

Sources Of Manager's Power And Their Impact On Managerial Creativity A Field Study In Jordanian Private Universities

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Abstract

The aim of the study is to identify the impact of each dimension of the Manager's power sources (Bonus Power, Power of Force, Power of Law, Power of References, and Power of Experience) on the Administrative Creativity by four dimensions (Problems solving and decisions making, Changeability, Spirit of risk, and Communication capacity), in the relationship between Manager's power sources and Administrative Creativity in Jordanian private universities. To achieve the objectives of the study, the descriptive-analytical method was used, and the study population consists of workers at the senior level of managers at all levels in Jordanian private universities, where the questionnaire lists were used as the main tool for measuring the study variables and distributing them to a suitable random sample that is representative of the study population, (180) questionnaires were distributed, and (150) questionnaires were retrieved, and after reviewing the questionnaires, with a percentage of (83.33%). The statistical analysis program (SPSS) was used to answer the study questions, and test its hypotheses.

The study concluded with a number of results, the most important of which that there is a statistically significant impact at the significance level ($\alpha \leq 0.05$) of Manager's power sources with its dimensions (Bonus Power, Power of Force, Power of Law, Power of References, and Power of Experience) on Administrative Creativity in Jordanian private universities, and the moderator variable for Administrative Creativity has modified the impact of Manager's power sources in Jordanian private universities.

Based on the results of this study, the higher administrations in Jordanian private universities must raise the level of accuracy in the selection and appointment of administrators, so that they must enjoy the sources of power and self-authority that lead to administrative creativity. in addition to granting the deans and heads of departments in Jordanian private universities more

administrative and technical powers, which in turn enable them to practice and master the work as fully as possible.

Keywords: Manager's power sources, Administrative Creativity, Jordanian private universities.

Introduction

The amount and importance of power or authority for educational institutions (higher education) alike is growing, according to the challenges and transformations at the local and global levels, which in turn leads to the necessity of having special capabilities and certain qualifications for administrative leaders, so that they are able to face and bear the burdens of those challenges and changes and the possibility of dealing with them effectively and efficiently, as well as the ability to lead the educational process concerned for the better and towards success. Aktham, A., et., al. (2020).

Recognizing the great role that the educational leader plays in achieving the goals and directions of the educational system and bringing it to safety and meaning in it for the better. Al-Sarayreh, A., et., al. (2019).

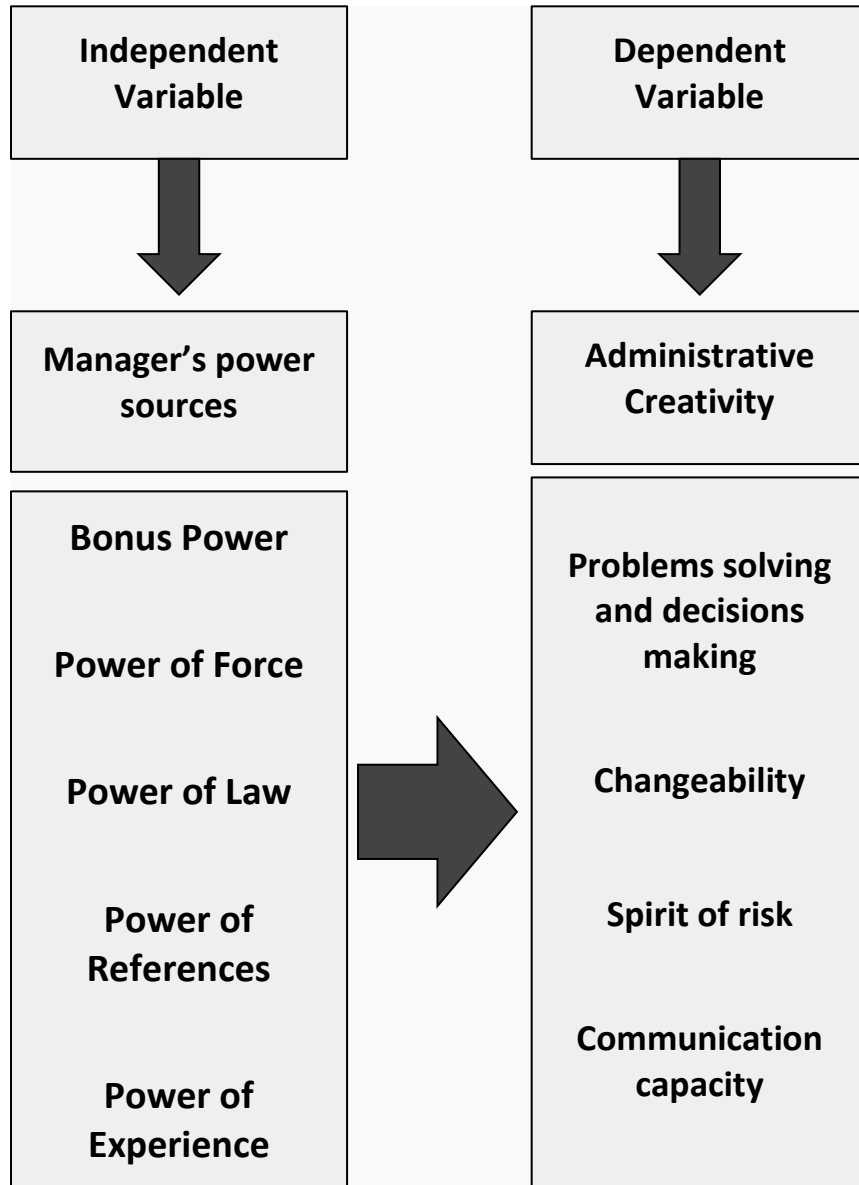
Problem Statement

The thinking and the attention of researchers, scientists, and academics tended during the late twentieth century to the importance of studying administrative creativity because it is one of the surrounding and main factors for individuals in organizations, whether educational or economic. With the changing environmental conditions in light of technological flows and developments and the globalization of management in thought and application, and through this development and based on it, it is necessary to study the relationship between the sources of managers' strength and administrative creativity, This interesting topic still needs to be enriched in knowledge and application, especially in educational and business organizations alike, in the Arab environment in general and in Jordan in particular. Accordingly, the study problem lies in answering the following questions:

What are the sources of strength of managers according to classification and their impact on managerial creativity? What are the sources of administrative creativity and its theories? (French & Ravens,1960).

Study Model

Figure (1) represents the model of this study and shows the relationship between the independent, dependent of the study:



Study Hypotheses

Based on the problem statement and its model, hypotheses can be formulated as follows:

First main hypothesis: (Ho.1): There is a statistically significant effect at the level of significance ($\alpha \leq 0.05$) between the sources of Manager's power sources by the senior management in Jordanian private universities with its dimensions (Bonus Power, Power of Force, Power of Law, Power of References, and Power of Experience) and administrative creativity with its combined dimensions (Problems solving and decisions making, Changeability, Spirit of risk, and Communication capacity).

The following sub-hypotheses are derived from this hypothesis:

First sub-hypothesis: (Ho.1.1): There is a statistically significant effect at the level of significance ($\alpha \leq 0.05$) between the Manager's power sources exercised by the senior administration in Jordanian private universities, problem-solving, and decision-making.

Second sub-hypothesis: (Ho.1.2): There is a statistically significant effect at the level of significance ($\alpha \leq 0.05$) between the sources of strength exercised by the senior management in Jordanian private universities and the spirit of risk-taking.

Third sub-hypothesis: (Ho.1.3): There is a statistically significant effect at the level of significance ($\alpha \leq 0.05$) between the sources of strength exercised by the senior management in Jordanian private universities and the susceptibility to change.

Fourth sub-hypothesis: (Ho.1.4): There is a statistically significant effect at the level of significance ($\alpha \leq 0.05$) between the sources of power exercised by the senior management in Jordanian private universities and the capacity of communications.

Theoretical Framework

Power \ Strength

The importance of administrative leaders in public and higher education institutions alike is growing, as posed by challenges and transformations at the local and global levels, which in turn require special capabilities and capabilities of these leaders so that they are able to confront and deal with them efficiently and effectively and to lead and direct educational operations, and the consequences. On that, the goals and objectives sought by those operations are achieved with the specified degree of success. (Adewale, A, 2020).

According to some researchers, the leadership behavior of the leader is due to his use of one or more sources of authority to influence the behavior of subordinates and thus achieve the goals of his organization. (Lunenburg, Fred C. 2012).

Since leadership is the art of influencing others, and it is a reciprocal relationship between the leader and followers, in order to achieve common goals, this relationship between the two parties is determined by the type and nature of the leadership behavior practiced by the leader and stems from the formal and informal sources of authority that he possesses, this relationship has become. Between the leader and the followers is the focus of behavioral theories and situational theories in leadership, because of this relationship of repercussions on moving the behavior of individuals and groups in the work environment, and working to strengthen their internal control center, and raise their high achievement motivation, and the impact of all this on the effectiveness of the organization and its continuity in achieving its goals and development. (Nangoli., et, al, 2020).

The situational theory believes that there is a direct relationship between the level of maturity of individuals and groups and the foundations of power used by the leader. Maturity is defined as the

ability and desire of individuals or groups to take responsibility in directing their behavior, which represents the characteristics of the led group, and the effective leader is the one who adapts his leadership style, and practices the foundations of Its strength depending on the maturity level of the subordinate individuals (Hersy & Blanchard, 1982).

The educational literature indicates that (Max Webber) was among the first who tried to explain the reasons for the character of the individual or the group to others, as he believes that a person who possesses a certain authority obliges others to obey him, and this authority takes one of three forms, namely: Traditional Power: This authority depends on the sanctity of traditions, meaning that someone (the school principal, for example) has the right to have authority over teachers by virtue of tradition, and this kind of authority in the educational system is attributed to the school principal believing that he has privileges that exceed those of teachers. Charismatic Power: This power depends on the principle of inspiration or creativity that characterizes the person. (Webber, 1954).

In the educational system, one of the manifestations of this power is that teachers believe that the school principal represents an educational leader who is inspirational, creative, and has an attractive personality, which they do not possess themselves. Legal / Rational Power: This authority depends on the principle of the supremacy and superiority of laws and regulations, and in the educational system, this type of authority is evident through the teachers' acquiescence, compliance, and acquiescence to the directives of the school principal, as a result of the laws and instructions that govern such work and provide the principal with the right to direct Teachers' educational behavior according to what they want. (Samimia, M., et, al, 2020).

Administrative creativity

Creativity, as it came on the tongue of the Arabs, or the mediated lexicon, is derived from (Bida, and heresy something or innovated it, which means to create it and start it first, and creativity in the mediated lexicon is from a heresy that is created without an example, and heresy has become an end in its description, whether it is good or evil, and creativity is characterized by the creation of developing new methods and discarding old ones). (Kasabeh., et, al, 2015).

Administrative creativity is also a special tool in the hands of organizations, especially organizations that seek leadership, and the reason for this is that these organizations operate change as an opportunity to transform and move to different work or to a different service. It deserves to be presented as a system that can be learned and practiced, and the crises need to search for creativity and examine changes and their symptoms indicating opportunity, as they need to learn creativity and practice it and apply its principles. (Omer Akgun, 2017).

The interest of psychologists and management in studying creativity and creators increased in the middle of the twentieth century. Human history did not witness a period of time in which many writers, thinkers, and opinion holders spoke about the need of this age for creative people like what happened in this last period. After the ability to think creatively appeared among a small number

of people, the majority of psychologists accepted that the ability to think creatively is common among all people and that the difference between them lies in the degree or level of this ability. (Viktoria Ali Taha., et, al, 2015).

It is noted that this definition includes a set of elements illustrated as follows:

1. Fluency, which is the ability to produce a large number of ideas in a certain period of time. The creative person is superior in comparison to others in terms of the number of ideas he proposes in a specific period of time on a specific topic, the fluency component is available in Individual words that are able to recall as many ideas as possible, thus increasing creativity and increasing the degree of its growth.
2. Flexibility: It means the person's ability to transform the direction of his thinking or his method of solving the problem from one situation to another, which means the individual's ability to quickly adapt to new developments and situations, whereas flexibility means the difference and diversity of ideas that the creative individual brings.
3. Authenticity: It means the ability to produce original responses, i.e. few repetitions in the statistical sense within the group to which the individual belongs, that is, the lower the degree of the idea's abundance, the higher the degree of its originality. A creative person does not repeat the ideas of those around him and does not resort to traditional solutions to problems.
4. Risk: It means that the individual takes the initiative in adopting new ideas and methods and searching for solutions to them, at the same time that the individual is capable of bearing the risks resulting from the actions he undertakes and is ready to face the responsibilities arising from that.
5. Sensitivity to problems: It is an ability that makes a person see that a particular situation involves a problem or several real problems that need to be solved, while it is difficult for others to explain this. In other words, this ability enables a person to see problems in things or social systems that others may not see, or consider improvements.
6. Analytical ability: It means the ability to reach the elements that make up the complex things, or it is in other words the competence in analyzing the elements of things and understanding the relationships between these elements.
7. Departing from the ordinary: It means the tendency to deviate from the norm in dealing with problems, regulations, and laws, unwillingness to abide by the rules and behavioral patterns that were used before in solving problems, and the desire for renewal (continuous change). (Ferreira., et, al, 2020).

Types of creativity

There are many fields and types of creativity that can be distinguished according to many different criteria. Creativity has different fields. It may be administrative, scientific, literary, or artistic, or creativity may be represented in presenting new and useful ideas. Some researchers have

“distinguished” between two types of creativity, namely artistic creativity and administrative creativity, as for technical creativity, including changes in the techniques used by the organization and everything related to its activity and new elements in the processes that lead to the development of good products and services. (Gapar, D., et, al, 2014).

Administrative creativity, includes procedures, role and organizational structure, rules, and re-design work in addition to creative activities that aim to improve relations between individuals and interaction among them in order to reach the objectives of the organization. (Nasifoglu Elidemir., et ,al, 2020).

(Damanbur & Daft) stated that managerial creativity occurs within the social system, while artistic creativity occurs in the field of basic activity of the organization and that both are concerned with the method or method in which work is organized. (Salama, I, 2018).

Related to its relationship with the organization and the environment in which it operates, where this creativity exceeds the main activity or activities of the organization and "Damanbur" adds that artistic creativity is seen as more effective than supporting creativity and administrative creativity, although organizational performance is strongly linked to administrative creativity more than it is linked to creativity (Artistic, Nicklin) noted that organizations often look with fascination and eagerness to achieve technical creativity, which is part of artistic creativity, as they mistakenly imagine that technical changes will lead to solving their organizational problems , which indicates the existence of an organizational gap resulting from the disparity between Creativity, technical and administrative creativity, (as the administrative and organizational practices, methods and systems have become very different from the technical aspects, and the importance of administrative creativity appears in that it helps the organization work better through coordination, internal control and organizational structure). (Antar Mohamed Ahmed Abdul-Aal., 2018).

Characteristics of creativity

The researchers were interested in identifying the characteristics of creativity because of the value and importance it represents in making contributions with regard to evaluating creativity and creative people and thus helps to develop and develop capabilities and creative processes and determine their suitability and effectiveness to support, adopt and employ creativity in various fields. (Waltman, Duncan, and Halbeck) concluded by defining these characteristics as follows:

- 1- Cost: includes the costs of adopting and using creativity as well as the costs of maintaining it.
- 2- Return: Creativity brings benefits, the effect of which appears either by increasing the return or improving the service.
- 3- Efficiency: Organizations embrace the most efficient creative things.
- 4- The degree of consistency: indicates that organizations adopt and use innovations that are consistent with current trends and future aspirations.

5- The degree of risk and uncertainty: It includes that organizations are keen to adopt innovations that involve a lower degree of risk and uncertainty.

6- Complexity, prefer creativity that is flexible, adaptable, and far from complex.

7- Scientific reputation: Many organizations are looking for creativity that can be reached if there is a return behind it, and it is represented in the scientific reputation.

8- Source of creativity: creative ideas that come from within the organization.

9- Timing of Creativity: Organizations depend on the appropriate timing for their emergence and their relationship to their current or future operations, when they say innovations.

10- The possibility of returning to the previous situation.

11- Participation: the extent to which the employees participate in the decision related to creativity.

Social interaction: It depends on the degree of social interaction among the members of the organization.

13- The size of the effect of creativity.

14- Ease or simplicity of procedures, which is an encouraging factor for accepting and applying creativity.

15- Creativity Flexibility: Organizations prefer innovations that are flexible and have the ability to adapt and modify according to the circumstances of the organization.

16- Stimulating creativity and creating and enriching more creative ideas.

From the previous review of the characteristics of creativity, we can say that creativity cannot be separated from the conditions and reality of the organization and its environment, and it is necessary to accept or reject creativity. (Braun, S., et, al, 2016). (Ali, D. 2017).

Study Methodology and Design

The study on the design of a questionnaire for the purpose of covering the theoretical and practical aspects. The questionnaire includes two main parts:

The first: measuring the dimensions of the principals' sources of strength, based on a number of previous studies to develop and determine the content of the questionnaire, which will contain the following sources of power: the power of law, the power of reference, the power of technical expertise, the power of reward, and the power of coercion.

The second: measuring the dimensions of creativity, based on a number of previous studies, which will contain the following variables: problem-solving and decision-making, susceptibility to change, risk-taking, and communication capacity.

Population

The population of the current study includes all workers in senior high-level administrative in Jordanian private universities in Jordan.

Sample

The researcher relied in his research on identifying five private Jordanian universities, and a random sample was taken from all private universities in Jordan, namely: Jerash Private University, Al-Zaytonah Private University, Al-Isra Private University, Petra Private University, and Zarqa Private University.

Where 180 questionnaires were distributed to the entire sample, and 150 questionnaires were retrieved out of the total number of questionnaires.

Results of Data Analysis and Hypothesis Testing

Descriptive Statistics for The Tow Study Variables

This part of the study is concerned with describing the dimensions of the independent variable (Manager's power sources), and the dependent variable (Administrative Creativity), in order to determine the degree of the relative importance of the sample subjects. The mean and standard deviation of the responses of the study sample and the degree of approval towards the dimensions of the independent and dependent variables is shown in table (1).

Table No.1 The mean and standard deviation of the responses of the study sample and the degree of approval towards the dimensions of the Manager's power sources and Administrative Creativity

Num	Manager's power sources	SMA	Standard Deviation	Approval Degree
1	Bonus Power	4.726269	0.456822	High
2	Power of Force	4.630464	0.515375	High
3	Power of Law	4.624724	0.513537	High
4	Power of Experience	4.601545	0.539219	High
5	Power of Reference	4.621413	0.535919	High
Num	Administrative Creativity	SMA	Standard Deviation	Approval Degree
1	problems solving and decisions making	4.691225	0.480077	High
2	Changeability	4.662804	0.510437	High
3	spirit of risk	4.671082	0.493288	High
4	Communication capacity	4.711921	0.49757	High

Table No. (1) indicates that the first dimension of the Manager's power sources (Bonus power) was at a high level of importance, as its SMA in general was (4.72), which indicates that the study sample agreed in a very large way on the existence of that power. The second dimension (power

of force) was at a high level of importance, as its SMA in general was (4.63), which indicates that the study sample agreed in a very large way on the existence of that power. The third dimension (power of law) was at a high level of importance, as its SMA in general was (4.62), which indicates that the study sample agreed in a very large way on the existence of that power. The fourth dimension (power of experience) was at a high level of importance, as its SMA in general was (4.60), which indicates that the study sample agreed in a very large way on the existence of that power. Finally, the fifth dimension (power of reference) was at a high level of importance, as its SMA in general was (4.62), which indicates that the study sample agreed in a very large way on the existence of that power. While the Administrative Creativity dimensions, the table indicates that the first dimension (problems-solving and decisions making) was at a high level of importance, as its SMA in general was (4.69), which indicates that the study sample agreed in a very large way on the existence of that power. Then the second dimension (Changeability) was at a high level of importance, as its SMA in general was (4.66), which indicates that the study sample agreed in a very large way on the existence of that power. The third dimension (spirit of risk) was at a high level of importance, as its SMA in general was (4.67), which indicates that the study sample agreed in a very large way on the existence of that power. Finally, the fourth dimension (Communication capacity) was at a high level of importance, as its SMA in general was (4.71), which indicates that the study sample agreed in a very large way on the existence of that power.

Testing the Hypotheses of the Study

Main premise: Ho.1 There is no statistically significant effect at the significance level ($\alpha \leq 0.05$) between the Manager's power sources exercised by senior management in Jordanian private universities and administrative creativity. Hypothesis testing A regression test was used for the averages of the research sample to find a relationship with a statistical significance between the sources of strength exercised by the top management in Jordanian universities and administrative creativity at the level of statistical significance ($\alpha \leq 0.05$) and the following table No.(2) is the results of the test.

Table No. (2) The result of the null hypothesis

The result of the null hypothesis	F	R	R2	Indication level
Refusal	48.699	0.496	0.246	0.000

The value of F is equal to (48.699) at the level of statistical significance of (0.00), which is less than the specified value of (0.05), and therefore we reject the null hypothesis and this means that there is a relationship between the Manager's power sources exercised by the senior management in Jordanian private universities and administrative creativity. Where the value of R2, which amounted to (0.246), indicates the level of change of the independent variable in the dependent variable, which is of high value.

Result of The First Sub-Hypothesis Test

The first sub-hypothesis

Ho.1.1: There is a statistically significant effect at the level ($\alpha \leq 0.05$) among the Manager's power sources, exercised by the senior administration in private universities, and problem-solving and decision making. Hypothesis testing the regression test was used for the averages of the research sample to find a relationship with a statistical significance practiced by the senior management in Jordanian universities and problems-solving and decisions making at the level of statistical significance ($\alpha \leq 0.05$) and table No.(3) The results of the test.

To analyze this hypothesis, a multiple linear regression was used, and its result is shown in Table No. (3)

Table No. (3) The result of the first sub-hypothesis

The result of the first sub-hypothesis	F	R	R2	Indication level
Refusal	6.108	0.198	0.039	0.015

The value of F is equal to (6.108) at the level of statistical significance of (0.015), which is less than the specified value of (0.05), and therefore we reject the null hypothesis and this means that there is a relationship between the sources of power exercised by the senior management in Jordanian private universities and problems solving and decisions making. Where the value of R2, which amounted to (0.039), indicates the level of change of the independent variable in the dependent variable, which is of high value.

The second sub-hypothesis

Ho.1.2: There is a statistically significant effect at the level ($\alpha \leq 0.05$) among the Manager's power sources exercised by the senior administration in private universities and the spirit of risk. Hypothesis testing the regression test was used for the averages of the research sample to find a relationship with the statistical significance practiced by the senior management in Jordanian universities and the spirit of risk at the level of statistical significance ($\alpha \leq 0.05$) and table No.(4) The results of the test.

Table No. (4) The result of the second sub-hypothesis

The result of the second sub-hypothesis	F	R	R2	Indication level
Refusal	81.759	0.354	0.593	0.000

The value of F is equal to (81.759) at the level of statistical significance of (0.000), which is less than the specified value of (0.05), and therefore we reject the null hypothesis and this means that there is a relationship between the Manager's power sources exercised by the senior management

in Jordanian private universities and spirit of risk. Where the value of R2, which amounted to (0.593), indicates the level of change of the independent variable in the dependent variable, which is of high value.

The third sub-hypothesis

Ho.1.3: There is a statistically significant effect at the level ($\alpha \leq 0.05$) among the Manager's power sources exercised by the senior administration in private universities and changeability. Hypothesis testing the regression test was used for the averages of the research sample to find a relationship with the statistical significance practiced by the senior management in Jordanian universities and changeability at the level of statistical significance ($\alpha \leq 0.05$) and table No.(5) The results of the test.

Table No. (5) The result of the third sub-hypothesis

The result of the third sub-hypothesis	F	R	R2	Indication level
Refusal	33.723	0.430	0.185	0.000

The value of F is equal to (33.723) at the level of statistical significance of (0.000), which is less than the specified value of (0.05), and therefore we reject the null hypothesis and this means that there is a relationship between the Manager's power sources exercised by the senior management in Jordanian private universities and changeability. Where the value of R2, which amounted to (0.185), indicates the level of change of the independent variable in the dependent variable, which is of high value.

The fourth sub-hypothesis

Ho.1.4: There is a statistically significant effect at the level ($\alpha \leq 0.05$) among the Manager's power sources exercised by the senior administration in private universities and Communication capacity. Hypothesis testing The regression test was used for the averages of the research sample to find a relationship with a statistical significance practiced by the senior management in Jordanian universities and Communication capacity at the level of statistical significance ($\alpha \leq 0.05$) and table No.(6) The results of the test.

Table No. (6) The result of the fourth sub-hypothesis

The result of the fourth sub-hypothesis	F	R	R2	Indication level
Refusal	72.127	0.571	0.326	0.000

The value of F is equal to (72.127) at the level of statistical significance of (0.000), which is less than the specified value of (0.05), and therefore we reject the null hypothesis and this means that there is a relationship between the sources of power exercised by the senior management in

Jordanian private universities and Communication capacity. Where the value of R2, which amounted to (0326), indicates the level of change of the independent variable in the dependent variable, which is of high value.

Conclusions

There is a relationship between the Manager's power sources exercised by the top management in Jordanian private universities and administrative creativity.

There is a relationship between the Manager's power sources exercised by the top management in Jordanian private universities and problem solving and decision making

There is a relationship between the Manager's power sources exercised by the top management in Jordanian private universities and the spirit of risk.

There is a relationship between the Manager's power sources exercised by the top management in Jordanian private universities and Changeability.

There is a relationship between the Manager's power sources exercised by the top management in Jordanian private universities and Communication capacity.

Recommendations

The higher administrations in Jordanian private universities must raise the level of accuracy in the selection and appointment of administrators so that they must enjoy the sources of power and self-authority that lead to administrative creativity.

Granting the deans and heads of departments in Jordanian private universities more administrative and technical powers, which in turn enable them to practice and master the work as fully as possible.

Supporting the deans and heads of departments and endorsing their scientific and practical experiences and trying to benefit from them in the correct manner.

Focus better on granting deans and department heads the power to grant bonuses to professors and teachers working under their command when they do their work well.

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