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Dimensions of Transformational Leadership as Predictors of Employee Creativity: The Moderating Role of Job Satisfaction

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Dimensions of Transformational Leadership as Predictors of Employee Creativity: The Moderating Role of Job Satisfaction

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Abstract

The aim of this research was to determine whether the dimensions of transformational leadership predicted employee creativity, as well as whether job satisfaction strengthened this association through moderation. Findings in the existing literature exhibited mixed outcomes concerning TL's impact on EC, requiring more empirical research. Many studies have employed moderating variables in search of potentializing a stronger relationship between TL and EC; however, no previous scholars have explored JS's moderating capabilities between the variables. JS as a suitable strengthening variable between TL dimensions and EC is evidenced through unrelated research concerning TL's impact on JS and JS's impact on EC. A quantitative, nonexperimental approach with a survey methodology was curated for this research study. The sample consisted of 183 knowledge-worker employees from creativity-driven organizations. The data were collected via an electronic survey platform (SurveyMonkey) and analyzed (multiple linear regression, formal moderation, simple slope analysis) using SPSS. The findings indicated that TL's dimension of idealized influence was the most robust statistically significant dimension to predict EC. Furthermore, employee JS moderated the relationship between II and EC at multiple standard deviation levels. The results add to the theoretical and practical implications of the literature by solidifying II's consistency as an EC influencer, providing a fresh perspective from a new sample in North America, and breaking new ground by exploring employee JS as a moderator. These results open a new view on the criticality of II and employee JS to increase EC. Fostering such concepts can catapult businesses to capitalize on organizational innovation and sustain a competitive edge in the current volatile, uncertain, complex, and ambiguous business landscape.

Keywords: transformational leadership dimensions, employee creativity, employee job satisfaction, idealized influence, organizational innovation

Dedication

I dedicate this research and doctoral journey to my direct preceding and proceeding generational leaders; therefore…

I dedicate this work to my mom, Judith C., for her undying and unmatched love, encouragement, and support; for instilling in me that I am capable of anything; for being my example of strength, independence, and tenacity; for teaching me all things in my youth, and curiously learning along with me through my adulthood, side by side, metaphorically holding hands through life. May we forever keep expanding, learning, and growing without limits.

I dedicate this work to my dad, Daniel G., for fiercely believing in me, cheering me on like no other; for helping me elevate my spiritual relationship with God; and for the endless discussions about life, potential, and dreams. May we forever keep actualizing our God-driven purpose.

I dedicate this work to my nephew and niece, Cayden H. and Nova B., for without them knowing, they have been a catapulting force influencing me to exemplify what is possible.

May this accomplishment and moment in time serve as a story within a chapter of a book belonging to the massive series of our family's generational narrative.

To all my generational leaders, I encourage you to lead fearlessly, potently, lovingly, and consciously. For God has not given us a spirit of fear, but of power, and of love, and of a sound mind (2 Timothy 1:7).

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Chapter 1 – Introduction

The business landscape continues to evolve due to rapid technological advances, emerging business models, predominant trends, and external forces. Organizations are currently functioning in a volatile, uncertain, complex, and ambiguous (VUCA) business market, requiring them to stay inventive and creative to sustain a competitive advantage (Millar et al., 2018; Rimita et al., 2020). Consequently, recent scholars have emphasized the significance of employee creativity (EC) within work environments as a catalyst to drive organizational innovation, leading to long-term business success (Chaubey & Sahoo, 2019, 2021; Chaubey et al., 2022; X. Liu et al., 2020). To maintain competitive industry dominance, it is vital that firms stimulate members' individual creativity and constantly search for methods that inspire employees to work creatively and develop innovative ideas (Chaubey & Sahoo, 2021). Although various organizational aspects impact employees' perception of work and creative behavior, leadership is among the most influential; it affects job satisfaction (JS) and creativity both directly and indirectly through contextual circumstances and conditional variables (Dehbannejad et al., 2017; Oldham & Cummings, 1996; Weaver, 2017). Therefore, many researchers are interested in understanding the components and factors that foster EC and the elements that promote or hinder their innovative capabilities (Al-edenat, 2018; Scott & Bruce, 1994).

Transformational leadership (TL) has gained supremacy in leadership literature over the past 2 decades compared to other leadership theories due to its influential capabilities, motivating abilities, stimulative effects, and developmental impact (Afsar & Umrani, 2020; Arif & Akram, 2018; Boga & Ensari, 2009; Jyoti & Dev, 2015; Korejan & Shahbazi, 2016). Transformational leaders are often associated with creativity due to their inspirational capacity, encouraging followers to maximize their potential and explore unconventional ways of completing tasks and solving problems (Dong et al., 2017; Miao & Cao, 2019; Saleem & Mahmood, 2018). Hence, various researchers have deemed TL as a style proficient in fostering EC, with the potential to encourage employees toward new opportunities that

develop organizational competencies (Çekmecelioğlu & Özbağ, 2016; Chaubey et al., 2019; Liu et al., 2016; Setiawan et al., 2021).

Even though the relationship between leadership and employee innovative behavior has received extensive attention over the years, results have varied regarding the effect of TL on EC: negative (Basu & Green, 1997), significantly positive (Shafi et al., 2020; Shin & Zhou, 2003; Suifan & Al-Janini, 2017), and no associated relationship (Ma & Jiang, 2018; Wang & Rode, 2010). Such mixed results have prompted scholars to consider various variables moderating TL's impact on EC to discover how different factors affect their relationship. For example, studies have included the following moderating variables among others: intrinsic motivation, learning orientation, organizational culture, job complexity, creative self-efficacy, knowledge sharing, relations support, openness to experience, identification with the leader, and organizational climate, among others (Asad et al., 2021; Chaubey et al., 2019; Cheung & Wong, 2011; Ghimire et al., 2021; Golden & Shriner, 2019; Jaiswal & Dhar, 2015; Jyoti & Dev, 2015; Shafi et al., 2020; Wang et al., 2014; Wang & Rode, 2010).

Interestingly, however, no study has specifically or solely considered the moderating role of job satisfaction between the dimensions of TL and EC. Although Ayranci and Ayranci (2017) included TL, EC, and JS among other variables in their study, their interrelationship analysis focused on EC as a moderating variable between TL and JS. Miao et al. (2020) discussed leadership characteristics, EC, and JS; however, they did not specify TL dimensions in the leader’s characteristics and used JS as a mediator, finding JS to mediate the relationship between the leader’s characteristics and EC. Zhou and George (2001b) explored job dissatisfaction as a possible contributor to EC but did not include TL in their investigation. Furthermore, most studies took place in Eastern countries, and researchers have not explored such a combination of variables in North America (Ayranci & Ayranci, 2017; Miao et al., 2020). Thus, considering JS as a moderator between TL and EC in the United States and Canada has unique and original value to the literature on leadership, creativity, and employee satisfaction.

Job satisfaction is an imperative management concept affecting essential business success criteria; interestingly, various internal organizational factors, including leadership, equally influence JS, creating a cyclative organizational reaction (Kurniawaty et al., 2019). It is well-evidenced in business literature that leadership styles have a significant effect on JS, with some styles, including TL, having a positive association with employee satisfaction levels (Ahmad & Umrani, 2019; Atmojo, 2015; Aydogmus et al., 2018; Eliyana et al., 2019; Miao et al., 2020; Purwanto et al., 2021). As an independent variable, leadership positively or negatively alters JS, which ripples into the employees' performance outputs, increasing or jeopardizing employees' creative potential (Miao et al., 2020; Zhou & George, 2001a). Because such an association is already and previously established, organizations may benefit from understanding how JS moderates the relationship between TL and EC (Atmojo, 2015; Aydogmus et al., 2018; Hanaysha et al., 2012). Leaders can target the motivation and satisfaction of employees to increase and maintain employee creative behavior and, thus, maximize overall organizational innovation (Miao et al., 2020).

Creativity and innovation are imperative aspects of building and sustaining a competitive edge for all entities within any industry. Understanding the antecedents of creativity and innovation can help organizations cultivate stimulating leaders, strategize to maximize employee potential, and foster organizational innovation through individual creativity (Azeem et al., 2021). This study contributed to the current theory by examining the association of the four dimensions of TL on EC and exploring the moderating significance of JS in the relationship. Researchers proved that fostering EC is advantageous for all industries in the current VUCA business landscape (Chaubey & Sahoo, 2021; Millar et al., 2018). Organizations with creativity at the core of their value proposition will benefit the most from enhancing EC because it is foundational to their competitive prowess. Conducting this research study added to the literature by examining the moderating role of JS between TL and EC in the United States and Canada in the context of creativity-driven organizations.

Statement of the Problem

According to researchers in most academic studies, TL and its components positively relate to EC (Jaiswal & Dhar, 2015; Saleem & Mahmood, 2018; Shahi & Bhatti, 2021). Earlier researchers have compiled TL's four dimensions, treating them as an individualized variable and finding a positive association with EC (Gong et al., 2009; Wang et al., 2014). The researchers of similar studies stated that TL fosters creative tendencies in followers, serving as exemplary behavior-modeling and, thus, influencing employees' creative thinking (Jyoti & Dev, 2015; Mittal & Dhar, 2015). Scholars investigating TL's individualized dimensions claim that only some dimensions increase EC. For example, Shafi et al. (2020) indicated that TL's dimensions of idealized influence (II), intellectual stimulation (IS), and inspirational motivation (IM) significantly influenced EC, while individualized consideration (IC) did not. Conversely, Suifan and Al-Janini (2017) found that the IM and IS dimensions of TL did not reveal a significant relationship with EC. Some scientists found weak or no associations between TL and EC and attributed the mixed findings to unexplored moderating and mediating variables that impact the associative conditions (Golden & Shriner, 2019; Setiawan et al., 2021).

Although many researchers have included conditional variables to test the strength between TL and EC, much is still unknown about the role of JS as a moderating variable and, more specifically, its impact on North American cultures (Ayranci & Ayranci, 2017; Shafi et al., 2020). Furthermore, the relationship between TL and employee JS is substantially researched in leadership literature and evidenced to enhance employees' auspicious perception of their job (Hilton et al., 2021; Mustafa Oden et al., 2021; Purwanto et al., 2021). Hence, considering JS as a possibly impactful link between TL and EC renders it reasonable for researchers to explore further. Although extensive research currently exists concerning the impact TL has on EC, the inconsistencies in the results of the various studies lead to problems in the literature (Basu & Green, 1997; Henker et al., 2015; Shafi et al., 2020; Shahi & Bhatti, 2021; Shin & Zhou, 2003; Suifan et al., 2018). The reasons for the disparities in outcomes stem from the varying contextual frameworks, such as treating TL as a holistic variable versus considering each of its four dimensions,

moderating and mediating variables creating contextual conditions, industries investigated, and geographical locations.

Scientists are now rigorously analyzing the four dimensions of TL as separate benefactors of EC; the objective is to understand more accurately what aspects of TL are critical in promoting EC, since earlier researchers considered TL a consolidated entity (Saleem & Mahmood, 2018; Shafi et al., 2020). Moreover, researchers have included a wide range of moderating and mediating variables to investigate their contributing role in the relationship between TL and EC (Chaubey et al., 2019; Gong et al., 2009; Jaiswal & Dhar, 2015; Mittal & Dhar, 2015; Shahi & Bhatti, 2021; Suifan et al., 2018; Tse et al., 2018). To date, no scholars have considered JS an essential contextual factor moderating the relationship between TL dimensions and EC, although some have emphasized the leader's effect on JS and how JS is critical to employee performance (Ahmad & Umrani, 2019; Al-edenat, 2018; Atmojo, 2015; Aydogmus et al., 2018; Kim & Lee, 2011; Mustafa Oden et al., 2021).

Furthermore, the studies exploring JS as a contextual variable between leadership and EC have focused on different combinations of correlation and were conducted in the private banking sector and manufacturing industries in Eastern countries (Ayranci & Ayranci, 2017; Miao et al., 2020). Therefore, Shafi et al. (2020) suggested additional empirical research exploring other moderating variables to understand the interrelationship between TL and EC further. Additionally, the literature lacks research in North America and for institutions where creativity is at the core of their value proposition and essential to their competitive market positioning, such as member institutions of the Association of Independent Colleges of Art and Design (AICAD).

Purpose of the Research

The objective of this quantitative study was to dissect the relationship of all four dimensions of TL to EC and inspect how employee JS moderates the connection (Asad et al., 2021; Jyoti & Dev, 2015; Shafi et al., 2020; Wang et al., 2021). This nonexperimental, quantitative study was conducted using a single all-inclusive survey assessment with questions from the following measurement

instruments: Multifactor Leadership Questionnaire (MLQ) for TL, the Creative Behavior Questionnaire (CBQ) for EC, and the Michigan Organizational Assessment: Job Satisfaction Scale (MOAQ-JSS) for JS (Bass & Avolio, 1995; Cammann et al., 1983a, 1983b; Zhou & George, 2001a). The study's survey was distributed through the AICAD organization, reaching all 37 member institutions and more than 4,000 employees. Data collection was facilitated through an administered self-reporting survey to knowledge-worker employees of the 37 art and design institutions in the United States and Canada housed under the AICAD organization.

Studies regarding TL's impact on EC have revealed mixed results, and further research would help clarify their relational association (Basu & Green, 1997; Shin & Zhou, 2003; Wang & Rode, 2010). Thus, the primary objective of this research was to validate TL's influence on EC and evidence a positive association with at least one of the four dimensions. Next, researchers have included a multitude of moderating and mediating variables in an attempt to discover TL's maximum influential potential on EC, but inconsistent results persist (Chaubey et al., 2019; Henker et al., 2015; Mahmood et al., 2019; Saleem & Mahmood, 2018; Shahi & Bhatti, 2021; Suifan et al., 2018). There is strong evidence in the literature that TL positively impacts employees' JS, resulting in higher employee performance outcomes; performance outcomes are closely related to creative work behavior (Golden, 2016; Hilton et al., 2021). Few researchers have considered JS a conditional factor to strengthen the relationship between TL dimensions and EC (Atmojo, 2015; Purwanto et al., 2021; Rawashdeh et al., 2020). There is also limited research on how employee JS impacts EC; however, evidence points to a significant association (Akgunduz et al., 2018; Loyola, 2019; Miao et al., 2020). Finally, the narrowed number of studies investigating employee JS, TL, and EC have found associations between all variables but have not positioned JS as a moderator; these studies focused on the private business sector industries in the Middle East (Ayranci & Ayranci, 2017; Mustafa Oden et al., 2021). Therefore, another aim of this study was to target employees of creativity-driven organizations in the United States and Canada because such a population had not been explored.

Creativity-driven organizations depend on innovation as a driving force of their value proposition and a foundational concept to their competitive edge. Thus, such entities would greatly benefit from a more in-depth understanding of TL, JS, and EC as correlative concepts.

Research Questions and Hypotheses

Scholars have contributed to the literature with extensive research on the concept of TL, the impact of TL on EC with moderating variables that amplify their association, and TL's impact on JS (Asad et al., 2021; Chaubey et al., 2019; Cheung & Wong, 2011; Golden & Shriner, 2019; Jaiswal & Dhar, 2015; Jyoti & Dev, 2015; Shafi et al., 2020). However, there is no specific research on the moderating impact of JS between TL dimensions and EC in North America, and limited studies emphasize their triangular contributive effect (Akgunduz et al., 2018; Ayranci & Ayranci, 2017; Jaskyte et al., 2020; Mustafa Oden et al., 2021; Wang et al., 2021). Furthermore, the mixed outcomes in the literature regarding TL's effect on EC and the various contextual frameworks that enhance or dimmish their relationship require further investigation. As a result, this study entailed a quantitative analysis of the data collected from the self-reporting survey. The objective was to investigate the relationship between the four dimensions of TL and EC within creativity-driven institutions and explore JS's moderating effect between the independent and dependent variables.

Transformational Leadership and Employee Creativity

According to Basu and Green (1997), TL had a strong negative relationship with EC. Basu and Green theorized that followers could find the transformational leader's charismatic attributes intimidating, thus deterring confidence in innovative thinking. Conversely, Wang et al. (2014) treated TL as a holistic variable and discovered that TL positively influenced creativity through the mediating role of creative self-efficacy. Although Shin and Zhou (2003) established a positive association between TL and EC, they stated that the relationship depended on the level of personal conservation exhibited by the employee. Suifan et al. (2018) treated EC as a multidimensional variable and found that TL positively impacted only some EC dimensions. Wang and Rode (2010) concluded that TL was not

significantly related to EC, but TL impacted EC when the working conditions embodied an innovative climate. Shafi et al. (2020) considered TL's components separately, finding that three of the four dimensions significantly influence EC. The following research question and associated hypothesis assume control for age, work experience, and education:

> Research Question 1: Considering the four dimensions of transformational leadership, which is most predictive of study participants' perception of employee creativity?
>
> Ha1: The transformational leadership dimension of idealized influence will represent the most robust, statistically significant predictor of employee creativity.

Job Satisfaction's Moderation Between Transformational Leadership and Employee Creativity

Researchers have not explicitly investigated the moderating role of employee JS between TL and EC, and related studies have not done so in North America. However, ongoing studies continue to display a link in the relationship between employee JS and performance; exceptional performance entails many aspects, including employees innovativeness (Atmojo, 2015; Eliyana et al., 2019; Hilton et al., 2021; Kovacs et al., 2018; Miao & Cao, 2019; Prabowo et al., 2018). For example, Hilton et al. (2021) found that TL's dimensions increased employee and organizational performance and attributed such success to employee JS. Other indirect studies, like Miao et al. (2020), evidenced that employee JS positively relates to EC and that JS impacted the relationship between supportive leadership and EC through a mediating approach. Miao et al. further stated that when employees have positive affective perspectives about their job and are content with their work conditions, they tend to be more inventive and creative in solving economic, social, and environmental issues within the organization.

Kim and Lee (2011) stated that TL had no direct influence on EC but that the relationship positively changed when mediated by employee JS. Ayranci and Ayranci (2017) evidenced a positive association between TL, creativity, and employee JS through an integrative model. On the other hand, Mustafa Oden et al.

(2021) included TL, EC, and JS in their study, positioning EC as a mediator between TL and JS and arriving at positive associations. Leaders have the responsibility of creating harmonious work climates that increase JS to positively impact employee innovation, according to Miao et al. (2020) and Al-edenat (2018). The following research question and associated hypothesis assume control for age, work experience, and education:

> Research Question 2: Will study participants' perception of job satisfaction moderate the relationship between the transformational leadership dimension of idealized influence and perceptions of employee creativity?
> Ha2: Study participants' perception of job satisfaction will moderate the relationship between the transformational leadership dimension of idealized influence and perceptions of employee creativity.

Significance of the Research

Leadership, creativity, and employee satisfaction are critical organizational concepts that have the potential to accelerate a business to the forefront of its industry. The literature contains evidence of mixed outcomes persisting between TL and EC despite the various contextual moderating variables (Jyoti & Dev, 2015; Shafi et al., 2020; Suifan et al., 2018; Zhou & George, 2003). No researchers have specifically explored JS as a moderating variable between the dimensions of TL and EC in North America. Research shows that TL positively impacts employee JS and JS creates more significant opportunities for innovative behavior through performance and motivation (Akgunduz et al., 2018; Al-edenat, 2018; Kim & Lee, 2011; Miao et al., 2020; Oldham & Cummings, 1996). Thus, JS is an ideal moderating candidate with amplifying potential in TL and EC's relational association.

A self-reporting survey was composed and administered in this research study to identify any positive relationship between TL's dimensions and EC and explore JS's moderating potential between the variables mentioned. Therefore, the primary aim of this study was to validate the relationship between the dimensions of TL and EC. Such information would confirm the importance of the appropriate leadership attributes necessary to cultivate individual creativity (Shahi & Bhatti,

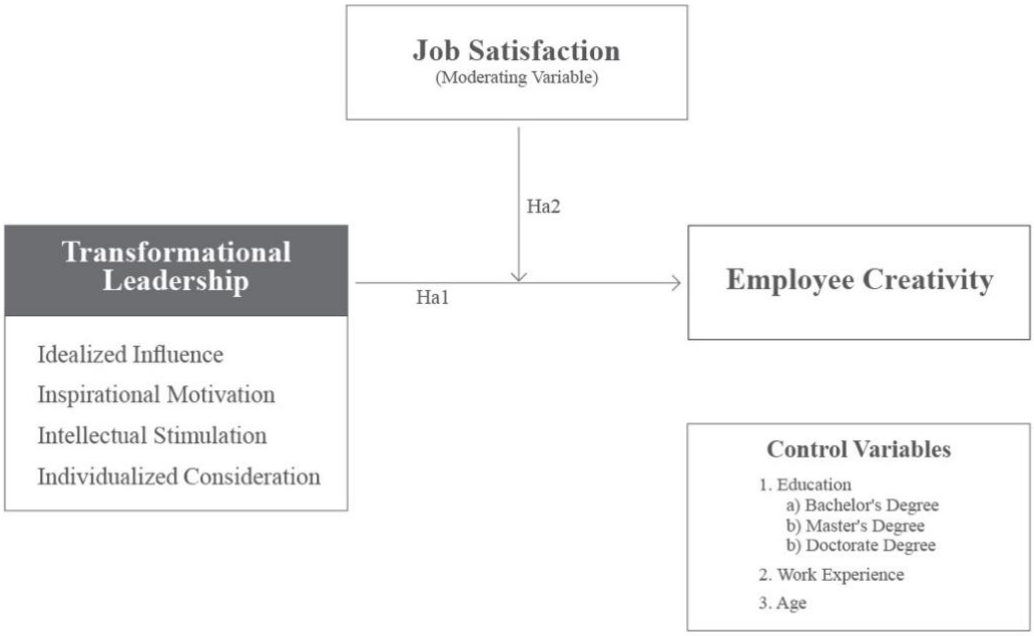
2021). The secondary factor in this study was discovering the moderating effect of JS between TL and EC. No previous studies have investigated JS's moderating potential between TL and EC in North America, and other closely related studies occurred in Eastern countries (Ayranci & Ayranci, 2017). Thus, the results of this study contribute empirically to the knowledge of organizational management. With a comprehension of the correlative association between leadership dimensions, member creativity, and employee satisfaction, businesses can strategize to amplify institutional innovation.

Conceptual Framework

Investigating the multidimensional problem in this research bridged the information gap between the dimensions of TL and EC and helped understand the moderating effect of employee JS. The conceptual framework for this study was the theoretical foundation of the research problem. The established relationships depicted in the literature informed the selection of the study's variables in the framework and led to predicted associations among study elements (Creswell & Creswell, 2018). The formulated conceptual framework anchored this study; it comprised transformational leadership, employee creativity, and job satisfaction as a moderator, with age, work experience, and education as the control variables (see Figure 1).

Figure 1

Theoretical Framework Depicting Transformational Leadership, Employee Creativity, and Job Satisfaction as a Moderator



Previous scholars have established strong correlations between TL and JS, with multiple studies linking JS to increased productivity, which is closely associated with innovation (Al-edenat, 2018; J.-G. Kim & Lee, 2011; Prabowo et al., 2018). For example, the literature provides significant evidence that leadership styles substantially impact employee JS, with some styles, including TL, positively linked to employees' enhanced perceptions of work satisfaction even with differing contextual conditions (Aydogmus et al., 2018; Cahyono et al., 2020; Eliyana et al., 2019; Malik et al., 2017; Mustafa Oden et al., 2021; Weaver, 2017). Malik et al. (2017) found that all dimensions of TL positively influence employee JS, regardless of the employee's hierarchical organizational position. Eliyana et al. (2019) linked TL holistically to JS, showing that other imperative organizational aspects, such as organizational commitment, increased through leadership and employee satisfaction. Furthermore, Aydogmus et al. (2018) expressed that employees high in conscientiousness were more perceptive to TL's impact due to

the psychological empowerment provided by the leader's style. Interestingly, Cahyono et al. (2020) found that only TL's dimensions of II, IS, and IC significantly impacted employee JS, while IM did not.

Akgunduz et al. (2018) attributed intrinsic factors of skill and development opportunities and meaning of work to increased personal JS, which directly correlated to higher levels of EC. Ghafoor and Haar (2021) explored the impact of psychological capital on JS and EC, finding that both are positively affected and closely related. Furthermore, JS is affected by job stress, and employees experiencing dissatisfaction with low psychological resources become less creative (Ghafoor & Haar, 2021). Intriguingly, Jaskyte et al. (2020) discovered that having creativity as a work value correlated to higher levels of employee JS in Lithuania, while the same study showed no statistical significance in the United States. Redesigning jobs using the job characteristics model (JCM) and reevaluating the work environment can create more complementarity between JS and EC (Ali et al., 2014; Jaskyte et al., 2020).

Given the previously mentioned and already established associations between the variables of this study, this research then aimed to quantitatively explore the relationship between the dimensions of TL and EC and the moderating role of JS. Specifically, this study entails investigating the four individual dimensions of TL (II, IM, IS, IC) and TL holistically to EC. Additionally, the current investigation is the first to explore JS as a moderating variable between the dimensions of TL and EC. Shafi et al. (2020) investigated TL's dimensions to EC, finding that TL's dimensions of II, IM, and IS had a significant positive effect on EC but that IC did not. Shafi et al. included the moderating variable of intrinsic motivation in their framework. They found sufficient support indicating that the relationship between TL and EC increased when employee intrinsic motivation was high (Shafi et al., 2020). The findings of their study encouraged future research to consider a different geographical location and population sampling and, more importantly, an alternative moderating variable to build a stronger relationship between TL and EC, leading to increased organizational innovation.

Methodology

Creswell and Creswell (2018) described quantitative research as an empirical scientific approach that explores the relationships and associations between variables. This research included an online data collection method comprising three measurement scales delivered as a single online survey. The survey was distributed to knowledge-worker employees of art and design institutions in the USA and Canada; such institutions are members of the AICAD organization. The AICAD organization served as a point of contact for the initial survey distribution to the 37 art and design entities. AICAD has direct access to the executive administrators of each organization. The survey distribution plan entailed requesting that such leaders mass-emailed the survey to their knowledge workers employees. An official online survey link was sent to AICAD's research director, who facilitated the survey distribution to the key employees of member institutions. Participants for the study were based on nonprobability sampling because the individuals were not selected randomly but rather fit the study's criteria (Creswell & Creswell, 2018). The sample of this study provided an ideal perspective to answer the research questions and hypotheses because they are practitioners in a creativity-driven organization. The overarching population for this research was employees of creativity-driven organizations where the expectation of innovative thinking was constant. The specific sampling was derived from knowledge-worker employees of art and design institutions in the United States and Canada.

The online survey was created using SurveyMonkey and contained three measurement scales and control variables. Twenty items from the more extensive MLQ Rater Form 5X-Short instrument measured employees' perception of TL; the scale has a Cronbach alpha of .92 (Bass & Avolio, 1995). The CBQ instrument, a 13-item questionnaire, measured EC; the scale has a Cronbach alpha of .96 (Zhou & George, 2001a). The MOAQ-JSS instrument, known as a subscale from the MOAQ and a three-item questionnaire, measured employee JS; this scale has a Cronbach's alpha ranging between .67 and .95 (Cammann et al., 1983b; Fields, 2013). The study's survey included three control variables: education (i.e., bachelor's, master's, and doctorate degrees) and two continuous variables: work

experience and age. The survey was distributed to approximately 4,000 participants. Hair et al. (2010) recommended a ratio of 20 participants per independent variable to achieve the desired significance level of .80 and an effect size of less than or equal to 0.05; thus, to obtain a 20:1 ratio sample power, this study needed a minimum sample of 120 participants to support the various hypotheses and research questions. Although Hair et al. emphasized that most researchers recommend a minimum of 100 participants, others have recommended 200 to secure the efficacy of the results.

The data were collected through SurveyMonkey, an online information collection platform. The target audience was knowledge-worker employees of art and design institutions in the United States and Canada. In addition to the validated instruments selected for this study, demographic control variable questions in the survey ensured further reliability of the data collected; Table 1 reflects such information. A preliminary analysis helped convert the raw information collected into quantifiable data following the survey launch and sample participation. The data were entered into SPSS and organized by nominal, ordinal, interval, and ratio coding (Field, 2017). The database was cleaned for analysis, and participants were eliminated if missing scores or errors occurred; only complete data were included to secure the data analysis efficacy (Creswell & Creswell, 2018). Next, to understand the raw data and quickly identify and visualize patterns, the information was summarized using the mean, median, mode, minimum and maximum values, percentages, and frequencies (Creswell & Creswell, 2018). Lastly, the variables underwent a multiple linear regression analysis to determine the statistical significance of the study's predictions. The multiple linear regression analysis helped identify the correlation between variables, and a moderation analysis assisted in calculating the moderating variable's effect (Field, 2017).

The instruments in this study were used to arrive at initial calculations of each variable, which were then processed using G*Power software and SPSS to analyze the statistical significance of TL, EC, and the moderating effect of employee JS. As previously mentioned, the variables' correlation was inspected using a multiple linear regression technique to arrive at conclusive results. The

complete survey poll had 36 questions associated with the validated instruments using 5-point Likert scales and included five additional questions related to demographics. Table 1 lists the measures of the multiple constructs and their sources.

Table 1

The Construct Measurements and Sources

Construct	Measures	Source	Reliability
Independent Variable: Transformational Leadership (TL)	(MLQ) 20-items 5-point Likert scale	(Bass & Avolio, 1995)	.92
Dependent Variable: Employee Creativity (EC)	(CBQ) 13-items 5-point Likert scale	(Zhou & George, 2001a)	.96
Moderating Variable: Job Satisfaction (JS)	(MOAQ-JSS) 3-items 5-point Likert scale	(Cammann et al., 1983a)	.67-.95
Control Variables (CV)	Age Work Experience Education Level: Bachelor's Degree Master's Degree Doctorate Degree		

Ethical Considerations

Research ethics should protect participants, enhance scientific probity, and strengthen research validity (Creswell & Creswell, 2018; Field, 2017). The ethical considerations of this study reflected the scientific integrity of professional research practices, following guidelines for productive and safe collaboration between the

researcher and the participants. Southeastern University's Institutional Review Board (IRB) reviewed the research proposal, verified that the research objectives and design were ethically acceptable according to their criteria, and ensured that the study's material and procedures complied with ethical codes of conduct. Before and during the study's data collection phase, ethical considerations regarding participation, consent, anonymity, confidentiality, harm assessment, and communication of results were reviewed and closely monitored throughout the procedure (Creswell & Creswell, 2018).

Participation in the study was entirely voluntary, and participants were not obligated to explain their decision to opt out for any reason at any time. The survey introduction outlined participation consent and briefed the individual about the study's risks and benefits, participation time estimate, and the study's supervisors' contact information. The data were collected anonymously to encourage participation in the study. Due to the study's survey online delivery, the possibility of IP addresses or email identifiers was met with a promise of confidentiality, indicating that personal information, if any, would be omitted from the report. The risk of participating in the study was low to none; however, all angles were considered and critically assessed, including questions, delivery method, data collection, legal aspects, and psychological and social harm. Finally, when communicating the study results, no data were manipulated or misrepresented, as this would be academic fraud and unacceptable under any circumstance.

Scope and Limitations

The scope of this research study was limited to knowledge-worker employees of art and design institutions in the United States and Canada. The objective of this research was to investigate the correlation of TL and its different dimensions on EC and use only one moderator to explore relational changes. Furthermore, the instrument used to measure JS, the MOAQ-JSS, is one of many validated and reliable scales available to evaluate employee satisfaction. The MOAQ-JSS merely covers a general perspective of employee JS and, consequently, does not reveal information about specific job aspects that may contribute to different outcomes (Cammann et al., 1983b; Fields, 2013). Although

the criteria for research participants was knowledge-worker employees working in creativity-driven organizations, the sample was limited to art and design institutions. Thus, the study's results merely correlated to a specific professional demographic.

Additionally, the art and design institutions were in the United States and Canada, which confined the geographical parameters. Therefore, the study results were limited to the participants involved, geographical location, and the study's timeframe (Creswell & Creswell, 2018). The data for this study were gathered from a self-reporting online survey, possibly leading to skewed perceptions and self-serving biases from respondents (Terrell, 2015). This research study was cross-sectional and investigated outcomes at a single point in time.

Definition of Terms

Transformational leadership: TL is a transformative process focusing on people and systems. The TL style considers ethics, values, emotions, standards, and long-term goals (Burns, 1978/2012). As an action, TL involves developing followers as whole human beings, including assessment of their motives and personal goals, and satisfying their needs (Northouse, 2018). This leadership style involves a distinctive influence that moves followers to accomplish more than expected (Schermuly & Meyer, 2020). TL incorporates aspects of visionary and charismatic leadership (Bass, 1990). This encompassing leadership approach describes a wide range of leadership; it can broadly influence cultures and organizations or impact individual followers one-to-one (Boga & Ensari, 2009). It is a style that inextricably bounds the leader and followers in the process of effectively precipitating change (Busari et al., 2019).

Idealized influence: II, also known as charisma, is a dimension of TL and represents the leader's affective component (Bass & Bass, 2008). Leaders functioning in II exemplify character attributes and behaviors followers wish to emulate because they deem the leader to be of a role model status (Hilton et al., 2021). The influential aspect of this dimension is evident through the practice of high ethical standards and moral conduct; such morally righteous conduct fosters

followers' trust, allowing the cultivation of a collective vision and sense of mission (Northouse, 2018).

Inspirational motivation: IM is a dimension of TL that describes the leader's ability to inspire followers through motivational communication (Bass, 1990). Through this dimension, leaders relay high expectations, leading followers to commit to the organization's shared vision or goals (Avolio & Bass, 1999). Due to the high capacity for motivation, the leader leverages emotional appeal to align the members' focus toward communal efforts and away from self-serving interests (Prabowo et al., 2018). When leaders adopt IM, the morale and spirit of the group's unity strengthen, effectuating member dedication and heightening organizational productivity (Kark et al., 2018).

Intellectual stimulation: IS is a dimension of TL, focusing on galvanizing followers' critical thinking, creativity, and innovative ideation to problem-solving; it challenges members to assess their values and beliefs and those of the organization and leaders (Asad et al., 2021). Leaders practicing IS encourage individuals to think independently, attempt things in new ways, and develop novel solutions to organizational challenges without the perturbation of negative consequences (Mittal & Dhar, 2015).

Individualized consideration: IC is a dimension of TL that considers the holistic development of each member. IC is representative of leaders that purposefully create environments and support systems intended to evolve individual followers (Rawashdeh et al., 2020). Leaders functioning through IC implement different tactics to guide individuals via personal challenges, helping them grow into an enhanced version of themselves (Dong et al., 2017). In practice, the leader assumes a coaching and mentoring approach to assist followers in fully actualizing their potential (Northouse, 2018).

Employee creativity: Conceptually, EC is a mental model founded on the principles of systems thinking; as an action, EC allows an individual to assess organizational challenges through unconventional approaches to arrive at unique solutions to complex problems (Shafi et al., 2020). It is not the individual's artistic capabilities. Instead, it is an individual's ability to think critically about the

services, products, policies, procedures, workflow processes, and other business elements—and to generate novel concepts or ideas that can lead to the production, development, improvement, or reimagination of such organizational components (Asad et al., 2021). Scott and Bruce (1994) argued that the work context, leadership style, and individual factors foundationally promote employees' innovative behavior.

Job satisfaction: Employee JS is a self-reported affective state individuals associate with their occupation deriving from the appraisal of one's work experience and the extent to which the individual likes or dislikes their job (Abraham, 2012; Rawashdeh et al., 2020).

Association of Independent Colleges of Art and Design: AICAD is a nonprofit organization and consortium of some of the most prominent art and design colleges in the United States and Canada. The objective of the organization, founded in 1991, is to support the member colleges individually and collectively (AICAD, n.d.). The AICAD organization strives to educate the public about these institutions of higher learning and the advantages of pursuing art and design careers (AICAD, n.d.).

Creativity-driven organizations: Creativity-driven organizations are enterprises that promote, champion, and depend on collective creativity to enhance their product, services, and culture to build and sustain competitive advantage; creative execution is at the core of their value proposition (Gheerawo, 2019). Creativity-driven organizations consider innovation a multilevel phenomenon fostered from a three-tier perspective: the individual micro-level, the team meso-level, and the organizational macro-level (Chaubey & Sahoo, 2021). Such organizations understand that the production of novel and valuable ideas, processes, and workflow derives from people working together in a complex organizational context (Chaubey & Sahoo, 2021).

Multifactor Leadership Questionnaire Rater Form 5X-Short: The MLQ instrument is a measurement scale that assesses four transformational leadership dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Avolio & Bass, 1999). The scale provides

options for participants to answer via a 5-point Likert scale (1 = *not at all* to 5 = *frequently, if not always*; Bass & Avolio, 1995). Although the MLQ consists of 36 leadership questions and nine outcomes, only 20 items from the scale were included in the survey to measure transformational leadership.

Creative Behavior Questionnaire: The CBQ instrument is a measurement scale that assesses the individual innovativeness of employees in an organizational context (Zhou & George, 2003). The scale provides options for participants to answer via a 5-point Likert scale (1 = *not at all* to 5 = *frequently, if not always*; Zhou & George, 2001a). The scale includes three items adapted from Scott and Bruce's (1994) study and ten items originated from Zhou and George's (2001a) study, totaling 13 items. The scale is a validated and reliable measurement used in various other studies, including Shafi et al. (2020).

Michigan Organizational Assessment Questionnaire: Job Satisfaction Scale: The MOAQ-JSS is a subscale deriving from the much larger assessment that measures work-related behaviors called the Michigan Organizational Assessment Questionnaire (Cammann et al., 1983b). The MOAQ-JSS is a three-item scale measuring employees' subjective and general satisfaction about working at their organization.

Summary

Organizations in every industry benefit from fostering employee creativity to enhance work processes, methods, services, and products that strengthen their competitive edge (Chaubey & Sahoo, 2021; Chaubey et al., 2019; Setiawan et al., 2021). Many organizational components enhance or hinder the employees' innovative behavior, including leadership styles and job satisfaction, among other factors (Ayranci & Ayranci, 2017; Scott & Bruce, 1994). Therefore, the primary aim of this research was to examine TL and its dimensions on EC and investigate how employee JS moderated the relational association. This study was the first to use employee JS as a moderator between TL and EC in North America. The study's research took place in the United States and Canada and targeted knowledge-worker employees of creativity-driven organizations, specifically art and design institutions. The data resulting from this research can inform organizational

decision-makers on what leadership aspects, characteristics, and attributes foster EC. Additionally, organizational leaders can strategize toward sustainable methods of employee JS to further capitalize on EC and develop organizational innovation.

Organizational innovation is the preeminent factor catapulting entities to the forefront of their industry, allowing them to maintain competitive dominance in the evolving business landscape (Chaubey & Sahoo, 2019). Business-wide innovation is a byproduct of EC and cannot exist without employees' innovative contributions (Shafi et al., 2020). Therefore, decision-makers must understand the leadership attributes that foster employees' creative behavior and how job satisfaction contributes to the associative relationship. Again, with such information, organizations can target leadership development more accurately, foster employee creativity, identify ways to enhance job satisfaction, and ultimately strengthen their competitive edge through organizational innovation.

Chapter 2 – Literature Review

Organizational innovation is a conceptual strategy emphasizing transformative knowledge-based ideas and actions; it positions businesses to maintain longevity, competitive success, and dominance in their categorical industry (Chaubey & Sahoo, 2021). Innovation within organizations is the postprocess and development of ideas stemming from the individual creativity of employees (Setiawan et al., 2021). Employee creativity leads to organizational innovation, and it is heightened or hindered by different work-related mechanistic variables, including job satisfaction and leadership styles (Scott & Bruce, 1994). The unpredictability of the VUCA business landscape is amplified by constant political, economic, societal, technological, and environmental changes; it is forcing organizations to stay inventive if they plan to be preeminent in their industry (Millar et al., 2018). Therefore, enterprises cannot reach the pinnacle of innovation without internal organizational factors allowing unified collective effort toward creative outputs; such elements include leadership, members' creativity, and work satisfaction, among other interconnected constituents within the open system of the business (Al-edenat, 2018).

EC plays an essential role in business performance leading to organizational innovation. Researchers have conducted extensive studies identifying components that foster the creative potential of employees (Chaubey et al., 2019, 2022; Golden, 2016; Shafi et al., 2020). Therefore, the foundational variables that potentialize organizational innovation are the focus of this study. More specifically, the relationship between TL and EC and the moderating role of employee JS in creativity-driven organizations are the basis of this research. There is extensive evidence in the literature regarding TL, and in the last 2 decades, many scholars have emphasized TL's correlation to EC (Asad et al., 2021; Cheung & Wong, 2011; Gong et al., 2009; Shahi & Bhatti, 2021; Tse et al., 2018). Substantial research also solidifies that TL positively impacts employee JS (Cahyono et al., 2020; Hanaysha et al., 2012; Malik et al., 2017). However, there is a considerable gap in the literature failing to emphasize JS's moderating mechanism and amplifying potential between TL and EC's correlative relationship.

Business innovation is the byproduct of organizations that foster EC (Chaubey et al., 2022). Leadership affects all aspects of the organization's open system, including member development, work conditions, culture, and many other factors impacting the employees' JS (Malik et al., 2017). JS is the employees' affective perception of their job, which can hinder or catapult their motivation, productivity, and innovative capacity (Miao et al., 2020). The leadership of an organization, team, or department is paramount in creating social relationships, systems, and environments that lead to EC (Bass & Avolio, 1993; Setiawan et al., 2021). Therefore, it is imperative to understand the leadership attributes that capacitate EC and the contextual variables (e.g., JS) that can strengthen the association. The following literature review explores each construct (TL, EC, JS) from a developmental historical perspective and their established associative connections through contemporary empirical evidence.

Transformational Leadership: Background and Development

Transformational leadership is considered a contemporary leadership style used by many successful leaders in some of the most prominent global organizations; these leaders focus on employee engagement, organizational innovation, and culture development to optimize business productivity (Alkhazraji & Yusoff, 2022; Kafetzopoulos & Gotzamani, 2022). Although the exact definition of TL is challenging to target, many scholars have agreed that, in essence, it is a practical philosophy and leading style that induce changes in individuals and social systems (Bass, 1990; Bass & Avolio, 1993; Korejan & Shahbazi, 2016). As a theory, TL represents a body of knowledge regarding leadership rather than management, allowing leaders to advance employees' performance beyond expected standards (Bass, 1985). Leaders functioning within the realm of TL cultivate relationships with followers founded on emotional intelligence, gearing the collective unit toward a unified greater purpose (Avolio & Bass, 1999).

The expansion of charismatic leadership led to the development of the TL theory in the 1980s, causing explosive growth in leadership research (Avolio & Yammarino, 2013). The new theory of transformation captured the attention of scholars and leadership theorists because it incorporated aspects of charismatic

leadership while expanding upon the limited scope of charisma (Avolio & Yammarino, 2013). Interestingly, James V. Downton was the first to introduce the term *transformational leadership*, which he used to depict a model incorporating transactional, inspirational, and charismatic leadership (Dow & Downton, 1974). Although leadership advocates often coin Bernard M. Bass and Bruce J. Avolio as the conceptualizers of the TL style, the concept's origin stems from presidential historian and political scientist James MacGregor Burns (Burns, 1978/2012). Bass (1985) catapulted the theory of TL forward, making his research and measurement instrument among the most widely used in leadership assessment today.

Burns (1978/2012) laid the foundation for transformational leadership by dichotomizing leadership styles through a transactional and transformative perspective, labeling the latter *transforming leadership*. According to Burns, TL involves elevating followers through the enhancement of conscientiousness, encouragement to function on an ennobled moral level, and enticement to behave according to higher ethical standards. Burns described transforming leadership as a phenomenon in which individuals collectively engage with one another, transmitting and receiving morality and motivation. In the engagement, the leader's and followers' purposes swiftly align despite starting with similar but different perspectives (Bennis & Nanus, 1985/1997). The transforming effect equally impacts the leader and the employees, inspiring them to conduct themselves within a moral capacity, essentially affecting the ethical standard of both parties (Burns, 1978/2012). Burns (2004) carved the path for what would later become the transactional-transformational leadership model by describing leadership on a continuum spectrum, differentiating the various styles.

Other scholars such as Bennis and Nanus (1985/1997), Kouzes and Posner (1987/2017), and Podsakoff et al. (1990) have explored and even produced conceptual frameworks depicting attributes, behaviors, and strategies necessary for effective, transformative leadership. Such scholars were not as successful as Bass (1985) in propelling their theories and frameworks forward. For example, Bennis and Nanus identified four main components in their leadership model. They described transformational leaders as: (a) having clear foresight and vision of the

organization's future, (b) social designers able to encourage followers to adopt a unified identity or organizational philosophy, (c) trust cultivators within the organization, and (d) nurturers of creative self-efficacy through positive reinforcement (Bennis & Nanus, 1985/1997).

Kouzes and Posner (1987/2017), on the other hand, utilized content analysis deriving from interviews of organizational managers to arrive at five foundational practices for their leadership model. They proposed that such practices led leaders to accomplish remarkable things through people. Their practices included: (a) leading by example, (b) proposing a shared vision, (c) encouraging process questioning, (d) empowering others to action, and (e) promoting empathy-driven thinking (Kouzes & Posner, 1987/2017). Kouzes and Posner also developed the Leadership Practice Inventory (LPI), a measurement used to identify strengths and areas of leadership improvement. It is not used for research nearly as frequently as the MLQ developed by Bass and Avolio (1995). Lastly, Podsakoff et al. (1990) introduced a transformational leadership model philosophically similar to Bass (1985), containing six dimensions: (a) communicating a vision, (b) providing an exemplary behavior model, (c) fostering collective buy-in on group goals, (d) superior performance expectations, (e) individualized consideration, and (f) intellectual stimulation. The scholars previously mentioned geared their research toward identifying the attributes and behaviors held by transformational leaders that allowed them to accomplish extraordinary things for and through followers. Bass's (1985) transformational leadership theory has dominated the field and the theoretical research of transformative leadership.

Bass and colleagues are responsible for the in-depth development of TL as a leadership theory, making it a prolifically studied theory in the past 3 decades (Avolio, 1994; Avolio & Bass, 1999; Bass, 1990; Bass & Avolio, 1993; Northouse, 2018). Bass (1985) extended the theoretical framework developed by Burns (1978) and House's (1976) charismatic leadership theory by identifying three different leadership styles through a spectrum: transformational leadership, transactional leadership, and the absence of leadership, called laissez-faire. The series of styles became known as the *full range of leadership* model (Avolio & Bass, 2001).

In Bass's (1985) multidimensional leadership model, transformational leadership is composed of four different dimensions: (a) idealized influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individual consideration. The four dimensions of transformational leadership, along with the three forms of transactional leadership and the laissez-faire concept, are measured in the MLQ developed by Bass and Avolio (1995). Bass (1990) explained that when leaders broaden and elevate the interests of their followers, create awareness and acceptance of the organization's goals and mission, and motivate individuals to put the group's needs ahead of their own, they exhibit superior performance (i.e., transformational leadership). Transformational leaders accomplish the previous goals in one or more of the following ways: (a) inspiring and motivating followers through their charisma and exemplary behavior, (b) attending to the group's individual emotional needs, or (c) stimulating employees' intellectuality (Bass & Bass, 2008).

TL is a leadership theory within the full range of leadership model developed by Bass and Avolio (1993); the four dimensions, also known as the 4 I's (II, IM, IS, and IC), comprise the leadership style's totality. According to Bass et al. (2003), leaders convey a transcendental vision to their followers that creates a shared sense of a collective higher purpose when functioning in the II component of TL. Bass and Riggio (2006) explained that II relates to the leader's capacity to exemplify actions, attitudes, and character, serving as behavioral models attributable to positive changes in followers. Leaders cultivate trust and respect with followers by establishing ethical codes of conduct, exhibiting superior moral standards, and practicing the principles they expect from employees (Avolio, 1994). Although II was initially considered one factor embodying character attributes and behavioral components, Bass (1998) later dichotomized the two within the dimension of II to specify the leader's charisma and observable actions separately.

Bass and Bass (2008) described TL's IM as the leader's power to motivate and inspire followers by inducing confidence and cultivating their self-efficacy. Because of the followers' newly gained confidence, the leader establishes high-

performance standards, and employees usually strive to accomplish more than expected (Burns, 2004). Gumusluoglu and Ilsev (2009) mentioned that TL's IS develops the follower's unconventional thinking and increases creative problem-solving skills. Bass (1998) expressed that IS spurs innovative and novel thinking by challenging followers to solve problems through unexpected perspectives. Although the previous three dimensions of TL collectively affect the individuals and the group, IC relates to the specific needs of each follower. Avolio and Bass (2001) depicted IC as the leader's capability to identify, consider, and be responsive to the differing needs of their employees; the leader also ensures the growth and development of everyone through mentorship, guidance, and support for optimal improvement. TL's evolutionary effect on followers has proven to impact employees, teams, and businesses tremendously, linking TL to radical operational and organizational improvements through human capital transformation (Gumusluoglu & Ilsev, 2009; Hu et al., 2013).

Employee Creativity: Background and Development

Organizational innovation is central to the long-term survival of modern enterprises in the current VUCA business environment (Millar et al., 2018). The current literature on workplace creativity proves organizational innovation is a byproduct of employees' creative behavior (i.e., employee creativity; Chaubey & Sahoo, 2021; Chaubey et al., 2022; Hussain & Wahab, 2021; Setiawan et al., 2021). The topic of workplace creativity began to catch momentum in the 1960s (Delbecq & Mills, 1985). Since the mid-1980s, interest has spiked, leading researchers to identify workplace determinants, individual attributes, and contextual variables that enable EC (Amabile, 1988; Drucker, 1988). Although organizational professionals often use the terms creativity and innovation interchangeably, scholars have defined them separately. Even though the two concepts are integral parts of the same process, creativity relates to conceptualizing, producing, and generating novel and valuable ideas and abstractions (Amabile, 1988; Scott & Bruce, 1994). Innovation, on the other hand, is the proceeding stage of creativity, where ideas are further developed, actualized, and implemented (Amabile, 1988;

Zhou & George, 2001b). Hence, EC precedes organizational innovation as it is the first stage of the innovative organizational process.

Delbecq and Mills (1985) focused on managerial practices that enhanced organizational innovation, claiming such practices were vital to an organization's health and creative output. Their research did not dichotomize innovation and creativity within the organizational context as separate stages of the same concept; they believed it was all-inclusive. Delbecq and Mills defined innovation as a substantial change within the organization, its services, or products that required a significant adjustment in the business's structure or function; it also had to follow a successful introduction that led to a decision to incorporate into the organization. They did not consider small incremental changes "innovation" and determined that "invention" lent to ideas that did not become institutionalized (Delbecq & Mills, 1985). Delbecq and Mills proposed that the organizational innovation process depended on the interaction of the following variables: (a) collective motivation to innovate, (b) obstacles and hindrances against innovation, and (c) the available resources to neutralize or eliminate such obstacles. According to Delbecq and Mills, the process of organizational innovation was a four-step sequence: (a) idea generation, (b) preliminary analysis, (c) decision to adopt, and (d) implementation. They compartmentalized the innovation process according to the phases of Herbert Simon's decision-making model (Delbecq & Mills, 1985).

4/22/2023 9:41:00 PM observed a clear distinction between the contributors of individual employee creativity and organizational components facilitating innovation. Amabile referenced a previous collaboration with Gryskiewicz in 1987, where they interviewed three distinct groups (120 R&D scientists, 16 marketing and development employees, and 25 marketing and sales employees), which served as data for the componential models of creativity and innovation in the 1988 study. Through content analysis of the verbatim interview transcripts, Amabile found the information the interviewees talked about fell into four significant creativity and innovation influences: (a) qualities of problem-solvers that promoted creativity, (b) qualities of problem-solvers that inhibited creativity, (c) qualities of the

environment that promoted creativity, and (d) qualities of the environment that inhibited creativity (Amabile, 1988).

Essentially, Amabile (1988) found 10 qualities of problem-solvers that promoted creativity and five that inhibited creativity; Amabile also found nine environmental qualities that advanced creativity and nine that constrained creativity. The following information merely focuses on the individual and environmental factors enabling creativity. The percentage next to each factor is indicative of the participants mentioning the indicator at least once during their interview. Qualities of problem-solvers that promoted creativity (i.e., qualities of individuals that influenced creativity), according to Amabile (1988), were:

- *personality traits* (41%): individuals had distinctive personality qualities, including determination, curiosity, passion, and intellectual honesty.
- *self-motivation* (40%): individuals were driven and optimistic about the work, excited about the challenge, had a sense of working on something of meaning, had confidence in their self-efficacy, and were committed to the idea.
- *special cognitive abilities* (38%): individuals had unique talents related to their field, basic critical and creative thinking skills, and general problem-solving abilities.
- *risk-orientation* (34%): individuals had an unconventional way of thinking, did things differently, took educated risks, and were comfortable with ambiguity.
- *expertise in the area* (33%): individuals were exceptionally talented and had significant experience and knowledge in their field.
- *qualities of the group* (30%): individuals had positive group dynamics with the members that made up the project team due to personality traits, intellectual similarities, and social qualities.
- *diverse experience* (18%): individuals had broad, generalized experience and knowledge in various domains.

- *social skills* (17%): individuals were extraverted with strong social and political skills, made connections with others, got along well with different types of people, and were open-minded in accepting the ideas of others.
- *brilliance* (13%): individuals had elevated levels of ordinary intelligence.
- *naivete* (13%): individuals were free of preconceived biases and newer to the problem, thus, not reverting to old possible solutions.

Qualities of the environment that promoted creativity (i.e., qualities of work variables that influenced creativity), according to Amabile (1988), were:

- *freedom* (74%): the environment or manager provides operational autonomy to individuals to accomplish tasks, work on their ideas, and have decision-making authority to meet project goals.
- *good project managers* (65%): managers serve as support systems and role models, possess strong communication skills, set clear directions, do not micromanage, and align tasks with individuals' interests.
- *sufficient resources* (52%): the organization has the necessary equipment, funds, workspaces, resources, and people to accomplish the goal.
- *encouragement* (47%): managers welcome ideas and create a culture and atmosphere free of dire consequences (i.e., a wider margin of error).
- *organizational characteristics* (42%): systems are in place to consider new ideas, a climate of cooperation and collaboration across hierarchical levels, and innovation is appreciated, while errors are not penalized.
- *recognition* (35%): managers provide appropriate feedback, recognize the work, and reward efforts.
- *sufficient time* (33%): managers allocate time for individuals to assess the problem, provide realistic timelines, and encourage the exploration of new solutions.
- *challenge* (22%): there is a sense of challenge about the problem's nature and an understanding of how the solution benefits the organization.
- *pressure* (12%): managers insinuate a sense of urgency about outside competitors and a collective desire to accomplish something meaningful.

From the data collected, Amabile (1988) conceived two componential models: (a) the model of individual creativity, and (b) the model of organizational innovation. Each model has five stages of creativity and components that influence the success of the stages (Amabile, 1988). Amabile compartmentalized the factors that enable creativity into three primary components in the individual creativity model: (a) intrinsic motivation, (b) skills in the domain, and (c) skills in creative thinking. The model is composed of a sequential five-stage creativity process and includes the following stages: (a) task presentation, (b) preparation, (c) idea generation, (d) idea validation, and (e) outcome assessment (Amabile, 1988). Amabile proposed that the three primary components of individual creativity influenced the level of success in the different stages of the creative process. For example, the *intrinsic motivation* component influenced Stages 1 and 3 (task presentation and idea generation), respectively (Amabile, 1988). The *skills in the task domain* component influenced Stages 2 and 4 (preparation and idea validation); finally, the *skills in creative thinking* component influenced Stage 3 (idea generation; Amabile, 1988).

Amabile (1988) also categorized the factors that enable creativity into three vital components in the organizational creativity model: (a) motivation to innovate, (b) resources in the task domain, and (c) skills in innovation management. The organizational innovation model featured the following five sequential stages: (a) setting the agenda, (b) setting the stage, (c) producing ideas, (d) testing and implementing ideas, and (e) outcome assessment (Amabile, 1988). The organizational components of *motivation to innovate* influenced Stage 1 (setting the agenda) in the sequence. Stages 2 and 4 (setting the stage and testing and implementing ideas) are influenced by the *resources in the task domain* organizational component (Amabile, 1988). Similarly, the *skills in innovation management* component also influenced Stages 2 and 4. None of the organizational components influence Stage 3, *producing the ideas*, as it depends on the members working on the project, which Amabile depicted in the componential individual creativity model (Amabile, 1988). Amabile analyzed both componential models and concluded that creativity is at its highest for individuals and organizations

when resources, techniques, and motivation overlap. Amabile was among the first to produce an innovation model for individuals and organizations that included influential components combined with sequential stages of the creative process.

Amabile and Pratt (2016) found it necessary to expand upon the 1988 study and proposed a more complex version of the componential individual and organizational creativity model. In the improved revision, Amabile and Pratt identified variables impacting both models. For instance, work orientation, affective aspects, meaningful work, and progress in meaningful work surround the model's exterior, and those variables influence two of the three components (Amabile & Pratt, 2016). Additionally, they recognized that the components influenced more stages in the innovation process than Amabile initially claimed in the 1988 study. Although less drastic, the componential organizational innovation model also endured several alterations, including a variable of *external influences* and one component affecting an additional stage in the innovation process (Amabile & Pratt, 2016).

Scott and Bruce (1994) built upon Amabile's (1988) study and others, focusing their research on determinants of individual innovative behavior in the workplace. They hypothesized that leadership, individual problem-solving skills, and work group dynamics directly and indirectly affect innovative behavior. Their study examined a sample within an R&D subunit and utilized structural equation analysis to determine outcomes. Scott and Bruce (1994) included the following independent variables (IV), dependent variable (DV), and mediating variables (Med V) in their study:

- innovative behavior (DV)
- support for innovation (Med V)
- resource supply (Med V)
- leader-member exchange (IV)
- role expectation (IV)
- team-member exchange (IV)
- systemic problem-solving style (IV)
- intuitive problem-solving style (IV)

- career stage (IV)
- education (IV)
- job type (IV)

Scott and Bruce (1994) developed and tested a model which included leadership, individual attributes, and workgroup relationships to understand their effect on innovative behavior. They concluded that leadership, support for innovation, management role expectations, systemic problem-solving style, and career stage significantly impacted employees' innovative behavior (Scott & Bruce, 1994). Their hypothesized model explained 37% of the variance in innovative behavior. Scott and Bruce (1994) evidenced that the leader-follower relationship pivotally impacted employees' innovative behavior; a positive manager-employee dynamic usually provides the autonomy necessary for innovation to emerge.

The *role expectation* variable influenced innovative behavior, but more so for followers whose experience and education were inferior to that of their leader (Scott & Bruce, 1994). Furthermore, employees tended to unconsciously perceive the overall organization according to the quality of the leader-member relationship they experienced (Scott & Bruce, 1994). In other words, when employees perceived their direct supervisor as trustworthy, providing autonomy, and supportive, they also considered the organization similarly (Scott & Bruce, 1994). The study also suggested that highly intuitive problem-solving skills were not mandatory for individuals to function innovatively. Those individuals that were too systemic in their approach to problem-solving did not produce high levels of innovative behavior (Scott & Bruce, 1994). Organizational support for innovation, which included flexibility, encouragement, and tolerance for change, was also positively related to innovative behavior and mediated the relationship between leader-member exchange and innovative behavior (Scott & Bruce, 1994). Team-member exchange, surprisingly, did not affect innovative behavior or environmental climate perception (Scott & Bruce, 1994).

Oldham and Cummings (1996) followed Amabile's (1988) and Scott and Bruce's (1994) idea of investigating employee creativity from a two-way perspective, including individual contributors and organizational factors in their

study. They posited that enhancing employees' creative performance was critical to achieving and sustaining a competitive advantage. Oldham and Cummings sought to add empirical research to the literature regarding employee creativity. They did so by exploring the independent and joint contributors of the employees' characteristics and the organizational context, which included job complexity and management styles (i.e., supportive and controlling supervision). They defined creative performance as procedures, ideas, or products that were novel, original, and conceivably relevant or valuable to the organization (Oldham & Cummings, 1996). Oldham and Cummings utilized Gough's (1979) 30-item Creative Personality Scale (CPS) to evaluate employees' creativity-relevant personal characteristics and examine the contribution of the CPS to employee creativity. They incorporated 15 items from the Job Diagnostic Survey developed by Hackman and Oldham (1976) to measure job complexity. Finally, Oldham and Cummings (1996) measured managerial support and control with a 12-item instrument, with most items deriving from the Michigan Organizational Assessment Package (University of Michigan, 1975).

Oldham and Cummings (1996) found that employees exhibited higher overall performance and lower resignation intentions when their jobs were challenging, and managers were supportive and noncontrolling. Oldham and Cummings also concluded that interactive combinations of the CPS and the context measures (i.e., job complexity and noncontrolling supervision) significantly contributed to each creativity outcome (Oldham & Cummings, 1996). The results indicated that employees' creative performance was enhanced when they had high creativity-relevant personal characteristics, felt challenged by the work, and managers were supportive and noncontrolling (Oldham & Cummings, 1996). Interestingly, the study also revealed that managers were likelier to associate the employees' creativity with finished outcomes than the employees' suggestions for improvement. Cummings and Oldham (1997) expanded upon their 1996 study, confirming that managers must endorse the two-factor approach of individual creativity-relevant characteristics and organizational contextual variables to

enhance the quantity of employee contribution and the creative quality of such contributions.

The literature on employee creativity continues to grow, and many theorists are interested in understanding how leadership affects creativity through conditional circumstances (Dehbannejad et al., 2017; Harris-Boundy, 2015; Koseoglu et al., 2017; Ma & Jiang, 2018; Suifan et al., 2018; Tse et al., 2018). Primitive employee creativity research focused on individual characteristics and contextual organizational factors that enhanced innovative behavior. Few scholars have examined the circumstances in which different leadership philosophies significantly impact employee creativity, despite the necessity of identifying such circumstances in earlier years of the literature. For instance, the following studies investigated employee creativity and aspects of leadership but did not elaborate on conditions that amplified the connection: Oldham and Cummings (1996) found that employee rating on CPS positively related to supportive leadership; Tierney et al. (1999) confirmed that employee cognitive aptitude interacted with the quality of the leader-member exchange (LMX); Shin and Zhou (2003) evidenced that resource conservation was connected to transformational leadership; Wang and Cheng (2010) identified that job autonomy and creative role identity interconnected with benevolent leadership; Wang and Rode (2010) discovered that identification with organizational climate and leader depended on transformational leadership; Zhang and Bartol (2010) concluded that empowerment role identity was linked to empowerment leadership. However, many unexplored circumstantial conditions and factors can inform a more profound understanding of what strengthens or diminishes the leader's influence on employee creativity.

Job Satisfaction: Background and Development

Since the inception of the organizational behavior and psychology field of study, scholars have attempted to interpret the employee experience and understand how their affective perception of work impacts organizational operations and productivity (Locke, 1969). Job satisfaction has been the most profusely studied construct within the job attitudes genre; previous scholars have presented evidence of its relation to various personal and organizational behaviors (Judge et al., 2017).

There are various constructs in the study of JS, including the evaluation of jobs, affective experiences of jobs, and beliefs about jobs, creating a broad spectrum of theoretical and practical variables that influence employee JS (Weiss, 2002). Employee JS impacts task performance, organizational citizenship behavior (OCB), counterproductive work behavior (CWB), absenteeism, and turnover rates, all of which affect the organization's productivity, profitability, and sustainability of a competitive edge (Judge & Kammeyer-Mueller, 2012).

There are collective similarities regarding JS's definition among researchers and academics. JS is an evaluative psychological response an employee has about their job, with the evaluation of the job ranging from favorable (i.e., satisfaction) to unfavorable (i.e., dissatisfaction; Judge & Kammeyer-Mueller, 2012; Judge et al., 2017; Locke, 1969; Weiss, 2002). Work attitudes, including JS, are multidimensional and affected by the degree of stability, intensity, specificity, and salience of the work environment variables (Judge et al., 2012). Hackman and Oldham (1976) suggested that in its totality, an employee's conclusive assessment of JS includes a combination of the following: (a) categorizations of positive and negative dispositions acquired and learned through experience, (b) positive and negative attitudes based on genetics and inheritance, (c) outcomes of the individual's construction of reality and worldviews, (d) experiences and mutuality with colleagues, (e) perceptive evaluation of supervisors and leaders, and (f) job characteristics and its requirements.

Three main components comprise JS: (a) cognitive component, which involves an employee's judgments and beliefs about the job; (b) affective component, involving feelings an employee has about the job; and (c) behavioral component, which is how an individual tends to behave toward their job (Breckler, 1984; Judge & Kammeyer-Mueller, 2012). JS's cognitive and affective components have been historically difficult to separate; they are closely related, both dealing with the individual's internal interpretation of how they appraise their job (Weiss, 2002). Although scholars previously abstained from the affective aspect of JS, favoring the cognitive perspective, contemporary studies on the topic now rigorously evaluate the affective impact of the concept on both the individual and

organization (Hadadian & Sayadpour, 2018; Judge et al., 2017). For instance, recent research based on the emotional drivers of JS and employee well-being makes a clear distinction between the hedonic (i.e., pleasure and enjoyment) and eudaimonic (i.e., meaning and purpose fulfillment) regarding emotional content (Rothausen & Henderson, 2019).

In the past, researchers mostly approached JS from a physiological rather than psychological angle; it focused on whether the job met the individual's external needs, such as compensation and social connections with colleagues (Wolf, 1970). JS is either assessed from a broad global perspective or a narrowed approach considering the multidimensionality of the work itself. However, current scholars understand JS as an attitude affected by the complexities of the job's various facets in both methods of assessment (Judge et al., 2017; Kovacs et al., 2018; Rothausen & Henderson, 2019). Although not an exhaustive list, Judge et al. (2012) and Spector (2022) identified the following facets or factors commonly known to affect employee JS:

- *leaders*: the leadership style, attributes, competence, and characteristics of the individual supervising the employee and organizational leaders.
- *organizational culture*: the collection of values, practices, and expectations guiding the behavior of its members.
- *organizational policies*: the rules, regulations, and operational aspects.
- *communication*: the channels and styles the managers and organizational leaders use to communicate.
- *job design*: the nature of the work, including autonomy, skill variety, task identity, significance, and feedback provided.
- *appreciation*: the reward systems and recognition for the employees' work.
- *cowor*kers: the quality of relationships employees have with colleagues.
- *professional development*: the opportunity for personal growth and new skills and knowledge attainment.
- *job security*: the sense of stability toward the job and the organization.
- *fringe benefits*: insurance, vacation time, and nonmonetary benefits.
- *job conditions*: the physical work environment, equipment, and tools.

- *compensation*: the monetary salary and other financial rewards.
- *promotions*: the ability to move up the hierarchical structure through professional opportunities.

The previously mentioned work facets can significantly impact the employees' satisfaction levels. Individuals conceptualize the work factors differently, affecting them to various degrees and for numerous personal and professional reasons (Sessa & Bowling, 2020). Many organizations utilize the facet approach of assessing employee JS to identify improvement opportunities, ranging from pay and environment to leadership and developmental efforts (Judge et al., 2017).

Organizational leaders and practitioners are increasingly administering JS assessments to understand the correlations between employees' work perceptions and organizational health and productivity (Spector, 2022). Researchers have presented dozens of evidence-based JS assessment instruments over the past century (Field, 2017; Judge & Kammeyer-Mueller, 2012). However, the JS measurements range in how and what they measure. For example, there are various administering formats: polls, such as surveys; target interests, such as compensation; valence, such as affective or cognitive; and specificities, such as job characteristics or the job in general (Fields, 2013; Judge & Kammeyer-Mueller, 2012; Judge et al., 2017). Although there are many JS measurements instruments, some of the most widely used over time are:

- Michigan Organizational Assessment Questionnaire: Job Satisfaction Subscale: Developed by (Cammann et al., 1983b), the MOAQ-JSS is a three-item, overall JS global indicator scale assessing the employee's subjective response to working in their organization.
- Minnesota Satisfaction Questionnaire: Developed by (Weiss et al. (1967), the MSQ consists of 100 questions that make up 20 subscales measuring satisfaction against a multitude of factors, including achievement, compensation, authority, creativity, and recognition, among other categories.
- Job Diagnostic Survey: Developed by Hackman and Oldham (1974), the JDS measures overall and facet-specific job satisfaction; it focuses on

internal motivation and growth aspects for general satisfaction and security, compensation, social, and supervisor aspects for specified areas of satisfaction.

- Job Satisfaction Survey: Developed by Spector (1985), the JSS is a 36-item scale with nine job facets, including compensation, promotion, supervision, benefits, rewards, coworkers, operating procedures, communication, and nature of work.

Measuring employee JS has proven beneficial for various organizational reasons (Rodrigues da Costa & Correia-Loureiro, 2019). Executive teams can use the data to predict the following: employee turnover intentions, understand how changes in satisfaction affect organizational outcomes, alter workflow processes, redesign jobs for optimal performance, reshape cultures, and improve other operational structures and employee development aspects (Judge et al., 2012, 2017; Rothausen & Henderson, 2019). Although global measurement scales may be more practical to administer, their simplicity and item singularities do not identify specific areas of dissatisfaction like their multifaceted measurement counterparts (Spector, 2022).

Many different concepts and constructs contribute to the employee experience leading to JS, and measurements alone are not all-encompassing in dissecting the topic. For instance, Abraham (2012), Alegre et al. (2016), and Avolio (1994) explored categorical antecedents of JS, clustering them into dispositional, contextual, and event-based factors; they agreed that such antecedents shape the employees' perception of JS. Arvey et al. (1989), Staw et al. (1986), and Staw and Ross (1985) identified dispositional antecedents as personality traits and other personal factors that influence JS. For example, proactivity, self-evaluation, extraversion, conscientiousness, neuroticism, openness to experience, agreeableness, and general affective tendencies, among other individualistic factors, fall under dispositional antecedents influencing JS. Locke (1970) and other researchers around that era were interested in contextual antecedents. They indicated that employees' JS was, in part, a perceptive contextualization of factors like work conditions, compensation, supervisors, coworkers, and career

opportunities. Weiss (2002) described event-based antecedents as episodic affective experiences and momentary moods. Weiss found that average levels of positive moods induced by episodic affective events (i.e., occasional or periodic events that evoke emotions) were more likely to predict JS over an employee's cognitive belief about the job.

Furthermore, various theoretical constructs expand upon the concepts within the dispositional, contextual, and event-based categorical antecedents that influence JS (Campbell et al., 1982). A notable theory falling within dispositional antecedents is the Big-Five personality model developed by D.W. Fiske and later elaborated upon by Goldberg (1990) and other researchers. Fiske (1994) explained that the Big Five personality model consisted of five factors: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (OCEAN). According to researchers, the Big Five is a frequently used personality framework that correlates with employee JS (Judge et al., 2002; Therasa & Vijayabanu, 2015). Therasa and Vijayabanu (2015) explained the five factors in their study:

1. *Openness to experience*: Individuals with high levels of openness to experience are willing to take risks, exhibit a broad mindset, are considered more innovative, and seek variety. This factor is associated with creativity, original thinking, imagination, and novel perspectives.
2. *Conscientiousness*: Conscientious individuals are dependable and strive for achievement. They are highly aware of their actions and self-monitor their behavior.
3. *Extraversion*: Individuals scoring high in extraversion possess high positive emotions. They tend to develop significant interpersonal relationships quickly and are overall excited individuals.
4. *Agreeableness*: Agreeable individuals are easy to get along with, as they are typically nurturing, caring, cooperative, helpful, and affectionate.
5. *Neuroticism*: Neuroticism explains how well individuals deal with their feelings; it explains an individual's ability to control and navigate their emotions, moods, and attitudes.

Therasa and Vijayabanu cited Judge et al. (2002) in their meta-analytic results as they found reasonable measures for each Big Five personality factor and a multiple correlation measure of .41 with JS. Such findings suggested that individual personality traits casually impact JS. Specifically, Extraversion and Conscientiousness show a positive correlation with JS. Neuroticism negatively correlated with JS when the individual scored toward emotional instability (Therasa & Vijayabanu, 2015). Judge et al. (2002) noted that Neuroticism, Extraversion, and Conscientiousness had a moderate correlation with JS, while Agreeableness and Openness to Experience had low predictability of impact.

Work-related antecedents are still notoriously studied since researchers have continued to prove their impact in shaping work attitudes and influence on JS perceptions (Ahmad, 2018; Gagné et al., 1997; Morris & Venkatesh, 2010). The job characteristics model for job design developed by Hackman and Oldham (1976) is a theory associated with employee JS and exemplifies antecedent contextual factors. Hackman and Oldham depicted five core dimensions in their model:

1. *skill variety*: Skill variety occurs when employees engage in various activities requiring different skills.
2. *task identity*: Task identity occurs when employees understand how their work contributes or is related to the entirety of a product, service, or business goal.
3. *task significance*: Task significance occurs when employees understand the meaning and impact their work has on consumers or society at large.
4. *autonomy*: Employees experience autonomy when they have the freedom and discretion to decide how to meet goals and accomplish their work.
5. *feedback*: Effective feedback occurs when managers provide clear performance expectations and periodically share insights based on related expectations that inform current and future improvement and development.

Hackman and Oldham (1974) used the JDS measurement they created to assess job enrichment and test the JCM before official development. Hackman and Oldham explained that the five core dimensions of the JCM influence three critical psychological states: (a) meaningfulness of work, (b) responsibility for outcomes,

and (c) knowledge of results. The psychological states then lead to personal work outcomes of internal work motivation, high quality of work performance, lower absenteeism and turnover, and ultimately, elevated levels of work satisfaction (Hackman & Oldham, 1976). Hackman, Oldham, and other researchers concluded that when leaders design jobs with attention to the five core dimensions of the JCM, employees are more likely to be satisfied with their jobs and less likely to manifest intentions of leaving the organization (Ahmad, 2018; Ali et al., 2014; Gagné et al., 1997; Hackman & Oldham, 1976).

Lastly, affective event theory (AET) explains concepts within the event-based antecedents of JS. There are behavioral, cognitive, and affective components to JS; however, AET posits that job attitudes are conceptually distinct from affective reactions and emotional states, despite job attitudes containing an affective component (George & Brief, 1992). Weiss and Cropanzano (1996) explained that work environment factors (e.g., job demands, emotional labor, characteristics of the job) inevitably cause periodic work events experiences (e.g., daily burdens, uplifts, annoyances) that lead to an employee's positive or negative emotional reaction. They hypothesized that such emotional reactions influence employee JS and performance (Weiss & Cropanzano, 1996). Weiss and Cropanzano also proposed that personal dispositions (i.e., personality attributes and moods) moderate the intensity between work events and emotional reactions, influencing the employee's perception of JS and job performance. Research surrounding AET has shown that personality factors are responsible for a substantial portion of JS variance; hence, an employee's perceptions of JS could precede daily affective event experiences and moods due to personal disposition (Podsakoff et al., 2019; Weiss, 2002).

Theories related to employee motivation are also closely associated with JS. For example, Maslow's (1943) hierarchy of needs explains human motivation in general, but it is also applicable in work scenarios, and theorists have used it to explain JS. Maslow argued that individuals possess a constantly growing drive, depicted in five classifying human motives. Lower-level needs are positioned at the bottom of the pyramid model, which must be satisfied first before the higher-level

needs can arouse motivation. Maslow posited that incorporating higher-level human need elements into work structures can potentialize employee motivation and, consequently, elevate employee JS (Maslow, 1943).

Next, Herzberg (1968) argued that job satisfaction and dissatisfaction are not part of a seamless continuum and demonstrated his philosophy in the Herzberg motivation hygiene theory. Herzberg proposed that motivational work factors can induce work satisfaction or no satisfaction. In contrast, the work hygiene factors (e.g., supervisor, salary, relationships) induce employee dissatisfaction when negative and no dissatisfaction when positive (rather than satisfaction), each with a differing magnitude of strength (Burke & Burke, 1966). Lastly, McClelland (1970) expanded upon employee motivation through McClelland's human motivation theory, which states that three primary motivators drive individuals: (a) the need for achievement, (b) the need for affiliation, or (c) the need for power. McClelland's need for achievement parallels Maslow's self-actualization motivator; it also holds similarities to Herzberg's theory in that high achievers are interested in work motivators, while low achievers are concerned with hygiene work factors (Pardee, 1990).

Transformational Leadership and Employee Creativity

Shafi et al. (2020) studied the effect of TL dimensions as provokers of EC to arrive at organizational innovation (OI). These researchers tested the association between TL and EC, with intrinsic motivation serving as a moderator, and TL and OI with EC as the mediating variable in the relationship. Shafi et al. sampled 31 software firms in Pakistan and collected data from 164 supervisor-employee dyads. Through a three-step structural equation modeling analysis, they found that three of the four dimensions of TL (II, IM, IS) to have a statistically significant effect on OI and EC; however, TL's dimension of IC impacted neither OI nor EC (Shafi et al., 2020). Furthermore, their findings proved intrinsic motivation's positive moderating influence between TL and EC; they concluded that TL's effect on EC is more substantial when managers cultivate environments that foster employees' intrinsic motivation (Shafi et al., 2020). Shafi et al. posited that TL's individualized consideration (IC) dimension may not have influenced EC due to the culture's

collectivist nature (Hofstede, 2011). Gumusluoglu and Ilsev (2009) stated that transformational leadership in its totality is likely more effective in cultures with collectivism as a characteristic versus Western cultures, which tend to be more individualistic. However, it could be possible that TL's IC dimension may reveal opposing results for cultures where individualistic attention is welcomed and preferred. Shafi et al. (2020) focused on intrinsic motivation as a single moderating variable between TL and EC. They suggested that future researchers identify and test other variables that can strengthen the associative conditions of TL's dimensions on EC as well as other geographical locations.

Tse et al. (2018) developed and tested a model of what they believed to be the underlying mechanisms linking TL and EC. The mechanisms included creative personality as a moderator between TL and personal control and personal control as a mediator between TL and EC. They used a sample of 240 middle-level managers and front-line supervisor dyads from a large joint-venture company in China that used Western management methodologies (Tse et al., 2018). Similar to this current study, they measured TL utilizing MLQ by Bass and Avolio (1995) and EC using the CBQ by Zhou and George (2001a). Tse et al. (2018) found that TL positively related to personal control and had a significant indirect effect on EC. Through a hierarchical regression technique, Tse et al. found that the relationship between TL and personal control was more significant for employees with lower creative personality attributes. Therefore, when managers exhibited TL behaviors, they amplified the personal control of employees possessing lower creative personalities (Tse et al., 2018). Tse et al. stated that personal control reflects a sense of autonomy, which is why they believed it positively mediated TL's influence on EC.

Minh-Duc and Huu-Lam (2019) investigated the concurrent correlations between TL, customer citizenship behavior (CCB), employee intrinsic motivation, and EC. The study adopted a convenience sampling technique to select participants from hospitality businesses operating in Vietnam's hotel and tourism industry (Minh-Duc & Huu-Lam, 2019). Minh-Duc and Huu-Lam's analysis concluded that the employees' intrinsic motivation is significantly associated with EC and that TL and CCB are positively related to employee intrinsic motivation and EC. Through

structural equations, they found that employee intrinsic motivation positively mediates the effects of both TL and CCB on EC. Minh-Duc and Huu-Lam reaffirmed that although past studies like Gumusluoglu and Ilsev (2009) produced mixed results regarding the relationship between TL and EC, their analysis revealed that TL has a direct and positive effect on EC. They stated that TL is among the most significant predictor of EC and is considered a primary driver fostering innovative ideas and creative behavior for employees in such an industry (Minh-Duc & Huu-Lam, 2019).

Asad et al. (2021) conducted a quantitative study investigating the relationship between TL and EC performance. These scholars also explored the mediating variable of creative self-efficacy between TL and EC performance and the moderating impact of a knowledge-sharing culture between TL and creative self-efficacy. Asad et al. targeted the banking sector of Pakistan, which included 22 private banks and a sample of 150 employees from various branches. In alignment with this current study, they also used the MLQ developed by Bass and Avolio (1995) to measure TL and the CBQ developed by Zhou and George (2001a) to measure EC. Through regression analysis, Asad et al. found a statistically significant relationship between TL and EC, stating that TL directly influenced EC. Creative self-efficacy also mediated the relationship between TL and EC, but a knowledge-sharing culture did not moderate the relationship between TL and creative self-efficacy (Asad et al., 2021). Asad et al. recommended that organizational leaders consider TL's attributes to boost employee creativity and create work environments that support innovative behavior.

Afsar and Umrani (2020) studied the effect of TL on employees' innovative work behavior, the moderating effects of task complexity and innovation climate, and the mediating effects of learner motivation between TL and innovative work behavior (IWB). They sampled full-time employees and their respective managers of 35 firms in Pakistan's service and manufacturing sector, collecting data from 338 employee-manager dyads (Afsar & Umrani, 2020). Through structural equation modeling, Afsar and Umrani found that TL was positively related to employee IWB. They also concluded that motivation to learn mediated the link between TL

and employee IWB (Afsar & Umrani, 2020). Furthermore, their study revealed that task complexity and innovative climate moderated TL's relationship with employees' IWB. Afsar and Umrani adapted the MLQ developed by Bass and Avolio (1995) to measure TL and used De Jong and Den Hartog's (2010) IWB questionnaire to measure employee creativity instead of the CBQ developed by Zhou and George (2001a) like other related studies (Asad et al., 2021; Chaubey et al., 2019; Tse et al., 2018). Afsar and Umrani (2020) suggested that managers develop TL traits to cultivate environments where employees are encouraged to learn new skills and knowledge and create opportunities where individuals can use the acquired abilities.

Saleem and Mahmood (2018) examined the correlation between TL and employee creativity through the mediating influence of trust and job autonomy. The cross-sectional study surveyed 187 employees from Pakistan's construction and banking sectors. The participants in the study were 90% male and 10% female; 42.5% were between 18 to 28 years of age, 47.5% were between 29 to 40 years of age, and the rest were younger than 55 years of age. Approximately 60% of participants had earned a master's degree and had between 0–5 years of work experience, while 72.5% held a managerial position. Saleem and Mahmood measured TL by adapting 11 out of the 20 items from the MLQ developed by Bass and Avolio (1995) and employee creativity with the 10-item innovative behavior scale developed by Ettlie and O'Keefe (1982). Through regression analysis, Ettlie and O'Keefe found that TL had a statistically significant role in developing employee trust and job autonomy. This study also revealed that trust and job autonomy mediate the relationship between TL and EC, with trust having a more significant effect than job autonomy. Ultimately, Ettlie and O'Keefe conclude that TL played a critical role in enhancing EC indirectly through mediating variables of trust and job autonomy as well as directly, with a 5% significance level. Implications for managers included empowering employees to cultivate trusting leader-member relationships. They also suggest that businesses train leaders to motivate and encourage employees to be more creative by ensuring they have the necessary skills and abilities for more autonomy in their work.

Shahi and Bhatti (2021) investigated the role of leader-member exchange (LMX) and intrinsic motivation in mediating the relationship between TL and EC. The researchers collected data from 116 professional employees and their 30 immediate managers from three small-medium enterprises (SMEs). The SMEs specialized in accounting, consultation, and information technology (IT) within Sydney, Australia's central business district (CBD). The participants ranged in age, gender, work experience, and educational background. Parallel to this study, Shahi and Bhatti utilized the MLQ to measure TL and the CBQ for EC (Bass & Avolio, 1995; Shahi & Bhatti, 2021; Zhou & George, 2001a). Their four-stage regression analysis consisted of the following steps: (a) linear regression analysis to test the direct relationship between TL and EC; (b) multiple regression analysis to verify the effect of LMX and intrinsic motivation on TL; (c) multiple regression analysis to measure the direct impact of LMX and intrinsic motivation on EC; and (d) multiple regression analysis to understand the mediating role of LMX and intrinsic motivation between TL and EC (Shahi & Bhatti, 2021). Shahi and Bhatti discovered through their research that LMX and intrinsic motivation directly impact EC and that all variables positively relate to the TL approach. Furthermore, TL is indirectly related to EC through the mediating role of LMX and intrinsic motivation (Shahi & Bhatti, 2021). Therefore, according to Shafi and Bhatti, the leader-employee relationship and employee intrinsic motivation are critical for TL dimensions to influence EC effectively.

Chaubey et al. (2019) examined the effect of TL on EC and OI through the mediating role of creative self-efficacy and the moderating role of the physical work environment. They sampled 254 managers from two major automotive manufacturing companies in India. This research also adapted the MLQ to measure TL and CBQ to assess EC (Bass & Avolio, 1995; Chaubey et al., 2019; Zhou & George, 2001a). Through regression analysis, Chaubey et al. (2019) first regressed each independent variable with their dependent variable and found that TL has a positive relationship with EC and creative self-efficacy; creative self-efficacy also showed a positive association with EC. Due to the positive regression analysis, Chaubey et al. then moved to a structural equation modeling technique to assess the

mediation of creative self-efficacy in the relationship between TL and EC. The results proved that employees' creative self-efficacy partially mediates the relationship between TL and EC (Chaubey & Sahoo, 2019). Chaubey et al. (2019) used a moderated structural equation modeling (MSEM) approach to examine the moderating influence of the physical work environment between TL and EC. They found that the relationship between TL and EC strengthens when the physical work environment increases in functionality. Managers can elevate the physical work environment with well-maintained workspaces, comfort levels, and highly creative attributes that enhance employee creativity. Chaubey et al. suggested that future research investigate other moderators and mediators between TL and EC in addition to doing so in other countries and industries.

Transformational Leadership and Job Satisfaction

Jameel and Ahmad (2021) studied the effects of TL on JS among academic staff at Cihan University in Erbil, Iraq. The population sample of the research consisted of 137 participants. The male-to-female ratio of the participants was 56.9% to 43.1%, respectively, with a dominating age group of 40–49 at 40.9% and other age ranges making up the rest (Jameel & Ahmad, 2021). The academic staff rated the department heads of their associated areas based on the 20-item MLQ for TL (Bass & Avolio, 1995; Jameel & Ahmad, 2021). Jameel and Ahmad adapted five items from Spector's (1985) Job Satisfaction Survey (JSS) related to promotion and salary to measure JS. Through an SEM analysis, Jameel and Ahmad (2021) found that TL significantly and positively influenced the academic staff's JS. The results suggested that when the academic staff perceived their department head to function in the TL style, they perceived their salary range and work opportunities more positively. These results align with the assessment of Puni et al. (2018), which found that all four dimensions of TL positively interact with JS.

Interestingly, TL's dimension of IC had the most robust effect on the academic staff's JS. According to Hofstede's cultural dimensions, Iraq has a low individualism score, pointing to the idea that unified attention is preferred over individualized consideration (Hofstede, 2011). However, the academic staff was more satisfied with their work circumstances when the department head considered

their individual needs and development (Jameel & Ahmad, 2021). Therefore, Jameel and Ahmad suggested that department heads in academia consider additional staff support for the employees' development through the IC dimension, even in collectivist cultures. Relationally, for the context of the current research, Shafi et al. (2020) theorized that TL's IC dimension may not have influenced employee creativity due to the collectivist culture typology of their sample. It is worth noting that although IC did not enhance EC in Shafi et al.'s study, IC can increase JS in similar cultural populations (Jameel & Ahmad, 2021). Higher levels of JS can lead to increased EC, as exhibited in Miao et al.'s (2020) study.

Puni et al. (2018) investigated the mechanisms that linked TL's dimensions and employee JS by examining the moderating role of contingency reward on their relational association. Puni et al. collected data from 315 employees working in 28 different commercial banks in Ghana. The researchers utilized the MLQ measurement for TL and the MSQ measurement for employee JS (Puni et al., 2018; Weiss et al., 1967). Puni et al.'s multiple regression analysis results revealed that TL's dimensions had a positive relationship with employee JS; such relationships proved to augment when moderated by the contingency reward variable. The findings led Puni et al. to several practical implications from a managerial perspective: (a) employees or candidates that exhibit TL traits should fill managerial positions because there is a clear connection to employee JS, benefiting the organization and employees; (b) to increase employee JS, managers need to intellectually challenge their followers to think creatively and solve problems in unconventional ways; (c) idealized influence presents an opportunity for leaders to instill pride, display assurance, and gain commitment from employees for enhanced ethical and moral decision-making; and (d) employees who perceived high contingent rewards through idealized influence showed more significant levels of JS. Although all four TL dimensions (II, IM, IS, IC) significantly predict employee JS, only two (II and IS) had an interactive effect on JS (Puni et al., 2018). Puni et al. suggested that future research should investigate other aspects of contingent reward, such as the dimensions of transactional leadership, including management

by exception, to understand how they moderate the relationship between TL and JS.

Mustafa Oden et al. (2021) studied the impact of TL dimensions on employee innovativeness (EI) and JS, and the mediating role of EI between TL and JS in Kuwait's metropolitan business market. The participants for the study were 308 employees from 70 private organizations, selected using a simple random sampling method (Mustafa Oden et al., 2021). TL was measured using the MLQ, JS using an adapted version of the MSQ, and EI with adopted items from Buitendach and Rothmann's (2009) study (Bass & Avolio, 1995; Mustafa Oden et al., 2021; Weiss et al., 1967). Mustafa Oden et al. analyzed the data through an SEM method, discovering that TL's II, IM, and IS positively influenced JS, but IC did not show a statistically significant relationship. Such results contradict Puni et al.'s (2018) study, which utilized the MLQ and the MSQ and found that all TL dimensions exhibited a statistically significant relationship to JS. Mustafa Oden et al.'s results also contradict Jameel and Ahmad's (2021) study, which identified IC as the most robust statistically significant predictor of JS. The authors of the three studies analyzed different industries and countries. Mustafa Oden et al. (2021) also found that all TL dimensions positively correlated to EI, and EI significantly mediated the relationship between TL and JS. In other words, TL's effect on JS was also established through EI, explaining a consequential relationship between the independent and dependent variables (Mustafa Oden et al., 2021).

Aydogmus et al. (2018) conducted two studies to understand TL's effect on JS through the intervening variable of personality trait as a moderator in the first study and the mediating variable of psychological empowerment in the second. The investigators of this study based the personality traits variable on four of the five characteristics of the Big Five model, which included Extraversion, Conscientiousness, Agreeableness, and Neuroticism (Aydogmus et al., 2018). Each study had different sample participants from different industries; the first sampled 221 white-collar R&D employees from IT organizations, and the second recruited 348 higher-education academics (Aydogmus et al., 2018). The R&D employees engaged in developing or improving new or existing products; the academics

belonged to engineering departments that worked on technological projects with opportunities to exercise innovative thinking and creative behavior (Aydogmus et al., 2018). Both groups were from three different universities in Ankara, Turkey. Through a moderated multiple regression analysis of TL, JS, and the four personality traits as moderators, the first study revealed that the employees' perceptions of TL and personality traits accounted for 30% of the variance in employee JS. Among the variables that exhibited a significant and direct effect on JS were TL, Conscientiousness, and Neuroticism. The second study combined the moderated model from the first study to test the moderation effect of personality traits on the model where empowerment mediated the relationship between TL and JS (Aydogmus et al., 2018). The combined findings of the study suggested three conclusions: (a) there is a positive direct and indirect relational connection between TL and JS; (b) followers' personality traits significantly contribute to perceptions of JS; and (c) feelings of psychological empowerment mediate the relationship between employees' perception of TL and JS (Aydogmus et al., 2018). There was no significant moderating effect between TL and JS regarding Neuroticism, Extraversion, and Agreeableness. Therefore, Aydogmus et al. suggested that future researchers explore different situational moderators and their relationship with other outcome variables.

Escortell et al. (2020) sought to understand which combination of TL's dimensions increased JS for internal and outsourced employees of the Canary Islands' high-end hotel industry in Spain. The participants for this study derived from 12 hotels operating on a global scale and included a sample of 60 employees. Escortell et al. used the MLQ-S6 to measure TL and the MSQ for employee JS. This study used a novel research methodology called fuzz-set qualitative comparative analysis (fsQCA), a valuable method for smaller samples and appropriate for their participant size. Escortell et al. discovered that in 84% of cases with 73% coverage, three combinations of TL dimensions proved sufficient to increase the JS of internal employees: IC, IS, and II; IC, IM, II; and IS, IM, and II. In contrast, the analysis revealed that all four dimensions of TL are needed to increase outsourced employees' JS (Escortell et al., 2020). II was the only constant

dimension needed in all three combinations to increase the internal employees' JS, which highlights the importance of leaders behaving ethically and serving as role models to increase employee JS (Escortell et al., 2020).

Sunarsi et al. (2021) researched the impact of leadership style (i.e., transformational and transactional) on JS mediated by job perception. The sample stemmed from employees of the IT industry in Banten, Indonesia, and included 377 participants (Sunarsi et al., 2021). Sunarsi et al. analyzed the data through an SEM method; they concluded that TL had a positive and significant direct effect on JS and an indirect impact through the mediation of employee job perception. In this research context, JS covered intrinsic fulfillment and the physical aspect of the job. More specifically, when employees perceived their job as having prestige, self-esteem, autonomy, and opportunities for self-development, they were more satisfied with their jobs (Sunarsi et al., 2021). Transactional leadership failed to prove any significant effect on JS directly or indirectly through job perception as a mediator. Therefore, Sunarsi et al. proposed that TL and participatory leadership behavior influence employees' positive feelings at work, fostering attitudes that make employees perceive their jobs with more prestige and nobility, leading to enhanced JS.

Haddad et al. (2018) studied the impact of TL's dimensions on employee JS of IT companies in Jordan. These scholars recruited a sample consisting of 151 software developer employees. Haddad et al. found that all four TL dimensions (II, IM, IS, IC) showed a statistically significant relationship to JS through single and multiple regression analysis. The II dimension had the most significant influence, followed by IM, IS, and IC, respectively (Haddad et al., 2018). Idealized influence positively affected JS most significantly, which aligns with Escortell et al. (2020) findings, where II was the constant dimension in the TL combinations impacting JS (Haddad et al., 2018). Interestingly, Haddad et al. found that the employees' age or years of experience had no statistical impact on the positive effect of TL on JS. Haddad et al. suggested that organizations take the initiative of training and developing middle and upper management to enhance II attributes, which can augment employee JS. The results of Haddad et al. further solidify the trend in

similar studies where the II dimension continues to prove dominant as a causation to increased employee satisfaction.

Job Satisfaction and Employee Creativity

Mahdi et al. (2021) researched JS's role in developing employee administrative creativity. Administrative creativity refers to the summative differentiation of individuals, identification of newness in whole or part about different work aspects, combining old things with new things for a different or improved function, and discovering opportunities. More specifically, and for analysis purposes, the dimensions of administrative creativity are problem-solving, the ability to change, risk acceptance, and encouraging creativity. In this investigation, JS included dimensions for career growth, motivation, functional tasks, and work environments. The study's sample included 77 department heads from Tikrit University in Iraq. Mahdi et al. found that job satisfaction and its dimensions positively affect the development of administrative creativity. The results also revealed a positive effect on the administrative creativity of employees through the perception of career satisfaction (Mahdi et al., 2021). Mahdi et al. suggested that organizational leaders establish motivation systems based on performance evaluation, avoiding subjectivity and favoritism. They also recommended that managers assess employees' knowledge, skills, and abilities (KSAs) and align tasks accordingly. Mahdi et al. suggested that managers limit financial rewards based on achievements to foster creativity and create a creativity-driven culture focused on developing employees' innovative abilities.

Amoah and Mdletshe (2021) aimed to understand the mediating role of JS between intrinsic rewards for creativity and EC and the moderating effect of creative self-efficacy between JS and EC. The participant sample consisted of 320 supervisor-employee dyads from four educational institutions in Ghana. Amoah and Mdletshe measured JS using a five-item scale developed by (Hackman & Oldham, 1974) and employee creativity using the original nine items from Zhou and George's (2001a) 13-item creative behavior scale. Their analysis revealed that JS mediated the positive association between intrinsic reward for creativity and employee creativity. Therefore, the intrinsic reward for creativity variable had a

positive sequential effect on the employees' creativity through the channel of JS. Furthermore, the creative self-efficacy variable moderated the positive relational connection when integrating social cognitive theory as an overarching perspective in the relationship between JS and EC (Amoah & Mdletshe, 2021). In other words, more significant levels of creative self-efficacy led to a stronger relationship between JS and EC. Amoah and Mdletshe emphasized the importance of executive leaders understanding intrinsic motivators and workplace factors for both EC and JS. They also highlighted the importance of investigating additional circumstances illuminating the unique mechanisms and constraining conditions that enhance or diminish JS; such circumstances can influence other independent variables' impact on EC (Amoah & Mdletshe, 2021).

Akgunduz et al. (2018) investigated the effects of intrinsic and extrinsic JS and the meaning of work on EC in the service sector industry. These investigators recruited 266 participants through a convenience sampling approach of employees working at the Flower and Child EXPO 2016 in Antalya, Turkey. Researchers measured EC using the Employee Creativity Scale developed by Jaiswal and Dhar (2015). Akgunduz et al. (2018) utilized the MSQ developed by Weiss et al. (1967) to measure intrinsic, extrinsic, and general JS. Through hierarchical regression analysis, Akgunduz et al. found that general JS partially supported EC through the JS intrinsic factors (skill and opportunity) but not the extrinsic JS factors, which had no significant effect. Essentially, employees that experienced JS intrinsically due to appreciation, job responsibility, and recognition exhibited more significant levels of EC (Akgunduz et al., 2018). The results also evidenced that the meaning of work increased EC, which closely correlates with intrinsic JS given the innate similarities (Akgunduz et al., 2018). Therefore, managers can create a sense of purpose in work experiences, identify ways to highlight employees' efforts, and understand their personal growth goals to elevate JS; these managerial applications increase employees' creative behavior and performance (Akgunduz et al., 2018). Akgunduz et al.'s study results point to the profound imperativeness of human psychology; it reminds leaders that purpose, meaning, and connection are essential for employee JS, which can catapult the business forward through creativity.

Al-edenat (2018) examined TL's dimensions as enforcers of employees' innovation toward products and services, focusing on the mediating role of JS in the relationship. The participant sample included 486 employees and 15 team leaders from three major telecommunication companies in Jordan (Al-edenat, 2018). Al-edenat employed the Job Descriptive Index (JDI) developed by Smith et al. (1969) to measure JS. The components of JS in this study included current work, pay, promotion opportunities, supervisor, and coworkers (Al-edenat, 2018). The innovation measurement combined items from two separate studies to develop an instrument of 13 items based on the acceptance of novelty and ideas (Al-edenat, 2018). Al-edenat analyzed the data using the SEM method; the results illuminated several things. First, leaders from the participating telecommunication companies generally practiced TL behaviors to a high degree, positively impacting employee innovation. Specifically, the II, IM, and IS dimensions were directly and positively associated with product and service innovation (Al-edenat, 2018). IC did not produce a statistically significant relationship with employee innovation regarding products and services. Furthermore, all TL dimensions positively affected JS, consistent with studies like Medley and Larochelle (1995) and Braun et al. (2013). Al-edenat (2018) also found that the five factors of JS (current work, pay, promotion opportunities, supervisor, and coworkers) directly and positively affected employee innovation. The positive effect of financial reward (i.e., pay) on innovation contradicts other studies like Mahdi et al. (2021) that argued against depending on financial rewards to encourage creativity.

Loyola (2019) studied the correlation between JS and employee innovation and creativity among student affairs practitioners and administrators of a private college in Manila, Philippines. Using a purposive sampling technique, Loyola selected 45 participants for the study. JS, the independent variable in this study, focused on intrinsic, extrinsic, and general work satisfaction via the MSQ measurement (Loyola, 2019). Employee innovation and creativity, the dependent variable, entailed idea generation and implementation and was measured via the Corporate Innovation Survey developed by Magadley and Birdi (2012). Employing a descriptive correlation design methodology, Loyola discovered a robust positive

linear correlation between JS and employee innovation (Loyola, 2019). Loyola suggested organizational leaders strategize on improving management styles, processes, policies, and environmental work factors to secure high levels of employee JS if they rely on employee innovation and creativity for business success.

Miao et al. (2020) researched the link between management characteristics and EC through the mediating role of JS for business sustainability. Miao et al. gathered participants from manufacturing organizations in the Republic of Korea, sampling 352 highly skilled employees for the study. Management characteristics focused on humility and abusive employee supervision approaches, providing a generalized perspective of leadership styles. Miao et al. measured supervision humility using a nine-item scale developed by Owens et al. (2013), abusive supervision with a 15-item scale developed by Tepper (2000), employee JS with a three-item scale by Morris and Venkatesh (2010), and EC with a five-item scale developed by Ganesan and Weitz (1996). Through an SEM analysis methodology, Miao et al. (2020) discovered that supervisor humility positively and significantly affected JS, while abusive supervision negatively affected JS. More significantly, JS proved positively related to EC; the results suggest that when employees experience pleasant feelings about their job, they are more likely to solve organizational challenges inventively and experiment with alternate approaches to perform their job (Miao et al., 2020). JS also mediated the relationship between supervisor humility, abusive supervision, and EC. Therefore, Miao et al. posited that management characteristics (humility and abusiveness) do not directly affect EC but instead impact JS, consequently influencing EC. Miao et al. suggested that organizations control and develop management factors that affect JS to maximize EC, ensuring the business's sustainability and competitiveness.

Summary

The background information of each variable (TL, EC, JS) in the literature review serves as foundational knowledge of their singular development, functionality, and applicability. The contemporary research previously presented exemplifies their established, reactive, and influential associative connections when

exploring various conditions and contextual circumstances. Understanding the constructs in isolation facilitates comprehension of the relational and interactive nature of each of them with the other.

Organizational innovation is derivative of employee creativity; OI and EC are critical components that should be considered in an organization's strategic planning since all industries function in the current VUCA business landscape (Chaubey & Sahoo, 2021). Without EC, organizational innovation cannot exist (Chaubey et al., 2019). Therefore, understanding how and what fosters, enhances, and predicts EC in the workplace is imperative for long-term business success (Chaubey & Sahoo, 2021). Scholars have heavily investigated TL, EC, and JS in isolation through empirical research. However, there is a noticeable lack of studies in the literature combining the three variables, specifically to understand their relational association. It is evident in the literature that TL's II is the most robust predictor of both JS and EC (Escortell et al., 2020; Mustafa Oden et al., 2021; Puni et al., 2018; Shafi et al., 2020). Furthermore, the literature proves that negative JS perceptions impact performance, including the employees' creative and inventive behavior (Mahdi et al., 2021; Rawashdeh et al., 2020). No previous study has examined the moderating role of JS between TL dimensions and EC, and those closely related have not done so in North America (Ayranci & Ayranci, 2017; Miao et al., 2020).

TL is one of the literature's most prolifically studied leadership styles and an approach practiced by some of the world's most prominent and successful leaders and businesses (Kouzes & Posner, 1987/2017). JS is affected by numerous work-related environmental factors, including the leadership style of management (Haddad et al., 2018; Sunarsi et al., 2021). Therefore, the objective of this study was to examine transformational leadership dimensions as predictors of employee creativity and understand the moderating role of employee job satisfaction. It is advantageous for organizational leaders to understand what leadership attributes enhance EC to potentialize organizational innovation. Implementing such information can lead to unique competitive advantages in the vastly changing business market. More importantly, understanding the moderating role of JS has

immense potential to provide leaders with information that allows them to optimize their impact on EC by identifying ways to increase JS. Hence, positioning JS as a moderator between TL and EC renders a reasonable approach to discovering an unexplored variable combination that can increase TL's effect on EC.

Chapter 3 – Methodology

The research methodology chosen for this study details the procedure and process of investigating transformational leadership dimensions on employee creativity and the moderating role of job satisfaction among knowledge-worker employees of creativity-driven organizations. Three reliable and validated measurement instruments were employed to assess the variables: the Multifactor Leadership Questionnaire Rater Form 5X-Short developed by Bass and Avolio (1995) to measure TL; the Creative Behavior Questionnaire developed by Zhou and George (2001a) to measure EC; and the Michigan Organizational Assessment: Job Satisfaction Subscale Questionnaire developed by Cammann et al. (1983b) to measure JS. TL and its dimensions are the independent variables, EC is the dependent variable, and JS serves as the moderating variable.

A quantitative, nonexperimental research approach was selected to analyze the statistical significance of the independent variables on the dependent variable and test the moderating variable within the correlation. To fully explain the study's quantitative methodology approach, the proceeding sections reflect the research design, instrumentation, population and sample, sample size projections, procedures, research questions and hypotheses, and data analysis process.

Research Design and Methodology

The quantitative, nonexperimental research design was employed to address the study's topic and research problem (Edmonds & Kennedy, 2016). The specific methodology incorporated within the research design was a survey-based approach. (Adams & Lawrence, 2018). The primary purpose of a survey is to collect information describing the characteristics of a large sample concerning the constructs of interest in a relatively quick, efficient manner (Fraenkel et al., 2018). Moreover, a survey-based method represents a valuable and legitimate approach to research that has clear benefits in helping to describe and explore variables and study-related constructs (Ponto, 2015). Survey research methods also provides several advantages specific to the researcher (Jones et al., 2013). Regarding this current study, those advantages include efficiency,

practicality, and the ability to collect considerable amounts of data from multiple sources on the study's construct, statistical power, and scalability.

Instrumentation

The study's data-collecting instrument (the online survey) was created using SurveyMonkey, a cloud-based tool for creating, sending, and analyzing research surveys. AICAD directly emailed key members of 37 art and design institutions in the USA and Canada with a shareable direct link to the questionnaire for them and other employees. SurveyMonkey securely stored the participants' information at their SOC 2-accredited data centers, which adheres to technical and security practices; data collection was transmitted over a secure HTTPS connection (SurveyMonkey, n.d.). The study's survey posed no privacy concerns because participants did not provide personal identifiers. The introduction to the survey began with an informed consent statement detailing the respondents' rights to withdraw from participation, anonymity, risks, benefits, the background of the study, and contact information. After reading the informed consent, the participant decided to move forward by selecting the "I agree to participate" option, which allowed access to the survey question section. After data collection, the data were exported from SurveyMonkey to SPSS 26.0 software application for statistical testing.

Three validated instruments were used within the survey to measure TL, EC, and overall employee JS. The survey had 36 variable-related questions and five demographic questions, including three control variable-related questions. The demographic questions included geographical location, work position, age, work experience, and education. The measurement of the variables (TL, EC, JS) depended on the participants' questionnaire rating, determined by values within a 1–5 Likert scale.

Transformational Leadership

TL, the independent variable, was measured using the Multifactor Leadership Questionnaire Rater Form 5X-Short developed by Bass and Avolio (1995). The MLQ 5X-Short contained 20 items related to four dimensions: II, IM, IS, and IC. II is dichotomized into two sections separately measuring the leader's

attributes and behaviors (Bass & Avolio, 1995). Therefore, each dimension on the MLQ questionnaire had four associated questions, while II had eight. MLQ-related statements on the survey were measured on a 5-point Likert scale, ranging from 1 (*not at all*) to 5 (*frequently, if not always*). The MLQ scale is a validated instrument with a Cronbach alpha of .92 (Bass & Avolio, 1995).

Employee Creativity

EC, the dependent variable, was measured using the Creative Behavior Questionnaire (CBQ) developed by Zhou and George (2001a). The CBQ is a 13-item measurement instrument. Zhou and George (2001a) developed nine items for their specific study and adopted four items from the IWB questionnaire developed by Scott and Bruce (1994). The CBQ measured the employee's innovative behavior regarding their current job role. All CBQ-related statements on the survey were measured on a 5-point Likert scale, ranging from 1 (*not at all*) to 5 (*frequently, if not always*). Zhou and George's creative behavior measurement is a validated instrument with a Cronbach alpha of .96 (Zhou & George, 2001a).

Job Satisfaction

A moderating variable is a fluctuant predictor affecting the strength and direction of the associative relationship between the independent and dependent variables (Creswell & Creswell, 2018). Employee JS, the moderating variable, was measured using the MOAQ-JSS instrument; it is a subscale from the more extensive MOAQ developed by Cammann et al. (1983b). The MOAQ-JSS is a three-item questionnaire used to measure employees' general and overall satisfaction. The MOAQ-JSS-related statements on the survey were measured on a 5-point Likert scale, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Cammann et al.'s MOAQ-JSS is a validated instrument with a Cronbach alpha of .67 to .95 (Cammann et al., 1983b; Fields, 2013).

Control Variables

The control variables in this study are age, work experience (tenure), and educational levels. Such variables are held constant in the study. Although the control variables are not the main interest of the investigation, they can reveal varying outcomes worth noting and help establish correlational or casual

relationships between interest variables (Creswell & Creswell, 2018). Studies like those of Miao et al. (2020) and Shafi et al. (2020) exploring leadership and creativity with different moderating and mediating variables adopted the same controlled variables as this study. Miao et al. (2020) and Shafi et al. (2020) included gender as an additional control variable. Gender is one of research studies' the most frequently used control variables (Bernerth & Aguinis, 2016). Given the large community of LGBTQ+ individuals within art and design institutions, gender was not included as a control variable in this study to avoid a wide range of possible selections and to ensure inclusivity.

Population and Sample

The population of this quantitative study was knowledge-worker employees of creativity-driven organizations. The sample, however, included employees from art and design institutions associated with the AICAD organization in the United States and Canada. In the context of this study and such institutions, knowledge-worker employees generally included faculty, academic staff, and administrative employees. Faculty members are those working as educators; academic staff are employees in nonfaculty positions which are unique to higher education; administrative staff are employees in varied roles, including—but not limited to—administrative support, IT, accounting, marketing, business development, and others. AICAD member institutions were chosen for this study because they are organizations with creativity as a crucial component of their value proposition. Creativity-driven organizations expect employees to exhibit innovative behavior within their job duties and responsibilities, helping them maintain and identify new competitive advantages.

AICAD distributed the survey to 37 institutions, reaching approximately 4,000 possible participants. This study required a sample of 120 survey respondents to acquire a sample power of 20:1 ratio to represent the sampling error (Creswell & Creswell, 2018). The results of the statistical significance tests answered the research questions and hypotheses, confirming that the analytical scores reflected a pattern and not random chances (Creswell & Creswell, 2018). This study had five independent variables (TL, II, IM, IS, IC), one dependent variable (EC), one

moderating variable (JS), and three control variables, reflective of the adequate criteria for statistical testing. Data collection occurred after the research proposal defense and IRB approval; data collection continued for 3 weeks following the approval date. AICAD distributed the survey via email to institutional executive members of the 37 member institutions; the institutional members then forwarded the email to knowledge-worker employees. The email contained a link to the complete questionnaire hosted by the SurveyMonkey platform.

Sample Size Projections via Statistical Power of Analysis

Statistical power analysis using the G*Power software (3.1.9.2, Universität Düsseldorf, Germany) was conducted prior to the study for sample size estimates for statistical significance testing purposes (Faul et al., 2009). The study's statistical power analysis was delimited to anticipated medium and large effects, a power $(1 - \beta)$ index of .80, and a probability level of .05.

The analysis conducted to answer Research Question 1 featured the use of the multiple linear regression statistical technique for predictive and statistical significance testing purposes. An anticipated medium effect ($f^2 = .15$) would require 85 participants to detect a statistically significant finding. An anticipated large effect ($f^2 = .35$) would require 40 participants to detect a statistically significant finding. In Research Question 2, moderation analysis was performed to evaluate the moderating effect of study participants' JS on the relationship between the perception of TL and study participants' creativity. An anticipated medium effect ($f^2 = .15$) would require 68 participants to detect a statistically significant finding. Conversely, an anticipated large effect ($f^2 = .35$) would require 31 participants to detect a statistically significant finding.

Procedures

AICAD institutions were selected for this research study because employees of art and design organizations are expected to function and behave creatively to help the organization deliver its value proposition. AICAD's research director received the online survey link first. The research director emailed the link to executive members of the 37 organizations associated with them in the United

States and Canada. The key decision-makers of the 37 organizations were directed to mass-email the link to members identified as knowledge-worker employees, including faculty, academic staff, and administrative employees. The email encouraged possible participants to click the survey link, redirecting to the online survey on a new webpage. The online survey was expected to reach approximately 4,000 participants on the lower end.

The survey's first page contained critical information pertaining to the study's purpose and consent to participate. If an employee decided to participate after reading the informed consent content, they clicked the "I agree to participate" option, which granted access to the rest of the research questionnaire. If an employee indicated that they did not wish to participate, they indicated so by clicking the "I decline participation" option. In such a case, the survey dismissed the individual, and they did not gain admittance to the survey questions. Data were collected through SurveyMonkey, a secured online data-collecting platform. Once the data collection timeframe ended, the data were retrieved and downloaded to SPSS for processing and analysis.

Research Questions and Hypotheses

Two research questions and concomitant research hypotheses were foreseen to be stated in the study. The following represented the study's research questions and hypotheses:

> Research Question 1: Considering the four dimensions of transformational leadership, which is most predictive of study participants' perception of employee creativity?
>
> Ha1: The transformational leadership dimension of idealized influence will represent the most robust, statistically significant predictor of employee creativity.
>
> Research Question 2: Will study participants' perception of job satisfaction moderate the relationship between the transformational leadership dimension of idealized influence and perceptions of employee creativity?

Ha2: Study participants' perception of job satisfaction will moderate the relationship between the transformational leadership dimension of idealized influence and perceptions of employee creativity.

Data Analyses

The data collected were analyzed at the foundational level prior to the formal data analysis associated with the study's two research questions. Descriptive statistical techniques were employed to assess the study's demographic information using the statistical techniques of frequencies (*n*) and percentages (*%*). Descriptive statistical techniques were used to evaluate the study's response dataset within the three constructs represented in the study. The study's response dataset for the two research questions was specifically addressed using frequencies (*n*), measures of central tendency (mean scores), variability (minimum/maximum; standard deviations), standard errors of the mean (SE_M), and data normality (skew; kurtosis).

The extent of missing data within the study was assessed using the descriptive statistical techniques of frequencies (*n*) and percentages (*%*). Little's MCAR statistical technique was considered to determine the randomness of missing data in case response data reflected noteworthy levels of missingness. The internal reliability of study participants' responses to survey items represented on the study's research instrument was evaluated using Cronbach's alpha (α) statistical technique (Field, 2017). The conventions of alpha interpretation proposed by George and Mallery (2020) were applied to alpha values achieved in the study. The probability level of $p \leq .05$ was adopted to represent the study's threshold value for findings to be considered statistically significant. Numeric effect sizes achieved in the study's analyses associated with the research questions and hypotheses were interpreted using the conventions of effect size interpretation proposed by Sawilowsky (2009).

To answer Research Question 1, a multiple linear regression statistical technique was employed to assess the predictive ability of the predictive model's five independent variables. The assumptions associated with using multiple linear regression were addressed by statistical means (independence of error, normality of

residuals, multicollinearity, and influential outliers) and visual inspection (linearity and homoscedasticity). A formal moderation analysis was conducted to answer Research Question 2. The assumptions associated with using moderated regression analysis were addressed by statistical means (independence of error, normality of residuals, influential outliers, homogeneity of error variances) and visual inspection (linearity and homoscedasticity). Moderation analysis was conducted using Andrew Hayes' Process Macro (4.1) through the Statistical Package for the Social Sciences (Hayes, 2022).

Summary

This chapter reflected an overview of the research design curated for examining TL and its dimensions, the independent variables; EC, the dependent variable; JS, the moderating variable; and age, education, and work experience, the control variables. The efficacy of the instruments used in this research study is substantiated through their specificities, validity, and reliability, reflecting credible sources for scientific measurement accuracy (Bass & Avolio, 1995; Cammann et al., 1983a; Zhou & George, 2001a). The population for this study was based on knowledge-worker employees of creativity-driven organizations, and the sample entailed employees from art and design institutions. The sample included faculty, academic staff, and administrative members from 37 art and design organizations in the United States and Canada. Sample size projections using statistical power analysis were conducted using the G*Power software for statistical significance testing purposes. The procedure section described the distribution pipeline of the survey and included the preliminary steps necessary for data collection. Finally, the data analyses portion discloses how the data were prepared and analyzed through descriptive statistical methods and how the research questions and hypotheses were addressed through multiple linear regression and moderating techniques.

Chapter 4 – Results

Chapter 4 contains the formal reporting of the findings of this study. The results of this study reflect the responses from knowledge-worker participants from creativity-driven organizations associated with AICAD in North America and Canada. The objective of the study was to understand how the dimensions of transformational leadership impacted employee creativity and determine how employee job satisfaction moderated the relationship. As stated in this study, the dimensions of TL are idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (II, IM, IS, IC).

A quantitative, nonexperimental research design was selected to address the study's topic and research problem. The specific research methodology utilized in the study was a survey research approach, which proved appropriate for the study's objectives. In the 3-week data collection period, 221 participants engaged with the survey, and 183 individuals completed the entire survey. The completion rate of the survey associated with the study was 82.81%. The distinct settings applied to the survey required participants to answer all 42 construct and demographic-related questions. The decision to enforce the total completion of the survey helped prevent the possibility of missing data, strengthen the statistical power's efficacy, decrease the possibilities of standard errors, and avoid biased estimates (Dong & Peng, 2013).

The research conducted focused on addressing two central constructs with an additional construct used for moderation purposes. Each construct was assessed using separate, standardized research measurement instruments. The research instruments employed in this study were (a) the Multifactor Leadership Questionnaire Rater Form 5X-Short to measure TL, (b) the Creative Behavior Questionnaire to measure EC, and (c) Michigan Organizational Assessment Questionnaire: Job Satisfaction Scale to measure employee JS. Two research questions and correlated hypotheses were developed to address the study's purpose. Descriptive, inferential, and predictive statistical techniques were employed to analyze study data. The proceeding information represents the objectively direct reporting of the study findings at the introductory descriptive statistical level of

analyses and the analyses associated with the study's two research questions and hypotheses.

Preliminary Descriptive Statistical Study Findings

The descriptive statistics in this study, in alignment with quantitative scientific research protocols, describe the basic features of the study's data (Creswell & Creswell, 2018). It was necessary to summarize the collected data before proceeding with inferential analysis to arrive at conclusive judgments about the validity of the hypotheses (Field, 2017). Therefore, the descriptive statistics outlined in the proceeding section present the quantitative information in a simplified manner, condensing the characteristics of the data into a sensible form. The following information provides impartial summaries regarding the participant sample, study constructs, and internal reliability of participants' responses to survey items.

Demographic Information

The sample’s demographic information was analyzed using descriptive statistical techniques. The data collected included age category, years of experience within the current organization, education degree level, and hierarchical organization level of individuals, as reported by the study participants. Frequencies (*n*) and percentages (*%*) were the statistical techniques specifically utilized to address the study's demographics. Table 2 contains a summary of the descriptive statistical analysis for the demographic information.

Table 2

Descriptive Statistics Summary: Demographic Information

Variable	*n*	*%*	Cumulative *%*
Age Category			
21–30	6	3.28	3.28
31–40	41	22.40	25.68
41–50	51	27.87	53.55
51–60	61	33.33	86.89
Over 60	24	13.11	100.00
Missing	0	0.00	100.00
Years of Experience			
4 Years and Less	50	27.32	27.32
5 to 10 Years	58	31.69	59.02
11 to 20 Years	39	21.31	80.33
21 to 30 Years	26	14.21	94.54
Over 30 Years	10	5.46	100.00
Missing	0	0.00	100.00
Educational Degree			
Bachelor's Degree	58	31.69	31.69
Master's Degree	101	55.19	86.89
Doctoral Degree	24	13.11	100.00
Missing	0	0.00	100.00
Organizational Level			
Lower	160	87.43	87.43
Higher	4	2.19	89.62
Same	14	7.65	97.27
Prefer Not to Say	5	2.73	100.00
Missing	0	0.00	100.00

Descriptive Statistics: Study Constructs

Descriptive statistical techniques were utilized to assess the study's response dataset within the two primary constructs of transformational leadership and employee creativity, as measured via creative behavior. The study's response data within the constructs were analyzed using the descriptive statistical techniques of frequencies (*n*), measures of typicality (mean scores), variability (minimum/maximum and standard deviations), standard errors of the mean (SE_M),

and data normality (skew and kurtosis). Table 3 presents the findings from the descriptive statistical analysis of the study's response dataset associated with the two central constructs of transformational leadership and employee creative behavior identified for study purposes.

Table 3

Descriptive Statistics Summary Table: Constructs of Transformational Leadership and Employee Creative Behavior

Variable	*M*	*SD*	*n*	SE_M	Min	Max	Skew	Kurtosis
TL	3.62	0.95	183	0.07	1.05	5.00	-0.63	-0.36
CBQ	3.90	0.60	183	0.04	2.08	5.00	-0.34	-0.02

Table 4 contains a summary of findings for the descriptive statistical analysis of the study's response dataset associated with the four dimensions of transformational leadership identified for study purposes.

Table 4

Descriptive Statistics Summary Table: Dimensions of Transformational Leadership

TL Dimension	*M*	*SD*	*n*	SE_M	Min	Max	Skew	Kurtosis
Idealized Influence (II)	3.79	0.96	183	0.07	1.00	5.00	-0.72	-0.15
Inspirational Motivation (IM)	3.67	1.06	183	0.08	1.00	5.00	-0.74	-0.31
Intellectual Stimulation (IS)	3.38	1.08	183	0.08	1.00	5.00	-0.34	-0.84
Individual Consideration (IC)	3.46	1.09	183	0.08	1.00	5.00	-0.60	-0.56

Table 5 contains a summary of findings for the descriptive statistical analysis of the study's response dataset associated with the three elements of employee job satisfaction identified for study purposes.

Table 5

Descriptive Statistics Summary Table: Job Satisfaction Elements

Variable	*M*	*SD*	*n*	SE_M	Min	Max	Skew	Kurtosis
Job Satisfaction	3.72	1.06	183	0.08	1.00	5.00	-0.76	-0.12
Like Job	3.91	1.00	183	0.07	1.00	5.00	-1.04	0.83
Dislike Job	1.99	0.93	183	0.07	1.00	5.00	0.71	-0.12

Internal Reliability

Internal reliability was conducted to ensure the measurement consistency of the items within the construct questionnaires. Internal reliability was configured for the TL and CQB constructs individually and combined. The internal reliability of study participants' responses to survey items associated with the two central constructs featured in the study was evaluated using Cronbach's alpha (α) statistical technique. Using the conventions of alpha interpretation offered by George and Mallery (2020), the internal reliability levels achieved in the study for the constructs were determined to be excellent at $\alpha \geq .90$. The following tables contain summaries of findings for the internal reliability evaluation of study participants' responses to survey items within the two research instruments used to represent the study's focus.

Transformational Leadership

Table 6 contains a summary of findings of the internal reliability evaluation of study participants' responses to survey items within the transformational leadership construct.

Table 6

Internal Reliability Summary Table: Perceptions of Transformational Leadership

Scale	# of Items	α	Lower Bound	Upper Bound
TL	20	.97	.96	.97

Note. The lower and upper bounds of Cronbach's α were calculated using a 95.00% confidence interval.

Employee Creative Behavior

Table 7 contains a summary of findings reflecting the internal reliability evaluation of study participants' responses to survey items within the employee creative behavior construct.

Table 7

Internal Reliability Summary Table: Perceptions of Employee Creative Behavior

Scale	# of Items	α	Lower Bound	Upper Bound
CBQ	13	.92	.90	.93

Note. The lower and upper bounds of Cronbach's α were calculated using a 95.00% confidence interval.

Transformational Leadership and Employee Creative Behavior

Table 8 contains a summary of findings from the internal reliability evaluation of study participants' responses to survey items across the transformational leadership and employee creative behavior constructs.

Table 8

Internal Reliability Summary Table: Perceptions of Transformational Leadership and Employee Creativity

Scale	# of Items	α	Lower Bound	Upper Bound
TL and CBQ	33	.95	.95	.96

Note. The lower and upper bounds of Cronbach's α were calculated using a 95.00% confidence interval.

Research Questions and Hypotheses Findings

Research questions in quantitative studies are naturally inquisitive, while the hypotheses are predictive statements intended to be supported or disproved (Adams & Lawrence, 2018). Two research questions were stated, and concomitant research hypotheses were tested in this study to confront the research problem. The following information represents the resultative findings associated with the research questions and hypotheses formulated for this study.

Research Question 1

The first research question was: Considering the four dimensions of transformational leadership, which is most predictive of study participants'

perception of employee creativity? The multiple linear regression statistical technique was used to assess the predictive abilities of the four dimensions of transformational leadership for perceptions of employee creativity. The test assumptions associated with using MLR were addressed and satisfied through statistical means (independence of error, normality of residuals, and multicollinearity) and visual inspection of scatter plots (influential outliers, linearity, and homoscedasticity).

The predictive model was statistically significant (F (4,178) = 6.25, p < .001, R^2 = .12), indicating that 12.32% of the variance in employee creative behavior is explainable by the four dimensions of transformational leadership. The TL dimension of idealized influence was statistically significant in predicting employee creativity via CBQ (B = 0.21, $t_{(178)}$ = 2.02, p = .04). Such information indicated that, on average, a one-unit increase in participants' perception of II regarding their direct supervisor or leader would increase the value of their creativity by 0.21 units. Table 9 summarizes the results of the regression model.

Table 9

Predicting Employee Creative Behavior by the Four Dimensions of Transformational Leadership

Model	*B*	*SE*	95.00% CI	β	*t*	*p*
(Intercept)	3.12	0.17	[2.78, 3.46]	0.00	18.19	< .001
Idealized Influence (II)	0.21	0.10	[0.004, 0.42]	0.34	2.02	.04*
Inspirational Motivation (IM)	-0.0005	0.07	[-0.14, 0.14]	-0.0008	-0.006	.99
Intellectual Stimulation (IS)	0.10	0.07	[-0.04, 0.25]	0.18	1.40	.16
Individualized Consideration (IC)	-0.11	0.07	[-0.25, 0.04]	-0.19	-1.44	.15

*p < .05

Ha1 stated: The transformational leadership dimension of idealized influence will represent the most robust, statistically significant predictor of employee creativity. Considering the statistical significance of the TL dimension of

idealized influence in predicting study participants' creativity, the alternative hypothesis in Research Question 1 was supported.

Research Question 2

The second research question was: Will study participants' perception of job satisfaction moderate the relationship between the transformational leadership dimension of idealized influence and perceptions of employee creativity? A formal moderation analysis was conducted to determine whether study participants' perception of job satisfaction moderated the relationship between the TL dimension of II and CBQ. Mean centering was used for the variables II and employee JS. In the first step of the analysis, a simple effects model was created using linear regression with employee creativity represented by CBQ as the outcome variable and II as the predictor variable. In the second step of the analysis, a noninteraction model was established by adding the variable of employee JS to the predictor in the linear simple effects model. In the third step of the analysis, an interaction model was created by adding the interaction between the variables of II and perceptions of employee JS to the predictors in the linear noninteraction model. The test assumptions for moderated linear regression analysis were conducted and satisfied statistically (multicollinearity) and through visual inspection of scatter plots (normality of residuals, influential outliers, and homoscedasticity).

Participants' perceptions of II were statistically significant in predicting perceptions of EC via CBQ ($B = 0.21$, $t_{(181)} = 4.71$, $p < .001$), satisfying the first condition of moderation analysis. A partial *F*-test was conducted to determine whether the interaction model explained more variance in perceptions of EC than the noninteraction model. The results of the partial *F*-test (F (1,179) = 4.23, p = .04) indicated that the interaction model explained significantly more variance compared to the noninteraction model. As such, the second condition of moderation analysis was met. In other words, participants' perceptions of II were statistically significant in predicting perceptions of EC in the simple effects model and the interaction model. Such results indicate significantly more variance in participants' perception of EC than in the noninteraction model; thus, formal moderation was supported. The results of the simple effect, noninteraction, and interaction models

are presented in Table 10. Table 11 presents a comparison of the noninteraction and interaction models.

Table 10

Moderation Analysis Summary Table: Perceptions of Employee Creative Behavior Predicted by Perceptions of Idealized Influence Moderated by Perceptions of Job Satisfaction

Predictor	*B*	*SE*	β	*t*	*p*
Step 1: Simple Effects Model					
(Intercept)	3.12	0.17		18.23	< .001
Idealized Influence	0.21	0.04	0.33	4.71	< .001***
Step 2: Noninteraction Model					
(Intercept)	3.14	0.19		16.44	< .001
Idealized Influence	0.21	0.05	0.34	4.37	< .001***
Job Satisfaction	-0.01	0.04	-0.02	-0.29	.77
Step 3: Interaction Model					
(Intercept)	3.86	0.04		86.34	< .001
Idealized Influence	0.24	0.05	0.38	4.80	< .001***
Job Satisfaction	-0.009	0.04	-0.02	-0.22	.83
Idealized Influence x Job Satisfaction	0.08	0.04	0.15	2.06	.04*

*$p < .05$ ***$p < .001$

Table 11

Linear Model Comparison Summary Table: Noninteraction and Interaction Model

Model	R^2	*F*	*df*	*p*
Noninteraction	0.11			
Interaction	0.13	4.23	1	.04*

*$p < .05$

Simple Slopes Analysis

A simple slopes analysis was conducted for perceptions of employee job satisfaction to analyze any statistically significant moderation. Perceptions of JS were examined at one standard deviation below the mean (2.66), at the mean (3.72), and at one standard deviation above the mean (4.78). With perceptions of JS fixed at 2.66, the predictive slope of idealized influence on perceptions of employee

creativity was statistically significant (B = 0.16, p = .004). With perceptions of JS fixed at 3.72, the predictive slope of II on perceptions of EC was statistically significant (B = 0.24, p < .001). Lastly, with perceptions of JS fixed at 4.78, the predictive slope of II on perceptions of EC was statistically significant with (B = 0.32, p < .001), indicating that as perceptions of JS increased in value, the predictive slope of II on perceptions of EC also increased. The results of the simple slopes analysis for perceptions of JS moderating the predictive relationship of II on perceptions of EC are summarized in Table 12.

Table 12

Simple Slopes Results for Job Satisfaction Moderating Idealized Influence on Perceptions of Employee Creativity

Job Satisfaction Values	*B*	*SE*	% CI	*t*	*p*
2.66	0.16	0.05	[0.05, 0.27]	2.89	.004**
3.72	0.24	0.05	[0.14, 0.34]	4.80	< .001***
4.78	0.32	0.07	[0.18, 0.46]	4.49	< .001***

**p < .01 ***p < .001

Ha2 stated: Study participants' perception of job satisfaction will moderate the relationship between the transformational leadership dimension of idealized influence and perceptions of employee creativity. Considering the statistical significance of employee JS in moderating the relationship between TL's dimension of II and study participants' EC, the alternative hypothesis associated with Research Question 2 was supported.

Summary

A total of 183 participants from creativity-driven organizations represented the sample for the study's research results. Exceptional levels of internal reliability were achieved within the research constructs regarding the participants' responses. Through the analyses conducted to answer Research Question 1, a statistically significant relationship between the transformational leadership dimension of idealized influence and employee creativity was identified. Furthermore, TL holistically explained 12.32% of the variance in participants' EC. In response to Research Question 2, employee job satisfaction moderated the relationship between

the dimension of II and EC. Moreover, JS's moderation between II and EC was examined at three different standard deviation levels. The results indicated that as employees' perception of JS increased, II's influence on EC strengthened. In Chapter 5, the study's findings, implications of the results, limitations of the current investigation, and recommendations for future research are thoroughly discussed.

Chapter 5 – Discussion

The objective of this quantitative research study was to examine the impact of the dimensions of transformational leadership on employee creativity, as well as to understand the moderating role of employee job satisfaction within the correlative relationship. TL is one of the literature's most abundantly studied leadership theories, gaining exponential attention in the last 3 decades (Avolio, 1994; Avolio & Bass, 1999; Northouse, 2018). Similarly, scholars have sought to understand JS since the inception of the organizational behavior and psychology field of study (Locke, 1969). Even though social scientists started investigating EC in the early 1960s, it is a less vigorously examined concept, requiring more research to understand its influencers (Delbecq & Mills, 1985).

Nevertheless, the three concepts (TL, EC, and JS) conjunctively have not been methodically exhausted in the literature. More specifically, no scholars have tested the dimensions of TL on EC in North American populations nor considered the moderating role of employee JS in the relationship. Studies comparable to the aim of this study veered toward exploring TL on EC with other moderating and mediating variables, resulting in mixed outcomes regarding TL's influential capabilities (Al-edenat, 2018; Chaubey et al., 2019; Jaiswal & Dhar, 2016). Additionally, most researchers have focused on TL holistically, ignoring the potentiality of its separate dimensions on EC. Therefore, given the literature gap, one of the objectives of this quantitative study was to provide new insight regarding the prospective abilities of TL's dimensions on EC. Another study objective was to investigate whether JS significantly moderated the relationship between the most statistically robust TL dimension and EC.

In this chapter, the research results are discussed and interpreted through a conclusive approach. The sections in this chapter entail a comprehensive review of the research findings, research questions and their significance, theoretical implications, professional practice implications, study limitations, and suggestions for future research. The following information reflects all previous chapters, focusing on research outcomes and their importance within the field of study.

Preliminary Findings

A quantitative, nonexperimental research with a survey methodology was conducted with 183 participants from art and design institutions associated with AICAD in the United States and Canada. The results in Chapter 4 reflected the study's objective to understand the relationship between transformational leadership and its dimensions (II, IM, IS, IC) and EC. The study's extended objective was to examine the moderating effect of employee job satisfaction between TL's most statistically robust dimension and EC. In other words, the research was centralized around understanding the participants' perception of their leader or supervisor as exhibiting attributes and behavior of TL's dimensions, understanding how such dimensions impacted their EC, and examining whether JS strengthened the correlation. The constructs were measured utilizing the following standardized instruments: (a) the Multifactor Leadership Questionnaire Rater Form 5X-Short to measure TL, (b) the Creative Behavior Questionnaire to measure EC, and (c) the MOAQ-JSS to measure employee JS.

The study's constructs, including TL and its dimensions (II, IM, IS, IC), CBQ, JS elements, and participants' demographics, were assessed through preliminary descriptive statistics. The participants' descriptive statistics provided information about the characteristics of the sample. The demographic overview included age categories in decade form, years of experience at their current organization, educational background, and hierarchical organizational position compared to the leader they were assessing. The dominating demographic age groups in the sample were the 51-60 and 41-50 categories at 33.33% and 27.87%, respectively. Fifty-nine percent of participants had less than 10 years of experience at their current organization, and more than half (55.19%) had attained at least a master's degree.

Techniques of frequencies (*n*), measures of typicality (mean scores), variability (minimum/maximum and standard deviations), standard errors of the mean (SE_M), and data normality (skew and kurtosis) were employed in the analyses of the constructs. Such information was utilized to verify the data quality, identify potential patterns, and serve as a baseline for the inferential analyses. The internal

reliability of participants' responses to the predominant constructs (TL and CBQ) was calculated to evaluate the stability and consistency of the measurement instruments. The internal reliability levels proved excellent at $\alpha \geq .90$, according to George and Mallery's (2020) alpha convention interpretation.

To address Research Question 1, an MLR technique was administered to assess the predictive capabilities of TL's dimensions (II, IM, IS, IC) on perceptions of EC. The predictive model was statistically significant (F (4,178) = 6.25, $p <$ .001, R^2 = .12), indicating that 12.32% of the variance in participants' EC was explained by the four dimensions of TL collectively. Furthermore, TL's II was the most robust statistically significant predictor of EC at p = .04 (see Table 9). The results of the MLR further conveyed that, on average, a one-unit increase in participants' perception of their leader exhibiting attributes or behaviors of II would increase the value of their creative behavior by 0.21 units. Hence, considering the statistical significance of TL's idealized influence as a dimension predictive of study participants' creativity, the alternative hypothesis under Research Question 1 was supported.

Research Question 2 required multiple steps of analysis to arrive at formal moderation. Step 1 in the moderation process was to establish a simple effect model created via linear regression, considering II as the predictor of EC. The results verified that II had a positive effect on EC (B = 0.21, $t_{(181)}$ = 4.71, $p < .001$), which satisfied the first condition of the moderation analysis. In Step 2, a noninteraction model was established by adding JS as a predictor of EC in the linear simple effect model. The results indicated that II continued to prove statistically significant in predicting EC at p = .001. In the final step of moderation analysis, an interaction model was formed considering the interactivity of II and JS. The comparative evaluation of the noninteraction versus the interaction model specified a statistically significant outcome at p =.04 for the interaction model; thus, formal moderation was supported. Finally, a simple slope analysis was performed for perceptions of JS to study any statistically significant moderation between II and EC. The analysis was performed at one standard deviation below the mean, at the mean, and one standard deviation above the mean. The results

indicated that as participants' perception of JS increased (exemplified by the various standard deviations), the influence of the leader's II on their EC became stronger. Hence, considering the statistical significance of employee JS in moderating the relationship between TL's dimension of II and study participants' EC, the alternative hypothesis under Research Question 2 was supported.

Findings by Research Questions

The foundational constructs for this research were: (a) transformational leadership, (b) employee creativity, and (c) employee job satisfaction. TL is a leadership approach founded on causing positive change in individuals and social systems (Bass, 1990). TL is comprised of four dimensions: idealized influence, where the leader behaves ethically and morally, serves as a role model, instills pride, cultivates mutual respect, and is highly trustworthy; inspirational motivation, where the leader articulates a vision that is clear, appealing, and inspiring; intellectual stimulation, where the leader takes risks, challenges assumptions, encourages critical thinking, and considers followers' ideas; and individual consideration, where the leader attends to the unique needs of the followers, mentors and coaches them, and listens to their needs, concerns, and goals (Avolio & Bass, 1999; Bass & Bass, 2008). Simplistically, EC refers to the ability to generate novel concepts or ideas that can lead to the production or development of work processes, services, production methods, or products (Asad et al., 2021). JS is a self-reported affective state that individuals associate with their occupation deriving from the appraisal of one's work experience and the extent to which the individual likes or dislikes their job (Abraham, 2012; Rawashdeh et al., 2020).

There is a considerable literary gap concerning which TL dimensions consistently predict employee creativity (Jaiswal & Dhar, 2016; Zhou & Hoever, 2014). The literature exhibits inconsistencies and mixed outcomes regarding TL's impact on EC. For example, Setiawan et al. (2021) found no association between TL as a holistic variable and EC, while Saleem and Mahmood (2018) found TL statistically significant in predicting EC. Although many studies have treated TL as a compacted variable, others have considered TL's dimensions separately to specifically identify TL's most impactful components on employees' creative

behavior. For example, Shafi et al. (2020) discovered that II, IM, and IS dimensions significantly predicted EC. In contrast, Suifan and Al-Janini (2017) found that IM and IS had no association with EC. The mixed results can be attributed to various contextual variables, including geographical location, cultural backgrounds, specific measurement instruments for EC, participants, and industries sampled, among other associative conditions (Golden & Shriner, 2019; Setiawan et al., 2021).

Therefore, many researchers have explored moderating and mediating variables to identify the conceivability of a strengthening or causation effect between TL and EC (Chaubey et al., 2019; Gong et al., 2009; Jaiswal & Dhar, 2015; Mittal & Dhar, 2015; Shahi & Bhatti, 2021; Suifan et al., 2018; Tse et al., 2018). Employee JS proves promising in potentializing a stronger relationship between TL and EC because some studies demonstrate that TL dimensions impact JS (Puni et al., 2018) and that JS positively affects EC (Mahdi et al., 2021). Employee JS, however, has not received significant attention in the correlational context of TL and EC.

According to the thorough investigation conducted through this study, no scientific researchers have investigated the effect of TL dimensions on EC in North American culture. Furthermore, no studies have included the moderating role of JS between TL dimensions and EC. Therefore, the foundation of this study leaned upon two research questions and concomitant hypotheses to address the research problem and positively contribute to the literacy gap. As a result, this study has theoretical, methodological, and implicational contributions to the literature.

Research Question 1

Research Question 1 was formulated in response to the inconsistent results in the literature regarding what dimensions of transformational leadership predicted employee creativity. Hence, it was prophesied in the accompanying hypothesis for Research Question 1 that idealized influence would represent the most robust, statistically significant predictor of EC. A multiple linear regression statistical technique was employed to assess the impact of TL dimensions of II, IM, IS, and IC on EC. Test assumptions associated with using MLR were satisfied through

statistical means and careful inspection of scatter plots. The predictive model was statistically significant, specifying that 12.32% of the variance in participants' EC was explained by the four variables (II, IM, IS, IC) of TL. Furthermore, the results of the MLR consequently evidenced that II was statistically significantly predictive of EC at $p = .04$. More specifically, a one-unit increase in perceptions of II would increase EC by 0.21 units. In other words, the more participants perceived their leader or supervisor exhibiting attributes or behavior associated with II, the more they exercised their work-related creativity.

The results of Research Question 1 differed from previous studies that focused on TL dimensions as predictors of EC in that the II dimension of TL was the most robust predictor of EC. For example, Shafi et al. (2020) found three of the four dimensions of TL (II, IM, IS) to have a statistically significant effect on EC. Interestingly, their study used six items from the CBQ rather than all 13. Shafi et al.'s participant sample consisted of 164 supervisor-employee dyads from software firms in Pakistan. Mustafa Oden et al. (2021) discovered that all four dimensions of TL positively correlated with employee innovativeness (EI). The instrument used to measure EI in this study differed from the one used in the current study. Mustafa Oden et al.'s sample included 308 participants from private organizations in Kuwait. Al-edenat's (2018) study revealed that three TL dimensions (II, IM, IS) enforced employee innovation. Again, the participant sample reflected another country and a different industry. As a final example, Suifan and Al-Janini (2017) explored the four dimensions of TL on EC and found that II and IC were positively related to increased EC.

Although II was the most robust statistically significant dimension in this study regarding the predictability of EC, the commonality in all previous examples showed II as a constant influencer of EC. Despite the varying EC measurement instruments, geographical location, and industry sector, II proved statistically significant in this research and other similar studies. Hence, leaders that are viewed as role models, respected for their values, and high on ethical integrity who purposely instill pride, motivation, and confidence in their followers are more likely to foster creative behavior (Al-edenat, 2018; Mustafa Oden et al., 2021;

Suifan & Al-Janini, 2017). II was the most significantly robust dimension in forecasting EC in this study and proved constant in other studies, indicating that II has a unique and critical impact on the presence of EC. The results of II's influence on EC has theoretical implications for leadership theories and practices, alluding to the importance of leaders striving to build a positive and ethical image. It also has implications for organizational strategies, such as designing training and work environments that encourage II development and practice. Thus, emphasizing the prominence of TL's II dimension as an expository factor of EC provides new theoretical implications for the literature.

Research Question 2

Research Question 2 was composed as a response to the absence of research considering employee job satisfaction as a moderator, even though the literature highlighted the potential of its capabilities through other partially related studies. Through this study's investigation, no empirical research concerning employee JS as a moderating variable between transformational leadership and employee creativity was found. Multiple studies have evidenced TL's effectiveness in increasing employee JS, while other studies have emphasized JS's ability to increase EC (Al-edenat, 2018; Loyola, 2019; Puni et al., 2018; Sunarsi et al., 2021). Therefore, it was hypothesized that JS would moderate the relationship between TL's II and EC, strengthening the correlative relationship.

A three-step formal moderating analysis was conducted to evaluate the participants' perception of JS as a moderator between idealized influence and EC. The moderation analysis included a simple effects model, a noninteraction model, and an interaction model. The interaction model results revealed that II and JS's interactivity positively impacted EC (p = .04), supporting formal moderation. The test assumptions were statistically satisfied through multicollinearity and visual inspection of the normality of residuals, influential outliers, and homoscedasticity. A simple slope test was also conducted to analyze any statistically significant moderation. Perceptions of JS were examined at one standard deviation below the mean, at the mean, and one above the mean, resulting in p = .004, .001, and .001, respectively. The simple slope analysis results indicated that as perceptions of JS

increased in value, the predictive slope of II on perceptions of EC also increased. In other words, the more satisfied employees were with their job, the more impactful their leaders' II actions and behaviors were in stimulating their creative behavior and practices.

Previous research findings have exemplified TL's potential on JS. For example, Jameel and Ahmad (2021) found that when academic staff perceived their department head to function in the TL style, they were more satisfied with their jobs. Escortell et al. (2020) sought to discover which combination of TL dimensions increased the JS of internal employees. Escortell et al. found that three-dimension varieties proved sufficient to increase employee JS significantly: IC, IS, and II; IC, IM, and II; and IS, IM, and II. On the other hand, Haddad et al. (2018) found that all four dimensions positively influenced employee JS, with II having the most powerful impact, while Mustafa Oden et al. (2021) only found II, IM, and IS to impact JS significantly. Conversely, Puni et al. (2018) proved that all four TL dimensions increased JS. Although the previous studies used varying JS measurement instruments (e.g., JSS and MSQ), TL's II proved consistent in the results.

Furthermore, there is substantial evidence in recent studies highlighting various versions of employee JS as influencers of EC. For example, Al-edenat (2018) discovered that II, IM, IS, and employee JS were positively and directly associated with employee innovation. Using the MSQ for JS, Akgunduz et al. (2018) found that employees experiencing appreciation and recognition exhibited higher levels of EC. The characteristics of II have prominent attributes that can induce a feeling of gratitude and acknowledgment in employees, alluding to the possible connection between II, JS, and EC. Scholars such as Miao et al. (2020), Loyola (2019), and Amoah and Mdletshe (2021), for example, have also found a correlation between JS and EC. Even with the various JS measurement instruments, (i.e., MSQ, JDI, and JDS), the previously mentioned studies proved employee JS is statistically significant in increasing different variations of employee creative behavior.

The established triangular associations between TL, JS, and EC are evident through various studies. According to previous research, TL and, specifically, II tended to increase employee JS, while multiple versions of JS increased EC and innovation (Al-edenat, 2018; Mustafa Oden et al., 2021; Puni et al., 2018; Shafi et al., 2020). In this study, employee JS modified the relationship between II and EC, adding theoretical implications to the literature. With no previous study exploring JS's moderating effects between TL's dimensions and EC, this study, particularly the results of Research Question 2, is a significant theoretical contribution to the literature.

Theoretical Implications

The previously discussed findings contribute to the research on transformational leadership, creativity, and employee satisfaction. The answers to the research questions revealed new insight into preexisting established outcomes between TL dimensions and EC; they also broke new ground with employee job satisfaction as a moderator within the relationship. The first goal was to reexamine which TL dimensions were predictive of EC, as the literature exhibited mixed results. Previous empirical research exploring TL dimensions on EC showed various dimension combinations affecting work creativity; however, idealized influence proved steady among the different dimension combinations as a predictor of EC, despite the varying geographical locations, industries, and samples (Li et al., 2015; Ranjbar et al., 2019; Shafi et al., 2020; Suifan & Al-Janini, 2017; Teymournejad & Elghaei, 2017). The analysis results for Research Question 1 revealed II as the most robust predictor of EC. Therefore, these results reinforce II's dominant impact on EC. Such results contribute to the theoretical concepts of leadership, highlighting how critical it is for leaders to exemplify behaviors and attributes in their leadership that employees admire and, thus, follow.

The research's main contribution derived from exploring TL dimensions on EC with JS as a moderator. No previous scholars had explored employee JS as a moderator between TL dimensions and EC in North America. Therefore, the originality of the variable design adds theoretical value to the literature by examining JS's moderating role between II and EC. Employee JS moderated the

relationship, strengthening II's influence on EC. The results indicated that leaders must consider employee satisfaction as an essential constituent to work innovation. Reevaluating TL's dimensions confirmed that II continues to impact EC. Exploring the moderating role of employee JS provided new theoretical implications to the literature, linking JS as a strengthening factor of work-related creative behavior. Previous empirical research had not explored the population sample or geographical location presented in this study. Therefore, such components provide insight into a fresh population and industry, furthering the knowledge in the literature concerning TL, EC, and JS.

Professional Practice Implications

Organizations today are functioning in a fast-paced and rapidly changing business environment. More than ever, businesses face multiple challenges, including revolutionary technological advances, increased competition, market saturation, and shifting customer needs, among other barriers (Pereira et al., 2022). If organizations plan on being preeminent or dominant in their industry, it is critical for businesses to continuously innovate and improve their processes, workflows, products, services, and procedures (Chaubey et al., 2019). Therefore, a focus on organizational innovation and a commitment to exploring new ways of doing things is no longer an option for businesses but rather necessary (Semuel et al., 2017). To optimize organizational innovation, leaders must include initiatives in their strategic plans that catapult their efforts toward institutional creativity (Chaubey et al., 2022). In doing so, businesses are positioning themselves to rapidly respond to the challenges of the VUCA world and maintain a competitive advantage (Millar et al., 2018).

An organization is an open system; every aspect of the business constantly transmits and receives systemic messages stemming from strategic planning, operational initiatives, goals, leadership, culture, and other foundational mission-driven objectives (Corlett, 2016; Rosenzweig, 1972). Some scholars describe organizational innovation as a byproduct of EC, attributing those working within the organization as sources of new ideas, novel solutions, and unconventional approaches (Chaubey et al., 2019; Shafi et al., 2020). EC is affected and fostered by

various organizational factors, personal attributes, and internal and external antecedents (Al-Omari et al., 2020; Scott & Bruce, 1994). Therefore, no single or universal component is responsible for EC's direct cultivation and maximization. A common thread in the literature points to transformational leadership, idealized influence, as well as employee job satisfaction as prominent actualizing contributors to employee creative behavior (Al-edenat, 2018; Asad et al., 2021; Chaubey et al., 2019; Mahdi et al., 2021; Miao et al., 2020; Shafi et al., 2020).

The results of this study suggest that TL's II and employee JS play a significant role in promoting EC. TL is characterized by visionary and charismatic leadership styles that inspire, motivate, and cause changes in individuals and systems (Avolio & Bass, 1999). TL is also the leadership style most associated with innovation and creativity, encouraging followers to take educated risks, experiment, and feel empowered and valued within the organization (Afsar & Umrani, 2020). II, in particular, is the TL dimension which refers to the leader's capacity to exemplify ethical and moral behavior and actions, act as a role model, and encourage followers to exert their highest effort (Cahyono et al., 2020). Employee JS is a self-reported affective state individuals associate with their occupation; it derives from the appraisal of one's work experience and the extent to which the individual likes or dislikes their job (Abraham, 2012; Rawashdeh et al., 2020). As it is directly tied to productivity levels, JS is an essential factor that can positively or negatively affect EC. Satisfied employees tend to be more motivated, engaged, and committed, which is necessary for work-related innovative behavior (Cahyono et al., 2020).

When leaders function in II, they are more likely to contribute to the employees' positive perception of the organization, their jobs, and their leaders. The results of this study show that II has a positive and significant effect on EC and that the more satisfied employees feel, the more they exercise their creative thinking capabilities. II and JS provide the emotional and psychological resources necessary to position employees to think unconventionally; it increases their capacity to develop new and innovative ideas and improve the way they do their jobs, leading to organizational innovation (Cahyono et al., 2020).

Organizations can promote leaders to function with II by ensuring that the business's culture, vision, mission, and goals are founded on thoughtful values, belief systems, ethical codes, and moral-driven actions. By intentionally functioning with II ideologies, leaders will build trustworthy relationships with employees, inspire them to behave innovatively, create positive environments, and increase their overall satisfaction (Afshari, 2021). Businesses can optimize their leaders' II by providing training, development opportunities, support, and resources that enhance the behaviors and attributes associated with TL in general.

Developing Leaders' Idealized Influence

Organizations can increase idealized influence leadership in many ways by integrating strategies at various levels of the organization and through continuous training. In doing so, organizations ensure a positive LMX between supervisors and employees, increasing employee job satisfaction and activating employee innovative behavior (Shahi & Bhatti, 2021). Furthermore, leaders can regularly gauge, measure, and assess employee JS to identify areas of improvement, securing an upward trajectory in employee creativity, which contributes to organizational innovation (Haddad et al., 2018; Miao et al., 2020). Hence, the interactivity and unified capabilities of II, EC, and JS serve as critical concepts organizations should pay close attention to, plan for, and maximize through various avenues. Business leaders should consider implementing a hiring process that evaluates the leadership aptitude of the potential candidates along with the experience, credentials, and skills necessary for the role. Careful assessment and selection of potential leaders and managers decrease the possibility of hiring individuals with low emotional intelligence, which is linked to less transformational leadership attributes (Kumar, 2014). However, the following sections highlight strategies organizations can implement to increase the II of existing supervisors and managers.

Role Modeling. Leaders at all hierarchical levels must understand that their behavior affects the proceeding chain of command and line of authority. Therefore, it is imperative that role modeling begins at the highest level possible and is integrated into the culture of the business. The leading executives must obtain collective buy-in for effective and reactive idealized influence throughout the

organization's hierarchical structure (Afshari, 2021). When executives demonstrate their determination to achieve goals and behave in an exemplary manner, they gain the employees' trust, respect, and admiration (Tse et al., 2018). Consequently, employees are more likely to exhibit organizational commitment and mirror similar actions and behaviors (Afshari, 2021). Role modeling through II is two-fold, as this dimension is influence-attributed and influence-behavior (Afshari, 2021). Therefore, to be an effective role model through II, individuals must conduct an introspective assessment of who they are and identify how they can improve first; personal introspective alignment precedes the effective extrospective leadership of others (Corman, 2018).

Ethics and Values Training. Ethical leadership training promotes effective communication and reinforces the desired behaviors wanted from employees; it influences a wide range of employee attitudes, which also impact job satisfaction and their creative capabilities (Feng et al., 2018). Organizations should adopt regular training to emphasize the importance of ethics and values to elevate idealized influence attributes in leaders and employees. Such training initiatives should reference and align with the organization's values, belief systems, and ethical codes (Feng et al., 2018). Organizational ethics and values promote moral aspiration and meaningful connections between members, their work, and the organization's foundational objectives (Lips-Wiersma et al., 2020).

Ethics and values training fails when businesses treat them as a list item that needs to be checked off rather than part of the culture's ongoing development initiatives (Lips-Wiersma et al., 2020). Businesses must highlight the importance of such initiatives, review how it improves the work environment, and track the improvements through various metrics. Organizations can track the efforts propelled by moral philosophy training through teamwork dynamics, performance reviews, employee satisfaction assessments, and corporate culture management (Lips-Wiersma et al., 2020).

Onboarding Process. The onboarding process typically focuses on informing, welcoming, and guiding employees with resources, communication, and training. However, there is a unique opportunity to set foundational and behavioral

expectancies of new managers through onboarding before such leaders are integrated into the organization. Walsh (2020) suggested that role-model organizational members facilitate and lead the onboarding process of new employees. Institutional members who embody and represent the business's core values can mentor new employees and managers through the socialization and integration onboarding phases (Azeem et al., 2021).

The onboarding process should fuse the institution's ethical and moral philosophies into every function of the 4 C's onboarding method. The following categories comprise the 4 C's framework: *compliance*, including policies, procedures, rules, regulations, and guidelines; *clarification*, including job description, job role, rules of engagements, and reporting; *culture*, including norms, values, traditions, philosophies, and history; and *connection*, including introduction, integration, and interpersonal relationships (Ibrahim et al., 2022). By weaving the company's moral philosophy, ethics, and values within every aspect of the onboarding process, organizations can influence new managers and leaders to adopt idealized influence attributes and behaviors.

Vision and Mission Training. Organizational vision statements describe the business's future direction, while the mission defines its ongoing purpose (Berry, 2007). Similarly, leaders should be encouraged and guided to develop a personal vision and mission statements. Such statements contribute to formulating a foundational base and guide for decision-making, prioritization of actions and activities, developmental strategies, and definitive behaviors (Chen et al., 2018). The composed statements can serve as accountability or evaluative documents that leaders regularly visit and revise for additional improvements as necessary (Semuel et al., 2017). Authentic and ethical leadership starts with an assessment of self; therefore, training new and aspiring leaders through the lens of self-reflection is likely to prove advantageous in developing idealized influence modeling (Corman, 2018; Swain et al., 2018).

JEDI Training. Justice, equity, diversity, and inclusion (JEDI) are a conjunction of core values set to combat and dismantle systemic societal inequities. Organizational JEDI training can help emerging leaders understand their dominant

narrative, skills, talents, and privileges, as well as how they might use or adjust such concepts to ethically develop themselves and their followers (Anthony et al., 2022). Inclusive and respectful work environments are necessary for a climate of trust, organizational commitment, perceived procedural and distributive justice, and overall employee wellness, all of which foster work satisfaction (Wolfgruber et al., 2021). As leadership primarily shapes corporate culture, those functioning in the transformational leadership style can spearhead the initiatives to cultivate psychological safety through the principles gained from JEDI training (Rosso, 2021). Organizations should train their leaders and supervisors early in the integration process and regularly revisit the topic through workshops, speakers, and engaging, collaborative discussions (Gardenswartz et al., 2010).

Communication and Interpersonal Skills. Organizations would benefit from gauging potential leaders' communication skills and interpersonal aptitude in the interview process. Too often, organizations hire leaders based on mere credentials, ignoring soft skills and emotional intelligence (EI) in potential candidates. Dismissing such critical personality characteristics will prove disadvantageous in the long run, affecting and lowering the satisfaction of those they lead (Yang, 2021). Transformational leaders practice empathy and EI in their leading style, impacting how they manage crises, build relationships, develop followers, and communicate with employees, all of which influence the success or failure of daily operational intricacies (Andersen, 2018; Schoofs et al., 2022). The vast majority of human emotions occur within social situations; therefore, high EI is imperative for those in leadership positions because they will more often face scenarios in which engaging the appropriate interpersonal behavior can mitigate potentially undesirable situations (Krishnakumar et al., 2019). High EI, effective communication, and admirable interpersonal skills are conjunctive with elevated levels of idealized influence (Hilton et al., 2021; Kumar, 2014).

Team-Building Development. Team-building development requires time, investment, and resources to create and implement effective strategies that foster trust, teamwork, collaboration, and innovation. There is a strong correlation between leadership and innovative high-performance teams (Super, 2020). Highly

ethical and influential leaders, such as those employing a transformational leadership style, can positively impact and attenuate what Lencioni (2002) described as the five dysfunctions of a team: (a) a lack of trust, (b) fear of conflict, (c) lack of commitment, (d) avoidance of accountability, and (e) inattention to results. These dysfunctions are the culprits of ineffective teams (Lencioni, 2002). Developing leaders that function with a TL style ensures that those leading teams can exemplify the behaviors and attributes that eliminate the potential dysfunctions of collaboration (Dong et al., 2017). As a result, team members also benefit by having a role model whose management mechanisms they can mirror. Team building development also allows members to get to know each other better, creating stronger bonds, enhancing relationships, and unifying different departmental members within the organization (Blanchard, 2019).

Enhancing Employees' Job Satisfaction

Job satisfaction is an employee's measure of their contentment with various facets of their work; it involves measuring cognitive, behavioral, and affective components for total assessment (Cammann et al., 1983a). Employee JS has a broad definition and a boomerang effect; it is affected by many organizational factors and, in return, affects many aspects of the business (Arvey et al., 1989). Leaders functioning and leading with idealized influence are already typically practicing most strategies that increase employee work satisfaction (Afshari, 2021; Cahyono et al., 2020). Therefore, as organizations develop the leaders' II attributes and behaviors, they simultaneously position them to enhance their employees' work satisfaction (Haddad et al., 2018; Jameel & Ahmad, 2021). In addition to functioning with II principles, organizational leaders can promote employee JS by consciously implementing strategies that create effective collaborative relationships and positive work environments (Borisov & Vinogradov, 2019).

Many factors and multilayered variables affect employee JS, including salary, benefits, leadership styles, work environment, colleague relationships, and job design, among other components (Cammann et al., 1983a). Although macro-organizational factors, like misalignment with culture and values, can affect employee JS, on the meso-team levels, the LMX, coworker relationships, and team

dynamics can equally impact work satisfaction (Ayranci & Ayranci, 2017). Lastly, the micro-individual level influences employee JS through personal worldviews, moods, attitudes, intrinsic motivation, personality disposition, and desired preferences, among other variables (Kovacs et al., 2018). Some organizational leaders may have direct authority or power over the previously mentioned JS factors, while others do not. Therefore, the strategic concepts for employee JS enhancement outlined below are generalized for leaders at various hierarchical levels. Again, the following strategies are not an exhaustive list but may serve as a starting reference point for most leaders to enhance their employees' JS, regardless of their hierarchical position.

Work Design. Creating jobs and work processes that increase employee satisfaction is one of the more tactical strategies leaders can implement. Leaders can increase JS by designing work that considers skill variety, task identity, task significance, autonomy, and feedback by adopting the job characteristics model (Ali et al., 2014). With skill variety, employees exercise their various skills, reducing boredom and repetition; skill variety allows employees to strengthen their work techniques and develop new ones. Task identity helps employees understand how their work ties to the business's overarching objectives and their specific contribution to the organization. Task significance provides context to their work's impact on others within and outside the organization. Autonomy allows employees to apply critical thinking and determine how to meet the expected outcome. The leader's feedback provides employees with guidance at various stages of their work, allowing them to readjust accordingly to fulfill their job goals (Park & Hubert, 2017). Furthermore, designing effective task processes and efficient workflows alleviates unnecessary job-related fatigue, increasing employees' affective perception of their jobs (Sessa & Bowling, 2020).

Goal Setting and Attainment. Strategic leaders capitalize on the opportunity of aligning organizational goals with employees' personal goals by assessing the needs of the business with those of their team members (Kim et al., 2018). Georgopoulos et al. (1957) explained that the path-goal theory is an approach considering the circumstantial needs of the employees to motivate them

toward a desired state through an adjusted leadership style. By understanding the needs and goals of individual employees, leaders can boost productivity, motivation, and confidence, helping members reach their goals and those of the organization through prescriptive management styles (Kim et al., 2018). In doing so, leaders simultaneously elevate the business and the employees, producing efficiency throughout the organization and potentializing work satisfaction (Georgopoulos et al., 1957; Kim et al., 2018). When leaders provide clear outcome expectations for goals and attainment, follow up with regular feedback, keep an open communication channel, and issue performance evaluation guidelines, employees feel confident, trusted, capable, and valued (Kim et al., 2018). When employees acknowledge that leaders support their personal goals, job satisfaction increases as a reaction to professional development and growth.

Professional Development and Growth Opportunities. Career development increases the employees' knowledge, skills, and abilities and positions them to achieve a desired career (Niati et al., 2021). Developmental opportunities show employees that their career path is supported; it also reflects the business leaders' appreciation for the employees' organizational contribution (Niati et al., 2021). As the organization fosters and supports the employees' development, professional goals, and growth, the employees' commitment, citizenship, and job satisfaction increase (Yates, 2011). Professional development through personal growth should have broad possibilities since personal development can vary for individual employees. Growth opportunities can also increase employee JS through motivation, purpose, and a sense of future career direction (Riyanto et al., 2021). It is limiting for organizations to offer professional development to employees with strict restrictions on options. Dachner et al. (2021) proposed that organizations approach the development of individuals through an employee-driven method geared by a partnership between employer and employee. With the broader conceptualization of employee development, organizations should update the context for learning, broaden the definition of employee development, and reimagine the value of their human capital (Dachner et al., 2021). Leaders should

consider employees' specific interests and future career aspirations to optimize growth and capitalize on their increased JS.

Recognition and Rewards. Reward systems and employee recognition programs increase morale, motivation, and collaboration; they create intrinsic and extrinsic incentives that can lead to higher levels of job satisfaction (Amoah & Mdletshe, 2021). The recognition programs should highlight and acknowledge the employees' commitment and dedication to their role and incentivize them when exceeding the organizational goals through reward systems. Corporate leaders can tie reward systems to performance metrics, such as achieving targeted outcomes, completing projects under budget, or improving project completion rates (Puni et al., 2018). Intrinsically, leaders can tailor rewards according to employee preferences, offering options like time off, flexible schedules, and specific work arrangements (Kuvaas et al., 2017). Extrinsically, employee rewards can include bonuses, promotions, or other forms of compensation (Kuvaas et al., 2017).

Recognition programs can evoke a feeling of belonging in the organization and a sense of purpose. Programs can include colleague-to-colleague nominations, formal business-wide recognition, or leader-member acknowledgment of contributions in meetings or forums. For recognition programs and rewards systems to be effective, leaders should establish explicit criteria, ensure fairness, share with all employees, and be transparent about outcomes (Amoah & Mdletshe, 2021). There is an opportunity to emphasize and reinforce desired behaviors by recognizing and rewarding employees consistently and frequently. These systems can boost motivation, foster positive and supportive environments, enhance work creativity, and elevate JS (Shafi et al., 2020).

Decision-Making Involvement. Involving employees in decision-making gives them a stake in the outcome. When employees exercise their professional voice to arrive at decisions that impact them directly, they will likely be more invested in the implementation, development, and success of those decisions (Bang & Frith, 2017). Employees with a stake in the outcome of organizational plans are more motivated, engaged, and committed to the cause and purpose of the related decisions (Bang & Frith, 2017). As a result, the employees feel valued and

respected for their contribution, trust increases between members and the organization, and a more collaborative and harmonious culture develops (Chan, 1997). Involving employees in decision-making enhances production quality, efficiency, and productivity due to a sense of ownership and responsibility for results (Abatecola et al., 2018). Reactively, job satisfaction and innovative behavior are more likely to surface.

When done correctly, employee involvement in decision-making can be a powerful tool for increasing JS, enhancing organizational performance, and fostering a positive work culture (Sessa & Bowling, 2020). Institutional leaders can spearhead collaborative decision-making by assessing the current level of employee involvement. The assessment can take the form of surveys, focus groups, feedback forms, and meetings to understand the employees' perception of their current decision-making contribution. After, executives can identify areas where employee involvement can increase. Employees must be trained and equipped to participate in decision-making (Hodgkinson & Sadler-Smith, 2018). Therefore, providing employees with training in communications, problem-solving, and critical thinking, ensures they are informed with access to relevant resources that will cultivate a successful collaboration (Bang & Frith, 2017).

Flexibility and Autonomy. Flexibility and autonomy can increase employee job satisfaction in multiple ways. Relative freedom regarding how employees accomplish the expected goals or tasks enhances accountability, respect, and trust (Sarmah et al., 2022). Giving employees more autonomy over their work creates a sense of control, increasing attention to results (Sarmah et al., 2022). Other forms of flexibility regarding work schedules and hours have also been proven to increase JS (Ali et al., 2014). Allowing employees to decide on work arrangements, like suitable and comfortable environments (e.g., remote), can make them more productive and increase overall wellness (Sudiarta, 2018). Reasonable flexibility and autonomy can lead to an organizational culture founded on respect and trust, enhancing ownership, business productivity, and work satisfaction.

Work-Life Balance. Job satisfaction increases when employees balance their personal, family, and professional lives (Aleksić et al., 2017). Flexibility and

autonomy regarding unconventional work schedules, fluid work arrangements, and part-time options are foundational for work-life balance (Sarmah et al., 2022). Organizations can also implement wellness programs, gym memberships, health coaching, and stress reduction strategies within the workplace to create a sense of personal and professional balance. Other programs like mental-health days can prevent burnout and exhaustion (Zhang et al., 2022). Including and promoting institution-wide wellness initiatives and personal health programs can boost morale and JS (Cazan et al., 2019). Managers and leaders can promote a balanced life by adopting and modeling healthy behaviors and encouraging employees to capitalize on the organizational offerings; they can also highlight work-life balance by ensuring employees take breaks, being understanding of workloads, setting reasonable deadlines, and respecting employees' personal obligations that may conflict with work (Kuenzi et al., 2020). Finally, it is beneficial to regularly assess policies and programs to ensure that they effectively enhance work-life balance and meet employees' needs (Choi et al., 2016). Gathering feedback and communicating with employees can help identify areas of improvement that will continue to produce a balanced life for organizational members.

Institutional creativity can position businesses to sustain a competitive edge, navigate the shifting business landscape, and challenge the barriers of the current VUCA world. The previous suggestions and strategies are only a few of the many ways organizations can promote leaders to function with idealized influence principles and enhance employee JS. II and JS are not the only variables impacting EC; they are, however, evidenced within the literature and this study as essential components that cultivate innovative behavior. Therefore, increasing leaders' II and striving to elevate employees' JS will lead to higher levels of EC, potentializing organizational innovation.

Limitations and Suggestions for Future Research

The findings in this quantitative study further solidified the consistency of idealized influence as a transformational leadership dimension predictive of employee creativity in the current literature. Additionally, the results broke new ground by exploring employee job satisfaction as a moderator between II and EC,

proving to strengthen the positive correlation. There are limitations, however, to the generalization provided by this specific sample and research methodology. The TL dimensions, EC, and JS would benefit from more extensive research conducted in North America, as related studies are rooted in other geographical locations, cultures, and industries. Furthermore, the constructs in this study were assessed with specific instruments, and other associated measurements could reveal alternative results. Due to the exploration infancy of the constructs (TL dimensions, EC, and JS) in the correlational combination exemplified in this study, constrictive limitations and suggested future research are explained and expanded upon below.

Study Limitations

As are many investigations, the current study was limited by the population sample, geographical location, and research methodology. The sample was gathered from member institutions of the AICAD organization. The geographical location was the United States and Canada. The research methodology was nonexperimental, survey-based, and cross-sectional (i.e., taking place at a single point in time; Creswell & Creswell, 2018).

Since the sample of the population was based on employees from creativity-driven organizations, one of the limitations was the potential bias of respondents as they assessed their creativity. The survey instructions stated that participants should evaluate their creativity concerning how much they felt they could practice certain innovative behaviors under the supervision of their direct leader. The creative nature of the sample could produce some bias. There is a high probability that the participants may have rated their creativity in general rather than in the context of the study. Such perspectives could prevent already creative individuals from ranking themselves less creative, even when directed to think of the questions within an exact contextual scenario. The study's specific participant sample could have also been responsible for the II transformational leadership dimension proving most robust in predicting EC. In other words, IM and IS, which proved significant in increasing EC in other studies, were ineffective in this study's creative sample. Although the CBQ instrument employed in this study is popular among the EC

construct, other possible validated measurements should be explored within the creative population to identify comparable or differing results.

The geographic location of the participants limits the generalization of the results to the particularities of Western culture. Most contemporary studies exploring similar concepts were conducted in countries outside North America. The participants were from 37 institutions in different states throughout the United States and Canada. Therefore, there is much research room to further explore the constructs within other specific regions or sub-cultures of North America.

This study was nonexperimental, lacking manipulation of independent variables or subject conditions. The data collection was conducted via electronic survey; therefore, results were evaluated and interpreted without intervening in the sample's environment. The data collection for this research was based on considering only the employees' perspective rather than adopting a leader-member dyad technique, which could have resulted in different outcomes. Self-reported data collection always runs the risk of self-serving biases regarding answering questions, which may not capture the complexity of the measured constructs. Therefore, all information about the leader's attributes, the employee's creative behavior, and the employee's satisfaction was derived solely from the employees' viewpoint, capturing a one-way interpretation of the questions.

The construct measurement instruments limited the data gathering to their specific questions and criteria. For example, EC or innovative behavior could be assessed with various validated instruments, which could produce altering results. Employees' JS is affected by many organizational variables, and various measurement instruments cater to the different aspects of work satisfaction. The MOAQ-JSS was used in this study to measure JS. The MOAQ-JSS measures overall JS with a three-item scale, ignoring the deeper intricacies and the full range of variables that can alter an employee's satisfaction. Therefore, there were limitations in capturing employee JS to its total capacity.

Future Research

The construct combination broke new ground by exploring the moderating role of employee job satisfaction between transformational leadership's dimension

of idealized influence and employee creativity in North America. The research on JS as a moderator has potential advancement by employing a more robust employee JS measurement instrument. Capturing a more in-depth evaluation of employee JS can lead to identifying which specific aspects of work satisfaction strengthen the relationship between TL dimensions and EC. Exploring other isolated employee JS variables could prove advantageous in discovering key work satisfaction concepts that enhance TL dimensions' effect on EC. The literature continues to exhibit mixed results pertaining to which TL dimensions impact work-related creative behavior. Therefore, the current study can also be duplicated with a sample from another industry because II was most predictive of EC, which added another differing result to the literature. Finally, there are still many unexplored moderators that should be considered in future research that have the potential to strengthen the relationship between TL dimensions and EC.

Summary

Conclusively, the objective of this research was to investigate what transformational leadership dimensions (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) were predictive of employee creativity. Another prime objective was understanding employee job satisfaction's moderating impact between TL's most statistically robust dimension and EC. II proved to be the most statistically significant predictor of work-related creativity. JS moderated the II and EC relationship at three different standard deviations, further solidifying its moderating capabilities.

Previous studies exhibited mixed results concerning the effectiveness of TL dimensions on EC. A common thread in recent studies has shown II's positive impact on employees' innovative behavior (Mustafa Oden et al., 2021; Shafi et al., 2020; Suifan & Al-Janini, 2017). Therefore, the results of this current study contribute to the theoretical implications of the literature, emphasizing II's potency in predicting EC and further echoing its prevalence. The second-fold intention of this study was to understand whether JS strengthened the correlative relationship between II and EC; JS proved statistically significant. JS, as a moderator, contributes theoretical implications in multiple ways. First, employee JS

strengthens the relationship between II and EC, highlighting employee satisfaction as a critical component in helping leaders cultivate employees' innovative behavior. Secondly, employee JS had not been previously explored as a moderator in the context of TL dimensions and EC in North America, adding groundbreaking information to the construct of EC.

Satisfied and creative employees are foundationally needed for businesses to reach organizational innovation, sustain a competitive edge, and navigate the current VUCA world. The practical implications shared in this chapter can help organizations foster leaders that are conscientious about their leadership practices. Such practices directly affect employees' creative behavior and work satisfaction, creating the needed components for businesses to thrive among competitors in their respective industries.

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Appendix

Institutional Review Board Approval

SOUTHEASTERN UNIVERSITY

NOTICE OF APPROVAL FOR HUMAN RESEARCH

DATE:	November 14, 2022
TO:	Sarita Rene Guillory, Joshua Henson, Thomas Gollery
FROM:	SEU IRB
PROTOCOL TITLE:	Dimensions of Transformational Leadership as Predictors of Employee Creativity:The Moderating Role of Job Satisfaction
FUNDING SOURCE:	NONE
PROTOCOL NUMBER:	22 BE 14
APPROVAL PERIOD:	Approval Date: November 14, 2022 Expiration Date: November 13, 2023

Dear Investigator(s),

The Institutional Review Board (IRB) for the protection of human subjects has reviewed the protocol entitled, Dimensions of Transformational Leadership as Predictors of Employee Creativity:The Moderating Role of Job Satisfaction. The project has been approved for the procedures and subjects described in the protocol pending the following updates:

- Please add IRB contact information to the informed consent (irb@seu.edu).

Any changes require approval before they can be implemented as part of your study. If your study requires any changes, the proposed modifications will need to be submitted in the form of an amendment request to the IRB to include the following:

Description of proposed revisions;
If applicable, any new or revised materials;
If applicable, updated letters of approval from cooperating institutions

If there are any adverse events and/or any unanticipated problems during your study, you must notify the IRB within 24 hours of the event or problem.

At present time, there is no need for further action on your part with the IRB.

This approval is issued under Southeastern University's Federal Wide Assurance 00006943 with the Office for Human Research Protections (OHRP). If you have any questions regarding your obligations under the IRB's Assurance, please do not hesitate to contact us.

Sincerely,
Rustin Lloyd
Chair, Institutional Review Board
irb@seu.edu