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AUTHENTIC LEADERSHIP AND CREATIVITY
THE MEDIATING ROLE OF SUBJECTIVE WELL-BEING

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Authentic Leadership and Creativity: The Mediating Role of Subjective Well-Being

Otantik Liderlik ve Yaratıcılık: Öznel İyi Oluşun Aracı Rolü

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Abstract

This paper investigates the relationship between authentic leadership, employee creativity and subjective well-being; where subjective well-being was incorporated to explore its mediational role between authentic leadership and employee creativity. The sample ($N = 100$) was collected from a private technology company in Istanbul. Measures of Authentic Leadership Scale, Guilford Alternative Uses Task, Creative Work Involvement Scale, Life Satisfaction, Positive and Negative Affect Scale, Openness to Experience Scale and Creative Personality Scale were used for assessment. Results indicated that authentic leadership was positively associated with creative work involvement and subjective well-being. On the other hand, results indicated there was no relationship between overall authentic leadership perception of employees and the Guilford scores. The findings of the current study also indicated that openness to experience – one of the control variables in the thesis- marginally predicted Guilford scores and independently predicted creative work involvement. Mediational analyses revealed that subjective well-being partially mediated the relationship between authentic leadership and creative work involvement.

Keywords: authentic leadership, employee creativity, subjective well-being.

Özet

Bu arařtırmada, otantik liderlikle alıřan yaratıcılıęı ve alıřan znel iyi olma hali arasındaki iliřki ve otantik liderlik ve alıřan yaratıcılıęı arasındaki iliřkide alıřanın znel iyi olma halinin aracı rolü incelenmiřtir. Bu doęrultuda arařtırmaya zel bir teknoloji řirketinde alıřan toplam 100 kiři katılmıřtır. Katılımcılar, otantik liderlik leęi, Guilford alternatif kullanım testi, yaratıcı katılım leęi, yařam memnuniyeti leęi, pozitif ve negatif duygu leęi, deneyimlere aıklık leęi ve yaratıcı kiřilik leęini tamamlamıřlardır. Arařtırmanın sonularına gre, otantik liderlikle alıřan yaratıcı katılımı ve alıřan znel iyi olma hali arasında pozitif iliřki bulunmuřtur. te yandan, sonulara bakıldıęında alıřanların otantik liderlik algısı ile Guilford alternatif kullanım testi arasında herhangi bir iliřki bulunamamıřtır. Ayrıca, bu arařtırmada yaratıcılıęı yordayabilecek 2 kontrol deęiřkeni uygulanmıřtır. Sonulara gre, bu deęiřkenlerden deneyimlere aık olma marjinal olarak Guilford alternatif kullanım testini ve baęımsız olarak yaratıcı katılımı yordamıřtır. Aracı etkili modeli ise, znel iyi olma halinin, otantik liderlik ve alıřan yaratıcılıęı arasında kısmi aracı deęiřken olduęunu gstermiřtir.

Anahtar kelimeler: otantik liderlik, alıřan yaratıcılıęı ve znel iyi oluř.

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CHAPTER 1

INTRODUCTION

Positive psychology is a growing study and has become an important topic for psychology (Seligman, 1998; Seligman & Csikszentmihalyi, 2000). According to Seligman and Csikszentmihalyi (2000), people instinctively focus on negative emotions or events rather than positive ones (p.7). However, Seligman (1998) notes that psychology as science should accomplish more than just fixing problems. Accordingly, proponents of positive psychology started to emphasize examining people's self-fulfillment by focusing on concepts such as optimism, authenticity, hope, well-being.

Positive psychology has implications for various applied settings including the field of leadership. The theory of authentic leadership has been improved on key concepts such as self-awareness, self-regulated and also positive leadership approaches (Avolio & Gardner, 2005) in response to the changing atmosphere of organizations (Avolio & Gardner, 2005). Avolio, Luthans and Walumbwa (2004) claim that authentic leadership has an important role in modern organizations by developing basic positive feelings such as confidence, hope, optimism, resiliency and meaningfulness.

Nowadays, globalization, the changing atmosphere and increased competition among companies transform organizations into more innovative and flexible structures (Amabile, 1996). Organizations' achievement and even progress are subjected to the innovative products and thoughts (Shalley, Zhou and Oldham, 2004). For this reason, creativity is essential for the organizations, especially in the technology sector. There are several empirical studies which demonstrated that employee creativity depends on leadership. Oldham and Cummings (1996) showed that, leadership style has an important role in employee creativity process (p. 613). In terms of authentic leadership, there are not enough empirical studies related to employee creativity. However, researchers in theoretical studies, argue that authentic leadership and creativity is positively associated in positive psychology literature (e.g., Ilies, Morgeson & Nahrgang, 2005, p. 386). Therefore, the present thesis firstly aims to empirically measure the relationship between authentic leadership and creativity.

A final construct in the positive psychology literature considered in this thesis includes subjective well-being (Seligman and Csikszentmihalyi, 2000). Research demonstrated that employees' well-being is positively related with their work engagement in

the workplace (Harter, 2002). It's stated that employees' quality of life depends on their positive feelings and perceptions (Wright, 2003). In a theoretical work, Avolio and Gardner (2005) argued that authentic leadership fosters well-being among employees. As there is a lack of empirical studies, this thesis's further aim is to study the relationship between authentic leadership and employee subjective well-being.

In addition to the literature above, Ryan and Deci (2000) argues that well-being is also positively associated with novelty and motivation. Although there's a lack of empirical studies about the relationship between well-being and creativity, it's predicted in the thesis that authentic leadership should increase employee creativity through the mediating role of employee's subjective well-being.

The aim of this thesis can be summarized in three folds of a mediational model. First, although there are studies about the relationship between leadership and creativity, the relationship between authentic leadership and creativity has not been extensively and empirically studied (Crossan and Apaydin, 2010). There are few studies which test the relationship between authentic leadership and creativity and the mediating role of subjective well-being (Rego, Sousa, Marques and Cunha, 2012; Rego, Sousa, Marques and Cunha, 2014). Their studies showed that there was a positive relationship between authentic leadership and creativity by mediating role of hope, positive affect and psychological capital. The thesis aims to expand authentic leadership research by testing its relation with subjective well-being and creativity. Second, the limited empirical research on the association between subjective well-being and employee creativity will be extended by examining their relationship. Finally, the mediating role of employee subjective well being will be tested in the relationship between perceived authentic leadership and employee creativity. The study will be conducted in a private technology company. Due to its dynamic and unsteady structure, creativity is an important asset for these organizations. For this reason, the findings are expected to provide a new perspective to the competitive environment of private technology sector and have contributions to the literature.

CHAPTER II

LITERATURE REVIEW

2.1. AUTHENTIC LEADERSHIP

2.1.1. Concept Definition

Authenticity, origins from Greek *authentikos*, is defined as “know oneself” and “to thine own self be true” (Avolio and Gardner, 2005). In positive psychology literature, Harter (2002) explains authenticity as “owning one’s personal experiences, be they thoughts, emotions, needs, wants, preferences, or beliefs, processes captured by the injunctions to know oneself” (p. 382). One of the most significant studies about authenticity was conducted by Kernis. He (2003) explains it as “the unobstructed operation of one’s true, or core, self in one’s daily enterprise” (p. 1).

Research on authentic leadership still continues to its development. It has become a new concept with positive psychology. Some researchers (e.g., Avolio, Luthans and Walumbwa, 2004) argued that leadership styles do not exactly fit to some kind of leaders (e.g., transformational). According to them, authentic leadership may contain transformational, visionary, and other positive leadership styles. But, authentic leadership does not require any charismatic behavior, while charismatic leadership has (George, 2003). Charismatic leadership theories miss self-awareness and self-regulation concepts. Also, the discussion of these constructs has not been theoretical and not supported by empirical studies in servant leadership theory (Avolio and Gardner, 2005). Consequently, researchers started to theorize a new leadership style named “authentic leadership”. Regarding varying definitions, a wide spectrum of defining aspects are shared by different researchers.

While definitions of authentic leadership may vary, each draws upon a central theme proposing that authentic leaders are true to themselves. Luthans and Avolio (2003) initially define authentic leadership “as a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive development” (p.243). Furthermore, Shamir and Eilam (2005) imply that authentic leaders could be decomposed from other leaders by four characteristics: being themselves in acting of their leadership style as themselves, the level of self-concept and the

degree that they have a value based missions; their aims are self-regulated, and their actions are coherent with their self-concept.

Avolio, Luthans and Walumbwa (2004) suggest that authentic leaders are conscient of their thoughts and behaviors and aware of psychological capital and moral perspective; aware of the organizational context and who have self-regulated and self-awareness character. Moreover, Ilies, Morgeson and Nahrgang (2005) explain that “Authentic leaders are deeply aware of their values and beliefs, they are self-confident, genuine, reliable and trustworthy, and they focus on building followers’ strengths, broadening their thinking and creating a positive and engaging organizational context” (p. 374). Integrating all the different views of authentic leadership, Walumbwa, Avolio, Gardner, Wensing and Peterson (2008) described authentic leadership as a “pattern of leader behavior that draws upon and promotes both positive psychological capabilities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information and relational transparency on the parts of leaders working with followers, fostering positive self-development” (p. 94). This definition includes two distinguishing and critical components of authentic leadership theory: an inherent moral component and a development focus, which makes authentic leadership state-like leadership (Walumbwa et al., 2008). In addition to that, authentic leadership can be described as a leadership style in which leaders behave transparently and ethically encouraging their followers to be open in sharing information needed for decision making procedure while acknowledging their reactions (Avolio, Walumbwa, & Weber, 2009).

2.1.2. Key Components of Authentic Leadership

Authentic leadership literature was elaborated by many researches. In this section, the key findings about authentic leadership in organizations will be presented.

Kernis (2003) developed four core elements for authenticity: awareness, unbiased processing, action and relational. Employing Kernis’s four main components of authenticity, Ilies, Morgeson and Nahrgang (2005) have proposed a four-component model which involves self-awareness, unbiased processing, authentic behavior/acting, and authentic relational orientation. Influenced by Kernis model (2003), Gardner et al., (2005) created a person oriented authentic leader and follower model and they defined a model of four components as self-control, objective processing of information.

Besides the development of theoretical framework, researchers have found empirical support for authentic leadership. Walumbwa et al., (2008) developed a measure and conducted a survey for authentic leadership and determined its construct validity for work attitudes and behaviors. In the study, confirmatory factor analyses were revealed an overall measure of the authentic leadership construct (the Authentic Leadership Questionnaire) which containing a leader's self-awareness, relational transparency, internalized moral perspective, and balanced processing. Results of this study demonstrate that these four factors are not distinct subscales and a single second-order factor was taken into consideration for those subscales. For this reason, the study suggested that these subscales were not distinct constructs. *Self-awareness* refers to the realizing of a person's endurance, inadequate sides, to know himself/herself, how a person perceives his/her life and this sensemaking affects the self overtime; *relational transparency*, which refers to portraying one's authentic identity to the outside through open communication; *balanced processing*, which refers to neutrally examining the events before making up his/her mind; and *internalized moral perspective*, which refers to behaving morally and self-regulated in an internalized and integrated manner.

Luthans and Avolio (2003) suggest that positive psychological states such as hope, optimism, confidence and resiliency are the resources for authentic leadership. These states also have a contribution to flourish and prosper employees and organizations (Seligman and Csikszentmihalyi, 2000). While Avolio et al., (2004) emphasized how authentic leaders affect their follower's attitudes, behaviors and performance with positive organizational behavior, trust, hope, emotion and identification; Gardner et al., (2005) focused on followers' self-awareness and self-regulation and also how followers are influenced by their leaders by positive modelling. The latter study concentrated on the core self-awareness and self-regulation components of authentic leadership rather than positive psychological states. Gardner et al., (2005) identify four elements for self-awareness: values, cognitions regarding identity, emotions and motives/goals. Regarding leadership, May, Chan, Hodges and Avolio (2003) describe self-awareness as "knowing oneself and being true to oneself are essential qualities to authentic leadership" (p. 248). Ilies, Morgeson and Nahrgang (2005) and Shamir & Eilam (2005) also emphasize that self-awareness is a fundamental component for authentic leadership development.

In addition to self-awareness, self-regulation process plays a crucial role for authentic leadership. According to Avolio and Gardner (2005), self-regulation is a process which authentic leaders set their values through their intentions and actions. Avolio and

Gardner (2005) and Ilies, Morgeson and Nahrgang (2005) argue this process based on the theoretical foundations of Deci and Ryan's (2000) self-determination theory. This theory claims that authenticity is obtained through internally driven regulatory processes. It also based on the work of Kernis (2003), which discusses that authenticity contains unbiased (balanced) processing, relational transparency/authenticity and authentic behavior.

Leadership behavior is another key component of authentic leadership in literature. Researches highlighted that authentic leaders influence and develop their followers by positive modeling, supporting self-determination, emotional contagion and self-identification. It's stated that authentic leaders are positive behavioral role models for followers (Ilies, Morgeson and Nahrgang, 2005). They also suggest that authentic leaders' positive emotions influence their followers through emotional contagion and their followers will have positive affective moods. Besides, Kernis (2003) proposes that authenticity flourishes positive emotions through self-awareness and relational transparency. According to him, authentic leaders foster followers' emotional and cognitive development through emotional and social contagion. Gardner et al., (2005) and Ilies, Morgeson and Nahrgang (2005) both mention that authentic leaders influence their followers' feelings of identification and values with the leader and the organization. They maintain that when leaders' and followers' values are alike, their self-identification is much more strengthened.

The literature indicates that authentic leadership comprises an inherent ethical/moral component (Luthans and Avolio, 2003). May et al., (2003) assert that authentic leaders enhance ethical and transparent decision making processes and utilize their inherent components such as moral capacity, efficacy, courage and resiliency to achieve authentic and moral actions.

2.2. CREATIVITY

2.2.1. Concept Definition of Creativity

Creativity is an important and comprehensive phenomenon in many disciplines. There have been several diverse definitions and approaches. Although creativity is generally defined as related to intelligence, additional constructs such as motivational conditions, personality, environment, chance factors and even products influence creative behavior affect creativity (Feldhusen and Goh, 1995).

Guilford (1950) refers to creativity as abilities that are the characteristics of creative people. Hence, he asserts that research should focus on creative personality and behavioral traits. Creativity represents patterns of primary abilities including interests, attitudes and temperamental variables. Creativity is not accounted for in terms of intelligence or IQ. He also added that problem solving and evaluative ability are other components of creativity. Furthermore, Guilford (1950) was interested in measuring creativity and its validity with intelligence tests.

Creativity is a broad and complex concept to properly define. Amabile (1998) defines creativity as “the production of novel and useful ideas”. She focused on the end of the process in definition and described creativity as “the production of responses or works that are reliably assessed as creative by appropriate judges” (p. 83). Moreover, she proposed that there were three key components of creativity within the individual, which were domain relevant skills, creativity relevant processes and task motivation. She claimed that the area of overlap between those three components conveyed the area of highest creativity.

Mumford and Gustafson (1988) conceptualized creativity as containing elements “(a) the processes underlying the individual's capacity to generate new ideas or understandings, (b) the characteristics of the individual facilitating process operation, (c) the characteristics of the individual facilitating the translation of these ideas into action, (d) the attributes of the situation conditioning the individual's willingness to engage in creative behavior, and (e) the attributes of the situation influencing evaluation of the individual's productive efforts” (p. 28).

Ford (1996) states three attributes which determine a definition for creativity. First, he describes creativity as an attribute of a product introduced by an actor. Second, it is a subjective attitude which adopted by members of the field. Lastly, they are domain-specific and may change over time. Besides, Oldham and Cummings (1996) proposes that creativity refers to “products, ideas or procedures that satisfy two conditions: 1) they are novel or original and 2) they are potentially relevant for, or useful to, an organization” (p. 608).

Csikszentmihalyi (1999) describes creativity as an interaction among a domain, a person and a field. Sternberg (1999) states that “creativity is the ability to produce work that is both novel (original, unexpected) and appropriate (useful, adaptive concerning task constraints)”(p. 3). According to Sternberg and Lubart (1992), creativity contains some resources. Intelligence, thinking style, personality and motivational context are related to it.

Runco (2004) identified creativity as “useful and effective response to evolutionary changes” (p. 658). He elaborates that creativity is related to original behavior and originality is necessary but not enough for creativity. Flexibility is a crucial notion of it which provides to deal with opportunities, technologies and changes. It’s a reaction and also a contribution to evolution and problem solving.

There are different perspectives which examine the concept of creativity. Some of them concentrated on the novelty and appropriate (useful) characteristics of creativity (e.g., Amabile, 1998; Sternberg, 1999). Others focused on the facets that analyze creativity in terms of features such as a person, a process or outcome. Other important perspective for creativity is cognitive processes. Guilford (1967) and Basadur, Gelade and Basadur (2014) argue that creativity depends on intelligence, problem solving, divergent thinking and evaluative abilities (as cited in Basadur, Gelade and Basadur, 2014). According to Guilford (1959), convergent thinking was equated with intelligence; divergent thinking was equated with creating options from information and evaluating alternatives.

2.2.2. Employee Creativity

Researchers have begun to study employee creativity in the past decade by focusing on organizational factors and individual differences in creativity (Zhou and Shalley, 2003). Empirical studies showed that when employees produce creative products or ideas, they have contributions to organizational efficiency and subsistence (Amabile, Conti, Coon, Lazenby and Herron, 1996). There are several characteristics and theoretical frameworks about creativity.

Amabile et al., (1996) theorized in their Componential Model of Creativity about three components. These are domain-relevant skills, creativity-relevant processes and task motivation. Domain-relevant skills refer to employee’s practical knowledge about a specific domain. It may be affected by education and motor abilities. Creativity –relevant processes refer to explicit knowledge which contains cognitive styles and work styles. Studies (Amabile et al., 1996; Amabile, 1997) indicate that training in problem solving and creative skills and activities improve employee creativity. Lastly, task motivation is conceptualized in terms of intrinsic or extrinsic motivation. Intrinsic motivation is described as “any motivation that arises from individual’s positive reaction to qualities of the task itself; this reaction can be experienced as interest, involvement, curiosity, satisfaction or positive challenge” (p. 115).

Intrinsic motivation is influenced by a person's eagerness to engage in creative activities and by contextual factors that may increase or decrease creative behavior (Amabile et al., 1996).

Woodman, Sawyer and Griffin (1993) proposed Interactionist Model for employee creativity. Woodman and Schoenfeldt (1990) defined the interactionist perspective as "the behavior of an organism at any point in time is a complex interaction of the situation and something else-this something else is the nature of the organism itself" (p. 279). They suggest that creativity has individual, group and organizational characteristics. Cross-level analyses are argued to identify these characteristics. These analyses are represented by social influence and contextual influence processes. Individual creativity characteristics possess cognitive abilities, identity, intrinsic motivation and understanding. Group characteristics include norm, harmony, dimension, diversity, status, duty and problem solving skills. Lastly, organizational characteristics such as growth, culture, awards, strategy, and pattern are discussed (Woodman, Sawyer and Griffin, 1993).

Multiple social domains theory which examines individual's creativity in a group or organizational domains was introduced by Ford (1996). Theory proposes that individual creativity is an integration of sensemaking, motivation, knowledge and ability. It's argued that creative and habitual movements are rival behaviors for people and even when creative acts are more inviting, individuals tend to prefer habitual acts or familiar organizational settings which contain more certainty. Therefore, creative actions are still novel occurrences in organizations.

Oldham and Cummings (1996) argue that there is a positive association between creativity and creative personality. Examining Gough's Creative Personality Scale (CPS/1979) and using the interactional approach, their research found that personality (e.g. creativity-relevant individual features) and contextual components (e.g. job difficulty, supportive supervision and non-controlling supervision) influence employee creativity scores. When employees scored high on the CPS, worked on more intricate jobs, and were controlled by supportive managers in a non-controlling, free environment, employees displayed more creative actions.

Research identified two personal characteristics that affect employee creativity (Shalley, Zhou & Oldham (2004). These are personality and cognitive style. The researchers also draw attention to Gough's Creative Personality Scale (1979) (CPS) and Costa and McCrae's (1992) Five Factor Model (FFM) of personality. Studies (McCrae and Costa, 1989; Feist, 1998) demonstrated that both CPS and FFM's components are positively related to

employee creativity. Furthermore, individual's cognitive style also affects creativity. Individuals who have adaptive style more likely agree within procedures without questioning, while those who have innovative style more likely take the risks during problem solving.

2.3. SUBJECTIVE WELL-BEING

2.3.1. Concept Definition of Subjective Well-Being

The concept of well-being has been widely identified in terms of positive mental health, psychological growth, happiness, quality of life in empirical studies (Deci and Ryan, 2001; Diener & Lucas, 1999).

Deci and Ryan (2001) defined well-being in two ways: psychological or eudaimonic well-being and subjective or hedonic well-being. Psychological well-being/eudaimonism refers to personal growth and analyzing his/her true competency (Ryff and Singer, 1998). Subjective well-being/hedonism is associated with life satisfaction, positive affect and absence of negative mood (Myers and Diener, 1995).

Hedonism originates from a philosophical framework from ancient Greek times. According to Aristotle, hedonism refers to the pleasure an individual has sense about his/her life (Kraut, 2010). Another philosopher, Hobbes argued that pleasure is related to human's wishes and it's virtue of life (Deci & Ryan, 2001). Alike, Bentham suggested that hedonism is a phenomenon which refers to maximizing pleasure and minimizing pain (Deci & Ryan, 2001). Kahneman et al., (1999) declared hedonic psychology as a new field of psychology and he defined it as the study of "what makes experiences and life pleasant and unpleasant" and he describes hedonism and well-being as equal concepts (p. 144, as cited in Deci & Ryan, 2001).

Most researchers studying hedonic psychology has used the term "subjective well-being" _ to assess it (Diener & Lucas, 1999). Subjective well-being (SWB) refers to majority of positive thoughts and emotions about one's life (Myers and Diener, 1995). It's described as what people think and how they feel with their lives. The term "subjective" indicates that how a person treats and perceives his/her life establishes his/her subjective well-being (Diener, Suh and Oishi, 1997).

In the line with the above literature, Seligman and Csikszentmihalyi (2000) suggest that subjective well-being and happiness are important personal factors for positive psychology. Subjective well-being is a more scientific term which people usually stating as happiness. The study suggests that there is a relationship between people's social conditions and happiness. The important issue is how a person's values and goals mediate between

external incidents and the quality of experience. Hence, they assert that it is not what happens to people for determining how happy they are but how they interpret what happens.

Subjective well-being reflects one's cognitive and affective assessments. Cognitive evaluation reflects a person's sense of life satisfaction regarding his/her work, marriage...etc. Affective evaluation refers to people's emotions about their life circumstances. People with high SWB tend to feel pleasant and positive emotions about their life events. On the other hand, people with low SWB tend to evaluate their life circumstances in an unpleasant and negative manner. For this reason, there are three important components of SWB: life satisfaction, positive affect and absence of negative affect (Myers and Diener, 1995).

Life satisfaction is described as "a global assessment of a person's quality of life according to his/her chosen criteria" (Shin and Johnson, 1978, p.478, as cited in Diener, 1984). Comparing actual situations with ideal norms establishes fundamental attitudes for satisfaction and every person has divergent sets of norms for satisfaction. Therefore, internal judgments about satisfaction level rather than externally imposed standards of satisfaction are taken into consideration (Diener, 1984).

The term "affect" refers to moods and emotions (Diener, Suh, Lucas and Smith, 1999). Watson, Clark and Tellegen (1988) indicated two kinds of affect which are self-report moods: positive and negative. Positive affect represents the extent to which an individual feels interested, excited and inspired. People with high positive affect possess high energy, full concentration. However, people with low positive affect reflect sadness and lack of energy. Conversely, negative affect is a state of subjective depression and unpleasant commitment which contains anger, disgust, fear, guilt though people with low negative affect reflect calmness and serenity (Watson, Clark and Tellegen, 1988). Regarding these statements, surprisingly, positive affect and negative affect are not opposites, meaning that, they are not negatively correlated. They are not positively correlated; they are independent and orthogonal dimensions. Total amount of positive emotions an individual attempts by time does not refer to whole amount of negative emotions the same individual does not experience (Myers and Diener, 1995).

2.3.2 Research on Subjective Well-being

There are several factors which affect subjective well-being. Personality, emotions, psychological health and demographic variables are related topics regarding subjective well-being.

A study showed that subjective well-being is primarily related to personality (Diener and Lucas, 1999). From the Big Five" traits, extraversion and agreeableness were consistently positively correlated with subjective well-being, on the other hand neuroticism

was consistently negatively correlated with it (Diener and Lucas, 1999). Furthermore, Diener and Diener (1995) reported that there is a positive relationship between self-esteem and subjective well-being. People who have higher self-esteem describe themselves as much happier than people who have lower high esteem.

In terms of relationship between emotions and subjective well-being, it was found that people having more positive emotions and less negative emotions have fairly high subjective well-being (Diener and Lucas, 2000). Furthermore, having close relationships enhances subjective well-being among people. Close relationship refers to high-quality relationships which include intimacy, confidant and self-worth (Myers and Diener, 1995).

Considering relationship between demographic variables and subjective well-being, it was found that age, income, education and health have small effects on subjective well-being and subjective well-being is temperately stable throughout lifetime (Diener and Lucas, 1999).

Regarding the relationship between workplace and employee well-being, Warr (1999) suggested that there are three axes which measures employee well-being, ranging from displeasure to pleasure, from anxiety to comfort and from depression to enthusiasm. He stated that employee well-being is positively associated with more job productivity, lower absenteeism, reduced turnover and, more discretionary work behaviors.

2.4. The Relationship between Authentic Leadership and Employee Subjective Well-being

Several studies have suggested that well-being and authentic leadership should be positively related (Gardner et al., 2005; Ilies et al., 2005; Kernis, 2003; Shamir and Eilam, 2005) and these studies identified employee well-being as an outcome of authentic leadership. However, this relationship was proposed theoretically, but not tested empirically in these studies. According to Avolio and Gardner (2005) and Ilies et al., (2005), authentic leaders' processes and behaviors affect followers and their development. In addition to positive psychological capital, self-awareness components, they suggest that authentic leadership includes different processes which are described as emotional contagion and positive behavioral model.

Frederickson (2003) proposes the broaden-and-build model to understand the impacts of positive feelings. This model states that positive feelings – including joy, interest, contentment, pride and love – widen people's thinking and acting. With respect to emotional contagion, leaders' positive emotions can be contagious and affect the followers with these

positive emotions in organizations. So, authentic leaders may spread their positive and affective mood to their followers.

Furthermore, Kernis (2003) states that authentic leaders enhance positive affective states through relational transparency and self-awareness. Regarding relational transparency, being open and true in a close relationship fosters positive emotions. Being conscious of one's strengths and inadequate sides, needs and emotions provides positive experiences in life. They feel higher self-esteem and they utilize this awareness with others and their environment. These positive affective states enable social contagion processes to lead more positive emotions and emotional development among followers. This positive infectious environment will enhance followers' hedonic/subjective well-being (Ilies et al., 2005).

Positive role modeling also improve employees' subjective well-being. As it's discussed before, authentic leaders are behavioral role models for their followers (Gardner et al., 2005). Followers can behave authentically through social learning experiences and their behaviors will be orientated by the principles of the authenticity. As followers act more authentically as authentic leaders, it will increase the level of confidence, attachment and well-being among followers. Therefore, followers' subjective well-being will be fostered over time (Ilies et al., 2005).

Additionally, Frederickson (2003) and Harter, Schmidt and Keyes (2003) state that when leaders are supportive, caring, listen, respond and give feedback to their followers, followers have become happier and this atmosphere improves their subjective well-being in the workplace. Authentic leadership possesses these characteristics because its root constructs are self-awareness, unbiased processing, relational transparency, internalized moral perspective and trust. Moreover, Gardner et al., (2005) and Sheldon, Elliot, Ryan, Chirkov, Kim and Wu (2004) argue that authentic leaders ' self-regulative processes and self-concordance lead to flourish happiness (subjective well-being).

H₁: There is a positive relationship between authentic leadership and employee subjective well-being.

2.5. The Relationship between Authentic Leadership and Employee Creativity

Researches have shown that there is a strong correlation between leader attitudes, behaviors and employees' attitudes, behaviors. Employees' creative performance is often depended on the leadership style (Oldham and Cummings, 1996). Some studies have suggested a positive relationship between authentic leadership and employee creativity (Ilies, Morgeson and Nahrgang 2005; Avolio, Luthans & Walumbwa, 2004). However, the relationship was proposed theoretically, but not tested empirically in these studies.

It is stated that authentic leaders improve their followers' positive psychological capabilities. They foster the follower's hope, trust, resiliency and optimism (Avolio, et al., 2004; Ilies, et al., 2005). More optimistic employees tend to generate novel and useful ideas and they are not afraid to try new things. Even if they fail, they perceive it as an encouragement (Ilies et al., 2005). Moreover, it is indicated that high-hope leadership increases the level of confidence and trust which lead employees giving their attention to their creative vigor. Therefore, authentic leadership provides an opportunity to create new and flexible ideas and lead to creative performance among employees (Avolio et al., 2004).

Authentic leaders' followers characterize themselves with their leader and these leaders share their goals with the followers (Ilies et al., 2005). If authentic leaders' goals are connected to their followers, they have powerful effects on followers' attitudes and behavior. This personal identification enables to facilitate to focus a person's mental processes, particularly through unsteady periods, and derives the flexibility to change and this change leads to different behaviors. For this reason, they encourage their followers to develop their creative behavior (Avolio and Gardner, 2005).

Positive modeling refers to the process of personal identification of employees with the leader and it is related to leader's self-awareness (Gardner et al., 2005). It's a unique characteristic of authentic leadership. Through positive modeling, followers learn to act authentically and authentic leaders improve their followers' positive psychological capital (Avolio et al., 2004). Ilies et al., (2005) suggested that developing high-quality relationship with employees and being a role model, authentic leaders enable their followers to increase their creative thinking.

According to self-determination theory (Ryan and Deci, 2000), autonomy, competence and relatedness are necessary for self-development and these intrinsically motivated behaviors are authentic. Leaders who provide autonomy, relatedness, positive feedback among their employees are more likely authentic leaders and they enhance followers' self-determination through this process (Deci et. al, 1989). Followers who develop their self-determination become more effective and motivated in the workplace (Ilies et al., 2005). Therefore, authentic leaders tend to increase their followers' levels of intrinsic motivation and creativity.

H₂: Authentic leadership is positively related to employee creativity.

2.6. The Relationship between Employee Subjective Well-being and Employee Creativity

Studies have shown that positive states such as subjective well-being, hope, happiness are positively associated with creativity (Frederickson, 2001; Csikszentmihalyi, 1997; Shalley, Zhou and Oldham, 2004). The relationship was proposed theoretically, but not tested empirically in these studies.

Some researchers explain this relationship through intrinsic motivation meanwhile others explain through positive moods. It's also argued that creative employees are happy individuals who love their jobs and enjoy doing it. They feel like they are intrinsically rewarded (Csikszentmihalyi, 1997). Intrinsic motivation is a source of enjoyment and vitality for people's life (Ryan, 1995).

Some researches explain the relationship with positive moods Frederickson (2001) propose a positive association between subjective well-being and creativity. She describes it through the broaden-and-build theory. She suggests that positive feelings widen thought-action repertoires and induce people to become more creative, flexible, and open to new experiences. Joy, for example, widens by generating an impulse to play, and push one's potential. Interest widens by generating an impulse to discover, to learn and gain practices, and develop the self through continuum.

Diener, Kanazawa, Suh and Oishi (2015) also state that positive moods are positively related with creativity. According to them, positive moods offer energy and motivation and also positive affect is associated with curiosity. Happy people are more likely to experience energetic and interested emotions while doing things. Feelings of energy can motivate trying out new ideas. Happy people are more creative and positive emotions lead them to more critical thinking, cognitive flexibility. For this reason, happy workers are much more motivated on trying new ideas.

Shalley, Zhou and Oldham (2004) suggest that workers who possess positive moods are more likely to have cognitive and motivational processes, use problem solving skills. Positive mood which is a predictor for subjective well-being enhances employee creativity. Besides, Madjar, Oldham and Pratt (2002) address that positive moods exhibit a crucial role in employee creativity. When workers have positive moods, they use more divergent stimuli processes, more comprehensive classifications and this continuum flourishes their creative performance.

According to the reviewed literature, this thesis proposes that authentic leadership will be positively related to employee subjective well-being and employee creativity and that employee subjective well-being will mediate the relationship between authentic leadership and employee creativity.

H₃: Employee subjective well-being mediates the relationship between authentic leadership and employee creativity.

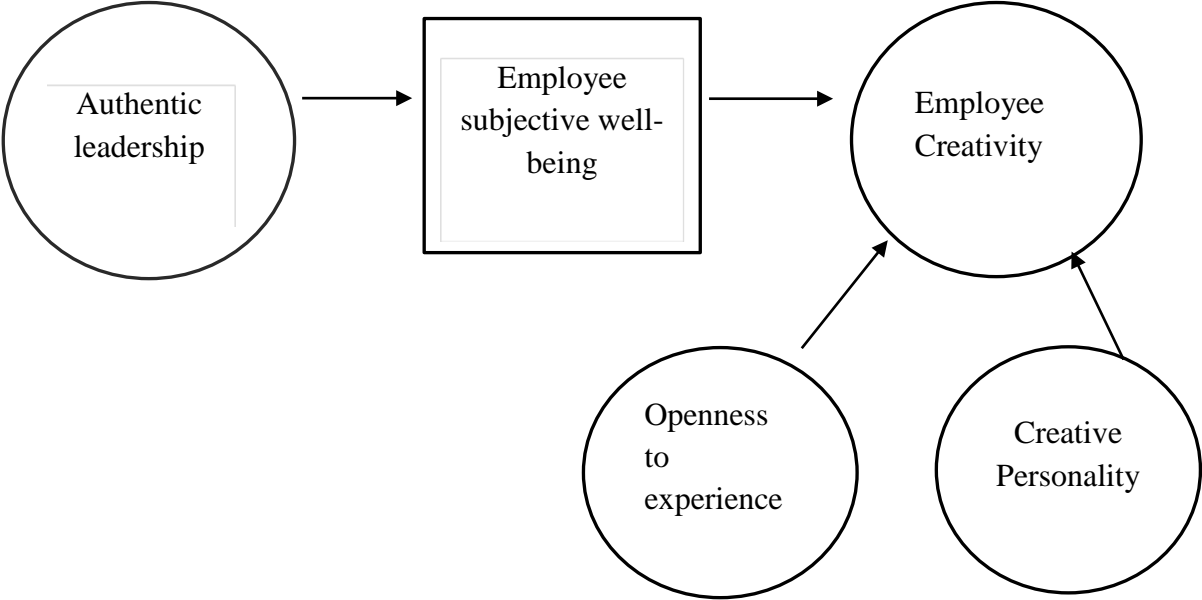


Figure 1. Hypothesized conceptual model.

CHAPTER III

METHOD

3.1. Participants

Data were collected from white-collar employees from a private technology company. Their tasks are developing optimal solutions to problems which enable to develop flexible and functional applications to meet different user needs. Besides, they apply to new requirements which lead to new technological designs in their job. They also develop digital strategies and applications, portal and contents, designs interfaces for Bank's non-branch channels like Internet Banking, ATM, Call Center, Mobile Banking and Social Platforms. The total sample consisted of 100 employees (48 men and 52 women). The 54% of total sample was between the ages of 25-34 ($SD = .67$). The mean of tenure was 5.03 years ($SD = 1.19$). The mean of working year with manager was 4.27 ($SD = 1.27$) and 59% of managers were men (Appendix 3). The study had ratings for different team leaders coming from different teams. Team members rated the same leader. There were 12 teams in which the number of members ranged from 5 to 16 participants. Teams were identified in the survey. All responses were anonymous. The study was a survey design with perceived authentic leadership as predictor, participants' subjective well-being as mediator, and participants' creativity as the criterion.

3.2. Measures

The questionnaires used in the study consisted of a demographic information and seven other scales in the present study. These measures are authentic leadership scale (see Appendix A), Guilford alternative uses task (see Appendix B), creative work involvement (see Appendix C), life satisfaction (see Appendix D), positive and negative affect schedule (see Appendix E), openness to experience (see Appendix F) and creative personality scale (see Appendix G).

3.2.1. Authentic Leadership Scale

Authentic leadership scale was developed by Walumbwa, Avolio, Gardner, Wensing and Peterson (2008). The scale composed of 16 items which are indicating four leadership sub-dimensions: self-awareness, relational transparency, balanced processing and internalized moral perspective. Self-awareness comprises 4 items and internal consistency was .92, internalized moral perspective comprises 4 items and internal consistency was .76, relational transparency comprises 5 items, and internal consistency was .87, balanced

processing comprises 3 items and internal consistency was .81. It was measured with a 5-point likert scale ranged from 1= not at all, to 5= frequently, if not always. Tabak et al., (2010) translated it into Turkish and the internal consistent reliability was .91.

3.2.2. Guilford Alternative Uses Task

Guilford Alternative Uses Task (1967) was developed by J.P. Guilford for measuring creativity. Participants were asked to list as many possible uses for common 3 items: brick, paperclip and newspaper. Scoring has 4 criteria: *fluency* – the number of uses you can list (total number of all the responses), *flexibility* – the number of different categories you can list (total number of all categories), *elaboration* – the level of detail of the idea (total amount of all ideas), *originality* – how unusual those uses are (each response was compared to the total amount of responses. Responses which were given by 5 % of sample were treated as unusual and received 1 point and responses which were given by 1 % of sample were considered as unique and received 2 points. Higher scores indicated higher creativity. Turkish version is available in Indiana University website.

3.2.3. Creative Work Involvement Scale

Creative work involvement scale was developed by Carmeli and Schaubroeck (2007). It consists of 9 items. It was translated into Turkish with back to back translation procedure. It was measured with a 5-point likert scale ranged from 1= never, to 5= very often. The items formed a reliable composite scale ($\alpha=.88$). High scores indicate that participants perceived themselves as highly involved in creative activities.

3.2.4. Positive and Negative Affect Schedule (PANAS)

Combination of Positive and Negative Affect Schedule (PANAS) and satisfaction with life scale is commonly used for measuring subjective well-being. The Positive and Negative Affect Schedule (PANAS) (1988) was originally developed by Watson and colleagues. The items in the scale are divided into two scales which are positive affect (PA) and negative affect (NA) scale. Each scale consists of 10 mood-related adjectives. Positive adjectives are active, alert, attentive, determined, enthusiastic, excited, inspired, interested, proud and strong. Negative adjectives are afraid, ashamed, distressed, guilty, hostile, irritable, jittery, nervous, scared and upset. The reliability for PA was .79 and for NA was .81. PANAS is translated into Turkish by Gençöz (2000). The reliability for PA was .79 and for NA was .81. Participants were asked how frequently they experience these emotions on a 6-point likert scale ranging from 1= very little/not at all, to 6= very intensely. In the present study, the internal consistency reliabilities for PA and NA were .84 and .87, respectively. In this study, positive affect was used for measuring subjective well-being and it was used in the

subsequent analysis as an indicator of subjective well-being. The reason for this was that positive affect items could be a better indicator for positive psychology measures.

3.2.5. Satisfaction with life scale (SWLS)

Satisfaction with life scale (1985) was originally developed by Diener et al., It aims to measure the extent to which individuals are satisfied with life in general according to their subjective criteria. It consists of 5 items. It is measured with 7-point likert scale ranging from 1= strongly disagree to 7= strongly agree. The internal consistency reliability was .87. It was translated to Turkish by Köker (1991). The internal consistency reliability was .85. In the present study, its reliability as indicated by Cronbach alpha was .89. High scores on this measure indicate high life satisfaction.

3.3. Procedure

Convenience sampling method was used for this research. Necessary permissions were obtained from the Ethics Committee of Istanbul Bilgi University. The purpose of the study was explained to the participants and required time to fill the questionnaire was presented in the consent form and the consent form was also included (see Appendix 1). Participants were informed about the confidentiality of the data and the anonymity of their responses which were used only purposes of this thesis. Participants were ensured that there were no questions which would cause to any psychological distress. They were guaranteed that they can leave the questionnaire anytime if you feel any discomfort. Employees completed the survey online system (Qualtrics). A filter question was added to questionnaire “If you read this question, please answer 4” to identify the respondents who did not answer the questionnaire carefully.

3.4. Demographics

Participants were asked to report their gender, age, tenure, working year with manager and manager gender. Demographic statistics are presented in Table 3.1.

3.5. Control Variables

The literature has examined several predictors affecting creativity. Positive psychological capital, positive affect, personal and contextual characteristics are some of them. The present thesis also examines personal characteristics as a control for employee creativity. Two control variables – openness to experience and creative personality –are included.

3.5.1. Openness to Experience

Openness to experience is defined as the “disposition to be imaginative, nonconforming and unconventional” (Judge, Bono, Ilies and Gerhardt, 2002, p. 765). The description of a person who is high on openness to experience is linked to description of creativity (McCrae and Costa, 1989). Furthermore, studies show that openness to experience is the most positively related factor to the creativity among all FFM (Five Factor Model) dimensions (Feist, 1998). Therefore, openness to experience is used as a predictor for creativity in this study.

Openness to Experience scale based on Big Five Inventory (BFI) by John and Srivastava (1999) was used in the study and it’s translated into Turkish by Tomrukçu’s master thesis (2008). It has 10 items. It is measured with a 5-point likert scale ranged from 1=strongly disagree to 5=strongly agree. In the present study, Cronbach’s alpha was .76.

3.5.2. Creative Personality

Creative personality is another important predictor for creativity (Feist, 1998; Oldham and Cummings, 1996). Gough (1979) found a positive, significant correlation between creative personality scale (CPS) and creativity. The CPS measures the individual’s creativity potential. People who are high on CPS are more likely to develop original, novel ideas and have broad interests.

Creative Personality scale by Gough, H. G., (1979) was used in the study. The scale has 30 items; 18 positive and 12 negative. 1 point is given each time one of the positive items is checked and 1 point subtracted each time one of the negative items is checked. It was translated into Turkish with back to back translation procedure for the purpose of the present thesis. The averaged items formed a reliable scale .88. In this study, positive items were used to examine creative personality. The reason was that positive items could be better indicator for positive psychology measures.

3.6. Data Analysis

In the present study, based on the completed online questionnaires -data analysis was performed using a variety of analytical tools available in the Statistical Package for the Social Sciences (SPSS).

Several statistical tools were used to analyze the data. A descriptive analysis of all independent and dependent variables in the study was conducted, and indicated where appropriate, the means, standard deviations and correlations for these variables. In order to examine mediation hypothesis, multiple regression analysis for mediation was conducted. Also, t-test was applied to indicate the difference between male and female participants.

Details about the methodologies used in this study will be addressed in the results section according to each step of the study.

CHAPTER IV

RESULTS

The main purpose of this study was to investigate the mediating role of subjective well-being in the relationship between authentic leadership and employee creativity.

4.1. Confirmatory Factor Analysis for Authentic Leadership

Prior to testing the hypotheses, (confirmatory factor analysis) CFA was conducted by using AMOS 17 (Arbuckle, 2008) to provide an initial examination for construct validity of authentic leadership scale which was composed of 4 subscales: self-awareness, relational transparency, balanced processing and internalized moral perspective.

CFA results indicated that the data have a poor fit for the conceptual model and the four subscales were not confirmed (χ^2/df ratio = 2.08; CFI = .84; NFI = .74; RMSEA = .11). The subscales as latent variables were highly correlated (between .73 and .97) thus there was not evidence that they were distinct sub-constructs of authentic leadership. In exploratory factor analysis, instead of 4, only 3 factors emerged with Eigen values over 1. Out of the 13 items seven indicated cross-loadings (i.e., values over .40 on more than one latent factor) and those items that clearly loaded on one factor represented different subscales of the original measure (see Appendix 4). Based on these results, rather than using a limited set of items to construct a new version of sub-scales of the measure, each item was included in an overall composite measure of authentic leadership. The items were averaged and formed a reliable scale ($\alpha=.91$). High scores indicate that participants perceived their immediate leaders as highly authentic.

4.2. Descriptive Analysis

Descriptive analysis was conducted to describe the study variables; means and standard deviations are presented in Table 4.1. An independent sample-t- test was conducted to test whether there is a difference between female and male participants in terms of creative work involvement. The difference between the average creative work involvement score for females was ($M = 3.40, SD = .63$) and for males ($M = 3.62, SD = .46$) was statistically significant ($t(98) = 2.36, p = .020$). The effect size, Cohen's d , was at the medium level ($d = .30$ (see Appendix 5).

4.3. Correlational Analyses

Bivariate correlational analysis (Pearson correlations) was performed in order to investigate the relationship between all variables including authentic leadership, creative work

involvement, positive affect, life satisfaction, openness to experience, creative personality and Guilford scores in Table 4.1.

Authentic relationship was positively and significantly correlated with creative work involvement life satisfaction and positive affect. Furthermore, openness to experience was positively correlated with creative work involvement, life satisfaction and positive affect. Positive affect was also positively and significantly correlated with creative work involvement. On the other hand, correlation analysis showed that there was no significant relationship between authentic leadership and Guilford scores.

4.4. Results of Multiple Regression Analysis

In order to test mediational model measure effect, hierarchical multiple regression analysis was applied in four steps. As suggested by Baron and Kenny (1986), in the first step creative work involvement or Guilford test score was used as criterion and authentic leadership was used as the predictor. In the second step, authentic leadership was used as the predictor, whereas life satisfaction and positive affect was (representing subjective well-being) were used as criterion. In the third step, the criterion was creative work involvement or Guilford test score and the predictor was subjective well-being (life satisfaction and positive affect). In the last step of mediational analysis, the criterion was creative work involvement or Guilford test score whereas authentic leadership and life satisfaction, positive affect were concurrently entered as predictors. Subsequently, Sobel test was conducted to test the significance of the mediation effect.

Creative Work Involvement as criterion

When only team-membership as a random factor was entered into the model predicting creative work involvement, the between team variance was not significant, the estimated variance was .006 with a standard error of .03, $\chi^2=.20$, $p=.84$. When authentic leadership and the subjective well-being measures were included in the model, the between team variance remained non-significant, $\sigma^2=.015$ $SE=.02$, $\chi^2=.63$, $p=.53$. Thus, the subsequent mediation analysis excludes teams as a random factor and a series of hierarchical regression analysis will be performed.

Table 4.1*Means, Standard Deviations and Pearson correlations among the variables*

Variables	Mean	SD	1	2	3	4	5	6	7
1. AL	3.63	.65	1						
2. CWI	3.53	.57	.34**	1					
3. LS	3.27	.73	.37**	.15	1				
4. PA	4.37	.69	.20*	.29**	.52**	1			
5. OTE	4.69	.62	.02	.27**	.20*	.41**	1		
6. CP	.83	.36	-.12	-.86	-.01	-.07	.02	1	
7. GS	19.1	.14	-.12	-.63	-.01	-.03	.14	-.03	1

Note: * $p < .05$, ** $p < .01$. AL: Authentic Leadership, CWI: Creative Work Involvement, LS: Life Satisfaction, PA: Positive Affect, OTE: Openness to Experience, CP: Creative Personality, GS: Guilford Scores.

For Step 1, regression analysis was performed to test the effect of authentic leadership while controlling for the effects of openness to experience. Authentic leadership ($\beta = .34, p < .01$) and openness to experience ($\beta = .26, p < .01$) independently predicted creative work involvement and the model accounted for 17 % of the variation in creative work involvement (see Appendix 6). Thus, H_2 was confirmed. Because authentic leadership was a significant predictor besides the control of openness to experience, the subsequent mediation analysis excluded the control variable to simplify the design.

In the second step, authentic leadership significantly predicted positive affect and life satisfaction (Appendix 7). Third, positive affect significantly predicted creative work involvement but life satisfaction had no significant effect on creative work involvement (Appendix 8). For its non-significant contribution to CWI, life satisfaction was excluded from the subsequent model and positive affect was only used as a measure of subjective well-being in the mediation analysis. Finally, to test whether the impact of authentic leadership would reduce when positive affect was concurrently entered into the model, authentic leadership was

entered into the first step and positive affect was entered into the second step in predicting creative work involvement. While the effect of authentic leadership, was significant besides the control of positive effect as shown in Table 4.2., this effect reduced, indicating a partial mediation which was confirmed by a significant Sobel test ($z = 1.92, p < .05$) (see Table 4.5). Hence, H₁ and H₃ were confirmed.

Table 4.2

Mediating Role of Positive Affect between Authentic Leadership and Creative Work

Involvement

Steps	IV	DV	β	t	p	R	R^2	Adjusted R^2
1	AL	CWI	.34	3.72	.00	.44	.19	.17
2	AL	PA	.21	2.10	.03	.21	.04	.03
3	PA	CWI	.28	2.43	.01	.29	.08	.06
4	AL	CWI	.30	3.21	.00	.35	.12	.11
	PA		.22	2.40	.01	.35	.12	.11

AL: Authentic Leadership, CWI: Creative Work Involvement, PA: Positive Affect.

Guilford Scores

When only team as a random factor was entered into the model, the between team variance was not significant, the estimated variance was 6.42 with a standard error of 12.49, $\chi^2=.51, p=.60$. When authentic leadership and the subjective well-being measures were included in the model, the between team variance remained non-significant, $\sigma^2=7.15 SE= 13.35, \chi^2=.53, p=.59$. Thus, team membership was excluded in the following analysis.

Openness to experience was a marginally significant predictor of Guilford scores when two cases (25th and 93rd) were removed as outliers- 3 standard deviation above/below their predicted values,- $R^2 = 0.001 F(2, 97) = 1.031, p = .075$, indicating that one percent of the variance in Guilford scores were explained by openness to experience (Table 4.3).

The results indicated that authentic leadership ($\beta = -.012, p > .05$) and positive affect ($\beta = -.031, p > .05$) had no significant effect on Guilford scores. Thus, the meditational hypothesis for the Guilford scores was not confirmed (Appendix 9).

Table 4.3

Multiple Regression Analysis Summary for Authentic Leadership and Openness to Experience predicting Guilford Scores

Variables	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>	<i>R</i> ²
Constant	4.45	13.67				.02
Openness to Experience	3.38	2.36	.14	1.43	.075	
Authentic Leadership	-.36	2.24	-.01	-.16	.87	

Note: * $p < .05$, ** $p < .01$.

CHAPTER V

DISCUSSION

The current study was conducted with the aim to contribute to the authentic leadership literature in the framework of its relationship between employee creativity and subjective well-being and understanding the mediating role of subjective well-being between perception of authentic leadership and employee creativity.

The results of the study provide some insights into the relationships among the variables, hence contribute to our understanding of the leadership process. In this section, the results of the study are interpreted in detail, the contributions of the study are discussed and the limitations are considered. Furthermore, suggestions for future researches and practical implications are also presented.

5.1. Summary of the Findings

In the current study, one private company was employed to accomplish these objectives.

Demographic characteristics of employees were asked to see whether they have an effect on any of the research variables. Gender of participants had a significant correlation with creative work involvement. T-test indicated that male employees indicated higher levels of creative work involvement. The Guilford scores indicated no gender differences though. Accordingly, males might have a tendency to perceive themselves as more creative compared to women's self-perceptions.

One of the focuses of the study was authentic leadership as an antecedent on the behaviors of followers. The scale to measure authentic leadership was developed by Walumbwa et al., (2008) in compliance with the four dimensions that were identified at theoretical framework. CFA indicated that the four dimensions of authentic leadership, self-awareness, balanced processing, relational transparency and internalized moral perspective were not confirmed. This may be a result of small sample, but the scale as a whole had a reliability to measure authentic leadership.

When overall authentic leadership perception of employees and creative work involvement were examined, it was found that authentic leadership predicted creative work involvement, supporting the first hypothesis of the study. This result is consistent with the literature (Avolio et al., 2004; Avolio & Gardner, 2005; Ilies et al., 2005). Avolio et al., (2004) found that authentic leaders foster positive states such as optimism and, hope enable to develop novel ideas among their followers and such an environment enhances follower

creativity. Furthermore, this finding confirms self-determination theory which suggests that authentic behaviors such as intrinsic motivation and, self-development increase followers' creativity (Deci and Ryan, 2000). On the other hand, results indicated there was no relationship between overall authentic leadership perception of employees and the Guilford scores. This result may also be explained by the self-ratings involved creative work involvement while the Guilford-test is supposed to be a more objective measure of creativity.

When authentic leadership perception of employees and subjective well-being were examined, it was found that authentic leadership was positively and significantly related to positive affect and life satisfaction – two constructs which are components of subjective well-being. This result also confirms the literature. As Ilies et al., (2005) and Kernis (2003) argued that authentic leadership's positive states create social contagion in which employees' subjective well-being improves. In addition, Frederickson (2003) proposed that authentic leaders who are caring, supportive, giving feedback enable to flourish their followers' happiness in the workplace.

The meditational analysis indicated that, from the two measures of subjective well-being only positive affect had a significant effect on creative work involvement while life satisfaction was not a significant predictor. For this reason, only positive affect was used in the mediation analysis. Results revealed that positive affect was the partial mediator between authentic leadership and creative work involvement. The result about the relationship between subjective well-being and creative work involvement confirms the literature (Csikzentmihalyi, 1997; Shalley, Zhou and Oldham, 2004) proposing that positive emotions lead to motivational processes and creative thinking.

These findings in this thesis highlight the potential value of leader authenticity and confirm the proposals found in authentic leadership theory (Walumbwa et al., 2008) which suggest that authentic leaders should have a strong influence on followers' attitudes and behaviors, as well as their subjective well-being. Although the present thesis has not tested further constructs of positive psychology, theorists argue that such positive effect can be explained by authentic leaders' capacity to build employees' confidence (self-efficacy), create hope, raise optimism, and strengthen resilience. Furthermore, this study also found that authentic leadership can influence employees' creativity directly or through a mediated effect from employees' subjective well-being. In other words, authentic leadership can promote employee' subjective well-being and this situation will help to establish a creative atmosphere for employees in the workplace. Although the overall findings are supported, it should be noted that creativity measure was creative work involvement in this hypotheses because

Guilford scores didn't have any correlation. Self-perceptions of creativity were affected by authentic leadership and subjective well-being but the actual Guilford scores were not. Thus, the results in terms of creativity are limited as the objective measure (Guilford scores) were not affected by the predictors.

The findings of the current study also indicated that openness to experience – one of the control variables in the thesis- marginally predicted Guilford scores and independently predicted creative work involvement. These findings confirm Feist's finding (1998) showing that openness to experience is the strongest predictor of creativity. The additional control measure, creative personality was not a significant predictor of creative work involvement or Guilford scores.

Previous studies theoretically proposed the positive association among authentic leadership, well being and creativity. The present thesis contributes to the literature by empirically testing the relationship between authentic leadership and creativity and the mediating role of employee subjective well-being.

The thesis has some practical implications as well as the study was conducted in a private technology company. The findings can help practitioners to understand why and how leadership can promote employee well-being and (self-perceived) creativity. Due to their dynamic and unsteady structure, employee creativity, and well-being might be challenging to control. The present thesis demonstrated that these important variables can be predicted by authentic leadership: When leaders are authentic, they are likely promote employee well-being which in turn can enhance creative involvement.

5.2. Limitations and Recommendations for Future Research

This thesis research has several limitations. The main limitation of the findings is related with the measurement of creativity. The definition and the measurement of creativity are debated in the literature. There are various definitions and measurement methods not only in psychology literature but also in managerial studies literature including issues around self-rating, supervisor-rating and experts rating. The present thesis measured divergent thinking and there was a lack of measurement of convergent thinking, supervisor-rating and coworkers rating (Egan, 2005; George and Zhou, 2001). Future studies should include such measures of creativity as well. Moreover, the findings were not significant for the Guilford scores. It would be also helpful to use different leadership styles such as, creative leadership, other positive leadership styles for further studies. Thus, these factors may be taken into

consideration and it would be worth exploring the theoretical meanings of these findings for future research.

Moreover, convenient sampling was used in the current study. It's important to conduct random sampling to obtain more efficient results in future research. When sample of the study was examined, data were collected from Garanti Technology. For that reason, the generalization of the results is limited.

To generalize the findings, more private sector companies should be included. Future studies may enlarge the scope to increase the representativeness of the population and extend to other sectors. Furthermore, it would be useful to compare public-private sector differences. Future studies may also investigate these differences.

5.3. Conclusion

In the present study, the relationship between authentic leadership and employee creativity and the mediator role of employee subjective well-being in the workplace were investigated. The results for creative work involvement were congruent with the literature and the meditational hypothesis was confirmed as a partial mediation. The current study has contributions to the positive psychology literature in terms of authentic leadership, well-being and creativity in the private sector.

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APPENDIX 1

CONSENT FORM

This study is being conducted as part of my MA Organizational Psychology degree by advisory of Asst. Prof. Gergely Czukor at İstanbul Bilgi University. The study purposes to investigate employees' positive organizational attitudes.

Completing the survey will take approximately 15 minutes. All the information about your participation in this study will be kept confidential. All the data collected in this survey will be held anonymously.

The information provided by you in this survey will be used for academic research purposes only and will not be used in a manner that allows identification of your individual responses.

Participation is voluntary. If for any reason for this study, you do not feel comfortable, you may leave the survey and your information will be discarded. When this study is complete you will be provided with the results if you request them. If you have any further questions concerning this study, please feel free to contact us through phone or e-mail.

Thank you for your participation.

Sevil Sağlam

sevil82@gmail.com

05332479222

Asst. Prof. Gergely Czukor

gcukor@hotmail.com

APPENDIX A AUTHENTIC LEADERSHIP SCALE

Please answer how frequently each statement fits your leader using the following scale.

1= not at all

5= frequently, if not always

	MY LEADER	1	2	3	4	5
1	Says exactly what he or she means.					
2	Admits mistakes when they are made.					
3	Encourages everyone to speak their mind.					
4	Tells you the hard truth.					
5	Displays emotions exactly in line with feelings.					
6	Demonstrates beliefs that are consistent with actions.					
7	Makes decisions based on his or her core values.					
8	Asks you to take positions that support your core values.					
9	Makes difficult decisions based on high standards of ethical conduct.					
10	Solicits views that challenge his or her deeply held positions.					
11	Analyzes relevant data before coming to a decision.					

12	Listens carefully to different points of view before coming to conclusions.					
13	Seeks feedback to improve interactions with others.					
14	Accurately describes how others view his or her capabilities.					
15	Knows when it is time to reevaluate his or her positions on important issues.					
16	Shows he or she understands how specific actions impact others.					

APPENDIX B GUILFORD ALTERNATIVE USES TASK

Please list as soon as possible alternative uses for;

A brick:

A paperclip:

A newspaper:

APPENDIX C CREATIVE WORK INVOLVEMENT SCALE

Please indicate that how often you regularly exhibit these behaviors below.

1= Never

5= Very often

	1	2	3	4	5
1. I demonstrated originality at my work.					
2. I took risks in terms of producing new ideas in doing job.					
3. I found new uses for existing methods or equipment.					
4. I solved problems that had caused other difficulty.					
5. I tried out new ideas and approached to problems.					
6. I identified opportunities for new products/processes.					
7. I generated novel, but operable work-related ideas.					
8. I generated ideas revolutionary to our field.					
9. I served as a good role model for creativity.					

APPENDIX D LIFE-SATISFACTION SCALE

Below are five statements that you may agree or disagree with. Using the 1 - 7 scale, please indicate your agreement with each item.

1: Strongly Disagree

7: Strongly Agree

	1	2	3	4	5	6	7
1. So far I have gotten the important things I want in life.							
2. The conditions of my life are excellent.							
3. I am well satisfied about everything in my life.							
4. In most ways my life is close to my ideal.							
5. If I could live my life over, I would change almost nothing.							

APPENDIX E POSITIVE and NEGATIVE AFFECTIVITY SCALE

Please give a number (from 1 to 6) near traits that how much this feelings describe you generally.

1: Very little/Not at all

6: Very intensely

Positive Affectivity

Interested _____

Excited _____

Strong _____

Enthusiastic _____

Proud _____

Alert _____

Inspired _____

Determined _____

Attentive _____

Active _____

Negative Affectivity

Distressed _____

Upset _____

Guilty _____

Scared _____

Hostile _____

Irritable _____

Ashamed _____

Nervous _____

Jittery _____

Afraid _____

APPENDIX F BIG FIVE INVENTORY

OPENNESS TO EXPERIENCE SCALE

Please write a number next to each statement to indicate the extent to which **you agree or disagree with that statement.**

I am someone who...

1: Strongly disagree

5: Strongly agree

1. Is original, comes up with new ideas _____
2. Is curious about many different things _____
3. Is ingenious, a deep thinker _____
4. Has an active imagination _____
5. Is inventive _____
6. Values artistic, aesthetic experiences _____
7. Prefers work that is routine (R) _____
8. Likes to reflect, play with ideas _____
9. Has few artistic interests (R) _____
10. Is sophisticated in art, music or literature _____

APPENDIX G CREATIVE PERSONALITY

Please indicate which of the following adjectives best describe yourself.

Check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> Capable | <input type="checkbox"/> Honest |
| <input type="checkbox"/> Artificial | <input type="checkbox"/> Intelligent |
| <input type="checkbox"/> Clever | <input type="checkbox"/> Well-mannered |
| <input type="checkbox"/> Cautious | <input type="checkbox"/> Wide interests |
| <input type="checkbox"/> Confident | <input type="checkbox"/> Inventive |
| <input type="checkbox"/> Egotistical | <input type="checkbox"/> Original |
| <input type="checkbox"/> Commonplace | <input type="checkbox"/> Narrow interests |
| <input type="checkbox"/> Humorous | <input type="checkbox"/> Reflective |
| <input type="checkbox"/> Conservative | <input type="checkbox"/> Sincere |
| <input type="checkbox"/> Individualistic | <input type="checkbox"/> Resourceful |
| <input type="checkbox"/> Conventional | <input type="checkbox"/> Self-confident |
| <input type="checkbox"/> Informal | <input type="checkbox"/> Sexy |
| <input type="checkbox"/> Dissatisfied | <input type="checkbox"/> Submissive |
| <input type="checkbox"/> Insightful | <input type="checkbox"/> Snobbish |
| <input type="checkbox"/> Suspicious | <input type="checkbox"/> Unconventional |

APPENDIX H DEMOGRAPHIC QUESTIONS

1- Please indicate your gender.

- Woman
- Man

2- Please indicate your age.

- 18-24
- 25-35
- 36-45
- 46-55
- above 55

3- How many years do you work in this company?

- 0-2 months
- 3 months -5 months
- 6 months -1 year
- 1 year- 3 years
- 3 years -5 years
- above 5 years

4- Please indicate your manager's gender.

- Woman
- Man

5- How many years do you work with your manager?

- 0-2 months
- 3 months -5 months
- 6 months -1 year
- 1 year- 3 years
- 3 years -5 years
- above 5 years

APPENDIX 2 DEBRIEFING

Thank you for agreeing to participate in this study. The general purpose of the study is to examine the relationship among authentic leadership, employee creativity and employee well-being.

If you have further questions or concerns, you are welcome to talk with me or my advisor Gergely Czukor.

My e-mail: sevilsag@garanti.com.tr or sevilsa82@gmail.com

My mobile: 05332479222

My advisor e-mail: gcukor@hotmail.com

TURKISH VERSION OF SCALES

EK 1 GÖNÜLLÜ KATILIM FORMU

Değerli Katılımcı,

Bu anket formu, İstanbul Bilgi Üniversitesi Örgütsel Psikoloji Yüksek Lisans Programı Yrd. Doç. Dr. Gergely Czukur danışmanlığında devam etmekte olan örgütlerdeki pozitif tutumların incelenmesi konulu yüksek lisans tez çalışmasına veri toplamak amacıyla hazırlanmıştır.

Anket yaklaşık olarak 15 dk. sürelidir. Toplanan bilgiler akademik amaçlı kullanılacağı için tamamen gizli tutulacaktır. Ankette sizden kimlik bilgisi istenmeyecektir. Çalışmanın niteliğine katkı sağlayacağı için verdiğiniz cevapların samimi ve doğru olması çok önemlidir. Araştırma sonuçları talep ettiğiniz takdirde size ulaştırılacaktır.

Bu çalışmaya katılım gönüllük esasına dayalıdır. Uygulamada yer alan hiçbir aşama kişisel rahatsızlık verecek nitelikte değildir. Ancak herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, uygulamaları nedenini açıklamaksızın yarıda bırakıp araştırmadan çıkmakta serbestsiniz. Böyle bir durumda vermiş olduğunuz bilgilerin araştırmacı tarafından kullanılması ancak sizin onayınızla mümkün olacaktır.

Herhangi bir sorunuz olursa benimle ya da danışmanım Gergely Czukur ile iletişime geçebilirsiniz.

Katkılarınızdan dolayı teşekkür ederim.

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gcukor@hotmail.com

EK A OTANTİK LİDERLİK ÖLÇEĞİ

Lütfen aşağıdaki ölçeği kullanarak her ifadenin yöneticinize ne ölçüde uyduğunu işaretleyiniz.

1= Hiçbir zaman

5= Her zaman

Sıra no	BENİM LİDERİM	1	2	3	4	5
1	Ne demek istiyorsa onu açıkça söyler.					
2	Hata yaptığıında kabul eder.					
3	Herkesin düşüncelerini söylemesini teşvik eder.					
4	İnsanlara acı gerçekleri söyler.					
5	Açığa vurduğu duyguları hissettikleriyle tam olarak aynıdır.					
6	Liderimin inandıklarıyla yaptıkları tutarlıdır.					
7	Kararlarını değer yargılarına göre verir.					
8	İnsanların da kendi değer yargılarının arkasında durmasını ister.					
9	Ahlaki boyutu yüksek standartlara dayalı zor kararlar verir.					
10	Derinden inandıklarına ters olan görüşlerin belirtilmesini ısrarla ister.					
11	Karar vermeden önce ilgili bilgiyi enine boyuna inceler.					
12	Sonuca varmadan önce değişik görüşleri dikkatle dinler.					
	Başkalarıyla etkileşimi/iletişimi					

13	geliřtirmek için geri besleme arayışı içinde olur.					
14	Yeteneklerinin başkaları tarafından nasıl değerlendirildiğini bilir.					
15	Önemli konulardaki tavrını ne zaman yeniden değerlendirmesi gerektiğini bilir.					
16	Özel/şahsi durumların insanları nasıl etkilediğini anlar ve bunu onlara belli eder.					

EK B GUILFORD ALTERNATİF KULLANIM TESTİ

Lütfen aşağıdaki öğeleri kaç farklı şekilde kullanabileceğinizi sıralayınız.

Tuğla:

Ataş (Ataç):

Gazete:

EK C YARATICI KATILIM ÖLÇEĞİ

Aşağıda verilen soruları yapmakta olduğunuz işi düşünerek cevaplayınız.

1= Hiçbir zaman

5= Çok sık

	1	2	3	4	5
1. İşimde özgün olduğumu gösterdim.					
2. İşimle ilgili yeni fikirler üretirken risk aldım.					
3. Mevcut (var) olan metod ve donanımlar için yeni kullanım alanları buldum.					
4. Başka (benimle ilgili olmayan) zorluklara sebebiyet veren problemleri çözdüm.					
5. Yeni fikirler denedim ve problemleri çözerken uyguladım.					
6. Yeni ürünler ve süreçler için fırsatlar yarattım.					
7. İşimle ilgili yeni, fakat işlevselliği olan fikirler ürettim.					
8. İş alanımla ilgili devrim sayılabilecek fikirler ürettim.					
9. Yaratıcılık konusunda iyi bir örnek oluşturdum.					

EK D YAŞAM MEMNUNİYETİ ÖLÇEĞİ

Bu bölümdeki maddeler için aşağıdaki beş basamaklı ölçeği kullanarak size uygun olan cevaba karşılık gelen rakamı işaretleyiniz.

1= Kesinlikle katılmıyorum

5= Tamamen katılıyorum

	1	2	3	4	5
1. Hayatımdan memnunum.					
2. Hayatımda sahip olmak istediğim her şeye sahibim.					
3. Tekrar yaşasaydım hiçbir şeyi değiştirmezdim.					
4. Yaşam koşullarım pek çok yönleriyle ideallerimi karşılıyor.					
5. Yaşam koşullarım mükemmeldir.					

EK E POZİTİF VE NEGATİF DUYGU ÖLÇEĞİ

Aşağıda farklı his ve duyguları tanımlayan bazı kelimeler vardır. Her kelimeyi okuyun ve **genelde, günlük yaşantınızda** kendinizi ne derece bu kelimenin ifade ettiği şekilde **hissettiğinizi** “**Son derece yoğunlukla**”dan “**Çok az ya da Hiç**”e kadar uzanan değerlendirme aralığında belirtiniz. Düşünceniz “**Son derece yoğunlukla Hissederim**” ucundaysa **6**’yı, “**Çok az Hissederim ya da Hiç Hissetmem**” ucundaysa **1**’i, düşünceniz bu iki uç arasındaysa sizin için uygun değerlendirmeyi yansıtan rakamı (5, 4, 3 veya 2) ilgili ifadenin solundaki boşluğa yazınız. **Lütfen hiçbir ifadeyi boş bırakmayınız.**

- _____ İlgili
- _____ Huzursuz
- _____ Sıkıntılı
- _____ Atik
- _____ Heyecanlı
- _____ Utanmış
- _____ Mutsuz
- _____ İlham gelmiş
- _____ Kuvvetli
- _____ Sinirli
- _____ Suçlu
- _____ Azimli
- _____ Ürkmüş
- _____ Pür dikkat
- _____ Düşmanca
- _____ Tedirgin
- _____ Coşkulu
- _____ Aktif
- _____ Gururlu
- _____ Korkmuş

EK F BEŞ FAKTÖR KİŞİLİK ENVANTERİ

DENEYİMLERE AÇIKLIK ÖLÇEĞİ

Aşağıda yer alan madde için kendinize “bu özellik beni ne kadar tanımlıyor?” sorusunu sorunuz ve aşağıdaki beş basamaklı ölçeği kullanarak maddelerin yanındaki rakamlardan size uygun olanı işaretleyiniz.

1= Kesinlikle katılmıyorum

5= Tamamen katılıyorum

1. Orijinal, yeni fikirler üreten _____
2. Birçok farklı konuya meraklı _____
3. Yaratıcı zekâsı olan, derin düşünen _____
4. Hayal gücü zengin _____
5. Yaratıcı _____
6. Sanatsal ve estetik deneyimlere değer veren _____
7. Rutin işler yapmayı tercih eden (Ters kod) _____
8. Düşünmekten ve fikirlerle oynamaktan hoşlanan _____
9. Sanatsal ilgileri az olan (Ters kod) _____
10. Sanat, müzik ve edebiyat konusunda çok bilgili _____

EK G YARATICI KİŞİLİK

Aşağıdaki sıfatlardan hangisinin sizi en iyi tanımladığını işaretleyerek belirtiniz.

- | | |
|-----------------------|------------------------------------|
| _____ Yetenekli | _____ Dürüst |
| _____ Yapay | _____ Akıllı |
| _____ Zeki | _____ İyi huylu |
| _____ Tedbirli | _____ Geniş ilgi alanına sahip |
| _____ Güvenli | _____ Yaratıcı |
| _____ Bencil | _____ Orjinal |
| _____ Sıradan | _____ Az ilgi alanına sahip |
| _____ Esprili | _____ Derinlemesine düşünen |
| _____ Muhafazakar | _____ Samimi |
| _____ Bireyci | _____ Her işin altından kalkan |
| _____ Gelenekçi | _____ Kendine güvenen |
| _____ Resmi olmayan | _____ Karşı cins tarafından çekici |
| _____ Tatminsiz | _____ İtaatkar |
| _____ Kavraması güçlü | _____ Özentili olma |
| _____ Süpheci | _____ Geleneklerine bağlı olmayan |

EK H DEMOGRAFİK SORULAR

1- Cinsiyetiniz:

- Kadın
- Erkek

2- Yaşınız:

- 18-24
- 25-35
- 36-45
- 46-55
- 55 ve fazlası

3- Kaç senedir bu kurumda çalışıyorsunuz?

- 0-2 ay
- 3-5 ay
- 6 ay-1 yıl
- 1-3 yıl
- 3-5 yıl
- 5 yıl ve fazlası

4- Yöneticinizin cinsiyeti

- Kadın
- Erkek

5- Kaç senedir bu yöneticinizle çalışıyorsunuz?

- 0-2 ay
- 3- 5 ay
- 6 ay-1 yıl
- 1 – 3 yıl
- 3- 5 yıl
- 5 yıl ve fazlası

EK 2 BİLGİLENDİRME

Bu ankete katıldığınız için teşekkür ederiz. Araştırmanın genel amacı, örgütlerde otantik liderliğin, çalışanların yaratıcılığı ve psikolojik iyi halleri ile olan ilişkisini incelemektir.

Herhangi bir sorunuz olursa benimle ya da tez danışmanım Gergely Czukur ile iletişime geçebilirsiniz.

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APPENDIX 3

Demographic characteristics of the participants (N=100)

Age (years)	M	2.44
	SD	.67
Gender (%)	Male	48.0
	Female	52.0
Tenure (years)	M	5.03
	SD	1.19
Working year with manager	M	4.27
	SD	1.27
Manager gender (%)	Male	59.0
	Female	41.0

APPENDIX 4

Unstandardized Loadings and Standardized Loadings for Confirmatory Factor Model of Authentic Leadership (N=100)

Items	SA		RT		BP		IMP	
	UL	SL	UL	SL	UL	SL	UL	SL
Q1	1.00 (--)	.76						
Q2	1.21 (.15)	.70						
Q3	1.12 (.14)	.78						
Q4	.40 (.12)	.36						
Q5	.75 (.15)	.55						
Q6			1.00 (--)	.65				
Q7			1.20 (.19)	.76				
Q8			1.36 (.20)	.84				
Q9			.97 (.21)	.53				
Q10					1.00 (--)	.47		
Q11					1.53 (.36)	.78		
Q12					1.73 (.40)	.86		
Q13							1.00 (--)	.79
Q14							.71 (.09)	.71
Q15							.76 (.10)	.71
Q16							.51 (.12)	.45

SA: Self-awareness, RT: Relational Transparency; BP: Balanced Processing; IMP:

Internalized Moral Perspective. UL: Unstandardized Loadings, SL: Standardized Loadings.

APPENDIX 5

Comparison of Male and Female Participants on Creative Work Involvement

Variable	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Creative Work Involvement			2.36	98	.02
Females	3.40	.63			
Males	3.62	.46			

Note: $N = 100, p < .05$

APPENDIX 6

Multiple Regression Analysis Summary for Authentic Leadership and Openness to Experience predicting Creative Work Involvement

Variables	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>	R^2
Constant	1.31	.48				.17
Openness to Experience	.24	.08	.26	2.91	.00	
Authentic Leadership	.29	.08	.34	3.72	.00	

Note: $N = 100, p < .01$

APPENDIX 7

Regression Analysis Summary for Authentic Leadership predicting Life Satisfaction

Variables	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>	R^2
Constant	1.74	.38				.13
Authentic Leadership	.42	.10	.37	4.03	.00	

Note: $N = 100$, $p < .01$

APPENDIX 8

Regression Analysis Summary for Life Satisfaction predicting Creative Work Involvement

Variables	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>	R^2
Constant	3.13	.26				.01
Life Satisfaction	.12	.07	.15	1.58	.11	

Note: $N = 100$, $*p < .05$, $**p < .01$.

APPENDIX 9

Mediating Role of Positive Affect between Authentic Leadership and Guilford Scores

Steps	IV	DV	β	t	p	R	R^2	<i>Adjusted R²</i>
1	AL	GS	-.01	-.12	.90	.01	.00	-.01
2	AL	PA	.21	2.10	.03	.21	.04	.03
3	PA	GS	-.03	-.30	.76	.03	.00	-.00
4	AL	GS	-.00	-.08	.92	.03	.00	-.02
	PA		-.02	-.27	.78	.03	.00	-.02

AL: Authentic Leadership, GS: Guilford Scores, PA: Positive Affect.