618-630. <http://dx.doi.org/10.2307/30040653>
- Fontaine, R., & Richardson, S. (2005). Cultural values in Malaysia: Chinese, Malays and Indians compared. *Cross Cultural Management: An International Journal*, 12(4), 63-77. <http://dx.doi.org/10.1108/13527600510798141>
- Ganesan, S., & Weitz, B. (1996). The impact of staffing policies on retail buyer job attitudes and behaviors. *Journal of Retailing*, 72(1), 31-56. [http://dx.doi.org/10.1016/S0022-4359\(96\)90004-4](http://dx.doi.org/10.1016/S0022-4359(96)90004-4)
- Goodwin, V. L., Wofford, J. L., & Whittington, J. L. (2001). A theoretical and empirical extension to the transformational leadership construct. *Journal of Organizational Behavior*, 22, 759-774. <http://dx.doi.org/10.1002/job.111>
- Gorgievsky, M. J., Ascalon M. E., & Stephan, U. (2011). Small business owners' success criteria, a values approach to personal differences. *Journal of Small Business Management*, 49(2), 207-232. <http://dx.doi.org/10.1111/j.1540-627X.2011.00322.x>
- Gump, N. W. (2003). *Creativity and self knowledge: Predicting creativity with values and vocational interests measures* (Unpublished Doctorate Thesis). Southern Illinois University, Carbondale, US.
- Gümüslüoğlu, L., & İlsev, A. (2009). Transformational leadership, creativity and organizational innovation. *Journal of Business Research*, 62(4), 461-473. <http://dx.doi.org/10.1016/j.jbusres.2007.07.032>
- Jaussi, K. S., & Dionne, S. D. (2003). Leading for creativity: The role of unconventional behaviour, *Leadership Quarterly*, 14, 475-498. [http://dx.doi.org/10.1016/S1048-9843\(03\)00048-1](http://dx.doi.org/10.1016/S1048-9843(03)00048-1)
- Jung, D. I., Chow, C., & Wu, A. (2003). The role of transformational leadership in enhancing organizational innovation: Hypotheses and some preliminary findings. *The Leadership Quarterly*, 14(4-5), 525-544. [http://dx.doi.org/10.1016/S1048-9843\(03\)00050-X](http://dx.doi.org/10.1016/S1048-9843(03)00050-X)
- Meglino, B. M., & Revlin, E. C. (1998). Individual values in organizations: concepts, controversies and research. *Journal of Management*, 24(3), 351-389. <http://dx.doi.org/10.1177/014920639802400304>
- Meredith, J. R., Raturi, A., Amoako-Gyampah, K., & Kaplan, B. (1989). Alternative research paradigms in operations. *Journal of Operations Management*, 8(4), 297-326. [http://dx.doi.org/10.1016/0272-6963\(89\)90033-8](http://dx.doi.org/10.1016/0272-6963(89)90033-8)
- Mumford, M. D. (2000). Managing creative people: Strategies and tactics for innovation. *Human Resource Management Review*, 10(3), 318-351. [http://dx.doi.org/10.1016/S1053-4822\(99\)00043-1](http://dx.doi.org/10.1016/S1053-4822(99)00043-1)
- Mumford, M. D., & Gustafson, S. B. (1988). Creativity syndrome: Integration, application and innovation. *Psychological Bulletin*, 103(1), 27-43. <http://dx.doi.org/10.1037//0033-2909.103.1.27>
- Mumford, M. D., Scott, G. M., Gaddis, B. H., & Strange, J. M. (2002). Leading creative people: Orchestrating expertise and relationships. *The Leadership Quarterly*, 13, 705-750. [http://dx.doi.org/10.1016/S1048-9843\(02\)00158-3](http://dx.doi.org/10.1016/S1048-9843(02)00158-3)
- Oliver, R. L., & Anderson, E. (1994). An empirical test of the consequences of behaviour and outcome based sales control systems. *Journal of Marketing*, 58(4), 53-67. <http://dx.doi.org/10.2307/1251916>
- Rank, J., Paca, V. L., & Frese, M. (2004). Three avenues for future research on creativity, innovation, and

- initiative. *Applied Psychology: An International Review*, 53(4), 518-528. <http://dx.doi.org/10.1111/j.1464-0597.2004.00185.x>
- Rice, G. (2006). Individual values, organizational context and self perceptions of employee creativity: Evidence from Egyptian organizations. *Journal of Business Research*, 59(2), 233-241. <http://dx.doi.org/10.1016/j.jbusres.2005.08.001>
- Rokeach, M. (1973). *Understanding human values*. New York, NY: The Free Press.
- Rokeach, M., & Regan, J. F. (1980). The role of values in the counselling situation. *The Personnel and Guidance Journal*, 58(9), 576-583. <http://dx.doi.org/10.1002/j.2164-4918.1980.tb00454.x>
- Ros, M., Schwartz, S. H., & Surkiss, S. (1999). Basic individual values, work values, and the meaning of work. *Applied Psychology an International Review*, 48(1), 49-71. <http://dx.doi.org/10.1080/026999499377664>
- Sarros, J. C., & Santora, J. C. (2001). Leaders and values: A cross cultural study. *Leadership and Organization Development Journal*, 22(5), 243-248. <http://dx.doi.org/10.1108/01437730110397310>
- Schwartz, S. H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (pp. 1-65). San Diego: Academic Press.
- Schwartz, S. H., & Bilsky, W. (1987). Toward a universal psychological structure of human values. *Journal of Personality and Social Psychology*, 53, 550-562. <http://dx.doi.org/10.1037//0022-3514.53.3.550>
- Schwartz, S. H., & Sagie, G. (2000). Value consensus and importance: A cross-national study. *Journal of Cross-Cultural Psychology*, 31(4), 465-497. <http://dx.doi.org/10.1177/0022022100031004003>
- Schwartz, S. H., Gila, M., Lehmann, A., Burgess, S., Harris, M., & Owens, V. (2001). Extending the cross-cultural validity of the theory of basic human values with a different method of measurement. *Journal of Cross-Cultural Psychology*, 32(5), 519-542. <http://dx.doi.org/10.1177/0022022101032005001>
- Shalley, C. E., & Zhou, J. (2008). Organizational creativity research: A historical overview. In C. E. Shalley, & J. Zhou (Eds.), *Handbook of Organizational Creativity* (pp. 3-32). NY: Taylor and Francis Group.
- Shalley, C. E. (1995). Effects of coaction, expected evaluation and goal setting on creativity and productivity. *Academy of Management Journal*, 38(2), 483-503. <http://dx.doi.org/10.2307/256689>
- Shalley, C. E., & Gilson, L. L. (2004). What leaders need to know: A review of social and contextual factors that can foster or hinder creativity. *The Leadership Quarterly*, 15(1), 33-53. <http://dx.doi.org/10.1016/j.leaqua.2003.12.004>
- Shin, S. J., & Zhou, J. (2003). Transformational leadership, conservation, and creativity: Evidence from Korea. *Academy of Management Journal*, 46, 703-714. <http://dx.doi.org/10.2307/30040662>
- Smith, J. P., & Shalley, J. E. (2003). The social side of creativity: A static and dynamic social network perspective. *Academy of Management Review*, 28(1), 89-106. <http://dx.doi.org/10.5465/AMR.2003.8925236>
- Sobel, M. E. (1982). Asymptotic confidence intervals for indirect effects in structural equation models. *Sociological Methodology*, 13, 290-312. <http://dx.doi.org/10.2307/270723>
- Sternberg, R. (1999). *Handbook of Creativity*. Cambridge University Press.
- Struch, N., Schwartz, S. H., & Van der Kloot, W. A. (2002). Meanings of basic values for women and men: A cross-cultural analysis. *Personality and Social Psychology Bulletin*, 28(1), 16-28. <http://dx.doi.org/10.1177/0146167202281002>
- Tierney, P. (2008). Leadership and employee creativity. In C. E. Shalley, & J. Zhou (Eds.), *Handbook of Organizational Creativity* (pp. 95-124). NY: Taylor and Francis Group.
- Tierney, P., & Farmer, S. M. (2004). The pygmalion process and employee creativity. *Journal of Management*, 30(3), 413-432. <http://dx.doi.org/10.1016/j.jm.2002.12.001>
- Woodman, R. W., Sawyer, J. E., & Griffin, R. W. (1993). Toward a theory of organizational creativity. *The Academy of Management Review*, 18(2), 293-321. <http://dx.doi.org/10.2307/258761>
- Yahyagil, M. Y., & Ötken, A. B. (2011). Cultural values from managers' and academicians' perspectives: The case of Turkey. *Management Research Review*, 34(9), 1018-1041. <http://dx.doi.org/10.1108/01409171111158974>

- Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *Leadership Quarterly*, 10(2), 285-305. [http://dx.doi.org/10.1016/S1048-9843\(99\)00013-2](http://dx.doi.org/10.1016/S1048-9843(99)00013-2)
- Zhou, J. (1998). Feedback valence, feedback style, task autonomy, and achievement orientation: Interactive effects on creative performance. *Journal of Applied Psychology*, 83(2), 261-276. <http://dx.doi.org/10.1037//0021-9010.83.2.261>
- Zhou, J. (2003). When the presence of creative coworkers is related to creativity: Role of supervisor close monitoring, developmental feedback and creative personality. *Journal of Applied Psychology*, 88(3), 413-422. <http://dx.doi.org/10.1037/0021-9010.88.3.413>

Note

Note 1. This paper is based on a certain part of a thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at Yeditepe University, Istanbul, Graduate Institute of Social Sciences. In addition, the present study comprises new statistical tests.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).