

Influence of Leadership on Creativity In Business Academics/ Higher Education

Sanghamitra Brahma

Abstract: *Business academics/ higher education and training must continuously strive to cope up with the evolving demands of the corporate world. Proactive approach towards adaptability to the environmental changes may be mastered through creative leadership and mentoring of the academic institutes. It has been found that few research studies have focused on the cases of influence of leadership on creativity in higher education. This study addresses the challenges faced in the sector of business academics/higher education and empirically explores how leadership influences creativity among the academics to enable more advanced and appropriate education and training in management or business education sector/ higher education, in the mid-tier institutes, in particular.*

A qualitative, case research approach has been used to understand the relationship between leadership style and academic creativity and its role in enhancing the effectiveness of business academics/ higher education. The findings of the study have established a positive influence of creative leadership on the effectiveness of business academics/ higher education. It has led to the identification of three critical aspects that are essential for inducing creativity in business academics/ higher education, i.e., appropriate leadership style, organization structure that balances between hierarchy and heterarchy to facilitate communication, and creative interaction leading to learning and growth.

Keywords: *Creativity, Leadership, Heterarchy, Business Academics, Higher Education, Case Research*

I. INTRODUCTION

In the era of quick change and innovation, business leaders and managers are required to initiate creativity through interaction between technology and human processes, due to increasing virtuality and mobility (Gilson, Maynard, Jones Young, Vartiainen, & Hakonen, 2015). The pace of digital developments has resulted in automation of every area which requires people to use their creativity in newer environments where machines supplement human capabilities (Brynjolfsson & McAfee, 2014). An understanding of how creativity acts as a strategic challenge in the environment of global business education can help to advance effectiveness in business and productivity and common good in the society. Also, virtual environment being dynamic, multi-mediated, gigantic, multi-actor social networks based, creativity occurs through interaction among people in organizations through combination of individual's creativity with that of groups' collective creativity to facilitate innovation (Sawyer & Dezutter, 2009).

In lieu of the changing demands of the continuously evolving business world, business academics/ higher education and training must continuously strive to cope up

Revised Manuscript Received on August 05, 2019.

Sanghamitra Brahma, Research Scholar, School of Management, Kalinga Institute of Industrial Technology, Deemed to be University, Bhubaneswar, Odisha, India.

through specialized knowledge and expertise, extensive and persistent research based on innovation and its economic consequences, offering critical insight and problem solving talent to the students, delivering global education through economic ways, etc. B-schools/higher education institutes are required to continuously experiment with approaches like project based learning, practice based teaching, appointment of practicing professors, introducing interdisciplinary issues to draw on broader expertise coupled with deeper specialization, industry focused workshops, professional associations, formation of global networks of innovation for research scholarships, reviving the currency of knowledge, launch of innovation labs/ working spaces within the institute in collaboration with the industry to test new ideas for innovation, etc. (Ghobadian & Narayanan, 2014).

Very few studies have focused on cases of influence of leadership on creativity in higher education. Organizational creativity has been diagnosed as a collective phenomenon by some of the empirical studies. However, further research is required to understand the dynamics of creativity in ongoing organizations (Guo et al., 2016). A heterarchical point of view to understand the connection between stimulating creativity and heterarchical leadership is also required to be established empirically (Humala, 2016), in the context of business academics/higher education. Heterarchy has been inherited from complex adaptive systems theory and focuses on how power relations change among the groups (Aime, Humphrey, Scott, & Paul, 2014).

This study addresses these issues by empirically investigating how creativity is influenced and enabled by leadership for more advanced and appropriate education and training in management academics. It provides a thorough understanding of the leadership styles and the type of leaders that inspire the faculty engaged in business academics/ higher education towards creativity; elaborates the attributes, requirements and social significance of such leadership; explains how heterarchical structure and creativity oriented leadership enables organizational learning and growth, etc. The study aims to integrate business orientation in pedagogical thinking to acquire academic leadership in the business academic system/ higher education system through investigation of the procedures that occur at multiple case constructs and how creative leaders may influence the phenomenon to lead the institution towards excellence.

II. REVIEW OF LITERATURE

This research study relates to the academic concepts of creativity, collective creativity, creativity conducive leadership and its types, etc. 'Creativity is the process of producing something novel and useful by individuals or groups, and it originates from personal predisposition toward creativity

within a social context that is hospitable' (Csikszentmihalyi, 1999; Woodman, Sawyer, & Griffin, 1993; Amabile, 1988). 'The dynamic interactions that occur in the relationships between people and their cultural and material realities generate *Creativity*' (Poutanen, 2016). '*Socio-cultural and Collective Creativity*' have been increasingly stressed upon by recent studies on creativity (Sawyer & DeZutter, 2009). 'Creation of new, valuable and useful products, services, ideas, procedures, or processes by people working within a complex social system has been termed as *Organizational Creativity*' (Woodman et al., 1993). Organizational creativity is related to group creativity and is generated under the influence of contextual pressures (Parjanen, 2012; Schepers & van den Berg, 2007). Some of the essential factors that encourage organizational creativity are *favorable work environment, supportive organization structure, appropriate leadership solutions, resources, skills, and constructive organizational culture* (Kallio & Kallio, 2011; Martens, 2011). As creativity occurs through interaction among people in organizations, organizational leaders must employ right people in right positions, coalesce creativity of the individual with collective creativity, sustain continuity and propagate trustworthiness among the employees to promote *collaboration for innovation* (Sawyer & DeZutter, 2009; Panteli & Chiasson, 2008; Amabile, Conti, Coon, Lazenby, & Herron, 1996).

'*Leadership* actively influences, motivates, and inspires people to fetch new possibilities for achieving their probable, and complete goals' (Searle & Hanrahan, 2011). '*Leadership conducive to creativity* believes in motivating people and encouraging relationships that cultivate creativity at individual and collective levels, within and outside organizational, physical, and technological restrictions' (Guo et al., 2016). Derecskei (2016) stresses that leaders and the managers are responsible for motivating and assisting the employees' in their creativity and also take accountability for the employees' decisions. '*Transformational leadership* is described by presence of a clear vision, a timeline based mission, inspiration and motivation for the employees/followers, stimulation of intellect, and individual-level development of followers and satisfaction of their needs' (Warrick, 2011; Avolio, Waldman, & Yammarino, 1991; Avolio & Bass, 1988). Transformational leadership is connected to employee creativity through identification of individual creativity (Hu, Gu, & Chen, 2013; Wang & Zhu, 2011). '*Emotional intelligence (EI)* refers to self-assertiveness, supervision of emotions, awareness about the society and its norms, managing the relationships to identify and normalize emotions related to self and others' (Virtanen, 2013; Coleman, 2001). Leaders must appreciate that emotions play a vital role in illuminating relationships among people in the society and inducing a culture of enthusiasm to experiment for unleashing creativity (Humala, 2014). '*Emotional leadership* inspires people to operate in circumstances in geographically different locations through computer-mediated tools' (Humala, 2014).

'*Complexity leadership* is a function of complex interactions for the emergence of adaptive results' (Uhl-Bien et al., 2007). The rationale of each member of the organization is influenced through interpersonal interactions of complexity leadership (Hazy, 2009). Complexity leaders reflect and forecast through analysis of complex problems.

They engage the groups in active adaptive changes through improvement and management of emotions (Plowman et al., 2007). '*Task-focused leadership* focuses on generation of structured organization and engage in transactional leadership' (Derue, Nahrgang, Wellman, & Humphrey, 2011; Warrick, 2011). '*Transactional leaders* inquire members of the group to pursue standardized rules and regulations, then allocate them to tasks and roles, preserve the standards of performance, and criticism of mistakes' (Derue et al., 2011). Borgmann et al. (2016) has highlighted three meta-categories of leadership, namely, relations-oriented leadership, task-oriented leadership, and change-oriented leadership. Yukl et al. (2002) explained the leadership constructs of laissez-faireism, transactional and transformational leadership, based on the dimensions of followers' requirements and abilities, and structure of organization. '*Change-oriented leadership* is most valuable for satisfaction of the followers in their jobs while task-oriented leadership pessimistically affects it' (Borgmann et al., 2016). Pinar et al. (2014) argue that task-oriented leadership is indispensable for both internal and external knowledge as it facilitates information acquisition and sharing. Further, *power relations and power negotiations* among members of the organization control creativity of the organization. Unfair power relations and precipitous hierarchies have been found to upset creativity within the organization (Poutanen, 2016). Purvanova and Bono (2009) defend that behavior of relational leadership suffers when there is dislocation of social communication due to task orientation. It has been established in the earlier social research studies that group creativity and contextual demands are essential factors that lead to organizational creativity (Parjanen, 2012; Schepers & van den Berg, 2007).

'*Heterarchical organization* is a multi-layered body with not very separate parts and organizational slack that enables shared leadership for meaningful job, motivation, and creativity' (Spelthann & Haunschild, 2011; Crumley, 2005). '*Heterarchy* is suitable for creativity oriented leadership as it helps leaders to expansively inspire discourse and interaction to liberate creativity among the people' (Humala, 2016). Spelthann and Haunschild (2011) have inferred that the complication of heterarchy may not be resolved or explained as it is an effervescent setup that makes creativity possible in an organization. '*Hierarchical organizations* exercise authority based on rules that involves controlled power, values exclusivity, status quo, distinctions in the society, and considerable expenses for security' (Crumley, 2001). In case of *Command and Control Leadership*, the factors of authority, control, culture, obedience and loyalty to authority play a vital role in determining success (McGuire, Palus, Pasmore, & Rhodes, 2015). The shortcomings of hierarchies are their one-way trail of information, conservative approach, and susceptibility to change (McGuire et al., 2015; Lipnack & Stamps, 1999).

Leadership and creativity have received mounting attention from researchers in the field of business academics/higher education. However, empirical studies that have investigated these topics simultaneously are rare (Zacher & Johnson, 2014). Results of their study showed that students' perceptions of professors' transformational leadership positively forecasted professors'

ratings of their students' creativity above and beyond students' perceptions of professors' passive, avoidant and transactional leadership (Zacher & Johnson, 2014). Higher education needs to use its accepted resources in ways that build up content, knowledge and skills in the culture infused at every level by research, collaboration, connection, integration, and synthesis (Livingston, 2010). Creativity is essential to accomplish this goal.

III. RESEARCH OBJECTIVES AND METHODOLOGY

This study aims to identify and describe how leadership facilitates creativity in management or business academics/ higher education, in the context of mid-tier management institutes/ B-schools. Mid-tier B-schools are those that are regarded well at the local or regional level but may not be popular nation-wide. Generally, they are successful in providing placement to their students in prominent local companies only, due to the limitedness of their reach and scope of operations. The research question is: "How appropriate leadership style and ideologies facilitate creativity in the pedagogical practices and outcomes in business academics/ higher education institutes?" The objectives set to discover the answer(s) to the research question are: (1) Analyze the different types of B-schools based on their affiliation and related degree of autonomy; (2) What, how, and why leadership facilitates creativity in the teaching pedagogy and the resultant outcomes in the management or business academics/ higher education.

A qualitative, case research method (Yin, 2003) was used to find an answer to the research question and enhance the understanding of the relationship between leadership and creativity in the context of business academics/ higher education. A multiple case analysis was performed for the context holistically and for its embedded units of analysis, both. The data was gathered from 30 face-to-face interviews with *six female and twelve male senior Professors* who are handling administrative responsibilities like head of department, academic dean, administrative director, etc.; and five female and seven male Assistant Professors. The respondents were aged between 28–60 years and were employed with mid-tier management institutes in West Bengal in India. The interviews were conducted in English language. However, from time to time Bengali was used as well.

West Bengal is an Indian state, located in the East on the Bay of Bengal. With over 91 million inhabitants (as of 2011), it is India's fourth-most populous state. The analysis of the higher education scenario in West Bengal reveals that the state which was once the foremost in the country in educational accomplishment has now been lagging behind in the national average in many of the performance indicators (Jana, 2017).

A systematic series of screenings have been done to understand precisely the context of mid-tier, management institutes/B-schools in the state of West Bengal in India, and the sub-contexts of Case-1 (Fully autonomous or university-level), Case-2 (State University affiliated but operationally autonomous) and Case-3 (State University affiliated) within it; and subsequently identify the viable, representatives of each of the Cases 1, 2 and 3 in the state of West Bengal. A thorough investigation was conducted for

each of the multiple cases and its embedded units, where Case-1 represented the literal replication and Cases 2 and 3 were the theoretical replications for investigating the objectives of the study.

Evidence provided convincing support to the research question and objectives. Though data was gathered majorly through in-depth interviews, the analytical interpretations were collated with evidences collected from six sources: Documents (stable, unobtrusive, and exact, with a broad coverage); Archival Records (precise and quantitative); Interviews (targeted and insightful with perceived causal inference); Direct observations (contextual and in real-time); Participant-observations (interpersonal behavior and motive observed during interview); Physical Artifacts (cultural features and technical operations). The principles that have been sustained during the entire study to maintain its validity and reliability are: Use of multiple sources of evidence generating the same set of facts and findings; Maintenance of a case study database, i.e., a formal assembly of evidence; Establishment of a chain of evidence (explicit links between the research question and objectives, the data collected and the conclusions drawn) (Yin, 2003).

The semi-structured and in-depth face-to-face interviews were conducted in the last quarter of 2017 and each interview lasted for 1 to 1½ hours. Out of 30 participants, three persons were interviewed over Skype, and the rest were interviewed face-to-face. A semi-structured format of schedule was chosen for the interviewing as it enabled the respondents to discuss the issues that were germane to them. Open-ended questions have made it possible for the investigator to hear the full stories of the respondents. The chosen theoretical lenses of challenges in business academics/ Higher Education System, namely, creativity, collective creativity, leadership conducive to creativity, and heterarchy have been used to guide the interview schedule. The questions have focused particularly on steering teaching pedagogy towards collective creativity and its outcomes; the type of leadership that fosters such collective creativity; and the interviewees' views regarding development of creativity conducive environment in business education and training/ higher education. The conversations with the interviewees have considered how, why, where, and what kinds of events and actions drive leadership toward creativity in order to augment productivity in business academics/higher education. The respondents were asked to describe which leadership decisions and actions enhanced creativity in professional education and training.

For gathering and analysis of data, the researcher has focused on experiences of persons, their interactions, and pedagogical practices that enhance creativity in business academics/higher education. Each interview was recorded and transcribed, which generated 554 pages of transcript. The data was examined both during data collection phase and afterwards. Field notes, comments made, and questions asked by the respondents were taken note of during the stage of data collection stage and examined. The interview transcripts were read through and comprehended several times, coded, and scrutinized by the researcher, singly.

The data has been first coded by identification of single phrases from the raw data that connect to the objective of the research and clustering them

under specific constructs of the study. Second, the codes have been then grouped into the themes. Third, the themes have then been integrated into five sections of leadership toward creativity, namely: Emergence of leadership; Result of leadership; Factors stimulating creativity; Progressive leadership; Practices inducing learning and know-how. How leadership towards creativity appears as a phenomenon in business academics/ higher education has been conversed under the headings 'Emergence of leadership' and 'Results of leadership'. Hidden power structures and issues were discussed under the headings 'Factors stimulating creativity', 'Progressive leadership' and 'Practices inducing learning and know-how'. Finally, the criteria for leadership conducive to creativity and heterarchical leadership were formulated. For each of the case type and specific situations guidance was suggested for the practitioners.

Information that pessimistically related to the primary theoretical construct of the research study has also been noted and included in the themes. Two lenses for theoretical rationalization, i.e., creativity-conducive leadership and heterarchical leadership have been used (Humala, 2016; Humala, 2017) to understand the interrelationship between Leadership (Creativity orientation vs. Task orientation), Organization Structure (Hierarchical vs. Heterarchical) and resulting Creativity in performance (Humala, 2017), in the context of the study. The three case summaries compiled in lieu of the three cases 1, 2 and 3 were thoroughly explored, and the above mentioned relationship was identified through the emerging themes. Finally, the conditions for creativity-conducive leadership and heterarchy were formulated.

The analysis has concluded with identification of three aspects of strategic leadership practices which are related to creativity and structure when dealing in business academics/ higher education: (a) Leadership style as an experiential outcome, (b) Flexibility in organization structure as an essential tool in leadership, and (c) Creative interaction for learning and growth as chief objective in leadership. In line with the theoretical understandings, the analytical interpretations of the study emphasize that the business and higher education institutes must essentially encourage creativity in the work culture through appropriate leadership style and communication for learning and growth to enhance their potential for competitive survival.

IV. RESULTS AND DISCUSSION

The study has led to the identification of three critical aspects that are essential for inducing creativity in business academics/ higher education in the context of mid-tier B-schools with varying levels of autonomy in their operations in lieu of their affiliation, namely, (1) Appropriate leadership style, (2) An organization structure that balances between hierarchy and heterarchy to facilitate communication and interaction, (3) Creative interaction leading to learning and growth. Identification of the type of institution with regard to its affiliation and consequent degree of autonomy in operations has provided an understanding of their nature and leadership-related actions (Dubé, Bourhis, & Jacob, 2006). The conditions critically required for handling the challenges faced by the business/higher education institutes in the context of appropriate leadership style and organization structure to promote creativity and consequent

competitiveness, with supporting extracts from interviews with the informants are discussed below:

First, Autonomy in operations at individual, group/team and organization levels enables to induce innovativeness in the activities and their outcome to foster relevance to the evolving needs of the market. Autonomy must be essentially controlled relative to the various entities who share the responsibility. A shared vision and clear collation of the need of the market, institutional objectives and the individual actions tend to stimulate, align and enable continuous learning. However, difficulties arise due to problems related to recognition and communication when a coordinator is required to lead people, manage projects, and manage self. One of the respondents has described the situation as follows: "It is good to learn many new things because I need to do things by myself. But, at times it gets very frustrating when I don't know what to do and there is no mentor. Then, I feel reluctant to proceed with a novel idea due to lack of guidance and fear of failure." (Male Departmental In-Charge/HOD, about 45 years old).

Second, the findings of the detailed analysis specify the significance of collective intelligence and shared responsibilities (Hyypiä & Parjanen, 2013). The following take out from one of the interviews points out the dispute of making possible mutual interactions and common work culture for employees from different faculties with contradicting attitude and mindset: "Interactions are mostly one-way communication and everyone tries their best at that. But, one must understand that you need to do something together physically. Even when we have had a group in social media for a while for commenting and discussing, at least, I feel that we are in some common space to discuss an issue of common interest. This situation requires indirect leadership in order to extract some subtle tangible outcome. Everyone is actively building the community spirit." (Male faculty member, about 32 years old).

Third, a leader's inherent motivation and participative/democratic leadership brings an endowed individual's efforts into line to have a positive effect on the success of initiatives taken by communities' (Toom, 2016). Outcomes of this study infer that a business/ higher education institute's activities must revolve around intelligence (Thow, 2007) and innovation arising from the group level depends on executives' know how to coach and motivate the teams to improvise (Johnson, 2015). The analysis also exposes the relevance of standards and forces of the society that are non-hierarchically organized to control the behavior in the work communities (Post, 2001). Leaders' intrinsic motivation capital for orchestrating collective work and assertiveness, as projected in the following comment: "The leader must be interested in people. Trust is built when the leader genuinely talks with people. People must be encouraged to discuss their problems and ideate their solutions. Once the ideas start working through new types of activities, right alignments develop from them. They learn to see that the collective intelligence genuinely steers the institute in a desirable direction. Finally, it is fact that everyone wants to be in such an environment, where people take care of you." (Male Dean, about 55 years old)

Fourth, active open dialogs and mutual interaction in the course of skillful use of multiple

communication channels like face-to-face interactions, social media, and sharing know-how, helping each other, etc., are typical features of institutes that have a knowledge sharing work culture. Reflective discussions with colleagues and members of professional networks through face-to-face interactions and social media situations allow faculty members as well as students to preserve their enthusiasm, creativity, and well-being. An example of skillful communication: "I have two ways to reach out to my team: Electronic visibility and direct contact. I make myself systematically available where people are working by themselves. The psychological distances disappear when you communicate with people actively", (Male Dean, about 56 years old). Open communication and mutual interaction can balance cultural differences, decrease social pressure, and support knowledge-sharing as highlighted in the following: "Communication creates a rhythm that is common to all, not culturally bound, and may even help to work in global teams." (Female faculty member, about 38 years old)

Fifth, the findings explicate the importance of authentic learning in conducive environments to arouse individuals' intrinsic motivation, engage them in dialogic know-how to achieve success (Aarnio & Enqvist, 2016; Reeves, Herrington & Oliver, 2002). Dialogue enables collaborative thinking based on equal participation and familiarity with a subject or action (Aarnio & Enqvist, 2016). "Traditional cost-oriented leadership mindset is more concerned about money than the benefits. Always, when you consider that something is involving extra cost, it would be better to measure them for their benefit." (Male faculty, about 40 years old)

Sixth, the findings reveal the importance of appropriate physical workspaces for inspiring creativity at work. Also, authorizing and training people to develop their know-how and grow require appreciation and empathy for others (faculty, staff and students) in organizations (Staw, 2016). Leaders who coach/train their employees/followers may have attained skills from their previous experiences, as is evident from the following statement: "I have learned that when we are training, I give instructions to the team members, but in the workplace problem situations, I only give support and advice to encourage them. Though responsibilities are delegated the onus remains with the leader. Besides, creativity should focus on the needs of customers, i.e., students, peer group and the market in this case. By focusing on the problems of various client groups and by seeking for a well-matched solution, work gets a new meaning. Thus organizational creativity enhances human capital's productivity." (Female HoD, about 50 years old)

Seventh, Hierarchical leadership succeeds in completing tasks but it often fails to recognize people's emotions which if ignored may cause them to withdraw and get cold (Tost, Gino, & Larrick, 2013). This may lead to lapses in the desired outcome of academic endeavors. The importance of emotions and their consequences are projected in the following verbatim: "The problem was actually related to the person and not the organization. I feel sad to say that the leader was completely egotistic and self-absorbed. I tried to build a protective wall around me and would be over-protective about myself, so that I could do my job in peace. Over the two and half years, it was so suffocating. In that situation I was concentrating on finishing my thesis such that with my

doctoral degree I could find myself a suitable place to work with dignity because you cannot tolerate that endlessly. That was not worth it." (Female senior faculty, about 41 years old). Nevertheless, the silo effect, lack of direction, concealing failures and lack of trust complicates work, and decreases academic productivity. At times, leaders with a task-oriented mindset suffer from a very narrow perspective and fail to build a clear common objective. Further, such micromanagement practices lead to confusion. People tend to not share know-how and practices.

Eighth, incompetence among leaders and managers may lead to wrong selections during recruitment and orientation which have an escalating effect. The uncertainty of the future of the business/higher education institute creates challenges of recruiting, orienting, training and developing the employees. The study indicates that leadership towards creativity may help recruit specialization based people for business/higher education and training. Orientation and collaborating are crucial for faculty members to learn and develop new solutions, and increase their commitment to the assignments and projects. "When a competent teacher with a commendable API (Academic Performance Indicators) score is promoted to a higher position, it works only to a certain point. An organization must be more careful that the person continues to be equally competent with his/her newly defined higher responsibilities. Leaders and HR should think over these issues in advance." (Male faculty member, about 50 years old). Yet another comment goes: "I will quit this job soon. I have worked here for more than ten years. I feel so stagnated and stuck up at times. In the past ten years I have developed interest and knowledge in certain directions which I would like to apply and get appreciated for. But I do not find the scope for doing any such thing. Everything goes to doing things out of necessity. I believe that I have arrived at the end of the road." (Female senior faculty, about 41 years old).

This study has thus derived the critical role of leadership in establishing an effective work culture that is conducive to creativity through striking a right balance between hierarchy and heterarchy, and facilitating creative interactions in business academics/higher education and training. In other words, the study analyzed the typical aspects regarding what, how, and why leadership may guide the workforce towards creativity in business academics/ higher education. The different types of management/ higher education institutes demonstrate alternative trajectories in the transition toward creativity conducive leadership.

V. THEORETICAL IMPLICATION

This study has built a description on leadership toward creativity in business academics/higher education based on empirical case research of mid-tier business schools operating in the state of West Bengal in India. The study supplemented the academic perspective of leadership that cultivates creativity in higher education by describing the various approaches in the conversion of leadership style in favour of creativity. The researcher has chalked out the fundamental dimensions that control leadership conducive to creativity in higher education and appreciate and theorize the setting and associations in leadership. It has also contributed towards defining a classification of higher

education institutes and their appropriate leadership styles.

VI. MANAGERIAL IMPLICATION

The findings of the study empirically support application of the perspective of heterarchy to lead academic personnel in the direction of creativity and the leaders who are in quest of creativity need to understand and apply dispersed authority to orchestrate work. Heterarchy emphasizes that collective leadership and its change in roles in higher education are crucial to allow persons to recover after intensive and grueling work. It also helps to revive their inherent impetus and creativity.

The study infers that leaders must be authentically concerned about people, their progress, their association, the technologies, etc., to encourage collective creativity. Business academics/higher education must inculcate collective ethics and significant work, shared intellect, clarity, coaching, and make powerful the faculty members through participatory learning ahead of role restrictions, active multi-channel communication, skilful recruiting and direction, and assertiveness. Collective creativity can appear different in different organizations and parts of them. Conscious reflection on the ways to organize work is crucial in order to be able to navigate in the work environment as favorably as possible.

The study helps the practitioners to comprehend the requirement to build up leadership style and communication to prioritize creative understanding and development to progress efficiency and competency. Practitioners can also make use of the suggestions in appraising their personal performance and in developing appropriate performance evaluation indicators for the leaders and staff.

VII. SOCIAL IMPLICATION

The study advocates that collective creativity in business academics/ higher education requires open communication in suitable work spaces. Social relationships within the workforce as well as with stakeholders enable redefining and restructuring the work spaces to develop special ways to work together and also facilitate more realistic answers for reciprocal communication. Multiple channel media communication should be implemented and people must be optimistic about using them for sharing knowledge and proficiency indisputably. Leaders must communicate horizontally with people to improve the quality of conscious collective thinking from the heterarchical standpoint. These findings give confidence for the development of creativity conducive leadership in technically superior and discrete frameworks to inspire academic personnel toward creativity and innovations in association with team.

VIII. SCOPE FOR FUTURE RESEARCH

This research paper describes a purely qualitative case research that has been based on the data collected entirely from the business academics/ higher education sector in the state of West Bengal in India. Future studies may be conducted in diverse sectors of industry and commerce, in much broader geographical territories to broaden the perspective and give a more holistic view so as to construct a new theory relating creativity and leadership. Further research can be carried out on larger networks of people

including like customers, stake-holders, and their resourcefulness in creativity and originality. A combination of qualitative and quantitative research methods can be applied in the future endeavors as a more holistic approach. Longitudinal studies are also recommended to strengthen the evidence base. Future research may explore how to sustain creativity in academics and/or the corporate sectors through use of social media. Future research endeavors may investigate how an individual's locale in team work, team building, sports, music choirs and bands, coaching, etc., manipulates his/her accomplishment as a leader.

REFERENCES

1. Aarnio, H., & Enqvist, J. (2016). Uudistettu DIANA-malli kehyykseksi digiajan oppimiselle. *Journal of Professional and Vocational Education*, 18(3), 39-48.
2. Aime, F., Humphrey, S., Scott, D.D., & Paul, J.P. (2014). The riddle of hierarchy: Power transitions in cross-functional teams. *Academy of Management Journal*, 57(2), 327-352.
3. Amabile, T.M. (1988). A model of creativity and innovation in organizations. *Research in Organizational Behaviour*, 10, 123-167.
4. Amabile, T.M., Conti, R., Coon, R., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. *Academy of Management Journal*, 39(5), 1154-1184.
5. Avolio, B.J., & Bass, B.M. (1988). Transformational leadership, charisma and beyond. In Hunt, J.G., Baliga, B.R., Dachler, H.P., & Schriesheim, C.A. (Eds.), *Emerging leadership vistas*, 29-49. Boston, MA: Lexington.
6. Avolio, B.J., Waldman, D.A., & Yammarino, F.J. (1991). The four I's of transformational leadership. *Journal of European Industrial Training*, 15(4), 9-16.
7. Borgmann, L., Rowald, J., & Bormann, K.C. (2016). Integrating leadership research: A meta-analytical test of Yukl's meta-categories of leadership. *Personnel Review*, 45(6), 1340-1366.
8. Brynjolfsson, E., & McAfee, A. (2014). *The second machine age: Work, progress, and prosperity in a time of brilliant technologies*. New York and London: W.W. Norton & Company.
9. Coleman, D. (2001). Emotional intelligence: Issues in paradigm building. In C. Cherniss, & D. Coleman (Eds.), *The emotionally intelligent workplace*, 13-26. San Francisco: Jossey-Bass.
10. Crumley, C.L. (2001). Communication, holism, and the evolution of sociopolitical complexity. In J. Haas (Eds.), *From leaders to rulers*, 19-33. New York: Kluwer Academic/ Plenum Publishers.
11. Crumley, C.L. (2005). Remember how to organize: Heterarchy across disciplines. In C.S. Beekman, & W.S. Baden (Eds.), *Nonlinear models for archeology and anthropology*. 35-50. Adlershot, UK: Ashgate Press.
12. Csikszentmihalyi, M. (1999). A Systems perspective on creativity. Edited extract from Sternberg, R. (Eds.), *Handbook of creativity*, 313-335. Cambridge: Cambridge University Press.
13. Derecskei, A. (2016). How do leadership styles influence the creativity of employees? *Society and Economy*, 38(1), 103-118.
14. Derue, D.S., Nahrgang, J.D., Wellman, N., & Humphrey, S.E. (2011). Trait and behavioral theories of leadership: An integration and meta-analytic test of their relative validity. *Personnel Psychology*, 64(1), 7-52.
15. Dube, L., Bourhis, A., & Jacob, R. (2006). Towards a typology of virtual communities in practice. *Interdisciplinary Journal of Information, Knowledge, and Management*, 1(1), 63-93.
16. Ghobadian, A., & Narayanan, V.K. (2014). The vital role of management education. *Financial Times*.
17. Gilson, L.L., Maynard, M.T., Jones Young, N.C., Vertiainen, M., & Hakonen, M. (2015). Virtual teams research: 10 years, 10 themes and 10 opportunities. *Journal of Management*, 41(5), 1313-1337.
18. Guo, J., Dilley, A.E., & Gonzales, R. (2016). Creativity and leadership in organizations: A literature review. *Creativity: Theories-Research-Applications*, 3(1), 127-151.
19. Hazy, J.K. (2009). Innovation reordering: five principles for leading continuous renewal. In S. Schlomer & N. Tomaschek (Eds.), *Leading in complexity: New ways of management*, 40-56. Heidelberg: Systemische For-schung im Car-Auer Verlag.

20. Hu, H., Gu, Q., & Chen, J. (2013). How and when does transformational leadership affect organizational creativity and innovation? Critical review and future directions. *Nankai Business Review International*, 4(2), 147-166.
21. Humala, I. (2014). Defining leadership that fosters creativity in virtual work: Descriptive interpretative concept analysis. *Journal of Professional and Vocational Education*, 16(3), 22-43.
22. Humala, I. (2016). Heterarchical ontological commitment for leaders to stimulate creativity among virtual work-force. *Nordic Journal of Business*, 65(2), 45-65.
23. Humala, I. (2017). Typology on leadership towards creativity in virtual work. *Interdisciplinary Journal of Information, Knowledge and Management*, 12, 209-243.
24. Hyypia, M., & Parjanen, S. (2013). Boosting creativity with transformational leadership in fuzzy front-end innovation leadership processes. *Interdisciplinary Journal of Information, Knowledge and Management*, 8, 21-40.
25. Jana, S. (2017). Higher Education in West Bengal – An overview. *Artha Beekshan*, 26, 21-55.
26. Johnson, P. (2015). Creativity in a real-time world: Improvisation and the culture of creativity. *Journal of Business Anthropology*, 4(2), 265-273.
27. Kallio, T.J., & Kallio, K.M. (2011). Organisatorinen luovuus – hypesta kohti louvuuden mahdollistavia organisaattiorakenteita. *Liiketaloudellinen Aikakauskirja*, 1, 33-64.
28. Lipnack, J., & Stamps, J. (1999). Virtual teams: The new way to work. *Strategy & Leadership*, 27(1), 14-19.
29. Livingston, L. (2010). Teaching Creativity in Higher Education. *Arts Education Policy Review*, 111(2), 59-62.
30. Martens, Y. (2011). Creative workplace: Instrumental and symbolic support for creativity. *Facilities*, 29(1), 63-79.
31. McGuire, J.B., Palus, C.J., Pasmore, W., & Rhodes, G.B. (2015). *Transforming your organization*. Greensboro, NC: Centre for Creative Leadership.
32. Panteli, N., & Chiasson, M. (2008). *Exploring virtuality within and beyond organizations: Social, global and local dimensions*. Hampshire and New York: Palgrave Macmillan.
33. Parjanen, S. (2012). *Creating possibilities for collective creativity: Brokerage functions in practice-based innovation*. Doctoral dissertation, Lappeenranta University of Technology, Finland.
34. Pinar, T., Zehir, C., Kitapsi, H., & Tanriverdi, H. (2014). The relationships between leadership behaviours: Team learning and performance among the virtual teams. *International Business Research*, 7(5), 68-79.
35. Plowman, D.A., Solansky, S., Beck, T.E., Baker, L., Kulkarni, M., & Villareal Travis, D. (2007). The role of leadership in emergent, self-organization. *The Leadership Quarterly*, 18(4), 341-356.
36. Post, D.G. (2001). Anarchy, state and the internet: An essay on lawmaking in cyberspace. In P. Ludlow (Ed.), *Crypto anarchy, cyberstates, and pirate utopias*, 197-212. Cambridge and London: The MIT Press.
37. Poutanen, P. (2016). *Complexity and collaboration in creative group work*. Doctoral dissertation, University of Helsinki.
38. Purvanova, R.K., & Bono, J.E. (2009). Transformational leadership in context: Face-to-face and virtual teams. *The Leadership Quarterly*, 20(3), 343-357.
39. Reeves, T.C., Herrington, J., & Oliver, R. (2002, July). Authentic activities and online learning. In J. Herrington (Ed.), *Proceedings of the 25th HERDSA Annual Conference*. 562-567. Perth: Edith Cowan University.
40. Sawyer, R.K., & DeZutter, S. (2009). Distributed creativity: How collective creations emerge from collaboration. *Psychology of Aesthetics, Creativity, and the Arts*, 3(2), 81-92.
41. Schepers, P., & van den Berg, P.T. (2007). Social factors of work-environment creativity. *Journal of Business and Psychology*, 21(3), 407-428.
42. Searle, G.D., & Hanrahan, S.J. (2011). Leading to inspire others: charismatic influence or hard work? *Leadership & Organization Development Journal*, 32(7), 736-754.
43. Speltham, V., & Haunschild, A. (2011). Organizational creativity in heterarchies: The case of VFX production. *Creativity and Innovation Management*, 20(2), 100-107.
44. Staw, B.M. (2016). Stumbling towards a social psychology of organizations: An autobiographical look at the direction of organizational research. *Annual Review of Organizational Psychology and Organizational Behaviour*, 3, 1-19.
45. Thow, Y.L. (2007). The new intelligence leadership strategy for iCAS. *Human Systems Management*, 26(2), 111-122.
46. Toom, A. (2016). Hiljainen tieto ja asiantuntijuus. In E. Kallio (Ed.), *Ajattelun kehitys aikuisuudessa – kohti moninakokulmaisuuutta*. 245-268. Jyväskylä: FERA, Suomen kasvatustieteellinen seuryry.
47. Tost, L.P., Gino, F., & Larrick, R.P. (2013). When power makes others speechless: The negative impact of leader power on team performance. *Academy of Management Journal*, 56(5), 1465-1586.
48. Uhl-Bien, M., Marion, R., & McKelvey, B. (2007). Complexity leadership theory: Shifting leadership from the industrial age to the knowledge era. *The Leadership Quarterly*, 18(4), 298-318.
49. Virtanen, M. (2013). *Opettajan emotionaalinen kompetenssi: Tutkimus lukanopettajien ja luokanopettajiksi opiskelevien tunnealytaidoista ja niiden tarkeydesta*. (Unpublished doctoral dissertation). Acta Electronica Universitatis Tam-perensis 1301. Tampere: University of Tampere.
50. Wang, P., & Zhu, W. (2011). Mediating role of creative identity in the influence of transformational leadership on creativity: Is there a multilevel effect? *Journal of Leadership & Organizational Studies*, 18(1), 25-39.
51. Warrick, D.D. (2011). The urgent need of skilled transformational leaders: Integrating transformational leadership, and organization development. *Journal of Leadership, Accountability and Ethics*, 8(5), 11-26.
52. Woodman, R.W., Sawyer, J.E., & Griffin, R.W. (1993). Towards a theory of organizational creativity. *Academy of Management Review*, 18(2), 293-321.
53. Yin, R.K. (2003). *Case Study Research: Design and Methods* (3rd Eds). Sage: Thousand Oaks, California.
54. Yukl, G., Gordon, A., & Taber, T. (2002). A hierarchical taxonomy of leadership behavior: Integrating a half century of behavior research. *Journal of Leadership & Organizational Studies*, 9(1), 15-32.
55. Zacher, H. & Johnson, E. (2014). Leadership and creativity in higher education. *Studies in Higher Education*, 40(7), 1210-1225.

AUTHOR'S PROFILE.



Ms. Sanghamitra Brahma (Dutta) has graduated from S.G. Women's College (DAV), University of Sambalpur, Odisha, India and earned her Master Degree in Business Administration with dual specialization in Business Systems and Marketing Management from Regional College of Management, Utkal University, Odisha, India. During her masters she did an extensive study on 'Job Satisfaction of Employees in the Modernized Unit - SMS II of Rourkela Steel Plant. She is a P.G. Diploma in Training & Development from Indian Society of Training and Development, New Delhi and undertaken several continuing education trainings from institutes like the IITs, NITs, CU, JU, Infosys, British Council, IMI, IBS, etc. Currently she is pursuing PhD in OB & HRM from KIIT School of Management, KIIT University, Odisha, India. Her area of research is Knowledge Management.

Over the last 19 years, she has been teaching in several B-Schools, Technical Institutes and Universities of repute in the states of Odisha and West Bengal in India. Prior to joining ADAMAS University's School of Management where she is the faculty-in-charge of the area of specialization OB & HRM, she has served as full-time faculty in Rourkela Institute of Technology (Biju Patnaik University of Technology), Burdwan Institute of Management and Computer Science (University of Burdwan), Sikkim Manipal University (Learning Centre), Heritage Business School (MAKAUT), etc., followed by a brief stay at Brainware University, Barasat. She has been associated as visiting faculty with Mrinalini Dutta Mahavidyapith and Deshbandhu College for Girls (University of Calcutta), JIS Group, IEM (Kolkata), etc. She also had a short stint in the industry but her passion for teaching and research has drawn her towards Academics. She has been actively conducting pre-placement soft skills and business communication sessions. Involvement in NGOs and other social activities is her passion. She has published several research papers and articles in national and international journals of prominence. Her academic and research interest are in the areas of Knowledge Management, Organizational Behaviour, HRD, Business perspective to Enterprise Systems, Communication Dynamics, etc.

