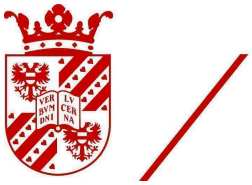

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Catalysts or Constraints? A Contingency-Approach on Leadership Styles and Team Creativity and Innovation

Britt Evers

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Department of Psychology
University of Groningen
Examiner/Daily supervisor:
Dr. Diana Rus

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Abstract

Research exploring the relationship between leadership and team creativity and innovation is abundant, yet scattered with inconsistent findings. This limits our understanding of how different leadership styles, specifically transformational, transactional and destructive leadership, relate to team creativity and innovation and which contextual factors may influence these relationships. To address this, we conducted a semi-systematic literature review aimed at synthesizing existing research and identifying key contextual factors influencing these relationships. We began by offering an overview of the current state of the literature, outlining arguments and research findings on how the different leadership styles relate to team creativity and innovation. Subsequently, we introduced a theoretical research model and formulated research questions to guide our review process. Our literature search identified 41 relevant articles, which we systematically categorized based on leadership style (i.e., transformational, transactional and destructive), dependent variable (i.e., team creativity and innovation), and research focus (i.e., main effect and interaction effect). For articles examining interaction effects, we further clustered them based on the type of effect they had (i.e., strengthening, weakening and reversing) and moderator type, following the framework proposed by Johns (2006). Our analysis yielded a cohesive framework, largely consistent with previous findings and expectations. We discuss the implications of our findings, address study limitations, and propose recommendations for future research to further elucidate the complex dynamics between leadership styles and team performance.

Keywords: team creativity, team innovation, transformational leadership, transactional leadership, destructive leadership, moderators

Catalysts or Constraints? A Contingency-Approach on Leadership Styles and Team Creativity and Innovation

Innovation, defined as the process of generating and implementing creative ideas (West & Farr, 1990), brings distinct competitive advantage for organizations as it increases organizational performance and longer-term survival (Anderson et al., 2014). However, innovation is a complex, multifaceted phenomenon that unfolds gradually from creativity (Rietzschel et al., 2021). Importantly, organizations often rely on teams to develop and implement innovative solutions to organizational problems (e.g., Somech, 2006). In this respect, one crucial factor that has been found to influence creativity and innovation in teams is leadership (Rietzschel et al., 2021). Research indicates that leaders play a key role, for instance, by shaping team goals, providing teams with resources and creating the right climate to facilitate creativity and innovation (Rietzschel et al., 2021).

It is therefore not surprising that the relationship between different leadership styles and team creativity and innovation has been studied extensively (Derue et al., 2011). In this respect, previous research has made an important distinction between constructive leadership styles (consisting of positive and growth-oriented leader behaviors) and destructive leadership styles (consisting of detrimental, growth-hindering leader behaviors) (Aasland et al., 2010; Schyns & Schilling, 2013). Amongst the constructive leadership styles, transformational and transactional leadership have been studied most frequently (Rietzschel et al., 2021), whereas research on destructive leadership styles remains more limited, but yields surprising findings. However, despite these advances, our understanding of the effects of transformational, transactional and destructive leadership on team creativity and innovation remains limited given that the literature is fragmented and littered with contradictory findings (Derue et al., 2011). For instance, transformational leadership (characterized by its inspirational, motivational and individualized components) and transactional leadership (characterized by

structuring and closing behaviors) have both been shown to be either positively (Boies et al., 2015; Byron & Khazanchi, 2012) or negatively (Sosik et al., 1998; Liu et al., 2011) related to team innovation. Furthermore, research on destructive leadership and team innovation has also found contradictory results, where Zhang et al. (2011) found destructive leadership to be negatively related to team creativity, while Lee et al. (2013) found a positive relationship. In this respect, a wide variety of contextual moderators have been proposed to explain these contradictory effects, ranging from emotional labor conditions (Liu et al., 2011) to reward structure (Kahai et al., 2003) to national culture (Lee et al., 2013). Taken together however, these moderators are also quite divergent, which renders our understanding of their role rather fragmented.

In an attempt to address this fragmentation, we propose conducting a semi-systematic literature review that aims to identify 1) how transformational, transactional and destructive leadership styles influence team creativity and innovation, and 2) the contextual moderators that may play a role in these relationships. Overall, we expect to find the constructive leadership styles to be positively related to team innovation (Eisenbeiß & Boerner, 2010), whereas we expect the destructive leadership styles to be negatively related to team innovation (Zhang et al., 2011). We also expect to identify and classify moderators that might help explain the inconsistencies in the literature. In this respect, we will use Oc's (2018) adaptation to the leadership domain of Johns' (2006) categorical framework for contextual variables. This should help provide an integrative picture of the current state of knowledge and potentially serve as a stepping stone towards further theory development and practical recommendations.

Theoretical Background

Creativity and Innovation in Teams

Innovation brings distinct competitive advantage for organizations as it increases organizational performance and longer-term survival (Anderson et al., 2014). Given that creativity and innovation in organizations are usually realized by teams (Shalley & Gilson, 2004; West, 2002), this review focuses on creativity and innovation in teams. A team is characterized as a distinguishable, interdependent group of individuals engaged in dynamic and adaptive interactions and collectively working towards a shared goal (Salas et al., 1992). Within teams, members are assigned specific roles or functions tailored for an organizationally relevant task (Kozlowski & Ilgen, 2006). Since teams can draw on accumulated expertise and a wider variety of perspectives than individuals, it has been argued that they have a higher innovative potential than individuals alone (Somech, 2006).

Simply stated, team innovation regards innovation performed by teams, and concerns the intentional process of introducing and applying new and improved ways of doing things at work. These new ways refer to ideas, processes, products or procedures which aim to benefit the organization (West & Farr, 1990). Team creativity encompasses the development of new and valued ideas by teams, and can therefore be seen as a necessary precursor to team innovation (Amabile et al., 1996). Indeed, scholars commonly differentiate between different stages of the innovation process; specifically distinguishing the generation of a novel idea (creativity) from its successful implementation (innovation) (Perry-Smit & Mannucci, 2017; Zhou et al., 2019).

In theory, these components should be closely interconnected, as the execution of ideas is contingent on their initial generation. However, in practice, they may not always be correlated (Rietzschel et al., 2019). In this respect, Perry-Smith and Mannucci's (2017) idea journey model, might provide a useful framework to understand this potential disconnect

between creativity and innovation. The model argues that the different phases of an idea journey - idea generation, idea elaboration, idea championing, and idea implementation - are inherently different and are each linked to distinct primary needs. Here, the first two stages (idea generation and idea elaboration) can be seen as the creativity phase, and the final two stages (idea championing and idea implementation) form the innovation phase. During the initial stage of idea generation, cognitive flexibility and freedom is required for creative ideas to emerge, whereas the idea elaboration stage is characterized by a need for support and feedback to keep improving an idea. Furthermore, the idea championing stage characterizes a need for resources through influence and legitimacy for further development of the idea. And finally, idea implementation emphasizes a need for shared vision and understanding since other influential team members have to get involved in the production or dissemination, and need to speak the same language. This makes the innovation phase a more social-political process, in contrast to creativity (Baer, 2012), where team members must engage in a critical exchange and evaluation process, discarding seemingly impractical ideas and prioritizing the implementation of those that hold promise (Amabile et al., 1996).

In addition to these needs, it has been argued that team innovation works best when teams feel a sense of autonomy and freedom (Amabile, 1983). It has been argued and shown that this leads to increased levels of intrinsic motivation (Deci & Ryan, 1987) - characterized by the extent to which team members inherently find joy and satisfaction in the execution of a task (Deci & Ryan, 1987). Intrinsic motivation has also been identified as a crucial contributor to creativity, as it encourages extensive exploration, persistence, divergent thinking and risk-taking behaviors (Amabile, 1983; Wang et al., 2016). However, in order for employees to feel free to exhibit such behaviors, a team climate is required that not only encourages but also provides opportunities for individuals to contribute their unique ideas or opinions (Amabile et al., 1996). Moreover, for team innovation to happen, each member's diverse

strengths and perspectives need to be leveraged which requires the effective coordination of these interdependent efforts, underscoring a pivotal need for a team leader to facilitate these processes (Rietzschel et al., 2021).

Leadership, Creativity and Innovation in Teams

Leadership concerns the act of guiding others to comprehend and align on what tasks need to be done and how to execute them, as well as the act of facilitating both individual and collective efforts to achieve shared goals (Yukl, 2013). The tasks and responsibilities of team leaders are diverse and broad; among others, they entail shaping a team's goals and climate, coordinating activities, providing resources, and enhancing motivation to achieve goals; all of which play crucial roles in facilitating team creativity and innovation (Rietzschel et al., 2021). In this review we take a functional perspective on leader behaviors, distinguishing between actions that prioritize team interaction and/or development (person-focused behaviors) and actions aimed at optimizing task accomplishment (task-focused behaviors) (Rietzschel et al., 2021).

As previously mentioned, these behaviors also relate to the different phases of Perry-Smith and Mannucci's (2017) idea journey, which stresses the leader's role in the process. Importantly, it has been argued that the leader's role becomes increasingly relevant and influential, the further one moves down the idea journey (Rietzschel et al., 2021). For instance, it has been suggested that leaders play a crucial part during the implementation phase, since they are the primary creators and drivers of visions necessary to overcome setbacks and finalize the process (Rietzschel et al., 2021). Furthermore, given the diverging nature and antecedents of team creativity and innovation, other authors have also argued that different leader behaviors are needed for the stages of idea generation and elaboration (creativity) and for the idea championing and implementation stages (innovation) (Hughes et al., 2018). Therefore, the question arises whether one single leadership style might be best in

facilitating both phases of creativity and innovation in teams or whether, indeed, different leader behaviors might be more effective during the different stages of the idea journey (Lee et al., 2019).

The literature distinguishes between a wide variety of leadership styles, with the most important distinction laying between constructive and destructive leadership. Constructive leadership styles are characterized by positive and growth-oriented leader behaviors aimed at achieving organizational goals and enhancing employees' motivation, well-being, and satisfaction (Aasland et al., 2010). Amongst the constructive styles, the full-range leadership model (Avolio & Bass, 1988) has been used extensively and encompasses transformational, transactional and laissez-faire leadership. Given that transformational and transactional leadership have been studied most frequently (Rietzschel et al., 2021), the current review will focus on these, and exclude laissez-faire leadership from its scope. On the other hand, destructive leadership styles consist of detrimental, growth-hindering leader behaviors violating or opposing what are deemed to be the legitimate interests of the organization (Schyns & Schilling, 2013). Although a wide range of leadership styles fall under this category (Schilling, 2009), research on their effects on team creativity and innovation remains more limited, yet yields surprising findings (Lee et al., 2013). In the following sections, we will further elaborate on the characteristics of the aforementioned leadership styles and how they relate to team creativity and innovation.

Transformational Leadership

Transformational leadership is characterized by a meaningful relationship between leader and subordinates where leaders facilitate followers' development and encourage them to move beyond self-interest toward the collective good (Bass, 1985). It involves person-focused behaviors, such as inspiring and empowering employees (Rietzschel et al., 2021), which tend to boost followers' confidence and intrinsic value of performance, leading

to higher levels of intrinsic motivation (Seibert et al., 2011). Such transformational leader behaviors can typically be clustered into four components. First, idealized influence regards behaviors that gain the trust, respect and admiration of followers, encouraging them to identify with the leader as a charismatic role model. Second, inspirational motivation characterizes the extent to which a leader generates commitment and enthusiasm for an appealing future vision. Third, intellectual stimulation contains behaviors that challenge the status quo and encourage critical thinking and the generation of new ideas. Finally, individualized consideration regards the extent to which the leader provides support and coaching, and recognizes each individual team member's strengths and weaknesses (Judge & Piccolo, 2004).

It has been argued that these components are conducive to team creativity and innovation in multiple ways. First and foremost, transformational leaders motivate followers to perform beyond expectations through expressing an energizing vision (Avolio & Bass, 1988). Second, the intellectual stimulation aspect encourages divergent thinking and risk-taking in team members (Bass, 1985), which promotes experimentation and active problem-solving (Shin & Zhou, 2003). These processes have been shown to enhance followers' sense of autonomy, and subsequently their intrinsic motivation (Deci & Ryan, 1987) - a critical component in the creative process (Amabile, 1983; Wang et al., 2016). Apart from creativity, the emphasis on collective outcomes enhances the likelihood that opposing perspectives will be valued and integrated into practical solutions, fostering innovation as well (Li et al., 2016). Other explanations for how these different dimensions of transformational leadership foster team creativity and/or innovation have been proposed as well. For instance, it has been shown that the idealized influence dimension has positive effects on shaping an innovative team climate (Eisenbeiß et al., 2008) and on team communication and trust (Boies et al., 2015). Therefore, it might come as no surprise that many studies have established

positive links between transformational leadership behaviors and creativity and innovation in teams (cf. Boies et al., 2015; Eisenbeiß & Boerner, 2010; Eisenbeiß et al., 2008).

However, inconsistencies have been found in the literature, where some studies indicate that the effects of transformational leadership on team creativity and innovation are contingent on certain contextual factors. For instance, Eisenbeiß et al. (2008) found that the relationship between transformational leadership and team innovation is only positive when the team climate of excellence is high, but not when it is low. Additionally, Sosik et al. (1998) found that under conditions of group anonymity, two aspects of transformational leadership, namely, intellectual stimulation and individualized consideration, were negatively related to group creativity. This indicates that certain moderators might influence the relationship between transformational leadership and team creativity and innovation, and hence raises the question:

> *Research Question 1*: How does transformational leadership relate to team creativity and innovation and what factors might strengthen, weaken or even reverse this relationship?

Overall, we expect to find a positive effect of transformational leadership on team creativity and innovation. Moreover, we expect this relationship to be moderated by factors that have yet to be uncovered by the review.

Transactional Leadership

Whereas transformational leadership is related to person-focused behaviors, transactional leadership regards task-focused behaviors, such as setting performance goals and monitoring performance (Rietzschel et al., 2021). A transactional leader emphasizes the achievement of such goals through a system of rewards and punishments, thereby establishing an exchange-relationship where followers agree or comply with leaders in exchange for external incentives (such as praise, rewards and resources; Bass, 1985). These incentives have

been argued to appeal to followers' extrinsic motivation, indicating that they are driven by factors outside of the work itself (Gagné & Deci, 2005). These behaviors can be categorized under three different dimensions of transactional leadership, where the role and efforts of a leader become increasingly present and influential. The first dimension, passive management by exception, involves the leader intervening only when the team targets are not being met. Typically, this involves disciplinary threats to bring the performance up to standards. This is followed by the second dimension, active management by exception, where the leader adopts a more hands-on approach by monitoring performance, searching for deviations from performance goals, and taking necessary corrective action. Lastly, the most active and primarily studied dimension concerns contingent reward. This involves a leader establishing explicit exchange contracts where efforts and goal achievements are recognized and rewarded. Such transactions are particularly effective when the rewards are valued by followers (Bass, 1990).

At first glance, these transactional behaviors - particularly contingent reward - might not seem beneficial to team creativity and innovation for two reasons. First, it has been argued that the emphasis on external factors diminishes people's intrinsic motivation - a phenomenon known as the undermining effect (Deci, 1971). As a result, when extrinsically motivated, team members may not feel compelled to exceed their leaders' expectations or engage in deep exploration for innovative solutions to change the status quo (Jung, 2001). Second, it has also been argued that the controlling aspects of transactional leadership could diminish employees' sense of autonomy (Deci & Ryan, 1987) which further undermines their intrinsic motivation (Deci, 1971). Both of these processes have been shown to be crucial for team creativity and innovation (Amabile et al., 1996; Amabile, 1983), and therefore it would be plausible to assume that transactional leadership has a negative effect. However, it has been counter argued by Eisenberger and Rhoades (2001) that transactions can still be beneficial to team

creativity, depending on the type of behavior that is being rewarded - what they refer to as 'reward contingency'. According to them, as long as it is clear to team members that extrinsic rewards are creativity-contingent (meaning they need to perform creatively in order to receive the reward) and are not perceived as overly controlling (Byron & Khazanchi, 2012), extrinsic rewards can still promote creativity. This argument has been supported by research, where extrinsic incentives, directly tied to creative performance, were found to be better predictors of creative performance than intrinsic motivation (Cerasoli et al., 2014). Moreover, it has been argued that some degree of transactional behaviors, such as structuring and closing behaviors, are necessary to complete the creative process and move on towards actual implementation of ideas (Rietzschel et al., 2019). However, moderators appear to be at play here as well, given that research has, for instance, shown that transactional leadership was only positively related to team innovation under conditions of low emotional labor (Liu et al., 2011). This suggests that certain moderators might influence the relationship between transactional leadership and team creativity and innovation, and thus the following question remains:

> *Research Question 2*: How does transactional leadership relate to team creativity and innovation and what factors might strengthen, weaken or even reverse this relationship?

Overall, we anticipate a positive effect of transactional leadership on team creativity and innovation. However, we do expect this relationship to be more nuanced, with a strong emphasis on moderators influencing the direction and strength of this relationship.

Destructive Leadership

In contrast to constructive leadership, defining destructive leadership is more complicated, since the literature is littered with a wide variety of terms and concepts pertaining to the dark side of leadership (Schyns & Schilling, 2013). As a consequence, a wide range of leadership styles have been clustered under the notion of destructive leadership,

such as abusive supervision (Tepper, 2000), social undermining (Duffy et al., 2002), despotic leadership (De Hoogh & Den Hartog, 2008) and authoritarian leadership (Bass, 1990). This range of conceptualizations of destructive leadership differs in some key aspects. For example, they differ in whether they explicitly refer to employees' perception of leader behavior (e.g., abusive supervision) or merely focus on the leader behavior itself (e.g., social undermining), or whether the destructive behaviors target only the follower (e.g., abusive supervision) or also the organization (e.g., despotic leadership) (Schyns & Schilling, 2013). To unify this diverse range of concepts, we refer to the following definition of Thoroughgood et al. (2012): "If leaders, in conjunction with followers and contexts, ultimately bring misfortune and harm to their constituents, including internal and external stakeholders, as well as damage the organizations in which they reside, then destructive leadership has occurred" (p. 899). The authors stress how certain destructive leadership behaviors, such as manipulation and coercion, require not only the destructive leader, but also susceptible followers and conducive environments for these behaviors to manifest their damaging consequences.

Given that destructive leadership includes coercion and manipulation, and recognizing that creativity and innovation are closely tied to autonomy, cognitive flexibility, and freedom (Amabile et al., 1996), one might expect a negative impact of destructive leadership on team creativity and innovation (Zhang et al., 2011). Indeed, empirical evidence supports this notion, indicating that destructive forms of leadership, where leaders are intentionally rude and degrading, can be detrimental to creativity and innovation, both at the individual level (Liu et al., 2012) and team level (Rousseau & Aubé, 2018). However, contradictory findings have occurred as well, where Lee et al. (2013) discovered that moderate levels of abusive supervision were actually positively associated with individual creativity, indicating that contextual contingencies might be at play. With regard to the team level, support for positive

effects of destructive leadership is lacking. Therefore, further exploration into the effects of destructive leadership on team creativity and innovation is needed, aiming to answer the following question:

> *Research Question 3*: How does destructive leadership relate to team creativity and innovation and what factors might strengthen, weaken or even reverse this relationship?

Overall, we expect to find negative effects of destructive leadership on team creativity and innovation. Moreover, we expect this relationship to likely be moderated by certain contextual factors.

Summary

In sum, it has been argued that leaders can be of great influence in fostering team creativity and innovation (Rietzschel et al., 2021). However, creativity and innovation are complex phenomena (Rietzschel et al., 2021), and different stages of the idea journey require different needs (Perry-Smith & Mannucci, 2017). This raises the question of which leadership style is most effective in facilitating progress through these different stages (Lee et al., 2019). Leadership styles can be categorized into constructive (e.g., transformational and transactional) and destructive styles. Transformational leadership has been argued and shown to be positively related to team creativity and innovation (Avolio & Bass, 1988; Eisenbeiß & Boerner, 2010). For transactional leadership, consensus is less strong, with researchers arguing for both positive (Eisenberger & Rhoades, 2001) and negative effects (Amabile et al., 1996). Destructive leadership, on the other hand, has consistently been argued and found to negatively impact team creativity and innovation (Zhang et al., 2011; Rousseau & Aubé, 2018). However, despite considerable research shedding light on the distinctions between these leadership styles, all three share a commonality: the literature linking them to team creativity and innovation is characterized by a number of inconsistent findings. These

contradictions suggest that contextual factors may moderate the relationship between leadership and team creativity and innovation.

Moderators

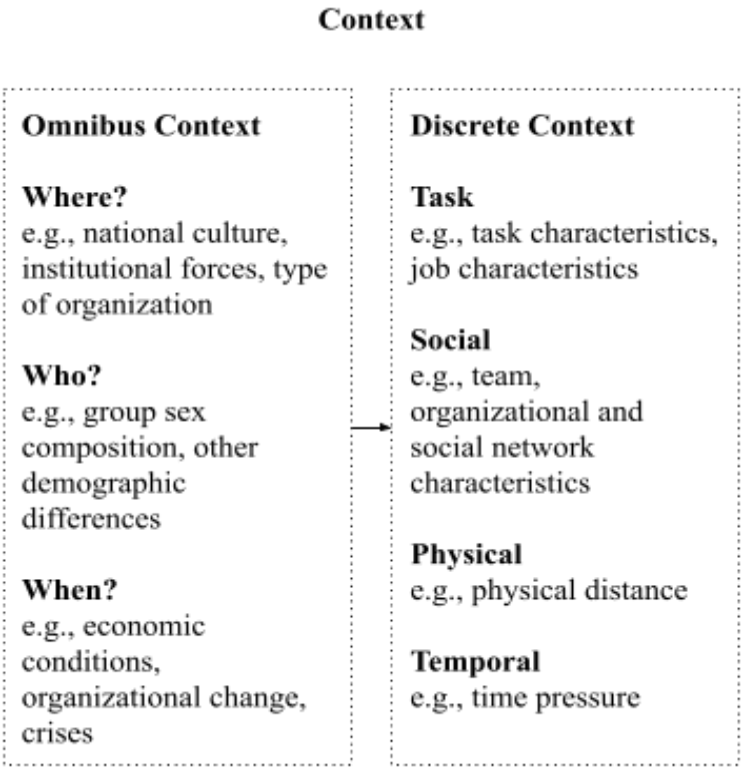
In an attempt to explain these inconsistencies, the literature has pointed to a wide range of moderating variables. Taken together however, these moderators are also quite divergent, showing a lack of overall coherence. To try and organize the literature on potential moderators in a more systematic and structured manner, we will adopt the categorical framework developed by Johns (2006). The framework provides an understanding of how contextual factors that shape human behavior can be categorized in a broad but systematic manner, and has been widely applied to multiple contexts, including contextual leadership (Oc, 2018). According to Johns (2006), context can be conceptualized at two levels. First, the omnibus context concerns the broad consideration of contextual or environmental influences and provides all necessary information about the context itself. This context examines top-down effects such as societal trends, economic conditions or national culture, and is further subdivided by three questions, as illustrated in the left column of Figure 1: “where?” concerns the actual location where the leadership takes place and contains categories such as national culture, institutions or markets and organizations. “Who?” regards the demographic characteristics of all relevant actors in the group or team of individuals who are being led. And finally, “when?” focuses on the time at which the research was conducted or at which research events occur (Johns, 2006; Oc, 2018).

On the other hand, the discrete context contains more specific and narrow situational variables that flow from the omnibus context and directly influence or moderate relationships, thus shaping behavior (Johns, 2006). The right column of Figure 1 depicts its four different dimensions. First, the “task-context” concerns all different characteristics of the task or job itself which likely influence what leader behaviors or leadership styles will be most effective.

The “social-context” refers to the social characteristics of teams and organizations, such as a team’s climate, culture or social network structures. The “physical-context” includes the spatial distance between a leader and their subordinates. And lastly, the “temporal-context” (which was not originally part of Johns’ (2006) framework) concerns the role of time in the leadership process, such as time pressure and duration of the task (Oc, 2018).

Figure 1

Overview of the Categorical Framework (Johns, 2006)



Overview

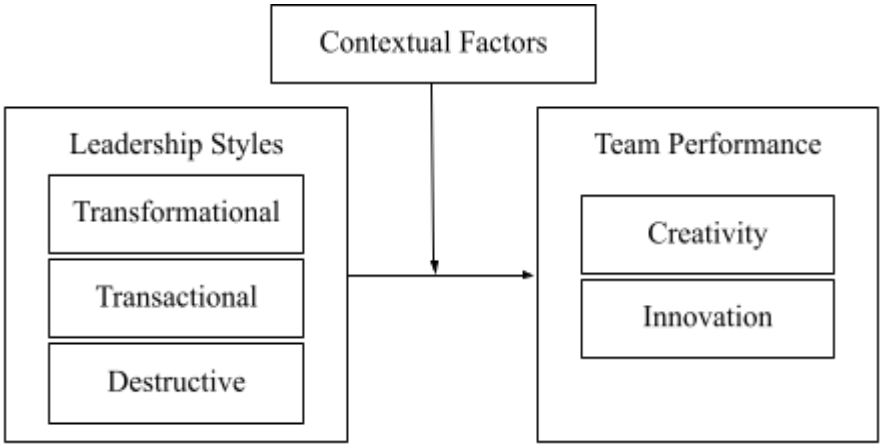
Given the benefits of team creativity and innovation (Anderson et al., 2014), and its relationship with leadership (Rietzschel et al., 2021), research on the subject has received a great deal of attention (Derue et al., 2011). In this respect, a clear distinction is made between constructive leadership styles (e.g., transformational and transactional leadership) and destructive leadership styles (Aasland et al., 2010; Schyns & Schilling, 2013). However, our understanding of the effects of the different styles on team creativity and innovation remains

limited due to fragmentation and contradictions within the literature (Derue et al., 2011). For instance, it has been argued throughout that transformational leadership is positively related to team creativity and innovation (e.g., Avolio & Bass, 1988), and while support for this has been found (e.g., Boies et al., 2015), some research has also found negative effects of transformational leadership on team creativity (Sosik et al., 1998). With regard to transactional leadership, arguments are more mixed, pointing to positive and negative effects on team creativity and innovation (Amabile et al., 1996; Eisenberger & Rhoades, 2001). And while research only shows support for a positive relationship (Cerasoli et al., 2014), inconsistencies have been found here as well (Liu et al., 2011). Similarly, destructive leadership has been widely argued and shown to be negatively related to team creativity and innovation (e.g., Zhang et al., 2011; Rousseau & Aubé, 2018), however some research findings also indicated positive effects (Lee et al., 2013). Taken together, this indicates that these relations are dependent on the context, for which a wide range of explanations have been given. However, these contingency factors are also quite divergent, adding to our fragmented picture of the current state of the literature.

In an attempt to synthesize the scattered research, and to come closer to a more accurate portrayal of the effects of the different leadership styles on team creativity and innovation, we will conduct a semi-systematic literature review. In doing so, we aim to answer the following research question: how do different leadership styles (i.e., transformational, transactional and destructive) relate to team creativity and innovation and what factors might strengthen, weaken or even reverse these relationships? We expect to uncover findings that are in line with the aforementioned arguments. We also expect to identify moderators that might help explain inconsistencies in the literature, which we will categorize using a contextual leadership framework (Johns, 2006; Oc, 2018). Figure 2 depicts an overview of the corresponding research model.

Figure 2

Research Model



Method

To capture the current findings on leadership styles (i.e., transformational, transactional and destructive) and team creativity and innovation into a cohesive framework, a semi-systematic literature review was conducted, in line with the recommendations of Snyder (2019). The current review is a master thesis project and is part of a larger meta-analytic project investigating the effects of leader behavior on group-level creativity and innovation within teams. As part of this meta-analysis, a database of relevant articles had already been created (see below for a more elaborate explanation) and I selected only those articles (i.e., focusing on transformational, transactional and destructive leadership) that were relevant to my own research model. Due to the limited time available and feasibility concerns, decisions made were in line with current practice in the field (Siddaway et al., 2019). First, the search had already been limited to a number of specific databases (as is depicted in Figure 3). Second, despite potential insights offered by gray literature (Adams et al., 2017), a deliberate choice had been made to exclude it, meaning the search only included published and peer-reviewed articles. The methodological procedure consisted of three major stages: 1) Literature search, 2) Article selection, and 3) Article classification.

Literature Search

As the current review is part of a larger meta-analytic project, the initial full database from which I selected the articles relevant for my research question had already been collected. Following PRISMA guidelines (Stewart et al., 2015), several steps had already been taken to ensure the quality of the data collection process.

The first step consisted of the systematic literature search which was conducted on 28 June 2023. Potential articles were identified using the following bibliography databases: APA PsycInfo, Business Source Premier and Web of Science (see Figure 3). The search terms that were used were identified based on three categories. First, key terms were included referring to concepts related to creativity or innovation. Second, these were combined with terms referring to the target level of analysis, such as "group creativ*", "team creativ*", "team innovat*", or "group brainstorm*". Finally, terms referring to leadership were added, such as "lead*", "manag*", or "supervi*". The final most efficient keyword combinations are shown in Figure 3 (Identification stage). Initially, a total of 3360 titles were obtained as a result of the search.

Article Selection

The selection of relevant articles from the complete set was conducted in 7 phases: phase 1 - deduplication and initial exclusion; phase 2 - article exclusion by title; phase 3 - article exclusion by abstract; phase 4 and 5 - article exclusion for the current review; phase 6 - content screening of the full article, and phase 7 - in-depth reading of the articles and classification according to the model. During the first 3 phases, a total of 3313 studies were excluded since they clearly did not match inclusion criteria: document type (journal articles only), language (English only), peer-reviewed journal articles (academic publications with doi-number only) and publication type (primary, empirical and quantitative only), and overall

relevance to the topic. This left 247 articles for me to screen for eligibility for the current review (phases 4 until 6).

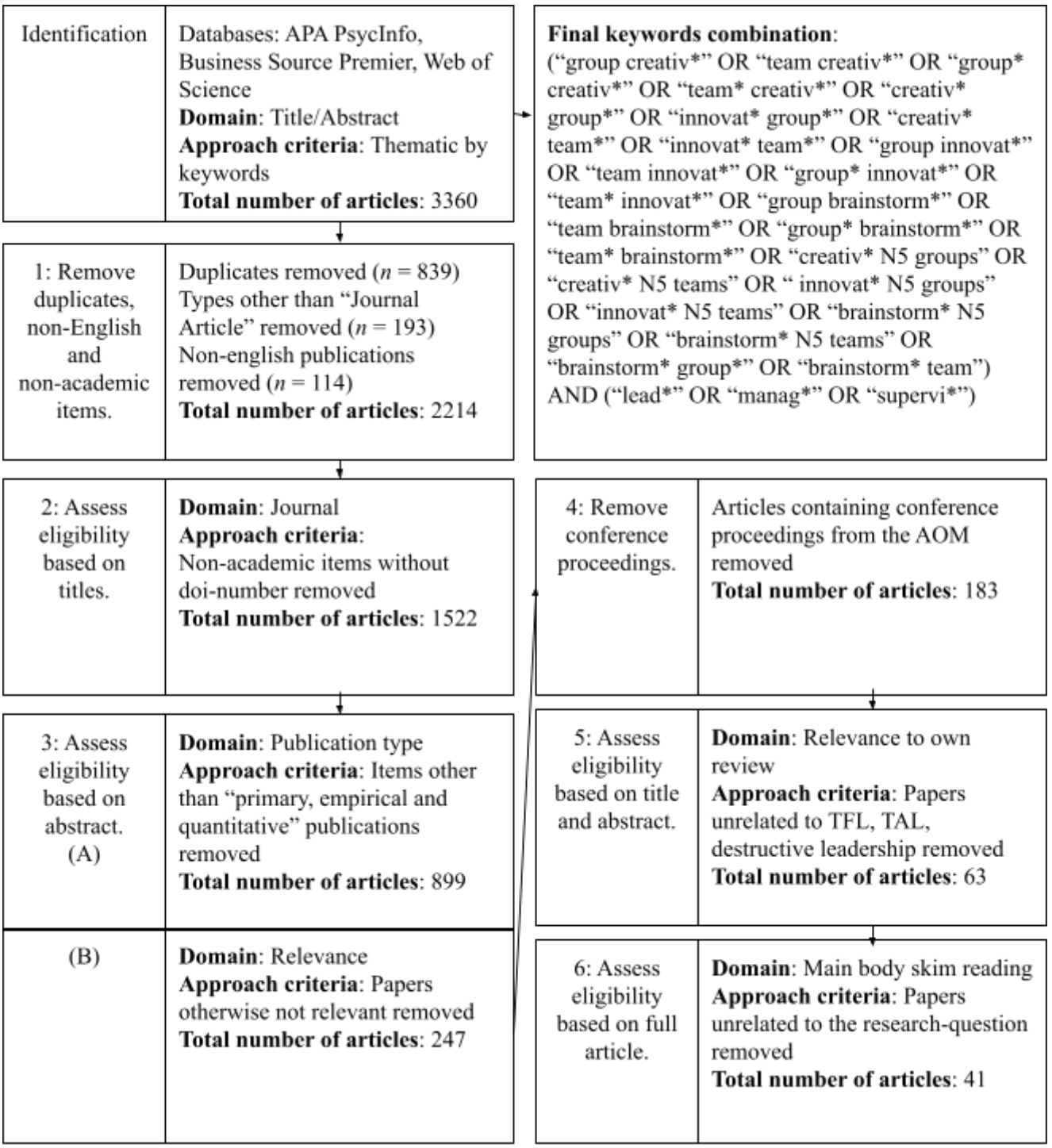
Specifically, in phase 1, 1146 published articles were removed since they were either duplicates, non-English or something other than a "journal article", including books, book sections, cases, conference papers or theses. This left 2214 unique articles in the sample to be screened for eligibility. In phase 2, the publication names and articles' titles were assessed, leading articles to be excluded if the publication name or title indicated a non-academic type of publication, for example "McKinsey Insights", or "Marketing News". To disambiguate this exclusion criterion, all items with no doi number attached were also excluded. This led to a total exclusion of 692 articles in phase 2, leaving 1522 articles in the database. In phase 3, eligibility was assessed based on the abstract, and consisted of two parts. Part A: articles were excluded if they were of a different type (e.g., interviews, conceptual papers, and simulation studies; $N = 623$) than "primary, empirical and quantitative". Part B: articles were excluded if they were otherwise unrelated to the scope of the review. Specifically, they needed to focus on leadership and feature creativity or innovation at the team-level as the dependent variable. This left the original review (focusing on all leadership behaviors) with a total final database of 247 articles.

In the remaining phases, we then used this database to select potential articles for the present review, focusing on specific leadership styles (i.e., transformational, transactional, destructive) and moderators. Apart from articles examining transformational leadership as a holistic concept, we also selected articles focusing on its constituent dimensions, including charismatic, inspirational and visionary leadership. These leadership styles are considered part of the idealized influence subdimension of transformational leadership (Rowold & Heinitz, 2007; Salas-Vallina et al., 2020; Taylor et al., 2014), and therefore focus on the same construct. Phase 4 consisted of the removal of 64 articles since these regarded conference

proceedings from the Academy of Management and no full texts were publicly available. Phase 5 consisted of assessing eligibility based on the title and abstract, where we excluded articles that were not related to the leadership styles of interests (i.e., transactional, transformational and destructive leadership styles). This left us with 63 articles to assess in phase 6, during which we scanned the full text of articles and excluded those that were irrelevant to the research question for other reasons, such as not assessing creativity or innovation at the team-level (i.e., the dependent variable) or investigating leadership behaviors that did not explicitly relate to the leadership styles of interest after all. An overview of the entire review procedure is depicted in Figure 3. The process was finished with phase 7 in which the final dataset of 41 articles were fully read and classified according to the research model (see Figure 2).

Figure 3

Review Procedure



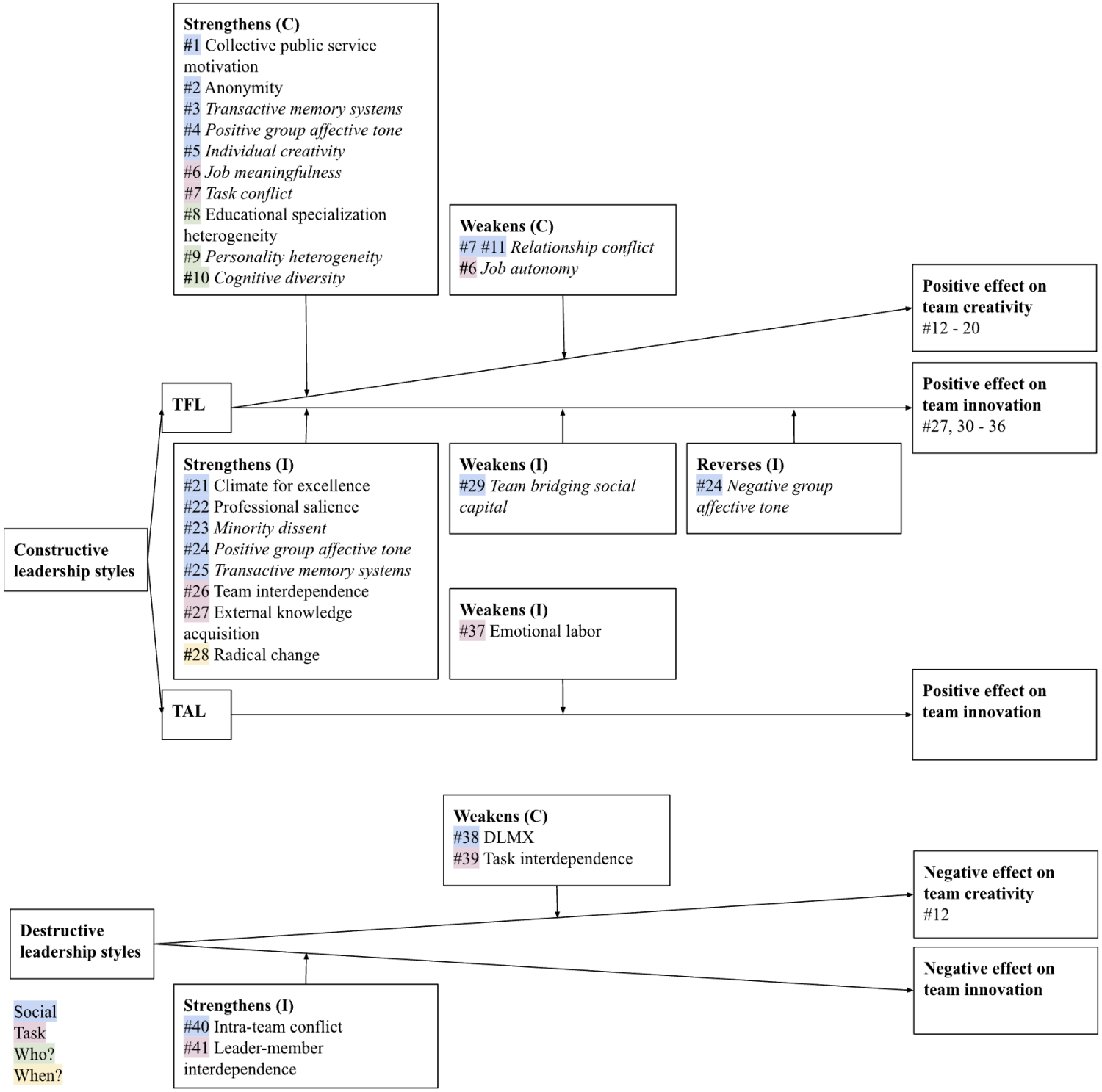
Article Classification

Once selected, we coded the articles following a thematic approach, meaning that we ordered and categorized the articles into overarching themes, including: leadership style, dependent variable (team creativity or innovation), research findings and moderator type (Johns, 2006). A visual presentation of these categorizations can be seen in Figure 4, on which we will elaborate further in the results section. In addition, we also coded certain methodological aspects of the articles, including the type of study (experiment or field study), the measures or scales used to assess leadership style and team creativity and innovation, the sources of information (team leader or team members), and any additional mediators that were examined.

With regard to the thematic approach, we first categorized articles based on their focus on constructive or destructive leadership styles, which, for constructive leadership styles, we further subdivided into either transformational or transactional leadership. Secondly, we classified articles according to their dependent variable, focusing on either team creativity or team innovation. Then, we sorted the articles based on the type of effect they examined, distinguishing between main effects (the direct relationship between leadership style and team creativity or innovation), and interaction effects (containing a moderator that interacts with the relationship). Lastly, we sorted articles containing moderators based on two classifications: 1) the effect they had on the relationship between the leadership styles and team creativity and innovation (i.e., strengthen, weaken or reverse), and 2) the type of moderator according to Johns' (2006) categorical framework (i.e., social-context, task-context, "who?" and "when?" variables) - as indicated by the colored marking of the numbers. In addition, whereas most of the articles focused on leadership style as an independent variable, a subset examined leadership style as a moderator, denoted by italicized text.

Figure 4

Thematic Overview of all Articles



Results

In this section, we offer a concise overview of the articles identified ($N = 41$), comprising three experimental studies and 38 field studies. We followed our research model from Figure 2 to classify the articles' findings, which resulted in the overview depicted in Table 1. In this respect, Table 1 and Figure 4 lay the foundation for our subsequent discussion of the results.

In alignment with our research model, we categorized the articles into three primary groups: transformational, transactional, and destructive leadership styles. The predominant focus in the literature lies on transformational leadership ($N = 36$ articles), which are approximately evenly distributed between the two dependent variables: team creativity ($N = 20$) and team innovation ($N = 17$), with one article studying both team creativity and innovation. Of these, 31 articles studied transformational leadership including all of its subdimensions, whereas five articles focused only on the idealized influence subdimension (note that this is sometimes called charismatic, inspirational or visionary leadership; Rowold & Heinitz, 2007; Salas-Vallina et al., 2020; Taylor et al., 2014). In contrast, we found only one article that studied transactional leadership, focusing on team innovation. Articles focusing on destructive leadership styles ($N = 5$) were relatively few as well and studied team creativity ($N = 3$) roughly as often as team innovation ($N = 2$). Additionally, one article examined both transformational and destructive leadership.

Of all articles, a total of 26 articles contained moderators. Some of these articles examined two moderators, and some of the same moderators have been studied twice by different articles, leading to a total of 25 different moderating variables. With regard to Johns' (2006) categorical framework, the majority of these moderators focused on the discrete context ($N = 21$), comprising social-context variables ($N = 13$) (e.g., climate for excellence, group affective tone) and task-context variables ($N = 8$) (e.g., task interdependence, emotional

labor). In contrast, fewer articles investigated moderators in the omnibus context ($N = 4$). Of these, three investigated "who?" variables (e.g., personality heterogeneity) and only one examined a "when?" variable (radical change). Although Oc's (2018) adaptation of Johns' (2006) framework identified seven types of contextual variables, the articles in our review only included variables from these four categories. A summarized overview of the selected articles and their findings is depicted in Table 1.

Table 1

Summarized Review of Articles

Article number	Leadership style	Dependent variable	Moderator	Main findings	Citations
	Transformational leadership				
1		Team creativity	Collective public service motivation (CPSM)	High levels of CPSM strengthen the positive relationship between charismatic leadership (i.e., idealized influence) and team creativity	Luu et al. (2019)
2		Team creativity	Anonymity	Anonymity among team members strengthens the positive relationship between transformational leadership and team creativity	Sosik et al. (1998)
3		Team creativity	Transactive memory systems (TMS)	Transformational leadership strengthens the positive relationship between TMS and team creativity	Ali et al. (2019)
4		Team creativity	Positive group affective tone (PGAT)	Transformational leadership strengthens the positive relationship between PGAT and team creativity	Shin et al. (2019)
5		Team creativity	Individual creativity	High levels of individual creativity strengthen the positive relationship between transformational leadership and team creativity	He et al. (2020)

Article number	Leadership style	Dependent variable	Moderator	Main findings	Citations
6		Team creativity	Job meaningfulness	Transformational leadership strengthens the positive relationship between job meaningfulness and team creativity	Lee (2018)
6		Team creativity	Job autonomy	Transformational leadership weakens the negative relationship between job autonomy and team creativity	Lee (2018)
7		Team creativity	Task conflict	Transformational leadership strengthens the positive effect of task conflict on team creativity	Lee et al. (2019)
8		Team creativity	Educational specialization heterogeneity (ESH)	High levels of ESH strengthen the positive relationship between transformational leadership and team creativity	Shin & Zhou (2007)
9		Team creativity	Personality heterogeneity	Transformational leadership only strengthens the positive relationship between personality heterogeneity and idea development (not for idea generation, as part of team creativity)	Zhang et al. (2019)
10		Team creativity	Cognitive diversity	High levels of cognitive diversity strengthen the positive relationship between transformational leadership and team creativity	Wang et al. (2016)

Article number	Leadership style	Dependent variable	Moderator	Main findings	Citations
7 & 11		Team creativity	Relationship conflict	Transformational leadership weakens the negative effect of relationship conflict on team creativity	Ye et al. (2022); Lee et al. (2019)
13 - 19		Team creativity	-	Transformational leadership is positively related to team creativity	Jung (2001); Antonio et al. (2022); Jin & Shapiro (2010); Kim et al. (2019); Akhtar et al. (2019); Wang & Zhu (2011); Dong et al. (2017)
20		Team creativity & team innovation	-	Visionary leadership (i.e., idealized influence) is positively related to team creativity, but not significantly related to team innovation	Mascareño et al. (2020)
21		Team innovation	Climate for excellence	High levels of climate for excellence strengthen the positive relationship between transformational leadership and team innovation	Eisenbeiß et al. (2008)
22		Team innovation	Professional salience	Inspirational leadership (i.e., idealized influence) is only positively related to team innovation when professional salience is high	Li et al. (2019)

Article number	Leadership style	Dependent variable	Moderator	Main findings	Citations
24		Team innovation	Positive group affective tone (PGAT)	High levels of PGAT strengthen the positive relationship between transformational leadership and team innovation	Huang et al. (2022)
24		Team innovation	Negative group affective tone (NGAT)	High levels of NGAT reverse the positive relationship between transformational leadership and team innovation	Huang et al. (2022)
25		Team innovation	Transactive memory systems (TMS)	Transformational leadership strengthens the positive relationship between TMS and team innovation	Peltokorpi & Hasu (2016)
26		Team innovation	Team interdependence	High levels of team interdependence strengthen the positive relationship between transformational leadership and team innovation	Jiang et al. (2015)
28		Team innovation	Radical change	High levels of radical change strengthen the positive relationship between transformational leadership and team innovation	Feng et al. (2016)
29		Team innovation	Team bridging social capital (TBSC)	Transformational leadership weakens the negative relationship between TBSC and team innovation	Stollberger et al. (2023)

Article number	Leadership style	Dependent variable	Moderator	Main findings	Citations
31 - 36		Team innovation	-	Transformational leadership is positively related to team innovation	Jiang & Chen (2018); Jahanshahi et al. (2020); Huang et al. (2019); Klaic et al. (2020); Paulsen et al. (2013); Chen et al. (2013)
35		Team innovation	-	Visionary leadership (i.e., idealized influence) is positively related to team innovation	van der Voet & Steijn (2021)
36		Team innovation	-	Charismatic leadership (i.e., idealized influence) is positively related to team innovation	Paulsen et al. (2009)
	Transactional leadership				
37		Team innovation	Emotional labor	High levels of emotional labor weaken the positive relationship between transactional leadership and team innovation	Liu et al. (2011)
	Destructive leadership				
38	Abusive supervision	Team creativity	Leader member exchange differentiation (DLMX)	High levels of DLMX weaken the negative relationship between abusive supervision and team creativity	He et al. (2021)

Article number	Leadership style	Dependent variable	Moderator	Main findings	Citations
40	Destructive leadership	Team innovation	Intra-team conflict	High levels of intra-team conflict strengthen the negative relationship between destructive leadership and team innovation	Choi et al. (2022)
41	Abusive supervision	Team innovation	Leader-members interdependence	High levels of leader-members interdependence strengthen the negative relationship between abusive supervision and team innovation	Rousseau & Aubé (2018)
	Interactions between leadership styles				
12	Transformational leadership & authoritarian leadership	Team creativity	-	Transformational leadership is positively related to team creativity and authoritarian leadership is negatively related to team creativity	Zhang et al. (2011)

Transformational Leadership

As can be seen in Figure 4, most of the selected articles in our review focused on transformational leadership and related concepts (i.e., charismatic, inspirational and visionary leadership) ($N = 36$). From this point onwards, we will refer to these collectively as transformational leadership. Overall, its effects on team creativity and innovation have been found to be positive, with several moderators influencing this relationship. In the following, we will cluster these articles based on their findings (i.e., main effects or interaction effects), which we further grouped under the specific dependent variable they focused on (i.e., team creativity or team innovation), and - among the interaction effects - the different types of moderators (Johns, 2006).

Main Effects

A total of 17 articles focused on the main effects of transformational leadership. Out of these, nine articles examined the relationship between transformational leadership and team creativity, and found positive effects. This is in line with previous research (Boies et al., 2015) and theoretical arguments (Eisenbeiß & Boerner, 2010) that transformational leadership is conducive to creativity in teams. With regard to team innovation, a total of nine articles looked at the effect of transformational leadership on team innovation, of which eight found a positive main effect. One article by Mascareño et al. (2020) considered both team creativity and team innovation as dependent variables, and found a significant positive effect only for team creativity. Overall, these papers suggest that transformational leadership is favorable for enhancing team innovation, which also aligns with the current literature and expectations (e.g., Avolio & Bass, 1988; Eisenbeiß et al., 2008).

Interaction Effects

In addition to these main effects, the remaining articles examined contingencies whereby these effects were either strengthened, weakened or reversed. Our review identified a

total of 20 articles containing moderators, and 20 different moderating variables that influenced the relationship between transformational leadership and team creativity ($N = 12$) and team innovation ($N = 10$). It is important to note here that two articles included two different moderators, and three moderators have been studied twice by different articles (of which one moderator was studied twice on team creativity, and the other two were studied once on both team creativity and team innovation). Therefore, the following numbers with regard to the moderators might appear counterintuitive; further clarification is provided in Figure 4.

With regard to team creativity, 10 moderators strengthened the positive relationship between transformational leadership and team creativity, and two weakened it. With regard to team innovation, eight moderators strengthened the positive effect of transformational leadership, one moderator weakened it, and one moderator reversed the positive effect into a negative one. Subsequently, these moderating variables could be further classified according to Johns' (2006) categorical framework. Specifically, we identified six social-context variables on team creativity and seven on team innovation, three task-context variables on team creativity and two on team innovation, three "who?" variables on team creativity, and finally, one "when?" variable on team innovation. Within these sections, we will further organize them by the effects they had (i.e., strengthen, weaken or reverse), and provide explanations for these effects given by the authors.

Social-Context Moderators of the Relationship Between Transformational Leadership and Team Creativity

With regard to team creativity, six moderators could be clustered under the social-context category of Johns (2006), and encompass the following: (1) collective public service motivation (CPSM): a shared prosocial concern for a larger political identity that goes beyond self-interest and organizational interest (Vandenabeele, 2007), (2) anonymity, (3)

transactive memory systems (TMS): diverse task information held by different team members, combined with a shared understanding of ‘‘who knows what’’ (Wegner, 1986), (4) positive group affective tone (PGAT): the extent to which team members consistently experience positive affectivity in the team, such as enthusiasm and joy (George, 1990), (5) individual creativity, and (6) relationship conflict: arguments rooted in interpersonal incompatibility (Jehn, 1995) - which has been examined by two different articles.

Of these, most variables showed strengthening interaction effects with transformational leadership on team creativity, for which multiple explanations have been given. First, team members with a high CPSM would be collectively motivated to serve the public mission, and therefore have a stronger propensity to respond to the transformational leader’s call for changing the status quo (Luu et al., 2019). Second, anonymity would reduce conformance pressures and team members’ experience of evaluation apprehension and inhibition, leading them to generate ideas more readily and freely (Sosik et al., 1998). Third, when TMS is combined with transformational leadership, it would enhance team members’ belief that their input is valuable, encouraging them to share information and to accept the expert role in specific interdependent creative tasks (Ali et al., 2019). Fourth, according to the broaden-and-build theory of positive emotions, PGAT increases team members’ scope of cognitive activities, including the reflection and functioning of team processes, which enhances creative outcomes (Shin et al., 2019). Lastly, combining individual creativity with transformational leadership behaviors helps translate team members’ individual creativity into overall team creativity (He et al., 2020).

In contrast to these strengthening moderators, relationship conflict had a weakening effect on the relationship between transformational leadership and team creativity, which was found in both articles examining this relationship. The authors explained this through the tensions and frustrations underlying relationship conflict. These frictions, rooted in differing

personal norms and values, weaken collaboration, which is crucial to creativity (Lee et al., 2019). In addition, stress and negative emotions resulting from relationship conflict might inhibit deep thinking and open communication, further harming team creative performance (Ye et al., 2022).

Task-Context Moderators of the Relationship Between Transformational Leadership and Team Creativity

We classified three moderators as task-context variables which influence the relationship between transformational leadership and team creativity: (1) job meaningfulness: design aspects of the job which contribute to a meaningful experience, including skill variety, task identity and task significance (Amabile, 1983), (2) task conflict: conflicts regarding task-related issues, such as the allocation of resources and the judgment and interpretation of information (De Dreu & Weingart, 2003), and (3) job autonomy: the level of control and ownership team members have in performing tasks (Amabile, 1983).

In terms of the effects they had, both job meaningfulness and task conflict strengthened the positive effects of transformational leadership on team creativity. The authors explained this as follows: first, job meaningfulness helps team members show support, sympathy and consideration, which encourages the generation of new ideas to overcome challenges (Lee et al., 2018). Second, task conflict promotes divergent thinking and the sharing of broad perspectives and ideas. Combined with transformational leadership, this stimulates open discussion and enhances creative insights (Lee et al., 2019).

On the other hand, job autonomy was found to have a weakening effect. This was explained through its link with self-determination; autonomous team members prefer to control and make decisions on their own, and the involvement of a transformational leader might interfere with this autonomy, reducing their motivation and thus their creative performance (Lee et al., 2018).

"Who?" Moderators of the Relationship Between Transformational Leadership and Team Creativity

Regarding variables related to the characteristics of "who" is in the team, three moderators have been identified: (1) educational specialization: the diversity of disciplines or fields of study among team members (Shin & Zhou, 2007), (2) personality heterogeneity: the extent to which a team is composed of team members with differing personality characteristics; specifically, openness to experience, and (3) cognitive diversity: the extent to which members are perceived to differ in their cognition, including thinking styles, knowledge, skills, values, and beliefs (Kilduff et al., 2000).

All three "who?" variables were found to strengthen the effects of transformational leadership on team creativity. Several explanations have been proposed: first, having a wide range of educational specializations within a team results in a wide range of perspectives. A transformational leader can enable the team to utilize these valuable cognitive resources to generate creative ideas (Shin & Zhou, 2007). Second, having a team that differs in a certain personality characteristic (e.g., openness to experience), can also foster different perspectives. This diversity facilitates the sharing and utilization of information and knowledge to develop more alternative solutions to problems (Zhang et al., 2019). However, the authors distinguished between different phases of team creativity (idea generation and idea development) and only found significant effects for the idea development phase. They argued that this phase requires more mutual cooperation and exchange among team members, calling for a higher need of transformational leadership. Finally, having a cognitively diverse team brings a broad range of knowledge and abilities to scan the environment and process information. This helps the team to analyze problems through diverse perspectives and consider a wide range of alternatives (Wang et al., 2016). Furthermore, they demonstrated that transformational leadership plays a crucial role in fostering a shared understanding of team

goals and facilitating open discussions of these differing and opposing ideas. Without a transformational leader, these differences could lead to tension and conflict, thereby reducing creativity.

Social-Context Moderators of the Relationship Between Transformational Leadership and Team Innovation

With regard to team innovation, seven moderators could be clustered under social-context variables. They entail the following: (1) climate for excellence: shared group norms about excellence of quality of task performance (West & Farr, 1990), (2) professional salience: the extent to which profession is the principal operational basis on which the self and others are categorized (Haslam et al., 1999), (3) minority dissent: the extent to which minorities in the team publicly oppose beliefs, attitudes, ideas, procedures, or policies assumed by the majority (Mcleod et al., 1997), (4) positive group affective tone (PGAT), (5) transactive memory systems (TMS), (6) team bridging social capital (TBSC): the strength of connections and ties in a team's external social network (Han et al., 2014), and (7) negative group affective tone (NGAT): the extent to which team members consistently experience negative affectivity in the team, such as anxiety and anger (George, 1990).

In terms of the effects they had, most strengthened the positive effect of transformational leadership on team creativity, for which the following explanations have been given. First, having a climate for excellence is related to an increased concern among team members to achieve high-quality performance. This leads them to improve, modify and select ideas more carefully, which enhances innovation (Eisenbeiß et al., 2008). Second, high levels of professional salience increase the likelihood that team members' diverse expertise and perspectives will be accepted as valid. This reduces the risk of conformity and enhances the implementation of new ideas (Li et al., 2019). Third, high levels of minority dissent within a team stimulate divergent thinking. When combined with a transformational leader (who

fosters a safe team climate), these unique perspectives are considered rather than dismissed, enhancing the implementation of radical innovations (Nijstad et al., 2014). Fourth, high levels of PGAT not only strengthened the positive effects of transformational leadership on team creativity (Shin et al., 2019), but also on team innovation. Similarly, the authors pointed to the broaden-and-build theory to explain the effect (Huang et al., 2022). Fifth, TMS also interacted positively with transformational leadership to enhance team creativity (Ali et al., 2019) as well as team innovation (Peltokorpi & Hasu, 2016), for which similar reasons were given as well.

In contrast, the two remaining social-context variables were found to weaken (TBSC) and reverse (NGAT) the positive effect of transformational leadership on team innovation. First, high levels of TBSC lead to weaker ties within the team. This elicits process conflict (team task coordination-related disputes), which in turn inhibits cognitive functioning and weakens team innovation (Stollberger et al., 2023). Finally, Huang et al. (2022) also examined the effects of NGAT and found that transformational leadership could not mitigate its detrimental effects on team innovation. The authors suggested that transactional leadership might be more effective in this context, as its incentives and reward systems could redirect the adverse focus of negative feelings. However, this hypothesis was beyond the scope of their research.

Task-Context Moderators of the Relationship Between Transformational Leadership and Team Innovation

We classified the following two moderators as task-context variables influencing transformational leadership's effect on team innovation: (1) team interdependence: general interdependence factors (task, goal and outcome interdependence) conjointly influencing the degree to which members must work together to perform effectively (Campion et al., 1997),

and (2) external knowledge acquisition: efforts made by the organization and its team members to search for and adopt knowledge from external sources (Zander & Kogut, 1995).

Both variables indicated strengthening effects, which were explained as follows. First, highly interdependent teams require communication and cooperation among team members for goal achievement. A transformational leader fosters these processes, resulting in increased team knowledge sharing, and hence team innovation (Jiang et al., 2015). Second, under high levels of external knowledge acquisition, the developmental and intellectually stimulating characteristics of a transformational leader would encourage members to proactively apply knowledge obtained from the outside, leading to novel connections and integration, and thus higher innovation (Jiang & Chen, 2018).

"When?" Moderators of the Relationship Between Transformational Leadership and Team Innovation

Only one moderator could be identified as a "when?" variable: radical change, which is a type of organizational change, characterized as abrupt, drastic, large-scale, and comprehensive (Miller & Friesen, 1982). Radical change also was found to strengthen the positive effect of transformational leadership on team innovation. Feng et al. (2016) argued that this was due to an increased need for leadership in times of radical change, and transformational leaders put forward the vision necessary to generate greater group innovative behavior.

Transactional Leadership

Whereas transformational leadership was studied extensively, our review contained only one article that examined the effects of transactional leadership on team innovation. No articles on team creativity were found. The article also examined a moderator classified as a task-context variable, namely emotional labor: a job characteristic that demands individuals to regulate their emotions in order to project a publicly observable facial and bodily display

(Hochschild, 1983). The results indicated that emotional labor had a weakening effect; transactional leadership would only enhance team innovation if emotional labor was low, and diminished team innovation when emotional labor was high. This was explained through an increase in job requirements under conditions of high emotional labor, resulting in transactional leaders placing a greater emphasis on rewards and punishments. This emphasis diminishes autonomy and intrinsic motivation, both of which are crucial for innovation (Liu et al., 2011).

Destructive Leadership

The database contained a total of five articles examining the relationship between destructive leadership and team creativity and innovation. All five explored the main effects of destructive leadership on team creativity and innovation. Additionally, four articles also investigated interaction effects of possible moderators, either strengthening or buffering the negative relationship.

Main Effects

With regard to the main effects, three articles looked at the relationship between destructive leadership and team creativity. Of these, all established negative effects of different destructive leadership styles, including abusive supervision (He et al., 2021), self-serving leadership (Peng et al., 2019) and authoritarian leadership (Zhang et al., 2011). The two remaining articles focused on team innovation, and also found negative effects of destructive leadership as a whole (Choi et al., 2022) and abusive supervision (Rousseau & Aubé, 2018). Overall, these findings are in line with previous research and expectations, suggesting that destructive leader behaviors are detrimental to the creative and innovative performance of teams (Zhang et al., 2011).

Interaction Effects

In addition, four articles also examined conditions under which the negative relationship between destructive leadership and team creativity ($N = 2$) or team innovation ($N = 2$) would be affected. For team creativity, both moderators weakened the negative effect of destructive leadership, whereas for team innovation, both moderators had strengthening effects. Accordingly, we clustered these moderators using Johns' (2006) framework, and identified only discrete-context variables: one social-context variable for team creativity and one for team innovation, and one task-context variable for team creativity and one for team innovation. In the following sections, we will elaborate further on these variables. Given the small number of articles, we will only cluster them by their dependent variable (team creativity or innovation).

Discrete-Context Moderators of the Relationship Between Destructive Leadership and Team Creativity

With regard to the relationship between destructive leadership and team creativity, one social-context variable was identified: (1) leader member exchange differentiation (DLMX): the extent to which the quality of exchange relationships with the team leader varies between team members (Erdogan & Liden, 2002). The second variable was related to task-context: (2) task interdependence: the extent to which team members rely on other members to accomplish their tasks effectively (Campion et al., 1997).

In terms of their effects, both buffered the negative effects of destructive leadership on team creativity, which was explained by the authors as follows. First, high levels of DLMX buffered the negative impact of abusive supervision on team creativity through legitimization. When team members can anticipate differential treatment based on developmental, competency, and skill differences, they may perceive such differentiated leadership more positively, even when these treatments are occasionally abusive. As such, abusive behaviors

will now be accepted more, resulting in less detrimental effects on the social exchange processes between team leader and team member, which are necessary for innovation (Carnevale et al., 2019). Second, high levels of task interdependence buffer the negative effects of self-serving leadership on team creativity, due to a need for team members to interact and communicate with each other to achieve a common goal. This fosters a psychologically safe environment where members can freely express creative thoughts, and the self-serving behavior of the leader is not mimicked. This buffers the negative effects self-serving leaders can have on team creativity (Peng et al., 2019).

Discrete-Context Moderators of the Relationship Between Destructive Leadership and Team Innovation

With regard to the relationship between destructive leadership and team innovation, two discrete-context moderators were identified. One social-context variable: (1) intra-team conflict: state in which divergent opinions, arguments, and interests on an issue collide between two or more team members (Wall & Callister, 1995), and one task-context variable: (2) leader-member interdependence: the extent to which close collaboration is required between the team leader and team members in order to accomplish tasks (Rousseau & Aubé, 2018).

Both of these had a strengthening effect, resulting in a stronger negative relationship between destructive leadership and team innovation. This was explained as follows: first, under conditions of high intra-team conflict, destructive leadership would further hamper team innovation, due to increased tensions among team members. This hinders knowledge sharing and cooperation necessary for implementing new ideas. Therefore, the higher the level of intra-team conflict, the stronger it will affect the negative effect of destructive leadership on team innovation (Choi et al., 2022). Second, high levels of leader-member interdependence were found to increase the negative effect of abusive supervision on team

innovation, since this requires more direct communication between team members and team leader. As a result, team members cannot avoid and withdraw from their leader's abusive behaviors, increasing the frequency and impact of negative interpersonal experiences, which further hampers team innovation (Rousseau & Aubé, 2018).

Discussion

This semi-systematic literature review offers a comprehensive overview of existing research on the impact of transformational, transactional, and destructive leadership on team creativity and innovation, as well as the moderating variables that influence these relationships. Given the recognized benefits of fostering creativity and innovation within teams, the scholarly interest in this area has been substantial (Derue et al., 2011). However, the current state of the literature is characterized by fragmentation and a lack of cohesion, limiting our systematic understanding of how and under which conditions different leadership styles influence team creativity and innovation. In this respect, we hope that our review significantly contributes to the ongoing accumulation of knowledge, by providing a cohesive framework of the research findings on the topic so far.

To achieve this, we conducted a comprehensive literature review. Prior to the process, we formulated research questions and expectations based on the current state of the literature, serving as the foundation for our proposed research model (see Figure 2). Next, we followed PRISMA guidelines (Snyder, 2019) to identify and select relevant articles which resulted in a final sample of 41 articles (see Figure 4 and Table 1 for a summary of our findings). First, transformational leadership stood out as the most studied and positively impactful leadership style on team creativity and innovation. The majority of moderators identified in our study strengthened this positive effect. In contrast, transactional leadership had received less attention, and its effectiveness was found to be context-dependent, leaving our understanding of its effects on team creativity and innovation rather limited. Lastly, destructive leadership was found to consistently hamper team creativity and innovation, with certain contextual factors either weaking or exacerbating its negative effects. Overall, our findings consistently

aligned with prior expectations and we hope they provide insights into the nuanced relationships between leadership styles and team outcomes.

Theoretical Implications and Future Research

In the following section, we will further discuss our findings, while also proposing overlooked areas and future research directions. We examined 41 peer-reviewed articles (see Figure 3) that focused on the effects of transformational ($N = 36$), transactional ($N = 1$), and destructive leadership ($N = 5$) on team creativity and innovation. The majority of research was done on transformational leadership, causing the distribution of the current review to be heavily skewed towards this leadership style. Overall, it was found to be positively related to team creativity and innovation. Findings on transactional leadership were more limited, with only one article pointing to contingencies under which positive effects would occur (Liu et al., 2011). With regard to destructive leadership, although few, all identified articles found negative effects on team creativity and innovation. Although these findings largely aligned with previous research and expectations (e.g., Avolio & Bass, 1988), the imbalance in the distribution of leadership styles across our sample highlights a significant research gap around transactional and destructive leadership. Therefore, future research could benefit from further exploration on the effects of transactional and destructive leadership styles on team creativity and innovation.

Moreover, the majority of these articles relied on field research through the use of surveys ($N = 38$) with only a few conducting experiments in controlled settings ($N = 3$; Sosik et al., 1998; Jung, 2001; Mascareño et al., 2020). This indicates an imbalance in study designs as well. However, experiments are desirable since their standardized settings allow for better control of variables and the possible establishment of causality, increasing the reliability of findings (Morling, 2020). In addition, these different leadership styles are relatively easy to manipulate, as seen in the study by Jung (2001). Therefore, to address this imbalance, we recommend that future research includes more experimental studies that manipulate

understudied leadership styles. Nonetheless, field research involving surveys also offers notable benefits. Their ecological validity, stemming from real-life settings, ensures that findings are applicable to practical scenarios. Moreover, surveys often involve larger, more diverse samples, enhancing their generalizability (Morling, 2020). Therefore, future researchers are advised to adopt a multi-method, multi-study approach that integrates both field and laboratory studies. This approach would leverage the strengths of each method, offsetting their respective weaknesses, and thus provide more robust and reliable findings regarding the effects of different leadership styles.

In addition, across the field studies, we noticed three patterns in terms of their study designs. First, we found that a vast majority of studies relied on similar measures to assess leadership styles. For instance, the majority of studies focusing on transformational leadership used the Multifactor Leadership Questionnaire (Avolio & Bass, 2004), whereas for destructive leadership the majority relied on the 15-item scale by Tepper (2000). Both measures have been extensively tested and validated (e.g., Braathu et al., 2022; Hu et al., 2011), ensuring the reliability and validity of the results. However, for the 15-item scale by Tepper (2000) it should be noted that it only measures one type of destructive leadership (i.e., abusive supervision), specifically aimed at the follower. Given that the broad range of destructive leadership styles differ in some key aspects (for instance, in whether they only target the follower or also the organization) (Schyns & Schilling, 2013), this emphasis on one scale limits the generalizability of results to other destructive leadership styles. Therefore, despite the benefits of homogeneity among the used measures, we recommend that future research employ a broader range of measures that capture the diverse aspects of destructive leadership.

Second, all articles relied on team members as sources to measure perceptions of their leaders' leadership style. This approach prevents leaders from engaging in socially desirable responding, thereby enhancing the validity and reliability of the results (Fisher et al., 2024). In

addition, the large majority of articles relied on team leaders' ratings to assess the dependent variables (team creativity or team innovation). This ensures a more objective perspective on the creative and innovative performance of employees, since inflated perceptions of one's own performance may lead to biases in self-ratings (Tommasi et al., 2024). Taken together, this reliance on different raters to measure the independent and dependent variables, reduces potential single-rater bias and increases the validity of the findings (Morling, 2020).

Lastly, most survey samples comprised real-life research and development (R&D) teams, which are characterized by their emphasis on teamwork and the fact that their main goal is to innovate within organizations (Eisenbeiß et al., 2008). Given the importance of teams in creativity and innovation due to their high innovative potential (Somech, 2006), this choice of subpopulation is particularly relevant to the topic. Overall, these three patterns noticed across the research designs of the field studies enhance the comparability and robustness of their findings, especially since different studies examined similar constructs using the same measures, and yielded similar results (e.g., Lee et al., 2018; Ye et al., 2022).

Furthermore, whereas the majority of psychological research has been conducted on samples from WEIRD countries (Western, Educated, Industrialized, Rich, and Democratic; Schulz et al., 2018), the population samples in our review exhibit high diversity in terms of countries and continents (e.g., Wang & Zhu, 2011; van der Voet & Steijn, 2021), with a large part of our studies being conducted across several countries in Southeast Asia (e.g., Chen et al., 2013; Huang et al., 2019). This broad range of geographical samples should speak to the generalizability of our results more broadly (Schulz et al., 2018). Moreover, since certain cultural aspects influence how people view and respond to certain leadership styles, such as power distance (Lee et al., 2013) and individualism-collectivism (Abbas & Ali, 2023), we also see opportunities for future research to focus on cross-country comparative studies in this field.

Our sample covers research ranging from 1998 to 2022, of which we found only eight articles published after 2019. Considering the changing nature of work conditions, such as increases in remote work (Rodrigues et al., 2023) and the growth of the gig economy (Cropanzano et al., 2023), the articles may not accurately reflect the current work setting anymore, potentially changing the impact of different leadership styles on team creativity and innovation. For instance, it has been argued that leaders of virtual teams might have more difficulties in motivating team members to perform creatively due to the distance serving as a barrier to clear communication (Rodrigues et al., 2023). Moreover, managers who operate from a distance might fail to notice their team's creative or innovative performance (Buljac-Samardziç et al., 2012), leading to lower supervisory ratings. In addition, the increase in gig economy workers - marked by short-term, project-based work - might lead to a continuous change in team composition, increasing conflict and coordination issues in teams (Cropanzano et al., 2023) which have been found to be detrimental to team creativity and innovation (Lee et al., 2019). Also, the contractual nature of gig work might lower commitment and engagement of gig workers to perform beyond expectations (Cropanzano et al., 2023) - plausibly affecting the impact of (transformational) leaders. These factors likely affect the dynamics within teams at different stages of the innovation process, and might therefore also affect the roles different leadership styles play. Therefore, we argue that there is a clear need for more new research on how transformational, transactional and destructive leadership relate to team creativity and innovation in modern organizational settings.

Furthermore, more than half of the articles ($N = 26$) examined the influence of moderators on the relationship between leadership styles and team creativity and innovation. We first clustered these under the leadership style they examined and in terms of the effects they had on the relationship (strengthen, weaken, or reverse). The large majority of moderators were found to strengthen the positive relationship between transformational

leadership and team creativity and innovation. The one moderator on transactional leadership was found to weaken its positive effect on team innovation. And the effects of the four moderators on destructive leadership were evenly distributed; two strengthened the negative effect on team creativity and innovation, while the other two weakened it. The strong emphasis on moderators that amplify the effects of transformational leadership marks another imbalance in our sample. Despite the insights these findings offer, it is equally important to uncover factors that could diminish the effects, especially since creativity and innovation can easily be killed (Liu et al., 2012). Therefore, we recommend future research to also focus on moderators that negatively influence the relationship between transformational leadership and team creativity and innovation. Given the limited articles on transactional and destructive leadership, not much can be said about the distribution of the effects of those moderators, marking an overall need for further research on these leadership styles as well.

Next, we classified the moderators according to Johns' (2006) categorical framework. We could only identify four different types of context variables (social-context, task-context, "when?" and "who?"), even though the original framework encompassed seven different variable types (see Figure 1). This implies a gap in the literature on the remaining contextual variables, of which some appear particularly relevant. For instance, "where?" variables such as culture, and physical-context variables such as remote working conditions may affect how people perceive and respond to leadership (Abbas & Ali, 2023; Rodrigues et al., 2023), and could thus have an effect on how different leadership styles affect team performance. In addition, within these four categories, the large majority of moderators fell under the discrete context, with only a few focusing on the omnibus context. To address this gap, we recommend that future research widen their scope and include moderators from unstudied contexts, and focus more on omnibus-context moderators when examining the relationship between leadership styles and team creativity and innovation. Specifically, exploring

moderators such as cultural power distance or the use of technological tools for remote collaboration could provide valuable insights into the nuanced effects of leadership styles.

Moreover, our review only focused on articles examining main effects of leadership styles on team creativity and innovation, and potential moderators of these relationships. In addition, since most articles contained cross-sectional field studies, statements about causality remain mute (Morling, 2020). Therefore, not much can be said about the mechanisms through which these relationships operate, and whether the leadership styles actually led to the suggested outcome or whether other confounding variables were at play. However, during the article classification phase, we kept track of any mediators that were included in the articles we examined, and noticed some interesting patterns. For instance, some variables such as positive group affective tone or task conflict, were examined as moderators in one article (Shin et al., 2019; Lee et al., 2018), and examined as mediators in another (Jin & Shapiro, 2010; Stollberger et al., 2023). Furthermore, we noticed that mediators could be classified in a similar manner as Johns' (2006) framework, as most variables related to the social- and task-context, such as team trust (Akhtar et al., 2019) and team job crafting (Luu et al., 2019). Therefore, it would be interesting to expand the current framework to get a more complete picture of whether some of these examined variables are mediating or moderating the relationship between leadership styles and team creativity and innovation. However, given the limited scope of the current review, it is recommended that future research explore this topic in greater depth.

To sum up, our overview has revealed interesting research trends and highlighted gaps in the current understanding of how and under which conditions leadership styles influence team creativity and innovation. We observed a heavy focus on transformational leadership, with limited exploration of transactional and destructive leadership styles. This imbalance calls for more diversified research efforts. Furthermore, the predominance of field surveys

over experimental studies suggests a need for more controlled research designs to establish causality. Additionally, the changing nature of work environments, such as the rise of remote work and the gig economy, necessitates updated research that reflects these contemporary settings. Lastly, we highlighted the importance of investigating both strengthening and weakening moderators, as well as expanding the contextual framework to include mediating variables. Addressing these gaps will provide a more comprehensive understanding of the dynamics between leadership styles and team creativity and innovation, guiding future research in fruitful directions. To do so, we have synthesized our future research recommendations into the following six research themes:

1. Further investigation into the impacts of transactional and destructive leadership styles on team creativity and innovation.
2. Establishment of causation rather than mere correlations between different leadership styles and team creativity and innovation through experimental research designs.
3. Examination of how modern work conditions, such as remote work and the gig economy, influence the effectiveness of various leadership styles on team creativity and innovation.
4. Identification of factors mitigating the positive effects of transformational leadership on team creativity and innovation.
5. Expansion of research frameworks to include a wider range of contextual variables that affect the relationship between leadership styles and team creativity and innovation.
6. Identification of mechanisms through which different leadership styles impact team creativity and innovation.

Strengths & Limitations

The current study possesses both strengths and limitations. First, our methodological approach adhered to the currently existing PRISMA guidelines (Stewart et al., 2015). In addition, we followed the full-range leadership model to distinguish among constructive leadership styles (Avolio & Bass, 1988), and we employed a theoretical framework to categorize the identified moderators (Johns, 2006; Oc, 2018). Both models have been extensively used in leadership research. Additionally, as the current review is part of a larger meta-analytic project, the literature search and a big part of the article selection had already been completed. By re-scanning all initially selected articles for relevance, we ensured each article was double-checked, enhancing the accuracy of the final sample used for eligibility screening.

Furthermore, we will discuss some limitations and suggest solutions for future research. Our semi-systematic review, conducted as a master thesis project, has several weaknesses, partly due to time constraints and lack of experience in conducting literature reviews. Firstly, we excluded gray literature due to the study's timeframe, meaning that only peer-reviewed published articles were included. This may have potentially biased our results and conclusions due to publication bias (Lipsey & Wilson 2001). Given the potential valuable insights that unpublished literature might offer (Adams et al., 2017), we recommend including gray literature in future reviews. Additionally, we excluded articles containing conference proceedings, as these were not publicly available. This exclusion may have limited our understanding, as conference proceedings might contain important findings and recent contributions. Therefore, we advise including conference proceedings in future research as well.

Second, although the key search terms were based on three relevant categories (creativity or innovation, target level of analysis and leadership), it is possible that we may

have missed some relevant synonyms in our search, such as ‘idea generation’ for creativity, or ‘boss’ for leadership. Consequently, we may not have ended up with the best possible combination of keywords. Moreover, a limited number of databases had been used (see Figure 3), leading us to possibly miss articles that may otherwise have been relevant to our review. Therefore, future research could try to find a more effective combination of keywords applied to more databases to systematize the articles on leadership styles and its effects on team creativity and innovation.

Thirdly, due to time constraints, we focused solely on studies at the team level and only briefly touched on individual-level effects (e.g., Liu et al., 2012, on the effects of abusive supervision on individual creativity and innovation). Since differences between individual- and team-level performance have been found in the literature (e.g., Li et al., 2016, where transformational leadership was positively related to innovation at the team-level, but not at the individual-level), it could be interesting for future research to expand this scope and include studies that examine the outcomes of leadership styles on individual performance outcomes as well.

Similarly, due to its limited scope, our review only focused on transformational, transactional and destructive leadership styles. However, with regard to the constructive leadership styles, the full-range leadership model we used also encompassed laissez-faire leadership (Avolio & Bass, 1991). In addition, other leadership styles have yielded interesting findings as well. Take, for instance, ambidextrous leadership, consisting of opening behaviors (encouraging employees to engage in exploration and experimentation) and closing behaviors (encouraging exploitation by setting guidelines and taking corrective action) (Rietzschel et al., 2021). This dual approach has been linked to creativity and innovation as it addresses both phases of the process: opening behaviors support divergent idea generation, while closing behaviors facilitate convergent implementation. Zacher and Rosing (2015) found support for

this notion; team innovation was highest when leaders exhibited high levels of both opening and closing behaviors. Thus, we recommend that future research explore a wider array of leadership styles to better understand their impacts on team creativity and innovation.

To sum up, our study has several methodological strengths as well as some limitations. Our review followed research recommendations and guidelines and applied widely-used frameworks. Additionally, articles were double-checked when selected. Moreover, to address the drawbacks of our study, we suggested potential solutions for future research. The solutions include looking at the gray literature and conference proceedings, using more effective keyword combinations, and expanding the research scope with regard to target level and leadership styles.

Practical Implications

The study's findings offer several practical insights. Notably, when further examining the authors' explanations for the effects of the moderators, some interesting patterns emerged. First, several explanations highlighted how moderators increase the range of perspectives and knowledge available for team members' creative ideas. For example, all three “who?” variables (i.e., educational specialization heterogeneity, personality heterogeneity and cognitive diversity) were related to broadening the range of perspectives and cognitive resources within the team. Combined with transformational leadership, this resulted in more open discussions and enhanced creative insights (Lee et al., 2019), which explains why these variables strengthened the positive effects on team creativity and innovation. In practice, leaders aiming to boost creativity and innovation in their teams, should, for instance, consider stimulating diversity when selecting new members. However, to embrace diversity, it's important to also practice transformational leadership behaviors, as diversity alone can lead to negative perceptions of conflicting viewpoints (Song et al., 2020) and increases in relationship conflict, which, in turn, can diminish team creativity and innovation (Lee et al.,

2019; Ye et al., 2022)

Similarly, another group of papers emphasized the importance of fostering a climate conducive to team creativity and innovation. As the majority of moderators could be classified as social-context variables, it may come as no surprise that team climate plays a central role in fostering team creativity and innovation - a notion well-supported by the literature (Amabile et al., 1996; Rietzschel et al., 2021). Factors such as positive or negative group affective tone have been shown to determine whether transformational leadership behaviors translate into the desired innovative performance or not (Huang et al., 2022). This stresses the role of a leader in first creating the right climate as a prerequisite for achieving team creativity or innovation. In practice, leaders could foster such a climate by encouraging open communication, by regularly holding team meetings and encouraging employees to share ideas and feedback without fear of criticism, or by recognizing and rewarding creative contributions both publicly and privately (Flores, 2016). These practices show considerable overlap with transformational leadership behaviors (Judge & Piccolo, 2004), so therefore it could be valuable for leaders to embrace transformational practices if they wish to foster a team climate conducive to creativity and innovation.

Finally, the findings also offer practical insights for employees on dealing with destructive leaders. Since all articles consistently established negative relationships between destructive leadership and team creativity and innovation, having a destructive leader will likely harm team performance. However, the review revealed that this can be buffered by having high levels of task interdependence within a team, encouraging members to communicate openly and express creative thoughts freely, and thereby creating a psychologically safe environment. Employees can mimic such a safe team climate by enhancing team cohesion, promoting open dialogue, and encouraging constructive feedback, for example. This approach may help to limit the negative impacts of destructive leadership.

Conclusion

Our semi-systematic literature review provided a comprehensive overview of the current literature on the effects of transformational, transactional and destructive leadership on team creativity and innovation, as well as moderators that influence these relationships. In line with existing literature and expectations, transformational leadership stood out as the most studied and positively impactful leadership style on team creativity and innovation. In turn, transactional leadership had received less attention, and its effectiveness was found to be context-dependent, whereas destructive leadership was consistently found to hamper team creativity and innovation, with certain contextual factors amplifying or buffering its effects. Despite its limitations, we hope that our review has enhanced our understanding of how different leadership styles relate to team creativity and innovation (especially under certain boundary conditions) and that future research can build on our findings.

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