HHL LEIPZIG GRADUATE SCHOOL OF MANAGEMENT

Dissertation

Individual Innovativeness and Leadership Support

A Study on Young Professionals in the Retail

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Abstract:
The overall research objective is motivated by two simultaneous developments. On the one hand, due to globalization and fast changing markets, organizations face increasing pressure to stay competitive and to survive in these fast changing environments. To innovate, organizations rely on recruiting and developing their workforce. As the individual is the source of innovation, an ever increasing emphasis is placed upon individual innovativeness and in particular in the investigation of sources of individual innovativeness. Leaders are essential in the promotion of employees´ innovativeness and leadership is proposed as one of the most influential predictors of individual innovativeness. In the view of innovation pressure and demographic changes, it is important for organizations to shed light on their young professionals, especially on their young professionals' innovativeness, as they are the future workforce. This is especially important for leaders who aim to support the innovativeness of their young professionals. Nevertheless, the importance of young professionals' innovativeness in the retail industry is still underestimated. Hence, organizations and especially leaders may benefit greatly from being aware of their young professionals' innovativeness as one possibility to face the challenges of innovation pressure.

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Overview of Content

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List of Abbreviations

AG	*Aktiengesellschaft, Stock Corporation*
BBE	*Betriebsberatung des Einzelhandels, Business Consultancy for Retail*
ed.	*edition*
e.g.	*exemplum gratia: for example*
et al.	*et alii: and others*
etc.	*et cetera: and so on*
FFM	*Five Factor Model*
GmbH	*Gesellschaft mit beschränkter Haftung, Limited Corporation*
GDP	*Gross Domestic Product*
HHL	*Handelshochschule Leipzig*
HDE	*Handelsverband Deutschland, Trade Association Germany*
i.e.	*id est: in other words*
IHK	*Industrie- und Handelskammer, Chamber of Industry and Commerce*
yps	*young professionals*
KG	*Kommanditgesellschaft, Limited Partnership*
LMX	*Leader-Member Exchange*
LOC	*Locus of control*
Ltd.	*Limited*
min.	*minutes*
Mrd.	*Billion*
No.	*Number*
R&D	*Reseach & Development*
QDA	*Qualtiative Data Analysis*
RBV	*Resource-based view*
RQ	*Research question*
www	*world wide web*

I

Part I:

Introduction

1 Motivation and relevance

The overall research objective is motivated by two simultaneous developments. On the one hand, due to globalization and fast changing markets, organizations face increasing pressure to stay competitive and to survive in these fast changing environments. Along with globalization, organizations are confronted with a number of innovation challenges (Bullinger, 2008; Reichwald & Piller, 2009). On the other hand, the often cited demographic change of society will influence the organizational workforce over the next years (Loeffler & Bullinger-Hoffmann, 2014). Current research as well as organizations are struggling to keep up with these developments (Denti & Hemlin, 2012). The results of a fast changing market and demographic changes of the workforce have strengthened the relevance of innovative performance of organizations (Huff, Moeslein, & Reichwald, 2013; Loeffler & Bullinger-Hoffmann, 2014; Reichwald & Piller, 2009). Although the importance of innovation was recognized by Schumpeter (1942) already in the 1930s, until today, the **role of innovation** constantly being reinforced.

As a consequence, researchers propose employees to be of immense importance for innovations in the interest of the organization (Neyer, Bullinger, & Moeslein, 2009). They are often summoned as critical components and **source of innovation** (Anderson, De Dreu, & Nijstad, 2004; Moeslein, 2013; Neyer et al., 2009). These recent developments require organizations not solely to depend on the innovativeness of their R&D employees (Keller, 2012; Neyer et al., 2009). Rather, every employee influences organizations' innovative success through its actions and behavior (Balda & Mora, 2011; Moeslein, 2013; Neyer et al., 2009). Recent research on innovation distinguishes between `core innovators´ (e.g. R&D employees), `peripheral inside innovators´ and `outside innovators´ (e.g. suppliers or universities) (Moeslein, 2013; Neyer et al., 2009; Wendelken, Danziger, Rau, & Moeslein, 2014). For innovation success, Moeslein (2013) promotes the relevance and potential role of `peripheral inside innovators´ who are employees across different units and departments as they have "the potential to produce innovative ideas and contribute to the innovations process by suggesting, supporting, or refining innovative concepts" (Neyer et al., 2009:411).

As the individual is the source of innovation, an ever increasing emphasis is placed upon **individual innovativeness** and in particular in the investigation of sources of individual innovativeness (Kesting & Ulhøi, 2010). Research on individual innovativeness promotes factors and subfactors of individual innovativeness (Anderson et al., 2004; De Jong, 2007; Parzefall, Seeck, & Leppänen, 2008). For individual innovativeness, a variety of factors (personality features, motivations, cognitions, and job features) and subfactors have been investigated. Individual innovativeness in this dissertation, though, is defined as the sum of various factors and subfactors with the aim to produce successful innovation (Anderson et al., 2004; De Jong & Den Hartog, 2010).

This task applies to the leaders as they are essential in the promotion of employees´ innovativeness (De Jong & Den Hartog, 2007; Denti & Hemlin, 2012; Hülsheger, Anderson, & Salgado, 2009). They are " increasingly being recognized as essential in facilitating [individual] innovation because they can create the conditions and circumstances needed for […] innovation to flourish" (Denti & Hemlin, 2012:13). In this sense, research proposes that **leadership** "is one of the most influential predictors of innovations" (Rosing, Frese, & Bausch, 2011:956), and serves as "important means for enhancing innovative behaviors and modifying attitudes that are beneficial to innovative activities" (Oke et al., 2009:68). Although there are many ways to define leadership, the appropriate definition depends on the purpose of the study (Yukl, 1989). In this sense, the general framework of this dissertation conceptualizes leadership as integral to support individual innovativeness. Therefore, the definition builds on research of De Jong (2007) and De Jong & Den Hartog (2007), as they investigate the link of leadership and individual innovativeness. In line with De Jong & Den Hartog (2007:44), leadership in this dissertation is defined *"as a process directed to support groups of individuals towards innovative outputs"*. Literature exploring the context of **leadership supporting individual innovativeness** comprises four leadership dimensions (transformational, transactional leadership, participative leadership, and Leader-Member Exchange), as well as several leadership subdimensions.

In the view of innovation pressure and demographic changes, it is important for organizations to shed light on their **young professionals** (yps), especially on their

young professionals' innovativeness (yps´ innovativeness) as they are the future workforce (Frosch, 2011; Grundmann, Petzoldt, Roscher, & Bullinger, 2015; Lattuch & Young, 2011). Yps are defined as employees that (1) are qualified at least with a vocational training qualification or a bachelor degree, (2) have attracted their leaders' attention, (3) are promoted into higher positions, and (4) part of a company's yps' development program (Greenhaus, Callanan, & Godshalk, 2009; Hunt & Michael, 1983; Lattuch & Young, 2010). Considering these characteristics, they belong to the often-cited Generation Y. According to Howe & Strauss (2004), this generation was born between 1983 and 2000, and is labeled in many ways. Some researchers refer to them as the Millennial generation or Millennials (Howe & Strauss, 2004), Generation Y, or Gen Y. Further names are digital natives (Prensky, 2001), net generation, or NetGen (Tapscot, 2010). They are supposed to be: open to change, innovative, ambitious, motivated to learn, always connected, and have grown up with a distinct relationship with technology, which is essential for individual innovativeness (Balda & Mora, 2011; Hurrelmann & Albrecht, 2014).

A branch that has been subject to and struggles with the influence of globalization and growth is the **retail industry** (Reinartz et al., 2009). As one of the largest service sectors in Germany the retail industry plays a crucial role in the economy (HDE, 2014). Retailers can no longer be characterized as "merchant intermediaries", as they orchestrate "two-sided platforms that serve as ecosystems in which value is created and delivered to customers […]." (Sorescu et al., 2011:5). Key activities of retailing are primarily to optimize the customer interface by organizing the supply chain, product assortment, location, store format, and branding (Reinartz et al., 2011; Sorescu et al., 2011). Nevertheless, as one retail leader puts it: *"Innovation is crucial. The world is constantly changing so does the time and all the processes, the customers also change and they always want to be astonished."* (leader_J). **Innovation in the retail industry**, however, is different compared with innovation in industrial organizations. To gain an idea of the innovation spectrum in the retail industry, some statements are chosen here as examples: "*Well, we created a family day, where we invite all customers and their families, and visitors can expect a varied entertainment programme. This event enjoys increasing popularity*" (yp_C2). Furthermore, another one said: *"Well, the best innovation was, when we rebuilt the house of menswear […]. In particular for me, everyday is innovation, because everyday we receive new products, every day I have to reshape my shopfloor in order to attract*

the customer" (yp_N1). Another one illustrated that innovation is: "[…] *to always change the products or the product range in order to create change for the customers and moreover, to create more variety*" (leader_D), or that *"Innovation is the so called Magic Moments-Panels, creating magic moments. It is when a customer is standing in front of the innovation and is thinking 'I have never seen it in this certain way' or 'that could be interesting for me'* (leader_N). At the same time retailers are considered to be adaptable and their strength lies in qualified and professional employees as the retailers make considerable efforts in the promotion of young professionals (Reynolds & Hristov, 2009). For the retail industry, it is impossible to neglect their yps, because they are the primary source of the future workforce (Deloitte, 2013). Nevertheless, the importance of **yps' innovativeness in the retail industry** is still underestimated (Reynolds & Hristov, 2009). Hence, organizations and especially leaders may benefit greatly from being aware of their yps' innovativeness as one possibility to face the challenges of innovativon pressure.

In this sense, it is crucial to identify and define yps´ innovativeness in the retail industry, and, furthermore, to understand, how leadership does indeed support yps' innovativeness in order to utilize and integrate their innovative potential (Dannar, 2013; Hershatter & Epstein, 2010; Nederveen Pieterse, Van Knippenberg, Schippers, & Stam, 2010).

2 Overall resource-based perspective

In order to identify and define yps´ innovativeness in the retail industry and further understand how leadership supports yps' innovativeness in order to utilize and integrate their innovative potential, a resource-based perspective guides the dissertation.

The challenge for organizations remains amongst others in creating sustainable competitive advantages in a rapidly changing environment (Bessant, 2003; Porter, 1981). There are two theoretical approaches when it comes to innovation research: the market-based view and the resource-based view (Barney, 2001; Barrett & Sexton, 2006; Porter, 1980). The market-based view[1] considers market or environmental influences on the organization as principal drivers of innovation (Barney, 2001; Porter, 1980). In difference, the resource-based view (RBV) (Grant, 1991; Penrose, 1958; Wernerfelt, 2007) stresses organizations´ need to identify and develop resources that enable them to generate innovation for competitive success (Barney, 2001; Kesting & Ulhøi, 2010). Sustainable competitive success demands a new generation of resources (Kesting & Ulhøi, 2010). In this sense, the dissertation takes a resource-based perspective.

Based on a resource-based perspective, the innovation performance of an organization is rooted in its human capital (Wang & Ellinger, 2011). An organizations´ innovativeness is, amongst others, "a function of the value of its human capital" (Rothaermel & Hess, 2007:899). Thus, organizations need to invest more in acquiring, retaining, and training human capital as the value of their human resource increases (Ployhart & Moliterno, 2011). Human capital can be seen as a particular class of resource and significant driver of innovation (Ployhart & Moliterno, 2011; Rothaermel & Hess, 2007). Recently, one important research stream of innovoation studies was directed to the human aspects that lead to innovation (Prajogo & Ahmed, 2006). Moreover, scholarship stresses the specific nature of human capital resource (Ployhart & Moliterno, 2011). However, human capital research encourages a resource-based view, as it is argued that human capital can be

[1] A detailed consideration of the market-based view can be found in Porters' (1990) 'Competitive strategies'.

supposed to be a source of competitive advantage (Barney, 2001; Ployhart & Moliterno, 2011). In this sense, when organizations want to increase the value of their human capital resource, they might invest in the potential within their employees (Barney, 2001; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Rothaermel & Hess, 2007). Employees are an important resource in this perspective, as the potential of employees are resources that can be supported to achieve sustainable competitive advantage (Tether, Mina, Consoli, & Gagliardi, 2005; Wang & Ellinger, 2011). Moreover, without encouraging the employees' focus towards new and innovative opportunities, it would be difficult for an organization to achieve innovative performance (Wang & Ellinger, 2011). In other words, an organization that relies on the most advanced technology, but neglects the potential of their employees, cannot be innovative (Wang & Ellinger, 2011).

Applying the resource-based perspective to the context of the dissertation, it can be claimed that the challenge for the retail industry remains to enhance the human capital in order to foster innovative performance. In a changing demographic environment and a fast growing, competitive market, yps are of immense importance for creating sustainable advantage and for continuously and proacatively innovating organizations (Hallier, 2011; Kapoor & Solomon, 2011). They are supposed to be critical components and a significant source of innovation (Dannar, 2013; Caraballo & McLaughlin, 2012). Hence, yps have the potential to innovate (Balda & Mora, 2011). This potential can "be made visible, recognized and exploited" by the leader, to the benefit of the organizations (Kesting & Ulhøi, 2010:66). In terms of the resource-based perspective, this potential can be understood as an existing resource and implies that yps can be considered as the "innovation capital" of an organization (Kesting & Ulhøi, 2010:66).

3 Research gaps and questions

Individual innovativeness is a strong and up-to-date research stream (Hammond et al., 2011; Patterson et al., 2009; Verworn & Hipp, 2009). As it is the individual who is the source of ideas and therefore part of subsequent innovation, Patterson et al. (2009) confirms "people, not products are an innovative company's major assets"(Patterson et al., 2009:4). De Jong claimed that "employess are regarded as being important to realize innovations" (De Jong, 2007:7). Even so, a large amount of research has been dedicated to identify factors and subfactors of individual innovativeness (Anderson et al., 2004; Parzefall et al., 2008), "there is still a need for more research to better understand individual factors" (Hammond et al., 2011:102).

Although there is a vast amount of scientific research on individual innovativeness, most studies have focused on isolated factors (Anderson et al., 2004; Parzefall et al., 2008), and different facets of individual innovativeness. Those range from investigating isolated factors to an exploration of two or more factors or subfactors of individual innovativeness (De Jong & Den Hartog, 2010; Pratoom & Savatsomboon, 2010). However, an interrelated view on factors and subfactors is still lacking (Anderson et al., 2004; Parzefall et al., 2008; Patterson et al., 2009). Parzefall et al. (2008) stated that "although the knowledge base of the factors that influence employee's innovativeness has grown […], most studies have focused on isolated factors, and a holistic view is lacking" (Parzefall et al., 2008:166). Researchers still emphasize the need to explore innovativeness at the individual-level and ask for more empirical data regarding this issue (Anderson et al., 2004; Hammond et al., 2011; Kalyar, 2011). However, it requires leaders that ensure instruction and guidance, to fully exploit the individual innovativeness (Dannar, 213; Espinoza et al., 2010).

Leadership has frequently been examined, and more recently in the field of leadership supporting individual innovativeness. There is a growing recognition that the support from leaders plays an important role in enhancing employees' innovativeness. (De Jong & Den Hartog, 2007; Krause, Gebert, & Kearney, 2007). Although there are several studies exploring the link between leadership and individual innovativeness, empirical studies are still scarce and need further

investigation (Houghton & DiLiello, 2010; Lattuch & Young, 2011; Mumford & Licuanan, 2004). Several researchers have called for "a better understanding of the relationship between leadership and innovation" (Denti & Hemlin, 2012:4), as "leadership and individual innovation research are rather separated communities that have not yet sufficiently benefited from each other's results" (De Jong, 2007:7), and researcher and practitoners alike "ask for greater innovation outputs by employees" (Patterson et al., 2009:4).

From existing research literature and the insights outlined above, it becomes already obvious that **young professionals** are an important source of innovation in the retail industry because of changed demographic structure and fast growing, competitive market conditions (Hallier, 2011). However, even though existing research on yps offers a complex view on attitudes and characteristics associated with yps (Balda & Mora, 2011; Dannar, 2011; Howe & Strauss, 2004), research on yps is becoming more and more important, as they are our future workforce (Hershattter & Epstein, 2020; Howe & Strauss, 2010; Ng et al., 2010), but is still in its infancy (Deal et al., 2010; Ng et al., 2010). So far, "only a few studies have focused on young professionals' attitudes […] and little is known about this age group […] and how organizations can benefit from their attitudes" (Lattuch & Young, 2010:606). Simultaneously, the importance of yps' innovativeness in the retail industry is still underestimated (Reynolds & Hristov, 2009). In this sense, researchers see the further need to investigate issues of yps (Caraballo & Mc Laughlin, 2012; Frosch, 2011; Kapoor & Solomon, 2011), and ask for a better understanding of the individual innovativeness of yps in retail (Reynolds & Hristov, 2009). Identified research gaps are presented in table 1.

Table 1: Identified research gaps

#	*Identified research gaps*
(1)	Researchers ask for a better understanding of young professionals in retail and see a further need to investigate yps' innovativeness.
(2)	Researchers see the need to explore leadership supporting individual innovativeness.

Combining the gaps of yps, individual innovativeness and leadership, the aim of this dissertation is a better understanding of individual innovativeness of yps and how leadership does supports yps' innovativeness.

The following considerations might help to break down the aim of the dissertation into research questions. First, there are many issues regarding yps, which are characterized as open to change, innovative, ambitious, motivated to learn, always connected and grown up with a distinct relationship with technology (Balda & Mora, 2011; Howe & Strauss, 2004). In this sense, organizations need to shed light on the individual innovativeness of their yps as the future workforce (Frosch, 2011; Lattuch & Young, 2011; Loughlin & Barling, 2001). The knowledge of the individual innovativeness of yps may create in-depth insights into yps' innovativeness, or more specifically, into their ideas, perception of change and new ways of doing things.

Second, leaders are considered to be essential in the promotion of individual innovativeness of their employees (Denti & Hemlin, 2012; Hülsheger, Anderson, & Salgado, 2009) and successful leadership is supposed to lead others to increase an awareness of the rapid change (Basadur, 2004). Yps are the future workforce and leaders need to create an understanding of how to support yps' innovativeness. In this sense, those issues call for an inventory of leadership, supporting yps' innovativeness in order to create an understanding of the status quo.

To sum up, in the light of the demographic changes and the ever-changing markets and competitive situations, what is needed is a better understanding of the individual innovativeness of the yps. Additionally, as leaders are regarded as essential in the promotion of individual innovativeness, it is important to explore how leadership supports yps' innovativeness. Accordingly, two areas of interest arise and consequently this dissertation focuses on the following two questions, which are shown in table 2.

Table 2: Research questions

RQ #	*Research questions*
RQ 1:	Can, and if so, how can individual innovativeness be defined for young professionals?
RQ 2:	Does, and if so, how does leadership support young professionals' innovativeness?

Having explained the crucial research gaps and goals, the following chapter outlines the structure of the dissertation.

4 Overall structure of the dissertation

The present dissertation is structured into five parts supporting the aim to define individual innovativeness of yps and to explore how leadership supports yps' innovativeness. Each part consists of several chapters with respective sections and subsections. The five parts are consecutive and should therefore be read subsequently. A structure of each part is provided at the beginning. A structure of the dissertation is summarized in figure 1.

Part I – Introduction: Part I starts by highlighting the motivation and relevance of the research topic (chapter 1). In chapter 2, the overall perspective of the dissertation is introduced. Furthermore, the aim of the dissertation is presented by outlining the research gaps and the research questions (chapter 3), and finally, chapter 4 portrays the overall structure of the dissertation.

Part II - Foundations: Part II introduces two main foundations of the dissertation, namely (1) individual innovativeness, and (2) leadership. To do so, a brief structure of part II is provided at the beginning (chapter 1). Next, chapter 2, investigates (1) individual innovativeness. In order to elucidate a basic understanding for this dissertation, a definition of individual innovativeness is presented first, followed by a detailed literature review of factors and subfactors of individual innovativeness. Findings result in four main factors and respective subfactors of individual innovativeness, and are reflected upon at the end of the chapter. The next chapter 3, addresses (2) leadership as a multifaceted concept and again, in order to elucidate a basic understanding for this dissertation, a definition of leadership in the sense of the study is presented first. Furthermore, a review of leadership literature supporting individual innovativeness resulted in four leadership dimensions and respective subdimensions. Findings are reflected upon at the end of the chapter. Part II closes with a brief summary (chapter 4).

Part III – Empirical studies: Part III begins with a brief structure of part III (chapter 1). The next chapter 2 sheds light on the research context of the dissertation. A definition of yps, as they are the relevant actors involved in the study, is introduced beforehand. Following a review of yps, as well as a presentation of findings of yps are outlined. Furthermore, the retail industry as empirical context of the study is elucidated. Then, chapter 3 outlines the overall explorative qualitative research approach of the dissertation, chosen to answer the two research questions presented. In order to provide deeper understandings of the studies under research, two points of view are assessed to answer the research questions, namely the yps' point of view and the leaders' point of view. Overall, two comprehensive exploratory interview studies are conducted and presented: Study 1: individual innvovativeness of yps (chapter 4), and study 2: the leadership supporting yps' innovativeness (chapter 5).

Part IV – Discussion: Part IV provides a discussion of the research results of the two empirical studies. First, a brief structure of part V is provided at the beginning (chapter 1). Next, study 1: individual innovativeness of yps is discussed comprehensively in chapter 2, followed by the discussion study 2: leadership supporting yps' innovativeness in chapter 3. Finally, chapter 4 concludes with a summary of overall empirical findings.

Part V – Conclusion: Part V concludes the dissertation. It starts with a summary of part II and part III (chapter 1). Based on the findings of the empirical studies 1 & 2, implications for management are derived (chapter 2), as well as limitations and avenues for further research (chapter 3). Finally, chapter 4 concludes this dissertation. Figure 1 depicts the entire structure of this dissertation.

Figure 1: Structure of the dissertation

I. Introduction
1. Introduces the motivation and relevance 2. Explains the overall resource-based view 3. Presents the research gaps and research questions 4. Depicts the structure of the dissertation

II. Foundations	
1. Presents the structure of part II	
2. Elucidates individual innovativeness	3. Introduces leadership supporting individual innovativeness
4. Concludes with a summary of part II	

III. Empirical studies 1 & 2	
1. Presents the structure of part III 2. Illustrates the research context for study 1 & 2 3. Introduces the overall research design of study 1 & 2	
4. Study 1: Defines individual innovativeness of young professionals	5. Study 2: Explores leadership support for young professionals' innovativeness

IV. Discussion
1. Presents the structure of part IV 2. Discusses study 1: Individual innovativeness of young professionals 3. Discusses study 2: Leadership supporting young professionals' innovativeness 4. Summary of overall findings

V. Conclusion
1. Summarizes insights across part II to part III 2. Derives implications for management 3. Describes limitations and avenues for further research 4. Concludes the dissertation

II

Part II:

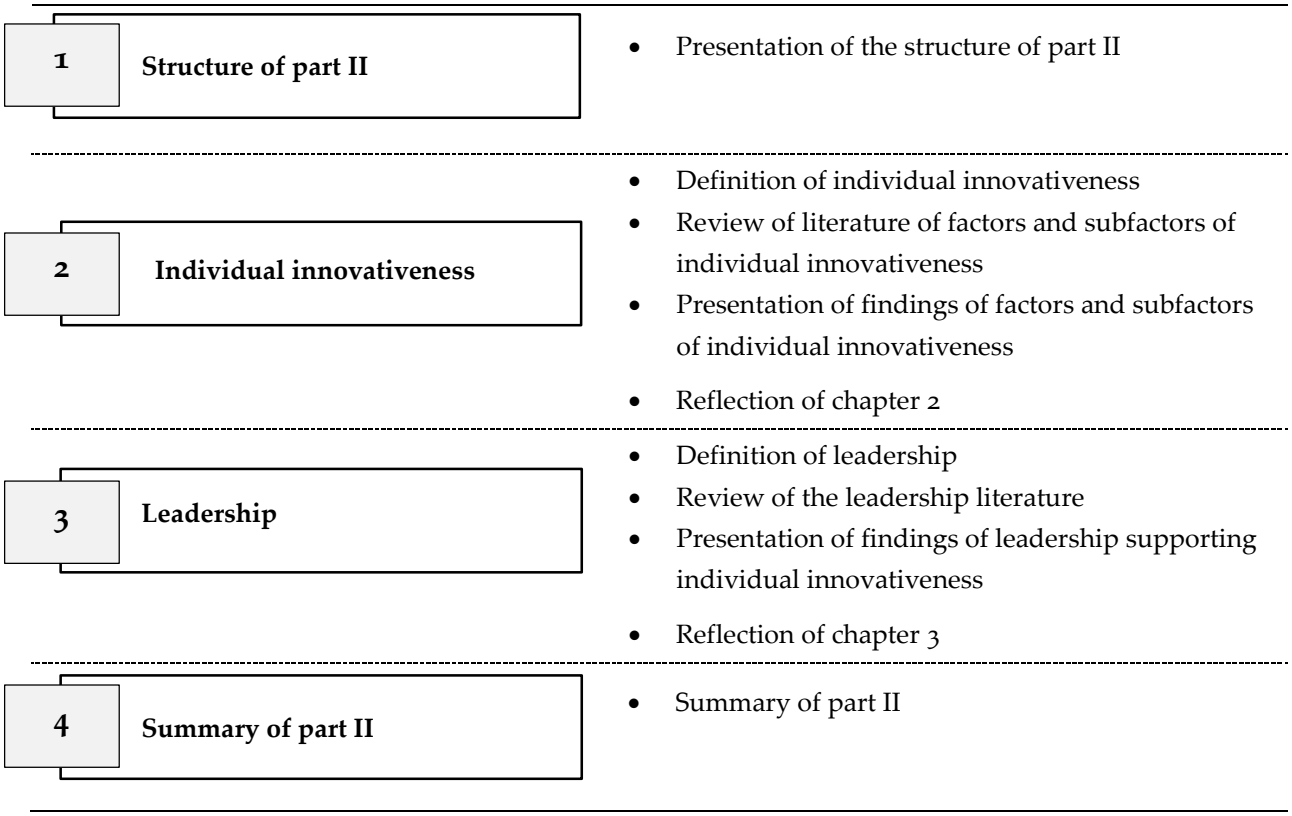
Foundations

1 Structure of part II

The present part II is structured in four chapters and provides the relevant foundation of this dissertation. Following this introductory structure (chapter 1), chapter 2 continues with individual innovativeness. Thus, in order to elucidate a basic understanding for this dissertation, individual innovativeness is defined at the beginning (section 2.1). Then, a detailed review of the literature of factors and subfactors of individual innovativeness is presented (section 2.2), and an exposure of findings of factors and subfactors of individual innovativeness is outlined in more detail (section 2.3). This chapter ends with a reflection on important key perspectives (section 2.4).

Chapter 3 elucidates leadership. Thus, again, in order to derive a basic understanding of leadership, a definition is provided at the beginning (section 3.1). Subsequently, a brief review of the leadership literature referring to important leadership approaches is presented, and leadership supporting individual innovativeness is reviewed (section 3.2). Based on this review, a presentation of findings of leadership supporting individual innovativeness is outlined (section 3.3). A reflection on important key perspectives of the findings closes this chapter (section 3.4). Finally, in chapter 4 a brief summary of chapter 2, individual innovativeness and chapter 3, leadership supporting individual innovativeness is illustrated. The structure of part II is portrayed in figure 2.

Figure 2: Structure of part II: Foundations



2 Individual innovativeness

As it is the individual, that is the source of ideas and subsequent innovation, an increasing emphasis is placed upon individual innovativeness and in particular in the investigating sources of individual innovativeness. As a result, research on individual innovativeness promotes factors and subfactors of individual innovativeness (Anderson et al., 2004; De Jong, 2007; Parzefall, Seeck, & Leppänen, 2008). Those factors and subfactors are commonly divided into four main factors, i.e. (A) personality features, (B) motivations, (C) cognitions, and (D) job features (Anderson et al., 2004; Patterson et al., 2009). Although there is a vast amount of scientific research on individual innovativeness, most studies have focused on isolated factors, and an interrelated view of factors and subfactors is still lacking (Anderson et al., 2004; Parzefall et al., 2008). At the same time, employees´ individual innovativeness is amongst others regarded as a critical component for organizations´ growth and success, and will continue in the future (Anderson et al., 2004; De Jong, 2007; Neyer et al., 2009). Thus, it is crucial for organizations to shed light on the individual innovativeness of their employees. Against this backdrop, a review of factors and subfactors of individual innovativeness is necessary to enhance our understanding of individual innovativeness.

For a better understanding of the different facets of individual innovativeness, this chapter is structured as follows: Chapter 1 starts with a distinction of terms and provides a definition of individual innovativeness (2.1). Then, a detailed review of the literature on indicidual innovativeness, especially on factors and respective subfactors of individual innovativeness is described (2.2). Subsequently, a presentation of findings of factors and respective subfactors are presented in more detail (2.3). Finally, the chapter is concludes with a reflection on important key perspectives of the findings (2.4). See table 3 for the structure of chapter 2.

Table 3: Structure of chapter 2 (part II) - individual innovativeness

Section #		*Description*
2.1	**Definition of individual innovativeness**	• Distinguishes the terms invention, innovation and creativity • Defines individual innovativeness
2.2	**Review of literature on individual innovativeness**	• Presents important approaches to individual innovativeness • Examines selected articles in terms of identified factors (A) personality features, (B) motivations, (C) cognitions, and (D) job features, as well as respective subfactors for each factor
2.3	**Presentation of findings regarding individual innovativness**	• Introduces a short elucidation of each main factors • Discusses and describes respective subfactors of individual innovativeness • Summarizes factors and subfactors of individual innovativeness
2.4	**Reflection of chapter 2**	• Reflects key issues of chapter 2 (part II)

2.1 Definition of individual innovativeness

In order to elucidate a basic understanding for this dissertion, the definition of individual innovativeness in this dissertation is presented in the first step. However, before the definition of individual innovativeness is illuminated, it seems to be useful to distinguish briefly between the terms invention, innovation and creativity (Anderson et al., 2004; Bullinger, 2008; Huff et al., 2013). Invention is defined as "the creation of something new, or something that did not previously exist", whereas innovation is defined "as translating an invention into something that people will pay for – it brings something new to the market" (Huff et al., 2013:5). Creativity generally refers to idea generation and is central to both, invention and innovation (Anderson et al., 2004; Parzefall et al., 2008).

Innovation research continued to shed light upon various factors and subfactors that helped to foster individual innovativeness (Anderson et al., 2004; Crossan & Apaydin, 2010; De Jong, 2007). In line with those researchers, individual innovativeness is defined *as the sum of main factors and related subfactors with the aim to produce successful innovations*. In order to understand the factors and subfactors of individual innovativeness in more depth, the next section provides a review of literature on individual innovativeness.

2.2 Review of literature on individual innovativeness

The review of factors and subfactors of individual innovativeness is performed in four sequences: First, to prepare the review, an initial literature screening was carried out to identify possible and relevant search terms that fit the topic. An impediment to this screening was that various applications of the term factors and subfactors of individual innovativeness existed (Anderson et al., 2004; Patterson et al., 2009). Being aware of this problem, the screeing started with a broad-based search by using the key words `indiviudal´ and `individual-level´ in combination with the term `innovativeness´ and `innovation´. This initial process helped to gain a deeper understanding of the research field, and resulted in a set of eight search terms[2] for

[2] A detailed overview of identified search terms and definitions can be found in Annex A, table 30.

subsequent review sequences: (1) *factors of individual innovativeness* (Anderson et al., 2004), (2) *factors of employee innovativeness* (Parzefall et al., 2009), (3) *individual innovative competences* (Waychal, 2011), (4) *individual innovative behavior* (De Jong, 2007; Janssen, 2004; Yuan et al., 2010), (5) *innovative performance* (Miron, Erez, & Naveh, 2004), (6) *individual innovative resources* (Patterson et al., 2005), (7) *characteristics of individual innovativeness* (Yi, Fiedler, & Park, 2006), *and* (8) *determinants of individual innovativeness* (West & Farr, 1990).

Second, given the intention to provide an analysis of the current state of research, the literature search was restricted to academic journals[3] with the highest impact on innovation research, as well as to selected journal papers published between 2002 and 2013[4]. Hence, to be comprehensive, the keyword search was simultaneously performed with EBSCOhost Business Source Complete and Google Scholar[5], applying the same keyword search process. At least one of those criteria was required to appear in title, key words, abstract, or full text.

Third, after establishing an initial pool of relevant studies, the abstracts were read in more detail in order to identify the most relevant articles for this review. Following this, three criteria were applied for the decision to include or exclude the studies: (1) studies must be directly relevant to innovation research and represent an investigation into individual-level innovation in the workplace, (2) studies must assess factors that have implications for individual involvement, and (3) studies must report about factors relevant for individual innovativeness. This identified set was supplemented with additional articles by applying the backward and foreward search. Applying the backward search, the reference list of published works were scanned for additional relevant works, as well as for the forward search, where publications were scanned for additional relevant work (Webster & Watson;, 2002). In

[3] An overview of academic journals can be found in Annex A, table 28.

[4] Anderson et al. (2004) investigated already in a comprehensive and detailed review about facilitators of innovation at different levels in the workplace. For their study, they conducted a literature review, considering articles between 1997 and 2002, using top-rated scientific journals in management science. Therefore, the author decided to start with the literature from 2002 onwards.

[5] Google Scholar searches the scholarly literature and identifies articles from multiple disciplines and sources: peer reviewed papers, theses, books, abstracts from academic publishers, professional societies, universities and other scholarly organizations (Crossan & Apaydin, 2010).

the end, a list of 27 publications (see Annex A, table 29) served as a basis for the next sequence - the analysis of literature[6].

Fourth, selected articles were examined in terms of identified categories, and subcategories. Identified categories are: (A) personality features, (B) motivations, (C) cognitions, and (D) job features (see Annex A, table 31: framework for literature analysis on individual innovativeness). In line with Anderson et al. (2004), the author used the term factors of individual innovativeness[7] in this dissertation for describing the identified categories and subfactors in order to illustrate the underlying dimensions. In the next section, findings regarding main factors and respective subfactors are presented in more detail.

2.3 Presentation of findings regarding individual innovativeness

The presentation of findings of factors and respective subfactors is set out in three steps. First, the findings of the main factors of individual innovativeness are presented. Second, findings of respective subfactors of individual innovativeness are outlined, and third, findings of main factors and respective subfactors are elucidated in more detail.

First, for **individual innovativeness**, most articles are based on Anderson et al.'s (2004) article, `a routinization of innovation research'. In this article, a range of factors and subfactors of individual innovativeness are identified across several primary source studies. As factors of individual innovativeness, they concentrate on

[6] A number of articles were excluded from the review, as they were not at all consistent with the underlying understanding of factors of individual innovativeness. These publications involved studies investigating in dynamic capabilities (Crossan & Apaydin, 2010), creativity (Mumford & Hunter, 2005; (Crossan & Apaydin, 2010), entrepreneurship and management (Prajogo & Ahmed, 2006), individuals goal orientation, and team learning (Prajogo & Ahmed, 2006; Hirst, Van Knippenberg, & Zhou, 2009, Hülsheger et al., 2009), gender and racioethnic diversity (Vance, Zell, & Groves, 2008), employee reward and suggestion system (Vance, Zell, & Groves, 2008); Axtell et al., 2006), individual perception of innovation (Lee & Wong, 2006; Caraballo & McLaughlin, 2012a), multi-level linkages (Yi et al., 2006), and social capital (Gupta, Tesluk, & Taylor, 2007).

[7] There are many terms in use, describing factors of individual innovativeness. Terms vary from factors of the individual innovativeness (Gupta, Tesluk, & Taylor, 2007), person-specific factors (Casanueva & Gallego, 2010), characteristics (Anderson et al., 2004), antecedents (DeJong & Den Hartog, 2010), components (De Jong & Den Hartog, 2010), behaviours (Patterson et al., 2009; Carmeli & Spreitzer, 2009 De Jong & Den Hartog, 2010), antecedent factors (Hammond et al., 2011), to competencies (Pratoom & Savatsomboon, 2010).

personality, motivation, knowledge, cognitive ability, job characteristics, and mood states. Already in 2004, the authors argued that it is time for a comprehensive review of factors and subfactors of individual innovativeness (Anderson et al., 2004). They further underline respective subfactors for each factor. Based on Anderson et al. (2004) suggested factors and subfactors, De Jong supported those factors, i.e. personality features, cognitions, knowledge, motivations, and job related factors, and respective subfactors when investigating employees' innovativeness (De Jong, 2007). Only a few years later in a review of indivual innovativeness Pazefall et al. (2008) built on person-related factors, cognitions, motivations, and job-related factors. Patterson et al. (2009) expanded the research on individual innovativeness and investigated in factors, such as cognitive ability, knowledge, personality, emotion, mood states, and motivation. Recently, Hammond et al. (2011) underlined individual innovativeness by factors like, personality, motivation, and job factors.

Concerning the research subject, the investigation of individual innovativeness of yps[8], the factors knowledge, mood states and emotion are excluded for several reasons. The factor knowledge, although being an important and positively related factor of individual innovativeness, does not seem to be relevant to the study, as yps are at the beginning of their work career, and therefore in their training period (Smola & Sutton, 2002). Beyond that, the author excluded the factors emotion and mood states, as these factors are relatively unexplored so far, and showed ambivalent results for individual innovativeness (Anderson et al., 2004; Patterson et al., 2009). Furthermore, only factors that are found to be positively related to individual innovativeness are included in the study.

To sum it up, factors of individual innovativeness are classified into four main categories: (A) personality features, (B) motivations, (C) cognitions, and (D) job features. Following table 4 presents the identified main factors in the literature.

[8] For a detailed definition of yp, see Part III, chapter 2, 2.1.

Table 4: Identified main factors in the literature

Identified main factors	*Study by author*
(A) Personality features	Anderson et al. (2004); Hammond et al. (2011); Kaylar (2004); Keller (2012); Miron et al. (2004); Nederveen Pieterse et al. (2010); Patterson (2004); Patterson et al. (2009); Parker (2006); Parzefall et al. (2008); Pratoom & Savatsomboon (2012); Yuan & Woodman (2010)
(B) Motivations	Anderson et al. (2004); Carmeli et al. (2009); Frosch (2011); Hammond et al. (2011): Miron et al. (2004); Patterson (2004); Patterson et al. (2009); Parzefall et al. (2008); Romero & Martinez-Roman (2012); Terwari (2011); Yuan & Woodman (2010)
(C) Cognitions	Anderson et al. (2004); Carmeli et al. (2009); De Jong (2007); Keller (2011); Miron et al. (2004); Ostergard et al. (2010); Patterson (2004); Patterson et al. (2009); Parker (2006); Parzefall et al. (2008); Selby et al. (2004); Terwari (2011); Wu et al. (2011)
(D) Job features	Alpkan et al. (2010); Anderson et al. (2004); Binnewies & Gromer (2009); De Jong (2007); De Jong & Den Hartog (2007); Hammond et al. (2011); Jannsen et al. (2004); Keller (2012), Lu & Li (2010); Patterson (2004); Nederveen Pieterse et al. (2010); Patterson et al. (2009); Parzefall et al. (2009); Romero & Martinez (2012); Xerri & Brunetto (2011); Yuan & Woodman(2010)

Second**, respective subfactors** were elaborated, as a substantial body of research has accumulated on identified factors. Most researchers investigated in specific subfactors of (A) personality features, (B) motivations, (C) cognitions, and (D) job features. For investigating potential subfactors as positive antecedents of factors of individual innovativeness, the study of Anderson et al. (2004) serves again as indicator, as they found consistent underlying subfactors of individual innovativeness across several primary source studies. Additionally their work has been undermined by new research (DeJong, 2007; Parzefall et al., 2008; Patterson et al., 2009). To organize the findings, the author adopted the framework developed by Anderson et al. 2004 in general, and placed identified subfactors of individual innovativeness in the four main factors. In recent studies, not all of the subfactors are found to be positively linked or are proven to be relevant subfactors to individual innovativeness (Anderson et al., 2004; De Jong, 2006; Miron et al., 2004; Patterson et al., 2009). In order to support the research goal, only relevant subfactors showing positive results to the

factor are included. Table 5 presents factors and respective subfactors of individual innovativeness in the literature.

Table 5: Factors and subfactors of individual innovativeness in the literature

Factors	*Subfactors*	*Author(s)*
(A) Personality features	**Tolerance of ambiguity**	Anderson et al. (2004); De Jong (2007); Tsirikas et al. (2012)
	Openness to experience	Anderson et al. (2004); Hammond et al. (2011); Keller (2011); Patterson et al. (2009); Yuan & Woodman (2010)
	Self-leadership	De Jong, (2007); Kaylar (2004); Pratoom & Savatsomboon (2012); Nederveen Pieterse et al. (2010)
	Self-efficacy	De Jong (2007); Hammond et al. (2011); Keller (2011); Miron et al. (2004); Patterson et al. (2009); Parzefal et al. (2008)
	Proactivity	Anderson et al (2004); De Jong & Den Hartog (2007); Parker et al. (2006); Tsirias et al. (2008)
	Internal locus of control	De Jong (2007); Keller (2011)
(B) Motivations	**Intrinsic motivation**	Anderson et al. (2004);); Carmeli et al. (2009); Frosch (2011); Hammond et al. (2011); Patterson (2004); Patterson et al. (2009); Parzefall et al. (2008); Tewari (2011); Yuan & Woodman (2010)
	Extrinsic motivation	Anderson et al. (2004);); Frosch (2011); Hammond et al. (2011); Patterson (2004); Patterson et al. (2009); Romero & Martinez-Roman (2012); Tewari (2011)
	Personal initiative	Anderson et al. (2004); Miron et al. (2004); Patterson et al. (2009); Parzefall et al. (2008)
	Need for achievement	Anderson et al. (2004); Patterson et al. (2009)
(C) Cognitions	**Cognitive ability**	Anderson et al. (2004); Carmeli et al. (2009); Ostergaard et al. (2010); Patterson et al. (2009); Parker et al. (2006); Tewari (2011)
	Cognitive style	Miron et al. (2004); Patterson et al. (2009); Parker et al. (2006); Parzefall et al. (2008)
	Problem-solving style	De Jong (2007); Keller (2011); Patterson et al. (2009); Parker et al. (2006); Selby et al, (2004); Wu et al. (2011)
(D) Job features	**Autonomy**	Alpkan et al. (2010); Anderson et al. (2004); De Jong (2007); Hammond et al. (2011); Patterson (2004)
	Job resources	Anderson et al. (2004); Binnewies & Gromer (2012); De Jong (2007)
	Support for innovation	Anderson et al. (2004); Binnewies & Gromer (2012); De Jong & Den Hartog (2010); Hammond et al. (2011); Jannsen et al. (2004); Lu & Li (2010); Nederveen Pieterse et al. (2010); Patterson (2004); Patterson et al. (2009); Parzefall et al. (2008); Romero & Martinez-Roman (2012); Wu et al. (2011); Yuan & Woodman (2010); Xerri & Brunetto (2011)
	Training	Anderson et al. (2004); Parzefall et al. (2009)

Adapted from Anderson et al. (2004), De Jong (2007), and Patterson et al. (2009)

Third, findings of main factors and respective subfactors are elucidated in more detail. A short illustration of each factor of individual innovativeness is given beforehand, followed by discussing and describing the subfactors in more detail. In this sense, following the established order of main factors and respective subfactors, the subsections continuees with personality features (2.3.1), motivations (2.3.2), cognitions (2.3.3), and job features (2.3.4).

2.3.1 Personality features

The first factor deals with **personality features**, and consists of six related subfactors: (1) **tolerance of ambiguity,** (2) **openness to experience,** (3) **self-leadership,** (4) **self-efficacy**, (5) **internal locus of control** and (6) **proactivity**. The notion that personality features affect organizations' innovative outcome is broadly demonstrated by research (Anderson et al., 2004; De Jong, 2007; Grant, 2012). In this sense, many of the reviewed articles focus on personality features (e.g., Anderson et al., 2004; De Jong, 2007; Patterson et al., 2009). Personality features are defined "as the relatively enduring patterns of thoughts, feelings, and behaviors that distinguish individuals from another" (Parker et al., 2006:375). The most widely accepted model of analyzing personality, is the Five Factor Model (FFM; also referred to as the "Big 5"), which includes neuroticism, extraversion, openness, agreeableness, and conscientiousness (Costa & McCrae, 1992; Goldberg, 1992; Major, Turner, & Fletcher, 2006). Some authors used the FFM as a meter to investigate when measuring personality features (Hammond et al., 2011; Patterson et al., 2009). However, out of the FFM, only openness shows a positive effect on individual innovativeness (Hammond et al., 2011; Major et al., 2006; Patterson et al., 2009). Nevertheless, many other subfactors underlying personality features were found to be significant and are described in more detail (Anderson et al., 2004; De Jong, 2007; Keller, 2012; Miron et al., 2004). All related subfactors are described subsequently.

(1) **Tolerance of ambiguity** is found to influence individuals´ level of productivity. It is considered to support suggestions for improvement in an environment of change and regarded to enhance individual innovativeness (Tsirikas et al. 2012). In this sense, individuals are described as able to perceive and process information about ambiguous situations, accept a lack of clarity and are able to operate constructively within (Barron & Harrington, 1981; Patterson et al., 2009).

(2) **Openness to experience** is often examined as a crucial subfactor and found to be positively related to individual innovativeness (Anderson et al., 2004, De Jong, 2007; Patterson et al., 2009). In that respect, individuals, who are open to experience, are regarded as willing to forge new paths, open to explore unconventional novel ideas, test out new approaches, are imaginative, original, flexible, adventurous, unconventional and consider their lives as experimentally richer (West & Farr, 1989; Harrison et al. 2006; Patterson et al. 2009).

(3) **Self-leadership** is suggested to be an important subfactor and proposed to foster individual innovativeness (Carmeli & Spreitzer, 2009), although research for this subfactor is still scarce (Pratoom & Savatsomboon, 2010). Therefore, individuals showing self-leadership are described as able to lead themselves by using specific strategies, like thinking positively, or developing constructive thoughts (Carmeli & Spreitzer, 2009; De Jong, 2007).

(4) **Self-efficacy** is a crucial subfactor of individual innovativeness and found to be positively associated, when recognizing and exploiting innovative opportunities (Hammond et al., 2011; Parker et al., 2006). In this sense, individuals are convinced that they are able to implement tasks successfully and are confident to enact change. Moreover, they can organize and accomplish sources of action required to deal with future situations containing many ambiguous, unpredictable and often stressful elements successfully (Kaylar, 2011; Parker et al., 2006).

(5) **Internal locus of control** (LOC) "describes the extent to which individuals believe they control (internals) or external factors control (externals) important aspects of their lives" (Keller, 2012:225). Researchers found individuals "characterized by an internal LOC, (i.e. they believe that their actions directly influence the outcomes of an event) are more likely to undertake innovative activities" (De Jong, 2006:20) and perform better (Keller, 2012; Judge, Erez, Bono, & Thoresen, 2002). They are confident about the value of an innovative idea and rely on their ability to exploit the opportunity (De Jong, 2006). Therefore, this study focuses on internal locus of control.

(6) **Proactivity** is an important subfactor and found to be positively related to individual innovativeness (De Jong, 2006; Patterson et al., 2009; Seibert & Kraimer, 2001). Researchers found that employees, high on proactivity are constantly focused on finding improved ways to do things (Seibert & Kraimer, 2001). Hence, there is a

growing interest in research examining the association between proactivity and innovation (Patterson et al., 2009). In this sense, individuals are supposed to be able to think deliberate, plan, act, and calculate with foresight about future events which might occur (De Jong, 2007; Parker et al., 2006).

2.3.2 Motivations

The second factor deals with **motivations**, and consists of four related subfactors: (1) **intrinsic motivation,** (2) **extrinsic motivation,** (3) **personal initiative,** and (4) **need for achievement**. In general, motivation is defined as "a process governing choice made by persons among alternative forms of voluntary activity" (Vroom, 1964:6), and is regarded as a key issue of engaging in innovative activities (Sauermann & Cohen, 2010). Even so, there is clear evidence between intrinsic motivation and individual innovativeness, the relation between extrinsic motivation and individual innovativeness is less clear (Patterson et al., 2009), although Chen et al. (2008) found evidence that individuals are attracted to innovate when motivated extrinsically (Chen, Chang, & Hung, 2008). Hence, findings show both, intrinsic and extrinsic motivation to be relevant when investigating individual innovativeness. Therefore, intrinsic and extrinsic motivation is included for the purpose of the study. All related subfactors are described subsequently.

(1) **Intrinsic motivation** is referred to as one of the most important factors of innovativeness. Intrinsic motivation comes from inside a person and is encouraged by internal factors (e.g. pleasure, satisfaction) (Deci, 1976; Patterson et al., 2009). This means individuals are doing things for the inherent satisfaction. Furthermore, they are moved by deep interest and involvement in the work, by curiosity, enjoyment, or a personal sense of challenge.

(2) **Extrinsic motivation** comes from outside a person and is motivated by external factors (e.g. money, fame) (Anderson et al., 2004; Patterson et al., 2009). In this sense, individuals are moved by the desire to attain on some goal that is apart from the work itself; they are engaged in achieving a promised reward, meeting a deadline or winning a competition (Anderson et al., 2004; Hammond et al., 2011).

(3) **Personal initiative** shows that employees with a high level of personal initiative are more motivated and more likely to engage in innovative activities (Binnewies &

Gromer, 2012). Those individuals are self-starting and engaged to overcome barriers in order to achieve goals. They are characterized by setting themselves context-specific goals and go beyond formal job requirements (De Jong, 2007).

(4) **Need for achievement** "makes people undertake activities and tasks that involve personal responsibility for outcomes, and requires individual effort and skill" (De Jong, 2006:19) and is an important factor of individual innovativeness (De Jong, 2006; Denti & Hemlin, 2012; Taggar, 2002). Beyond that, individuals are described with a "strong tendency to plan, to establish future goals, to gather information, and willing to learn (De Jong, 2006:19). In this sense, individuals are willing to attain success and attempt to excel, are engaged in improving and achieving performance under challenging and competitive conditions (De Jong, 2007; Taggar, 2002).

2.3.3 Cognitions

The third factor deals with **cognitions**, and consists of three related subfactors: (1) **cognitive ability,** (2) **cognitive style**, and (3) **problem-solving style**. Numerous researchers have investigated the relation between individual innovativeness and cognitions (Lu & Li, 2010; Patterson et al., 2009; Wu et al., 2011). These studies brought light in the importance of cognitions as a factor of individual innovativeness and proposed that employees with high cognitions are appealed by situations that are novel and complex (Wu, Parker, & Jong, 2011). Furthermore, they are flexible and effective in adopting new information and connect them with existing knowledge (Wu et al., 2011). In this sense, cognition is defined "as individuals′ dispositional tendency to engage and enjoy thinking" (Wu et al., 2011:3). All subfactors are described subsequently.

(1) **Cognitive ability** is found to be positively related to individual innovativeness and can be conceptualized best as a unified concept. Usually, employees scoring high on cognitive ability are said to be better in performance and are more innovative (Taggar, 2002). In this sense, individuals are able to combine new and existing knowledge, which is critical to successful performance. Furthermore, they are flexible and effective in processing mental information and acquiring new information (Patterson et al., 2009; Taggar, 2002)

(2) **Cognitive style** describes the notion that employees are able to scan their environment for information and integrate this information into mental models that guide their individual innovativeness (Miron et al., 2004). In this sense, individuals are able to reflect the solutions they produce and transfer them to similar problems (Anderson et al., 2004; Miron et al., 2004; Patterson et al., 2009).

(3) **Problem-solving style** is regarded as an important subfactor for individual innovativeness (Scott & Bruce, 1994). It describes employees' engagement in dealing with problems in order to manage innovation and change (Scott & Bruce, 1994; Selby, Treffinger, Isaksen, & Lauer, 2004) . In this sense, individuals establish systematic and/or intuitive thinking and are therefore able to develop both conventional and/or novel problem solutions. Furthermore, it reflects the way people prefer to plan and carry out generating and focusing activities, in order to provide more clarity, develop ideas, and prepare for action (Scott & Bruce, 1994; Selby et al., 2004).

2.3.4 Job features

The fourth factor deals with job features, and consists of four related subfactors: (1) **autonomy,** (2) **job resource,** (3) **support for innovation**, and (4) **training**. Job features deal with the features related to employees' jobs. Organizations must manage an internal environment that helps to support individual innovativeness (Alpkan, Bulut, Gunday, Ulusoy, & Kilic, 2010; Anderson et al., 2004). Researchers stress the crucial role taken on job features (Anderson et al., 2004; De Jong, 2007). Hence, the relationship between job features and individual innovativeness seems to be well established (Anderson et al., 2004; De Jong, 2007). All four factors are described subsequently.

(1) **Autonomy** is the degree to which individuals are free to do their work. Various studies confirm the positive relation between autonomy and individual innovativeness, as job autonomy fosters individuals´ engagement in change (Axtell, Holman, & Wall, 2006; Wu, Parker, & de Jong, 2011). In this sense, individuals are free to determine the schedule of their work, as well as the way and the resources they use to carry out their tasks. Autonomy offers them the space to be experimental with improvements (Hammond et al., 2011).

(2) **Job resources** refer to the freedom of decision an employee possesses. Freedom of decision is supposed to lead to individual innovativeness (Anderson et al., 2004; De Jong & Janssen, 2005; Hammond et al., 2011). This means individuals are able to achieve work goals through functional aspects of their job, such as physical, psychological, social or organizational aspects. Furthermore, job resources reduce job demands and associated costs, and stimulates personal growth and development (Anderson et al., 2004; Coelho & Augusto, 2010).

(3) **Support for innovation** from co-workers and supervisors, or others at work (e.g. friendship, or colleagues) is helpful for individual innovativeness. It refers to encouragement and helpful interactions with others (Anderson et al., 2004; Binnewies & Gromer, 2012). Support for innovation varies in its allocation in research literature. Several findings associate this subfactor with both, individual innovativeness (Anderson et al., 2004) and team innovativeness (Burningham & West, 1995). With respect to the research subject, this subfactor is included in this dissertation, as it is proven that advice or assistance from others can enhance individual innovativeness (De Jong, 2006; De Jong & Den Hartog, 2010; Morgeson & Humphrey, 2006).

(4) **Training** engages in employees' innovativeness in a way that they are incited to view situations from new perspectives which might help to take the initiative and be challenged to innovate (Patterson et al., 2009; Shipton et al., 2006). Hence, no chance for appropriate training development possibilities will weaken individual innovativeness (Patterson et al., 2009). By training, individuals are supported with appropriate and planned efforts that facilitate learning of task-related competences in a working environment (Anderson et al., 2004; Patterson et al., 2009). Table 6 presents an overview of all factors of individual innovativeness, including the respective subfactors and their definition, as well as the authors and included studies.

Table 6: Factors and definitions of subfactors of individual innovativeness

Factor(s)/ Subfactor(s)	*Definition(s)s*	*Authors / Studies*
(A) Personality features		
Tolerance of ambiguity	Individuals are able to perceive and process information about ambiguous situations, they accept a lack of clarity and are able to operate within constructively.	Barron & Harrington (1981); Patterson et al.,(2009)
Openness to experience	Individuals are willing to forge new paths; open to explore unconventional novel ideas; test out new approaches; are imaginative, original, flexible, adventurous, unconventional and their lives are experimentally richer.	West & Farr (1989); Patterson et al. (2009);
Self-leadership	Individuals are able to lead themselves by using specific strategies, like thinking positive, or developing constructive thoughts.	Carmeli &Spreitzer (2009); De Jong (2007)
Self-efficacy	Individuals are convinced to be able to implement tasks successfully; they can organize and accomplish sources of action required to deal with future situations containing many ambiguous, unpredictable, and often stressful elements successfully; they are confident to enact change.	Parker et al. (2006); Carmeli et al. (2009); Kaylar (2004); Patroom & Savatsomboon (2012)
Internal Locus of control	Individuals believe that they control their destinies (internals) or see their lives being controlled by external factors (externals).	Judge et al. (2002); Hammond et al. (2011)
Proactivity	Individual are able to think deliberately, plan, act, and calculate with foresight about future events to occurring events.	Parker et al. (2006); Seibert et al. (2001)
(B) Motivations		
Intrinsic motivation	Individuals are doing things for the inherent satisfaction; they are moved by deep interest and involvement in work, by curiosity, enjoyment, or a personal sense of challenge.	Anderson et al. (2004); Hammond et al. (2011); Patterson et al. (2009)
Extrinsic motivation	Individuals are moved by the desire to attain some goal that is apart from the work itself; they are engaged in achieving a promised reward or meeting a deadline or winning a competition.	Anderson et al. (2004); Hammond et al. (2011); Patterson et al. (2009)
Personal initiative	Individuals are self-starting and eager to overcome barriers in order to achieve goals; they are characterized by setting themselves context-specific goals and go beyond formal job requirements.	De Jong (2007)
Need for achievement	Individuals are willing to attain success and attempt to excel; they are engaged in improving and achieving performance under challenging and competitive conditions.	Taggar (2002); De Jong (2007)

Factor(s)/ Subfactor(s)	*Definition(s)s*	*Authors / Studies*
(C) Cognitions		
Cognitive ability	Individuals are able to combine new and existing knowledge critical to successful performance; they are flexible and effective in processing mental information and acquire new information.	Anderson et al. (2004); Patterson et al. (2009);Taggar (2002);
Cognitive style	Individuals have the ability to reflect solutions they produce and transfer them to similar problems; they reflect the way they think, perceive and remember information; they are able to transfer solutions they produce to seemingly similar problems.	Anderson et al. (2004); Patterson et al. (2009); Scott & Bruce (1994)
Problem-solving style	Individuals establish systematic and/or intuitive thinking and are therefore able to produce both conventional and/or novel problem solutions; it reflects the way people prefer to plan and carry out generating and focusing activities, in order to provide more clarity, produce ideas, and prepare for action.	Scott & Bruce (1994); Selby et al. (2004)
(D) Job Features		
Autonomy	Individuals are free to determine the schedule of their work and the way and resources they will use to carry out their tasks; it allows them the space to be experimental with improvements.	Hammond et al. (2011)
Job resources	Individuals are able to achieve work goals through functional aspects of the job (e.g. physical, psychological, social or organizational aspects); it reduces job demands and associated costs, and can stimulate personal growth and development.	Anderson et al. (2004); Axtell et al. (2000), Coelho & Augusto (2010); De Jong & Den Hartog (2010);
Support for innovation	Individuals are provided with the necessary expectation, approval, and practical support that are crucial to introduce new and improved things in the work environment.	Anderson et al. (2004); West & Farr (1989)
Training	Individuals are supported with appropriate and planned efforts that facilitate learning of task-related competences in a working environment.	Anderson et al. (2004); Patterson et al. (2009)

2.3.5 Summary of factors and subfactors of individual innovativeness

This chapter has introduced the main factors and related subfactors of individual innovativeness, which are identified in recent studies. Increasing emphasis is placed upon individual innovativeness. The knowledge of those factors and subfactors is vital, as it is the individual that is the source of ideas and subsequently innovation. Moreover, those factors and subfactors need to be considered when supporting individual innovativeness in organizations.

Individual innovativeness, has been defined at the beginning of the chapter, continuing with a detailed review of individual innovativeness. Investigated factors include (A) personality features, (B) motivations, (C) cognitions, (D) job features, and related subfactors. Then a presentation of factors and respective subfactors of individual innovativeness followed. Results of the review of literature on individual innovativeness, precise factors and subfactors form the basis for the deductive approach, chosen for the empirical study 1: individual innovativeness of yps, in part III[9]. An illustration of the map of individual innovativeness can be found in figure 3.

Figure 3: Map of individual innovativeness

(A) Personality features	***(B) Motivations***
Tolerance of ambiguity	Intrinsic motivation
Openness to experience	Extrinsic motivation
Self-leadership	Personal initiative
Self-efficacy	Need for achievement
Internal locus of control	
Proactivity	
(C) Cognitions	***(D) Job features***
Cognitive ability	Autonomy
Cognitive style	Job resources
Problem-solving style	Support for innovation
	Training

2.4 Reflection

This chapter reviews the literature of individual innovativeness, in particular, of factors and subfactors of individual innovativeness. The aim is to develop factors and subfactors. It is the individual who is the source of ideas and subsequent innovation, a large amount of research has been dedicated to identify factors of individual innovativeness (Anderson et al., 2004). The vast majority of work that has been carried out on inidividual innovativeness so far has focused on isolated factors. An interrelated view is still lacking (Anderson et al., 2004; Parzefall et al., 2008). The findings of the review might have important implications for organzations' success, as every employee influences its organizations' innovative success through its actions

[9] For the introduction of the deductive approach, chosen for the data anlaysis, see part III, section 3.1

and behaviors (Balda & Mora, 2011; Moeslein, 2013; Neyer et al., 2009). Moreover, an employee is of immense importance for proactively innovate in the interest of the organization (Anderson et al, 2004; De Jong & Den Hartog, 2007; Moeslein, 2013). Four new key perspectives of individual innovativeness can be summarized as follows:

First, a **deeper understanding of individual innovativeness** is provided. This means that the presentation of the overview of the status quo of scientific literature shows a broad variety of theories and narrative reviews of empirical work so far. Further, four main factors and respective subfactors of particular importance could be identified, which include (A) personality features, (B) motivations, (C) cognitions, (D) job features, and related subfactors.

Second, the review **enabled a broad view on individual innovativeness**. This issue underlines the notion that identified factors and respective subfactors play a central role when it comes to indivudal innovativeness (Anderson et al., 2004; Parzefall et al., 2008). Further, it is indicated to consider all different factors and respective subfactors of individual innovativeness.

Third, an **interrelated view on factors of individual innovativeness** is established regarding factors and respective subfactors (Anderson et al., 2004; De Jong, 2007; Patterson et al., 2009), and researchers propose not to rely on isolated factors rather "we see the need to see the interdependeces between different factors" (Parzefall et al., 2008:178). Patterson et al. (2009) claims that individual innovativeness should establish a complex picture as so far, individual innovativeness "lacks a comprehensive […] framework which helps firms to recruit, develop, manage, and retain innovative people (Patterson et al., 2009:5).

Fourth, **every employee is innovative**, which means that individual innovativeness is not restricted to a few selected individuals (Parzefall et al., 2008), as "every employee is regarded as being important to realize innovations" (De Jong, 2007:7). Rather, every employees has "the potential to produce innovative ideas and contribute to the innovations process by suggesting, supporting, or refining innovative concepts" (Neyer et al., 2009 p:411). In this sense, individual innovativeness is something every employee "can aspire to and that can be supported" (Parzefall et al., 2008 p:179).

In this sense, it becomes obvious that individual innovativeness is a complex issue and identified factors and subfactors should not be considered single, but viewed as integrated. In line with Anderson et al. (2004) one should realize "that maximization of innovation potential is a sensible goal" (Anderson et al., 2004:152). Key perspectives of the review of the literature on individual innovativeness are presented in table 7.

Table 7: Key perspectives of individual innovativeness

Key perspectives	*Description*
Deeper understanding of individual innovativeness	• Overview of the status quo of the scientific literature. • Broad variety of theories and narrative reviews of empirical work. • Identification of four main factors, as well as respective subfactors, which are (A) personality features, (B) motivations, (C) cognitions, (D) job features, and related subfactors.
Broad view on individual innovativeness	• Identification that factors and subfactors play a central role when it comes to indivudal innovativeness. • Consideration of all different factors of individual innovativeness is indicated.
Interrelated view on factors of indivudal innovativenes	• Reference not to relate on isolated factors rather to see an interrelated view between the different factors and subfactors. • Indication of the need to establish an interrelated view on individual innovativeness.
Every employee is innovative	• Relevance of all employees as important source of innovation.

3 Leadership supporting individual innovativeness

Successful and sustained innovation demands an innovative workforce as well as the leadership to support their innovative efforts and activities (Hunter & Cushenbery, 2011). It is evident that leadership plays a crucial role to foster individual innovativeness within the workforce (Denti & Hemlin, 2012; Oke, Munshi, & Walumbwa, 2009). Moreover, when asking, who is responsible for creating conditions and actions that allow employees not only to develop but also to inspire the desire to innovate, Mumford et al. (2002) argue that this responsibility ultimately rests with the leader (Mumford, Scott, Gaddis, & Strange, 2002).

Leadership is supposed to be one of the most influential aspects when it comes to encouraging their employees' innovativeness (Mumford & Licuanan, 2004; Oke et al., 2009; Yukl, Gordon, & Taber, 2002). So far, literature exploring the context of leadership supporting individual innovativeness refers to four leadership dimensions: (A) transformational and (B) transactional leadership (De Jong & Den Hartog, 2007; Friedrich et al., 2010), (C) participative leadership (Somech, 2003), and (D) Leader-Member-Exchange (LMX) (Graen & Uhl-Bien, 1995; Rosing et al., 2011). Against this backdrop, a review of leadership literature supporting individual innovativeness is the selected way to shed light on the link between leadership and individual innovativeness.

To better understand the dynamics of how leadership may have an impact on individual innovativeness, this chapter is structured as follows: The chapter begins with the definition of leadership in the sense of this research (3.1), continuing with a review of the leadership literature by presenting important leadership approaches, as well as leadership supporting individual innovativeness (3.2). Subsequently, a presentation of findings of leadership supporting individual innovativeness and respective subdimensions is outlined (3.3). Finally, this chapter is concluded with a reflection on important key perspectives of the findings (3.4). See table 8 for the structure of chapter 3.

Table 8: Structure of chapter 3 (part II) – leadership supporting individual innovativeness

Section #		*Description*
3.1	**Definition of leadership**	• Distinguishes different definitions of leadership • Defines the working definition of leadership for the dissertation
3.2	**Review of literature on leadership supporting individual innovativeness**	• Presents important approaches to leadership • Examines leadership supporting individual innovativeness, in terms of identifyed dimensions: (A) transformational, and (B) transactional leadership, (C) participative leadership, and (D) Leader-Member-Exchange (LMX), as well as respective subdimension for each leadership dimension
3.3	**Presentation of findings of leadership supporting individual innovativeness**	• Introduces a short elucidation of the each leadership dimension • Discusses and describes related subdimensions of each leadership dimension • Summarizes leadership dimensions and subdimensions supporting individual innovativeness
3.4	**Reflection**	• Presents key perspectives of chapter 3 (part II)

3.1 Definition of leadership

In order to introduce a basic understanding of this dissertation, the definition of leadership in this dissertation is presented in a first step. However, before the definition of leadership will be presented, it seems useful to distinguish briefly between the different perspectives and aspects of leadership definitions because leadership is a multifaceted concept (Burns, 1978; Reichwald, Siebert, & Moeslein, 2005; Siebert, 2006). Leadership has been defined in various ways and in the late 70ies, Burns described leadership as "one of the most observed and least understood phenomena on earth" (Burns, 1978:2).

Existing definitions vary for example, in terms of viewing leadership from a personality perspective, where the leader possesses special inborn qualities (Bass, 1990; Kirkpatrick & Locke, 1991; Stogdill, 1948). Some researchers view leadership from a behavioral perspective, e.g. task-oriented or relation-oriented (Stogdill & Coons, 1957; Yukl et al., 2002). Others emphasize the situational aspect (House, 1996;

Yukl, 1989), while other definitions stress the relationship aspect between the leader and his employees (Graen & Uhl-Bien, 1995; Kahn & Katz, 1952). Additionally, many definitions focus on leadership as a process (Bryman, 1993; Burns, 1978; Yukl et al., 2002).

In general, a shift from the description of a born leader, a unique person with special inborn qualities, to a more holistic view that refers to the tasks of a leader and the interactions between the leader and the follower is noted (Bass, 1991; Reichwald et al., 2005; Yukl et al., 2002). Apart from the different ways leadership has been considered, some basic components can be noted, namely 'process', 'influence', 'group of individuals', and 'common goals' (Bryman, 1993; De Jong & Den Hartog, 2007; Yukl, 1989).

Although there are many ways to define leadership, the appropriate definition depends on the purpose of the study (Yukl, 1989). In this sense, the general framework of this dissertation conceptualizes leadership as integral to support individual innovativeness. Therefore, the definition is based on research of De Jong (2007) and De Jong & Den Hartog (2007), as they investigate the link of leadership and individual innovativeness. In line with De Jong & Den Hartog (2007), I define *leadership as a process, directed to support groups of individuals towards innovative outputs*. In order to understand the multifaceted concept of leadership in further detail, the next section provides a brief review of the leadership literature supporting individual innovativeness.

3.2 Review of literature on leadership supporting individual innovativeness

The review of literature on leadership supporting individual innovativeness is performed in a two-step procedure. Although leadership supporting individual innovativeness is the focus of attention in this dissertation, it seems to be important for a deeper understanding of this multifaceted concept, to present a short overview of the development of different leadership approaches and how research on the link between leadership and individual innovativeness can be assigned. In this sense, the first subsection (3.2.1) deals with a brief review of the development of leadership approaches, by several schools of thoughts. Beyond that, some of those leadership approaches are examined to support individual innovativeness. Therefore, a brief review of literature supporing individual innovativeness is outlined (3.2.2)

3.2.1 Leadership approaches

In leadership literature, a number of approaches exist to explain the complexity of leadership (Bass, 1991; Mumford & Licuanan, 2004; Reichwald, Siebert, & Moeslein, 2005). Essentially, there are six important approaches of leadership to be distinguished, which are outlined in the following. At the end of this section, a brief summary of important approaches to leadership is provided in table 9 (for a more detailed overview, see Annex B, table 32).

First, in the 1930 ies, leadership was thought of as a trait (Stogdill, 1948). The early **trait approach**, also called the 'great man theory', assumed that some people have certain inborn qualities and characteristics that makes them a leader. The main areas of interest were to identify the innate qualities and characteristics of those outstanding leaders (Bass, 1990; Kirkpatrick & Locke, 1991; Reichwald et al., 2005; Stogdill, 1974). Although the trait approach has fallen out of favor for a long time, this theory lead to examine visionary and charismatic leadership (House, 1997; Kirkpatrick & Locke, 2014; Reichwald et al., 2005).

Second, the **behavioral approach** focuses on leadership behavior and identifies how leaders behave, what leaders do and how they act to bring about change (House, 1997; Kahn & Katz, 1952; Stogdill & Coons, 1957). Three broad classes of leaders

behaviors were identified, namely the task-orientated, the relations-oriented behavior, and the change-oriented behavior (House, 1997; Reichwald et al., 2005; Yukl et al., 2002).

Third, the **situational approach** deals with the interplay of (1) the amount of direction (task-behavior), (2) the amount of socio-emotional support (relationship behavior), (3) the willingness of a follower to perform (Hersey & Blanchard, 1993), and assumes that different situations require different kinds of leadership (Bass & Stogdill, 1990; Reichwald et al., 2005). The development out of the situational approach was, amongst others, the **path-goal theory** and the **contingency theory** (House, 1996, 1997). The path-goal theory examines how leaders can provide an environment in which employees are motivated, in order to foster performance and satisfaction (Evans, 1974; House, 1977, 1996). From this emerged the **participative leadership** (Yukl et al., 2002). Participative leadership includes followers in the decision-making process. They are provided with information, support and other resources, to share the issue of decision-making, which is supposed to encourage innovation and participation (Bass & Stogdill, 1990; Gordon & Yukl, 2004; Vroom & Yetton, 1973). **Contingency theory** concentrates on the interaction between leaders' personality and behavior and specific situational variables (House, 1997; Northouse, 2012).

Forth, the **relational approach** or interactional approach thinks of leadership as a relation or interaction that exists between a leader and his employee (House, 1997; Yukl et al., 2002). Hence, leadership includes followers' interests, as well as leaders' characteristics and behaviors, as well as situational variables. This approach leads to **Leader-Member-Exchange** (LMX). LMX promotes that high quality relations result in positive outcomes and innovation (Graen & Uhl-Bien, 1995; Graen & Taylor, 2006; Yukl et al., 2002).

Fifth, the so called **'new-leadership approach'** (Bryman, 1993; House, 1997; Siebert, 2006), emerged in the mid 1980´s and generated visionary or charismatic leadership theories (Bryman, 1993; House, 1997). **Charismatic leadership** theory characterizes several behaviors of the leader that give the leader the capacity to have an enormous impact on his employees (Conger & Kanungo, 1987; House, 1997). Researchers proposed that charisma is not only a certain personal behavior, but also implies an interaction between the leader's behavior, and the need and perceptions of the

employees (Bass & Stogdill, 1990; Conger & Kanungo, 1987; Shamir, House, & Arthur, 1993). V**isionary leadership** (Bennis & Nanus, 2007) is future-orientated and asks for the leaders' power to influence the way employees think and act about what is possible and desirable (Rowe, 2001). Visionary leadership focuses on the creation and implementation of a vision that motivates the employees (Mumford, Scott, Gaddis, & Strange, 2002; Rowe, 2001). The seminal work on **transformational leadership** was done by House (House, 1977) and Burns (Burns, 1978), and expanded by Bass (1985) to a theory of transformational leadership. Transformational leadership outlines leadership as a process that changes people and organizations and which is to be well tailored to promote innovative goals (Bass, 1991; Denti & Hemlin, 2012;; Siebert, 2004). **Transactional leadership** is built on an exchange-based relationship between the leader and the follower (Avolio et al., 2009; Bass, 1999; Siebert, 2004). The exchange is mainly in terms of material exchange and not in terms of emotional exchange and is supposed to increase innovation (Avolio et al., 2009; Denti & Hemlin, 2012).

Sixth, during the 21st century, a **diverse range of leadership approaches** emerged. **Authentic leadership** focuses on the authenticity of leaders and emphasizes the authentic relationship between the leader and the follower. Hence, both might "gain self-awareness and establish open, transparent, trusting and genuine relationships, which in part may be shaped and impacted by planning interventions such as training" (Avolio & Gardner, 2005:8). **Spiritual leadership** examines the values of the leaders in order to motivate employees (Fry, 2003; Northouse, 2012). Spiritual leadership is defined as "comprising the values, attitudes, and behaviors that are necessary to intrinsically motivate one´s self and others so that they have a sense of spiritual survival through calling and membership" (Fry, 2003:2f). **Servant leadership** concentrates on the relationship between the leader and the employees in a way that the servant-leader is servant first (Avolio, Walumbwa, & Weber, 2009; Greenleaf, 2002; Hansen, 2010). The overall focus is set on the well-being of the employees in order to make them more knowledgeable, more autonomous, freer, and wiser like themselves (Greenleaf, 2002; Hansen, Bullinger, & Reichwald, 2008; Hansen, 2010). Important approaches to leadership are provided in table 9.

Table 9: Important approaches to leadership

Approaches to leadership	*Description*
Trait approach	Assumes that people have certain inborn characteristics that make them a leader.
Behavioral approach	Examines how leaders behave, what they do and how they act.
Situational approach	Assumes that different situations require different leadership. • Path-goal theory • Participative leadership • Contingency theory
Relational/ interactional approach	Assumes that there is a relation or interaction between the leader and the follower. • LMX (Leader-Member Exchange)
"New leadership approaches"	• Charismatic leadership • Visionary leadership • Transformational leadership • Transactional leadership
Diverse range of leadership	• Authentic leadership • Spiritual leadership • Servant leadership

Leadership is a complex construct and each approach explains a different facet of leadership (Northouse, 2012; Reichwald et al., 2005; Yukl et al., 2002).The way leaders approach leadership is mainly caused by their own definitions of and beliefs about leadership (Siebert, 2004; Northouse, 2012). Today, leadership focuses more on the relationship between the leader and his follower (Avolio et al., 2009; Rost, 2011). Both must be understood in relation to each other and researchers promote that nowadays, leadership ideally should include components of several leadership approaches (Huff & Moeslein, 2004; Northouse, 2012; Rost, 2011).

3.2.2 Leadership supporting individual innovativeness

Leadership can create opportunities and conditions that support individual innovativeness (Anderson et al., 2004; Denti & Hemlin, 2012; Hunter & Cushenbery, 2011) and therefore plays a vital role in supporting individual innovativeness (Denti & Hemlin, 2012; Mumford & Licuanan, 2004; Oke et al., 2009). Leadership has been examined to support individual innovativeness and there are several studies that investigated the link between leadership and individual innovativeness (De Jong & Den Hartog, 2007; Mumford & Licuanan, 2004; Nederveen Pieterse et al., 2010).

Literature exploring the context between leadership supporting individual innovativeness refers to four leadership dimensions: (A) transformational and (B) transactional leadership (De Jong & Den Hartog, 2007; Friedrich et al., 2010; Nederveen Pieterse et al., 2010), (C) participative leadership (Somech, 2003), and (D) Leader-Member-Exchange (LMX) (Graen & Uhl-Bien, 1995; Rosing et al., 2011). Moreover, leadership supporting individual innovativeness implies that each leadership dimension consists of several subdimensions, because leaders guide innovative behaviors and actions of their employees through various leadership subdimensions (Bass, 1999; Dvir, Eden, Avolio, & Shamir, 2002; Graen & Uhl-bien, 1995) .

In future, the most effective leadership will support followers to coordinate and foster their individuality, in order to continuously discover and identify new problems, solve them, and implement new solutions (Basadur, 2004; Huff & Moeslein, 2004). In order to meet the requirements of those innovation tasks, leadership dimensions need to recognize that individuals differ in their innovativeness (Basadur, 2004; Hunter & Cushenbery, 2011; Rosing et al., 2011). An awareness of different people, processes and various activities that are involved in innovation activities are regarded as important issues in this context (Oke et al., 2009). Leaders should also grasp the specifics of their followers' innovativeness and respond with appropriate leadership in order to create successful innovative outcomes (Friedrich et al., 2010; Northouse, 2012).

In line with those researchers this dissertation keeps up with recent research and investigates the link between leadership and individual innovativeness. In the next

section, a presentation of findings of leadership dimensions, as well as respective subdimensions supporting individual innovativeness, is illuminated in more detail.

3.3 Presentation of findings of leadership supporting individual innovativeness

The presentation of findings of leadership dimensions and subdimensions supporting individual innovativeness proceed in three steps. First, findings of leadership dimensions supporting individual innovativeness are presented. Second, findings of respective subdimensions of leadership supporting individual innovativeness are outlined and elucidated in more detail, and third, the general findings are outlined.

Step One: First, findings of how leadership is supporting individual innovativeness are that there are several dimensions with respective subdimensions that influence individual innovativeness (De Jong & Den Hartog, 2007; Friedrich et al., 2010; Mumford & Licuanan, 2004). To be more precise, todays literature exploring the link of leadership supporting individual innovativeness refers to four leadership dimensions: (A) transformational and (B) transactional leadership (De Jong & Den Hartog, 2007; Friedrich et al., 2010), (C) participative leadership (Somech, 2003), and (D) Leader-Member-Exchange (LMX) (Graen & Uhl-Bien, 1995; Rosing et al., 2011).

(A) **Transformational leadership** emphasizes on stimulating innovation as a core leadership function. Transformational leadership seeks to transform or change, which is regarded as a main driver for innovation (Oke et al., 2009). The influence transformational leaders have on employees' innovativeness is powerful because they act by way of example (De Jong & Hartog, 2007). Moreover, it is important to encourage individual innovativeness by supporting followers to develop their innovative potential and to stimulate them to see things in a different way (Chou, 2012; De Jong & Hartog, 2007). They do this through fostering unconventional thinking and motivating their followers to identify new approaches and develop novelties through individual support, encouragement, and creating a positive environment that goes beyond existing knowledge (De Jong & Hartog, 2007; Pieterse et al., 2010; Oke et al., 2009).

(B) **Transactional leadership** "is based on the assumption that followers are motivated through a system of rewards" (Oke, Munshi, & Walumbwa, 2009b :p. 66). The leaders take corrective actions when problems arise or deviations from standard occur (Bass, 1997; Jung & Avolio, 2000; Nederveen Pieterse et al., 2010). Although, Rosing et al. (2011) found rather mixed results in their study on transactional leadership supporting individual innovativeness, a study of Kahai et al. (2003) proposed transactional leadership as positive to support individual innovativeness (Kahai, Sosik, & Avolio, 2003). Also Jansen et al. (2009) found that transactional leadership is positively related to individual innovativeness (Jansen, Vera, & Crossan, 2009). However, those researchers suggest that more studies have to be done to draw reliable conclusions about the link between transactional leadership and individual innovativeness (Rosing et al., 2011).

(C) **Participative leadership** depends on the degree of the participation and followers can become autonomous in guiding and creating own ideas (De Jong & Den Hartog, 2010). Although participative leadership and individual innovativeness is less frequently examined than transformational and transactional leadership, it has been recognized to be positively linked with individual innovativeness (Axtell, Holman, Unsworth, Wall, & Waterson, 2000; De Jong & Den Hartog, 2007; Krause et al., 2007). Participative leadership encourages followers by giving them a sense of ownership regarding their activities and decisions (De Jong & Den Hartog, 2007). To do so, researchers suggested that participative leaders need to identify appropriate innovation-promoting situations, create an environment of participation, and encourage their followers to express their opinions and ideas (Yukl & Becker, 2006).

(D) **LMX** creates high quality relationsships depending on mutual trust and respect between the leader and the follower and provides an ideal environment for the follower to be innovative (Lee, 2007; Scott & Bruce, 1994). LMX shows positive and consistent results with individual innovativeness as followers in high quality relationships tend to trust their leader and therefore are encouraged to risk something new (Rosing et al., 2011). Researchers have found that high quality LMX relationships are related to individual innovativeness, as the relationship influences followers to generate ideas (Mumford et al., 2002). Therefore this dissertation investigates high

quality relationships[10] only as those increase the freedom to implement ideas (Denti & Hemlin, 2012). However, more research is needed to explore the context of LMX and individual innovativeness (Yuan & Woodman, 2010).

The follwing table 10 presents findings of leadership dimensions support individual innovativeness in the literature.

Table 10: Leadership dimensions supporting individual innovativeness in the literature

Leadership dimensions	*Publications*
(A) Transformational leadership	Bass, 1991; Burns, 2003; De Jong & Den Hartog, 2007; Nederveen Pieterse et al., 2010; Oke et al., 2009
(B) Transactional leadership	Avolio et al., 2009; Bass & Bass, 2009; Denti & Hemlin, 2012; Jung & Avolio, 2000; Nederveen Pieterse et al., 2010; Oke et al., 2009; Rosing et al., 2011; G. Yukl & Becker, 2006
(C) Participative leadership	Axtell et al., 2006; Chou, 2012; De Jong & Den Hartog, 2007; Denti & Hemlin, 2012; Krause et al., 2007; Somech, 2006; Yukl & Becker, 2006
(D) LMX leadership	Denti & Hemlin, 2012; Graen & Uhl-Bien, 1995; Lee, 2007; Ogbonna & Harris, 2000; Rosing et al., 2011; Yuan & Woodman, 2010

Step Two: Findings of leadership dimensions and subdimensions supporting individual innovativeness are presented in more detail. A short elucidation of each leadership dimension is given beforehand, followed by describing the related subdimensions in more detail. In this sense, following the established order of leadership dimensions, the subsections continues with (A) transformational leadership (3.3.1), followed by (B) transactional leadership (3.3.2), (C) participative leadership (3.3.3), and (D) LMX (3.3.4).

3.3.1 Transformational leadership

The first leadership subdimension, **transformational leadership** consists of four related subdimensions: (1) **idealized influence**, (2) **inspirational motivation**, (3) **intellectural stimulation**, and (4) **idealized consideration**. Transformational leadership happens if one person takes the initiative and contacts another person for

[10] High quality relationship is provided regarding the yp and the leader dyad.

the purpose of exchanging valuated things (e.g. hospitality for the listening) (Burns, 1998). Transformational leadership "refers to leaders moving the follower beyond immediate self-interest" and encourage them to contribute to a broader vision (Bass, 1999:11). "It elevates the follower´s level of maturity and ideals as well as concerns for achievement, self-actualization, and the well-being of others" (Bass, 1999:11). In this sense, transformational leadership binds followers to a common purpose regarding leadership that is characterized as individualized, respectful, caring, challenging, and personable (De Jong & Den Hartog, 2007; Oke et al., 2009; Siebert, 2004).

Transformational leadership supports the individual innovativeness of followers through the following four subdimensions (Bass & Stogdill, 1990; Mumford & Licuanan, 2004):

(1) **Idealized influence** (charisma), where the leader articulates a compelling and desirable vision for the future (Bass, 1999; A. Grant, 2012);

(2) **Inspirational motivation**, where the leader sets high standards and engages in charismatic actions, that earn respect, or sets an example to be followed, such as discussing important values and belief, communicates a sense of purpose, shows determination and confidence, or encourages a focus on collective interest (Bass, 1999; Grant, 2012).

(3) **Intellectual stimulation**, where the leader challenges his followers to think differently and helps followers to become more innovative (Bass, 1999).

(4) **Individualized consideration**, where the leader pays attention to the developmental needs of his followers by delegating assignments as opportunities and supports his followers with relevant mentoring; the leader delegates assignments as opportunities (Bass, 1999; Grant, 2012).

3.3.2 Transactional leadership

The second leadership subdimension, **transactional leadership** consists of two related subdimensions: (1) **contingent reward** and (2) **management by exception**. Transactional leadership is based on an exchange-based relationship between the leader and the follower (Avolio et al., 2009; Bass, 1999; Siebert, 2004). Bass (1990) describes this exchange mainly as material exchange and not as an emotional exchange (Graen & Uhl-Bien, 1995). Although, in this exchange, each party must offer

the other party something, each party is seen as valuable, equitable or fair (Wayne, Shore, Bommer, & Tetrick, 2002). The relationship between the leader and the follower is based on mutual dependence where both sides profit from the respective contributions and the immediate self-interests of each other (Kellermann, 1984; Kuhnert & Lewis, 1987; Nederveen Pieterse et al., 2010). Transactional leadership is therefore composed of the leader's expectation and the followers to put their efforts into fulfilling these expectations (Bass, 1990; Yukl et al., 2002). Are those expectations clarified, leaders give feedback to their followers about meeting them (Nederveen Pieterse et al., 2010). At the same time, transactional leaders set up goals and establish rewards and followers are rewarded when they behave as desired and meet these expectations (Nederveen Pieterse et al., 2010; Yukl et al., 2002). In this sense, transactional leaders and followers influence one another in a way that each of them gains something of value (Kuhnert & Lewis, 1987).

Transactional leadership supports the individual innovativneness of their followers through following two subdimensions:
(1) **Contingent reward**, where the leader clarifies what the follower should do in order to be rewarded (Bass, 1991; Jung & Avolio, 2000; Nederveen Pieterse et al., 2010).
(2) **Management-by-exception**, where the leader only intervenes when the follower ist not able to fulfill his tasks (Jung & Avolio, 2000).

3.3.3 Participative leadership

The third leadership subdimension **participative leadership** consists of three related subfactors: (1) **including consultation**, (2) **joint-decision-making**, and (3) **delegation.** Empirical work on participative leadership began with Kurt Lewin in 1939 (Lewin, Lippitt, & White, 1939) and became a key ingredient in leadership theories (Vroom, 2003). Participative Leadership is defined as joint-decision-making and shared influence in decisions by the leader and the followers, where the followers "have the autonomy to design and perform their own tasks" (De Jong & Den Hartog, 2010:44). The leaders consult their followers to discuss their suggestions or consider their ideas when making decisions (Krause et al., 2007). In this sense, participation aligns the goals of the leader and the follower (Vroom, 2003). Moreover, participative leadership enables followers to contribute in those decision making processes and therefore

influence important decisions (Chou, 2012). Various decision-making procedures can be determined and the degree of the decision making influence is different (Bass, 1990; Yukl et al., 2002). Participative leadership offers various crucial benefits for both parties (De Jong & Den Hartog, 2007). Important benefits of participation can be, amongst others, the quality of the decision, an optimization of the decision making process, as well as the successful implementation of the decision (De Jong & Den Hartog, 2007; Krause et al., 2007). Furthermore, participation supports the human capital of an organization, by providing a "training ground" for followers, namely to exercise meaningful decision making (Vroom, 2003).

Participative leadership supports the individual innovativneness of their followers through following three subdimensions:

(1) **including consultation**, where the leader asks the followers to contribute their opinions and ideas, but the final decision remains with the leader (De Jong & Den Hartog, 2007; Yukl et al., 2002).
(2) **joint-decision-making**, where the leaders' decisions are taken jointly by the leader and the follower (De Jong & Den Hartog, 2007; Yukl et al., 2002).
(3) **delegation**, where the leader delegates the authority of the decision to the followers and allows them to play an active role in the decision making process, usually defining the limit of the final choice (De Jong & Den Hartog, 2007; Yukl et al., 2002).

3.3.4 Leader-Member Exchange (LMX)

The fourth leadership subdimension, **LMX** consists of two related subfactors: (1) **mutual respect** and (2) **trust**. Leader-Member Exchange (LMX) refers to the relationship between the leader and the follower (Graen & Uhl-Bien, 1995). The requirement is based on a mature leadership relation (Graen & Uhl-Bien, 1995; Yukl et al., 2002). Therefore, leadership happens when leaders and followers are able to develop effective relationships which can mutually reinforce one another (Avolio et al., 2009). The relationship and its continuing development through exchanges affects follower´s actions (Graen & Uhl-Bien, 1995). Researchers found that the quality (high or low) and the development of such a relationship is more effective when leaders' and followers' values and attributes are considered as similar (Graen & Uhl-Bien,

1995; Ogbonna & Harris, 2000; Yukl et al., 2002). A good quality of the dyadic relationship is proposed to be the primary goal of LMX and fosters engagement, satisfaction, and willingness to perform well on the job (Graen & Uhl-bien, 1995; Ogbonna & Harris, 2000). In this sense, high quality LMX relationships are based on mutual trust and respect, whereas low quality relationships are mainly based on formal and impersonal interactions (Denti & Hemlin, 2012; Rosing et al., 2011). Mutual trust and respect has been found to be a significant factor of interpersonal interactions and predictors of LMX (Wayne, Shore, & Liden, 1997). High quality exchange relationships provide followers with challenging tasks, resources and support (De Jong & Den Hartog, 2007; Scott & Bruce, 1994). As the primary goal is the relationship between the leader and the follower, its origins are described in the role theory and social exchange theory[11]. Some researchers investigate in mutual trust and respect as one subdimension (Graen & Uhl-Bien, 1995), whereas recent researchers elaborating LMX and individual innovativeness distinguish between mutual trust and respect (Graen, 2013; Wang, Law, Hackett, & Chen, 2005). For the purpose of my study, I distinguish between the subdimension mutual trust and respect.

LMX supports the individual innovativneness of their followers through the following two subdimensions:

(1) **mutual respect**, where the leader and the follower respect the capabilities of the other, and the perception of how each member of the dyad has built up a reputation.
(2) **trust**, where the leader and the follower anticipate a deep reciprocal trust.

Step three: Findings also demonstrate that leadership supporting individual innovativeness probably might include components of all leadership dimensions, as one dimension might not be effective enough when it comes to supporting individual innovativeness (De Jong & Den Hartog, 2007; Mumford & Licuanan, 2004; Oke et al., 2009). Moreover, some researchers claim that a single leadership approach or dimension cannot promote the leadership of innovative individuals effectively (De Jong & Den Hartog, 2010; Denti & Hemlin, 2012; Mumford & Licuanan, 2004). Consequently, those researchers propose that an interplay of different leadership dimensions will be more effective and practice-focused (De Jong & Den Hartog, 2010;

[11] For more discussions on the theoretical background on LMX, see Gerstner & Day, 1997; Graen & Uhl-bien, 1995.

Denti & Hemlin, 2012; Mumford & Licuanan, 2004). Table 11 presents an overview of leadership dimensions supporting individual innovativeness and the definition of subdimensions, as well as author and studies.

Table 11: Leadership dimensions supporting individual innovativeness and definitions of subdimensions

Dimension/ Subdimension	*Definition*	*Authors*
(A) Transformational leadership		
Idealized influence (charisma)	Leaders engage in charismatic actions and go for higher goals; leaders serve as a role model and sacrifice self-gain for collective gain; they discuss important values and beliefs with their followers, communicate a sense of purpose, engage in high standards of performance, and show determination and confidence.	(Burns, 1998; Bass, 1999; Grant, 2012)
Inspirational motivation	Leaders articulate a compelling and desirable vision for the future and energize followers to go beyond self-interest.	(Burns, 1998; Bass, 1999; Grant, 2012)
Intellectual stimulation	Leaders challenge their followers to critically question their assumptions and the status quo, ask them to think differently, and help them to be more innovative.	(Burns, 1998; Bass, 1999; Grant, 2012)
Individualized consideration.	Leaders pay attention to the developmental need of their followers; provide support, mentoring and coaching; delegate assignments as opportunities.	(Burns, 1998; Bass, 1999; Grant, 2012)
(B) Transactional leadership		
Contingent reward	Leaders clarify what the follower should do in order to be rewarded.	(Avolio et al., 2009; Bass, 1999).
Management-by-exception	Leaders only intervene when the follower ist not able to fulfill his tasks. As a consequence he takes corrective actions when problems arise or deviations from standard occur.	(Bass, 1999; Jung & Avolio, 2000).
(C) Participative leadership		
Including consultation	Leaders ask the followers to contribute their opinions and ideas but the final decision remains with the leader.	(De Jong & Den Hartog, 2010; Somech, 2003)
Joint-decision-making	Leaders' decisions are taken jointly by the leader, the follower and other relevant parties.	(De Jong & Den Hartog, 2007; Yukl et al., 2002)
Delegation	Leaders delegate the authority to the followers; followers play an active role in the decision making process.	(De Jong & Den Hartog, 2007; Yukl et al., 2002)

Dimension/ Subdimension	*Definition*	*Authors*
(D) Leader-member-exchange (LMX)		
Mutual respect	Leader-follower dyads based on mutual respect for the capabilities of the other.	(Graen & Uhl-Bien, 1995; Yukl et al., 2002)
Trust	Leader-follower dyads based on deepening reciprocal trust with the other.	(Schriesheim, 1999)

3.3.5 Summary of leadership supporting individual innovativeness

This chapter has introduced leadership dimensions as well as related subdimensions supporting individual innovativeness, identified in recent studies. Given the vast amount of literature on individual innovativeness, little attention was paid so far to the link between leaderhip and individual innovativeness (De Jong, 2007; Denti & Hemlin, 2012). Although, increasing emphasis is recently being placed upon leadership supporting individual innovativeness, knowing about the importance of those dimensions and subdimesions seems to be crucial, as it is the leader, who supports the innovative efforts and activities of their followers.

Leadership has been defined at the beginning of the chapter and continued with a review of leadership supporting individual innovativeness. To do so, in a first step, leadership approaches were portrayed and in a second step, leadership supporting individual innovativeness were presented. Explored dimensions include (A) transformational leadership, (B) transactional leadership, (C) participative leadership, and (D) LMX, with related subdimensions. Then, a presentation of dimensions and respective subdimensions followed. Results of the review of literature on leadership supporting individual innovativeness, precisely leadership dimensions and subdimensions, form the basis for the deductive approach, chosen for the empirical study 2: leadership supporting yps' innovativeness in part III[12]. An illustration of leadership dimensions and respective subdimensions is shown in figure 4.

[12] For the introduction of the deductive approach, chosen for the data anlaysis,see part III, chapter 3, 3.1.

Figure 4: Illustration of leadership supporting individual innovativeness

(A) Transformational leadership	(B) Transactional leadership
Idealized influence (charisma)	Contingent reward
Inspirational motivation	Management-by-exception
Intellectual stimulation	Personal initiative
Individualized consideration	Need for achievement
(C) Participative leadership	(D) LMX
Including consultation	Mutual respect
Joint-decision-making	Trust
Delegation	

3.4 Reflection

This chapter reviews the literature on leadership supporting individual innovativeness. The aim is to identify leadership dimensions and subdimensions supporting individual innovativeness. Leadership plays a vital role in supporting individual innovativeness and is supposed to be one of the most influential aspects when it comes to encouraging their individual innovativeness (Denti & Hemlin, 2012; Mumford & Licuanan, 2004; Oke et al., 2009). Research exploring the link between leadership and individual innovativeness is earning increasing emphasis, but is still scarce (De Jong & Den Hartog, 2007; Denti & Hemlin, 2012; Grant, 2013). The review shows the importance of four leadership dimensions and respective subdimensions. All of them prove to be positively related to individual innovativeness (De Jong & Den Hartog, 2007; Denti & Hemlin, 2012; Oke et al., 2009). These findings have important implications for today's leadership and serve as "important means for enhancing innovative behaviors and modifying attitudes that are beneficial to innovative activities" (Oke et al., 2009:68). The key perspectives of this chapter can be summarized as follows:

First, **a deeper understanding of leadership supporting individuals has been created**, because an overview of the status quo of scientific literature is provided. In this sense, four dimensions and subdimension of leadership supporting individual innovativeness of particular importance were identified.

Second, **leadership plays a crucial role when it comes to supporting individual innovativeness** (De Jong & Den Hartog, 2007; Denti & Hemlin, 2012; Oke et al., 2009). Leadership serves as an "important means for fostering individual innovativeness and modifies attitudes that are beneficial to innovative activities" (Oke et al., 2009:68), and has "a powerful source of influence" on individual innovativeness (De Jong & Den Hartog, 2007:42).

Third, there is an **increasing amount of research on leadership supporting individual innovativeness**. Most researchers investigate leadership dimensions supporting individual innovativeness specifically (Grant, 2012; Nederveen Pieterse et al., 2010; Oke et al., 2009). Some researchers investigate the relationship between transformational leadership and transactional leadership and individual innovativeness (Kahai et al., 2003; Nederveen Pieterse et al., 2010; Oke et al., 2009), others explore participative leadership and individual innovativeness (Krause et al., 2007; Somech, 2003), whereas still others investigate LMX (Scott & Bruce, 1994; Tierney, 1999). Beyond that, there is an increasing amount of studies exploring a combination of leadership dimension and individual innovativeness (De Jong & Den Hartog, 2007; Denti & Hemlin, 2012; Rosing et al., 2011), and all found leadership dimensions are supposed to be positively related to individual innovativeness.

Fourth, there is **emphasis on transformational leadership and individual innovativeness**, as transformational leadership is said to undertake a core leadership dimension in supporting individual innovativeness (De Jong & Den Hartog, 2007; Nederveen Pieterse et al. 2010; Oke et al., 2009), and therefore is supposed to play a key role in supporting individual innovativeness

Fifth, there are researchers that argue **a "one-size fits all" (Oke et al., 2009:70) leadership approach might not be appropriate** when it comes to support individual innovativeness (De Jong & Den Hartog, 2007; Oke et al., 2009; Rosing et al., 2011). Those researchers argue that due to different needs, the heterogeneity of employees and the complexity of innovative activities, an interplay of different leadership approaches is more effective and practice-focused (De Jong & Den Hartog, 2007; Mumford & Licuanan, 2004; Oke et al., 2009). Hence, they argue that in order to support individual innovativeness, leadership should include components of all leadership dimensions, in order to provide their employees with the necessary

professional support (De Jong & Den Hartog, 2007; Oke et al., 2009; Rosing et al., 2011). Others stress that a "flexible leadership is needed when it comes to individual innovativeness (Rosing et al., 2011:957). Key perspectives regarding individual innovativeness are presented in table 12.

Table 12: Key perspectives of leadership supporting individual innovativeness

Key perspectives	*Description*
Deeper understanding of leadership supporting individual innovativeness	• Overview of the status quo of academic literature. • Demonstration of an increasing interest in the link between leadership and individual innovativeness. • Identification of four leadership dimensions, as well as respective subdimensions.
Leadership plays a crucial role	• Stresses the importance of leadership supporting individual innovativeness. • Emphasize the powerful source of influence leadership has on individual innovativeness.
Increasing amount of research on leadership supporting individual innovativeness	• Scientific studies range from investigating in the link between one leadership dimension and individual innovativeness, up to two or three leadership dimensions, up to investigating all four leadership subdimensions.
Emphasis on transformational leadership and individual innovativeness	• Transformational leadership is said to undertake a core leadership function on individual innovativeness. • Transformational leadership is said to play a key role on individual innovativeness.
No "one-size fits all" leadership	• Different needs of employees and the complexitiy of innovative activities should be considered. • A "one-size fits all" leadership seems to be not appropriate. • Leadership supporting individual innovativeness should be flexible.

4 Summary of part II

This chapter summarizes part II as the underlying foundation of the dissertation, especially of the adjacent empirical part. Part II presents an overview of the current state of research of (1) individual innovativeness and (2) leadership supporting individual innovativeness.

Chapter 2 introduced individual innovativeness, in particular, factors and subfactors of individual innovativeness with the aim to develop factors and subfactors of individual innovativeness. The chapter started by providing a definition of individual innovativeness and continued with a review of the literature of individual innovativeness. As a result, findings, regarding individual innovativeness, are presented. Throughout this investigation, four main factors, (A) personality features, (B) motivations, (C) cognitions, and (D) job features, as well as respective subfactors were uncovered. Finally, key perspectives of the review on individual innovativeness concluded chapter 2. At the end, in section 2.3.5, figure 3 illustrated a map of individual innovativeness.

Chapter 3 elucidated leadership supporting individual innovativeness with the aim to identify leadership dimension and subdimension supporting individual innovativeness. The chapter started again by providing a working definition of leadership and continued with a review of the literature of leadership supporting individual innovativeness. As a result, findings regarding leadership supporting individual innovativeness were presented. The findings were four leadership dimensions, (A) transformational leadership, (B) transactional leadership, (C) participative leadership, and (D) LMX, with related subdimensions. Key perspectives of the review on leadership supporting individual innovativeness concluded chapter 3. In section 3.3.5, figure 4 illustrated leadership dimensions and subdimensions supporting individual innovativeness.

III

Part III:
Empirical studies 1 & 2

1 Structure of part III

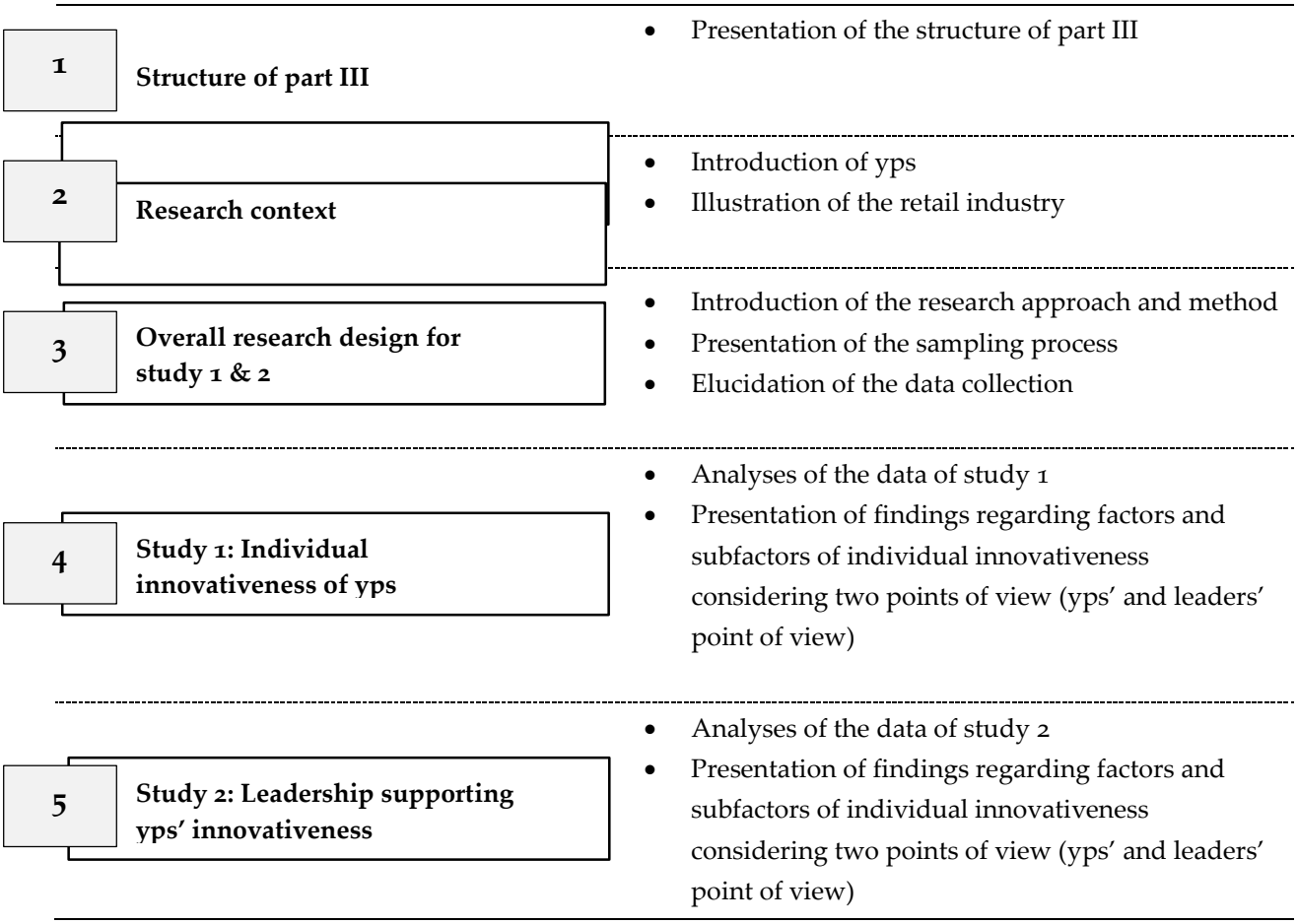
The present part III is structured in five chapters and introduces the empirical part of this dissertation. Following the introductory structure of chapter 1, chapter 2 presents the research context by illustrating yps (2.1) and the retail industry (2.2).

Chapter 3 outlines the overall research design chosen for study 1 and 2. At the beginning of chapter 3, the research approach and research method (3.1) is introduced, followed by the presentation of the sampling process. This involves the empirical field of retail companies, as well as selecting respective interviewees. (3.2). Chapter 3 closes with the description of the data collection process (3.3).

Chapter 4 aims to answer the first research question. At the beginning of the chapter the data analysis (4.1) will be outlined. Then, the findings are presented which are elaborated on factors and resprective subfactors, considering the two points of view (yps' point of view and the leaders' point of view) (4.2).

Finally chapter 5 aims to answer the second research question. Therefore, at the beginning of chapter 5, the data analysis (5.1) will be outlined, followed as stated above, by a presentation of findings (5.2), considering again the yps' point of view and the leaders' point of view. The structure of part III is portrayed in figure 5.

Figure 5: Structure of part III: Empirical studies 1 & 2



2 Overall research context

Chapter 2 illuminates the research context of the dissertation. It serves to elucidate young professionaly by providing a definition and an overview of the current state of research on yps (2.1), as well as highlighting important issues of the retail industry (2.2). The structure of chapter 2 is portrayed in table 13.

Table 13: Structure of chapter 2 (part III) – research context

Section #		*Description*
2.1	**Young professionals**	• Defines young professionals • Examines current research of young professionals • Elaborates key characteristics regarding young professionals
2.2	**Retail industry**	• Illustrates the retail industry as important service sector • Highlights two important challenges of the retail industry • Portrays the importance of innovation in the retail industry

2.1 Young professionals

Young professionals (yps) are of immense importance for continuously and proacatively innovating organizations in their interest (Kapoor & Solomon, 2011). They are supposed to be critical components and therefore a significant source of innovation (Caraballo & McLaughlin, 2012b; Dannar, 2013; Grundmann et al., 2015). This idea rests in the notion that yps are innovative, although this potential needs to "be made visible, recognized and exploited" to the benefit of the organization and the yps (Kesting & Ulhøi, 2010:66). Caraballo & McLaughlin (2012) suggest that the perception of innovation is age dependent, and yps are more important for organizations than ever. For this reason, they are relevant actors (Caraballo & McLaughlin, 2012). At the same time, they are in great demand by organizations (D'Amato & Herzfeldt, 2008; Loeffler & Bullinger-Hoffmann, 2014), as they represent the future´s workforce. Furthermore, they belong to the often-cited Generation Y (Howe & Strauss, 2004; Hurrelmann & Albrecht, 2014). Being aware of this paradigm

can be important when exploring yps´ innovativeness, because every generation brings differences in modalities (Caraballo & McLaughlin, 2012; Grundmann et al., 2015). Therefore, organizations need to use the uniqueness of each generation in order to improve their innovative work environment (Kapoor & Solomon, 2011).

For a better understanding of the different facets of yps, this chapter proceeds in three steps. First, (1) a definition of yps is presented. Second, in order to gain a deeper understanding of yps, (2) a brief review of the literature of yps is provided, continuing with third, (3) key findings of common themes surrounding this generation.

(1) Definition of yps: In order to elucidate a basic understanding for this dissertion, a definition of yps is presented in a first step. However, in view of demographic shifts of the workforce in the next years and the urgent need of organizations to innovate, one possibility for organizations success is to exploit the potential of their young professionals (Houghton & DiLiello, 2010; Lattuch & Young, 2011; Loughlin & Barling, 2001). Young professionals are defined as employees that (1) are qualified at least with a vocational training qualification or a bachelor degree, (2) have attracted their leaders attention (3) promoted into higher positions, and (4) are part of a company's yps' development program (Greenhaus et al., 1983; Lattuch & Young, 2010). Considering these characteristics, those yps belong to the often-cited generation Y. When entering the working world, this generation has received increased scholarly attention (Hill, 2002; Howe & Strauss, 2004; Ng, Schweitzer, & Lyons, 2012). According to Howe & Strauss (2004), this generation was born between 1983 and 2000, and is labelled in many ways. Some researchers refer to them as Millennial generation or Millennials (Howe & Strauss, 2004), Generation Y, or Gen Y. Further names are digital natives (Prensky, 2001), net generation, or NetGen (Tapscot, 2010). In terms of simplicity, this dissertation refers to the terms "yps" as part of "Generation Y".

(2) Current research on yps: Although yps are the focus of attention, it is crucial to highlight some of the important specifics of this generation. Generation Y has already entered the workforce and will represent the future economic life, as in 2025, 75% of the working population in Germany will belong to this generation (Deloitte, 2013). Ever since their entrance into the working world they received increased scholarly

attention (Chou, 2012; Deal, Altman, & Rogelberg, 2010; Ng, Schweitzer, & Lyons, 2010; Smith & Clark, 2010). Researchers agree that this young generation is supposed to be different from its previous generations (Chou, 2012; Hewlett, Sherbin, & Sumberg, 2009; Ng et al., 2012). Taking into account that every generation brings in its own modalities, it is even more important to have a closer look at this and what it is about.

In general, a generation is defined as a country´s subculture that reflects the prevalent values, beliefs, understanding, perception, and orientations of a historical period (Balda & Mora, 2011; Egri & Ralston, 2004). Previous generations were labelled Generation X or Xers (born between 1965 and 1982) and Baby Boomers (born between 1946 and 1964) (Smola & Sutton, 2002; Ng et al., 2010b; Twenge, 2010). In this sense, differences between generations are theorized to occur because of major influences in the environment in early human socialization and can be found among personality and motivational drivers (Egri & Ralston, 2004). Such influences can affect the development of personality, values and beliefs, and thus can produce differences in psychological contracts, learning orientation, and motivation to learn (D'Amato & Herzfeldt, 2008; Macky, Gardner, & Forsyth, 2008).

Current research offers a complex view on attitudes and characteristics related to Generation Y. Beyond that, research on Generation Y is becoming more and more important (Hershatter & Epstein, 2010; Howe & Strauss, 2010; Myers & Sadaghiani, 2010). So far, researchers have investigated in multiple issues regarding Generation Y: learning (Espinoza et al., 2010; Tapscot, 2010), workplace attitudes (Hershatter & Epstein, 2010; Myers & Sadaghiani, 2010; Ng et al., 2010), generational differences (Balda & Mora, 2011; Smith & Clark, 2010; Smola & Sutton, 2002; Twenge, 2010), career perspectives (Deal et al., 2010; Hauw & Vos, 2010), leadership (Dannar, 2013; Espinoza et al., 2010; Hill, 2002), and the enterprise potential of Millennials (Athayde, 2009; Chou, 2012; Koe et al., 2012; Shavinina, 2012).

(3) Key characteristics of yps: Yps belong to a generation that have been raised in a culture of rapid change with a distinct relationship to technology and main stream media (Tapscot, 2010). So far, researchers focused on various issues to describe yps as part of the Generation Y. Those issues range from general descriptions, to what yps

are being called, up to key characteristics they are assigned to (Reynolds, 2006), but there is no common definition of the yps.

Due to the absence of a common definition (Hershatter & Epstein, 2010; Ng et al., 2010), key characterici regarding yps are outlined in more detail. Hershatter & Epstein, (2010) state that "[…] technology for them is a sixth sense, as a way of knowing and interacting with the world" (Hershatter & Epstein, 2010:213). They are aware of the fact that all information can be accessed with the touch of a button (Hershatter & Epstein, 2010; Twenge & Campbell, 2008).

Researchers propose them to be innovative, networked, connective, multitasking, information seeking, and constantly technically connected (Balda & Mora, 2011; Hewlett et al., 2009; Robinson & Stubberud, 2012). Furthermore, researchers describe them as being raised in a society receiving enormous care and attention from their parents (Howe & Strauss, 2009). In this sense, the literature shapes them as self-confident, ambitious, assertive, empowered, optimistic, authentic, and even narcissistic (Alitzer, 2010; Balda & Mora, 2011; Koe, Sa'ari, Majid, & Ismail, 2012; Smith & Clark, 2010; Twenge & Campbell, 2008). Furthermore, literature reveals that they are motivated by significant tasks, constant feedback and compliments. They are typed to favor frequent and open communication styles, and have a strong desire to support structured relationships (Deal et al., 2010; Howe & Strauss, 2009). Additionally, they promote an open relationship with their leaders, are interested in learning, and prefer to have responsibility in their workplace (Deal et al., 2010; Hurrelmann & Albrecht, 2014; McDonald & Hite, 2008). Key characteristics are outlined in table 14.

Table 14: Key characteristics of yps

Key characteristics of yps	
Yps are said to be	• networked, connective, multitasking, information seeking, innovative, constantly technically connected. • self-confident, ambitious, assertive, empowered, optimistic, authentic, narcissistic. • motivated by significant tasks, constant feedback, favor open and frequent communication styles, support structured relationships. • committed to open relationships with their leaders, interested in learning, prefer responsibility in their workplace.

Considering those key characteristics, it is not surprising that a recent study of Deloitte (2013) with yps, reveals data stating that those yps consider innovation as essential and as a driving force in their workplace. Moreover, they regard themselves as innovative and highly interested in developing further in this field. (Deloitte, 2013).

Against this backdrop, organizations should take advantage of their yps and exploit their potential as they represent the future workforce. Organizations need to generate new resources to innovate in order to be successful. Yps seem to be a valuable resource to investigate in this respect (Dannar, 2013). By knowing this, it becomes evident that it is more important than ever for organizations to understand their yps, and how to identify their individual innovativeness (Dannar, 2013; Hershatter & Epstein, 2010; Nederveen Pieterse et al., 2010). In particular, this task applies to the leaders, as they are essential to the promotion of individual innovativeness (Denti & Hemlin, 2012; Hülsheger, Anderson, & Salgado, 2009). Nevertheless, leaders should know about the individual innovativeness of their yps in order to understand and realize the opportunities inherent in the new direction being set by the yps. Subsequently, they can provide them with appropriate tasks for a challenging environment (Balda & Mora, 2011; Margo & Dixon, 2006), and an attitude that embraces innovation (Anderson et al., 2004; De Jong & Den Hartog, 2010; Parzefall et al., 2008).

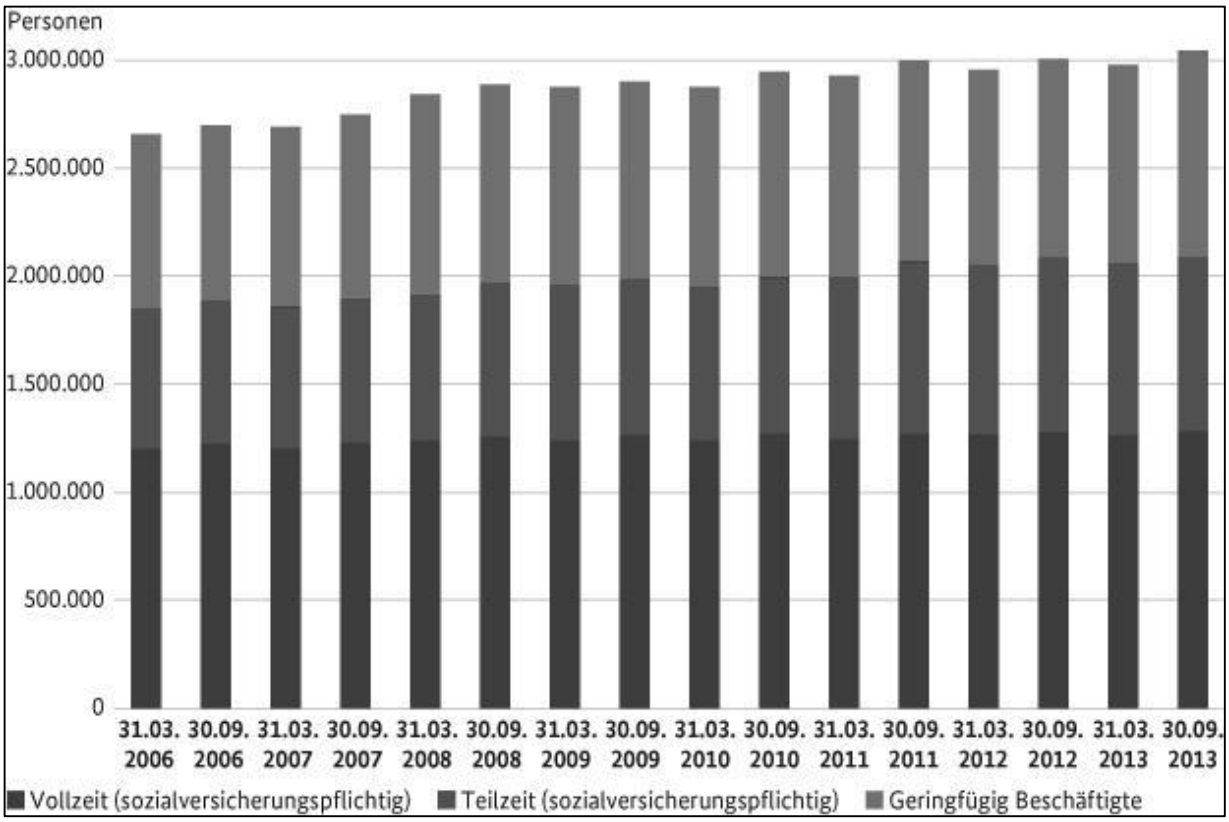
Even so, research on yps is recently becoming more and more important and leaders ask for more insights to offer them the appropriate support (Hershatter & Epstein, 2010; Myers & Sadaghiani, 2010; Ng et al., 2010). However, empirical literature on

those young professionals is still sparse, and little is known about them (Chou, 2012; Deal et al., 2010; Ng et al., 2010).

2.2 Retail industry

As one of the largest service sectors in Germany, the retail industry plays a crucial role in economy (Lerchenmueller, 2013; Wortmann, 2010). In 2014, the german retail industry generated 459 Mrd. Euro turnover, which reflects about 17 % of the GDP share (Federal Statistical Office, HDE). In terms of the number of employees, the German retail is one of the most important employers. The retail industry employed approximately 3 million people (see figure 6), and its strength lies in qualified and professional employees, which explains the high amount of approximately 160,000 trainees per year (Federal Statistical Office, HDE).

Figure 6: Number of employees in the German retail industry



(Source: HDE and Bundesagentur für Arbeit)

Currently, the retail industry, amongst others deals with two important challenges: fast and dramatic changes in the past 60 years, as well as enormous demographic shifts in the next years (Hallier, 2011; Lux, 2012). Regarding the **first challenge**, Hallier (2011) and Lux (2012) portray the development of the retail as follows.

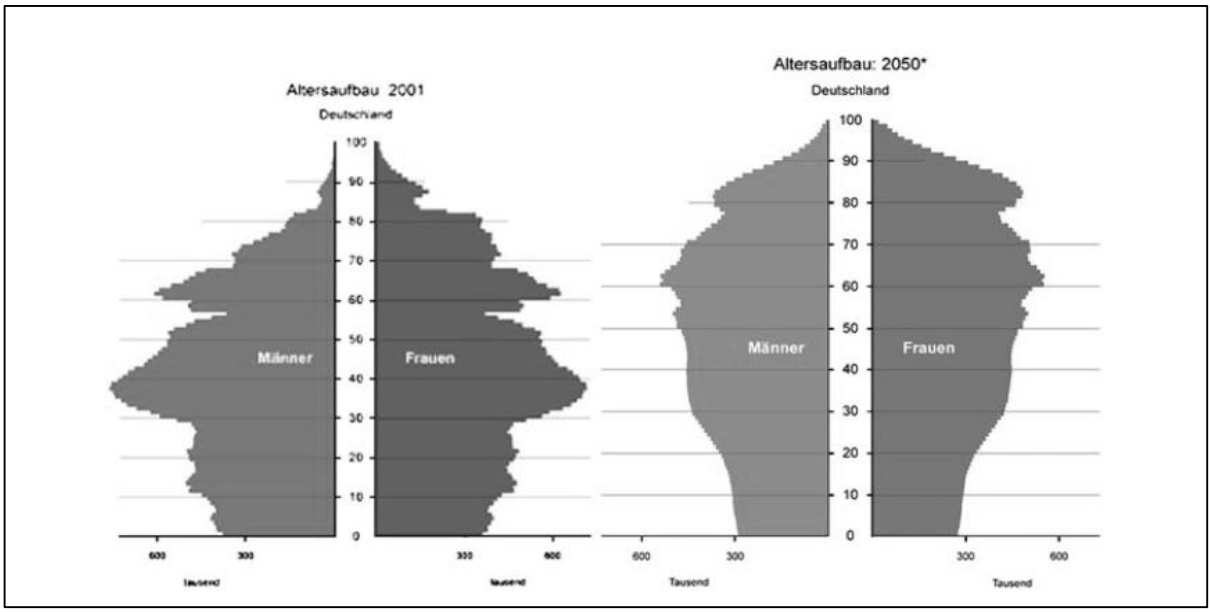
In the 1950ies, the German retail mainly consisted of privately owned stores, or stores, which belonged to consumer cooperatives. The assortment was limited, mostly not pre-packed and offered in stores of about 30 to 40 square meters in size. Generally, customers enjoyed personal servicing by the shop owner or by his staff. At that time, most retailers were specialists. In the 1960ies, the traditional retail store was challenged by 'self-service', which brought about many changes and consequences (e.g. increasing store size, decreasing personel costs, increasing competition). In the 1970ies, mass-production and mass-distribution started. Due to increasing income and mobility of the consumers, big-size markets popped up, retailers multiplied their stores, and so-called chain stores arose. The store size met the explosion of the assortment. Moreover, because of increasing technical equipment, customers could buy bigger units. The introduction of barcodes and scanners started in the 1980ies. At the same time, the influence of the consumer increased and multi-trip packages instead of one-way packages were established. A shift from the point of sale to the point of purchase became obvious. In the 1990ies, "the permanent increasing speed of new articles formed the producer, from new stores from retailers, also from store-segmentation, and store-diversification on retail-level, created a need for data-management, not to run out of control of the situation" (Hallier, 2011:6). At the same time, the consumer gained even more presence and a greater involvement in retail issues. Retail developed to oligopolies and needed to find ways to differ from one another in order to attract customers' attention. In the eyes of the customers, the assortments of the retailers in one area often show the same profile (Hallier, 2011; Lux, 2012).

In this sense, nowadays the retail industry serves as an intermediary between suppliers and customers, as the total supply chain seems to shift from production towards retail, and most probably might give the customer more influence in the future (Hallier, 2011; Kvale & Brinkmann, 2009). Today, most large retailers have developed into multichannel organizations and "the customer visits the retailer via

different channels for different purposes" (Sorescu, Frambach, Singh, Rangaswamy, & Bridges, 2011:3). Retailers today can no longer be characterized as "merchant intermediaries", as they orchestrate "two-sided platforms that serve as ecosystems in which value is created and delivered to the customers […]." (Sorescu et al., 2011:5). Key activities of retailing are primarily to optimize the customer interface by organizing the supply chain, product assortment, location, store format, branding, and creating customer experiences (Reinartz et al., 2011; Sorescu et al., 2011). In order to survive in this fast growing and competitive market, the retail must learn to cope well with those changes and think ahead, of the challenges of tomorrow (Lux, 2012).

Regarding the **second challenge**, retail is confronted with demographic shifts' which means a dramatic change in the age structure (Reinartz et al., 2011). Those changes hit the retail industry twice over (Lux, 2012). On the one hand, due to shifts of the age structure, customers' structure will change and so will the customers' requirements. On the other hand, there will be a shortage of well-trained staff, as the society is aging. Particularly in Germany, the age structure will peak in the next five to ten years, due to the retirement of the 'Baby Boomers' (Twenge, 2010). In addition to this demographic change, the population is decreasing too (Wortmann, 2010). Figure 7 displays the change of demographic structure.

Figure 7: Change of demographic structure (2001 and 2050)



(Source: HDE and Bundesagentur für Arbeit)

This development in age structures poses a challenging task for the retail industry, both exernally (e.g. modified customer requirements) and internally (e.g. well-trained staff). Undisputedly, people play an important role regarding innovation in retail industry, as they are in direct contact with customers and suppliers (Gilbert & Veloutsou, 2006; Jones, Ramanau, Cross, & Healing, 2010). Retailers are ascribed to be adaptable and their strength lies in qualified and professional employees as retail industry engages high efforts in the promotion of young professionals (Howells & Tether, 2004).

Despite these challenges, retailers engage less in innovation than other industries, as for them, innovativeness is less clear and tangible (Reynolds & Hristov, 2009). Although, innovations in retail have always been important and have always existed, they have been a matter of chance, more or less, happening because of a close relationship and proximity between retail and customers (Lux, 2012). Hence, there are many different views and there is a wide spectrum when it comes to innovation in the retail industry. To gain an idea of the spectrum involved, some statements of yps and leaders are chosen here as examples: "*Well, we created a family day, where we invite all customers and their families, and visitors can expect a varied entertainment programme. This event enjoys increasing popularity*" (yp_C2). Furthermore, another yp said: *"Well, the best innovation was, when we rebuild the house of menswear […]. In particular for me, everyday is innovation, because everyday we receive new products, every day I have to reshape my shopfloor, in order to attract the customer"* (yp_N1).

Regarding the leaders, one leader reported: *"[…] the innovation we display is, despite everything, our employees"* (leader_H). Another leader illustrated, that innovation is: "[…] *to always change the products or the product range, in order to create change for the customers and moreover, to create more variety*" (leader_D). Furthermore, one leader summarized: *"Innovation is the so called Magic Moments-Panels, creating magic moments. It is when a customer is standing in front of the innovation and is thinking 'I have never seen it in this certain way' or 'that could be interesting for me'* (leader_N).

However, whether the retail industry deals with innovation in a professional way or not, will decide upon success or failure (Lux, 2012; Stumpf, 2014). Therefore, the retail industry as one of the largest service sectors in Germany serves as the empirical field

for the studies of this dissertation. A brief summary of the empirical field and the selected retail companies for investigation is provided in part III, section 3.2.

3 Overall research design

Chapter 3 introduces the overall research design for study 1: individual innovativeness of yps and study 2: leadership supporting yps' innovativeness. As illuminated in Part I, chapter 3, the subject of research is still scarce and complex which implies the need for a full and profound investigation. Therefore, this research draws on a qualitative research approach (Creswell, 2009). In order to gain in–depth insight in yps´ innovativeness and to capture the support of leadership for yps' innovativeness, an exploratory interview study was chosen for Study 1 and 2.

It is important to shed light on the innovativeness of yps, as they are the future workforce (Frosch, 2011; Lattuch & Young, 2011). Leaders may take a great benefit from being aware of yps' innovativeness, as they are essential in the promotion of yps' innovativeness (De Jong & Den Hartog, 2007; Denti & Hemlin, 2012). To capture a deeper understanding of the subject under research, two points of view, the yps´ as well as the leaders´ point of view are assessed when answering the research questions of study 1 & 2 (Greguras & Ford, 2006; Hiller, DeChurch, Murase, & Doty, 2011). Furthermore, to explore relevant empirical knowledge and to face the relationship between theory and empirical data, the logic of ´abduction` was considered as particularly useful for the data analysis in study 1 & 2 (Flick et al., 2004; Ketner, 1995; Van de Ven, 2007). Hence, derived factors and subfactors from literature of individual innovativeness, elaborated in part II, chapter 3 are assessed for study 1. The derived dimensions and subdimensions of literature on leadership supporting individual innovativeness, elaborated in part II, chapter 4 are assessed for study 2.

In this sense, first, the research approach and method (3.1) are presented. Second, the selection process is illuminated, portraying the empirical field of retail companies, as well as the selction of yps and their leaders (3.2) are portrayed. Finally the data collection will be elucidated (3.3). See table 15 for the structure of chapter 3 (part III).

Table 15: Structure of chapter 3 (part II) - overall research design for study 1 & study 2

Section #		*Description*
3.1	**Research approach and method**	• Describes the qualitative research approach • Introduces the research method: an exploratory interview study • Ilustrates the logic of abduction, deduction, and induction • Assesses two points of view (yps´ and the leaders´ point of view)
3.2	**Selection process**	• Portrays the empirical field: the retail industry • Introduces appropriate retail companies for the study • Presents the selection of yps and respective leaders in the selected retail companies
3.3	**Data collection**	• Decides the appropriate sample size • Elaborates two subsets of interview guidelines (yps´ and leaders´ guideline) • Outlines the interview procedure

3.1 Research approach and method

To answer the RQ 1[13] of study 1 and RQ 2[14] of study 2, the **research approach** follows Miles & Huberman's (1994) qualitative research approach, as it is best to describe what real life is (Miles & Huberman, 1994).

In general, qualitative research puts emphasis on "naturally occurring, ordinary events in natural settings"(Miles & Huberman, 1994:10), an is therefore best to understand the meaning of individuals or groups in the context of a social or human problems (Creswell, 2009; Flick, von Kardoff, & Steinke, 2004). Qualitative research opens up the "black box" as it intends to get to know the real world by analyzing experiences of individuals or groups or by analyzing interactions (Creswell, 2009; Miles & Huberman, 1994). Furthermore, it tries to explore how people shape the world around them or what they are doing (Gibbs, 2008; Mayring, 2010). Therefore, qualitative research gains insights in the "how" of individuals' actions that emerge over time in different contexts, and provide vivid, thick descriptions, having a high potential of revealing complexity (Gibbs, 2008; Kvale & Brinkmann, 2009). In

[13]RQ 1: Can, and if so, how can individual innovativeness be defined for young professionals?

[14] RQ 2: Does, and if so, how does leadership support young professionals' innovativeness?

particular, qualitative approaches allow new facets and nuances of phenomena under research (Doz, 2011; Weick, 1995).

Typically, qualitative research is based on smaller samples than quantitative research but derived data are of greater richness and depth (Huberman & Miles, 2002). This corresponds with my research, as the study intends to gain in-depth insights of the individual innovativeness of yps and leadership supporting yps' innovativeness. Qualitative data can be gathered from a large variety of qualitative methods. Qualitative **research methods** can be seen as a term, used for a range of interpretive techniques that aim to describe, decode, translate, uncover, and provide a meaning rather than a frequency (Kvale & Brinkmann, 2009).

One commonly used qualitative research method is the **exploratory interview study**, which aims to provide in-depth insights of the studies under research. With reference to the studies, it seems to be an adequate method, as it allows to identify a broad range of themes through a series of interviews with respondents from different retail companies (Creswell, 2009, 2012; Kvale & Brinkmann, 2009). Exploratory interviews can be conducted in various ways, structured, unstructured or semi-structured (Kvale & Brinkmann, 2009). Technically, a qualitative research-interview is "semi-structured" as it employs a guideline which is focused on certain themes but still allows the interviewer and the interviewee to engage in additional topics (Flick et al., 2004). "In an interview conversation the researcher asks about, and listens to, what people themselves tell about their lived world […] hears their views and opinions in their own words" (Kvale & Brinkmann, 2009:16).

To further clarify the research design for study 1 and study 2, the research approach simultaneously follows the logic of (1) abduction, (2) deduction, and (3) induction (see figure 8):

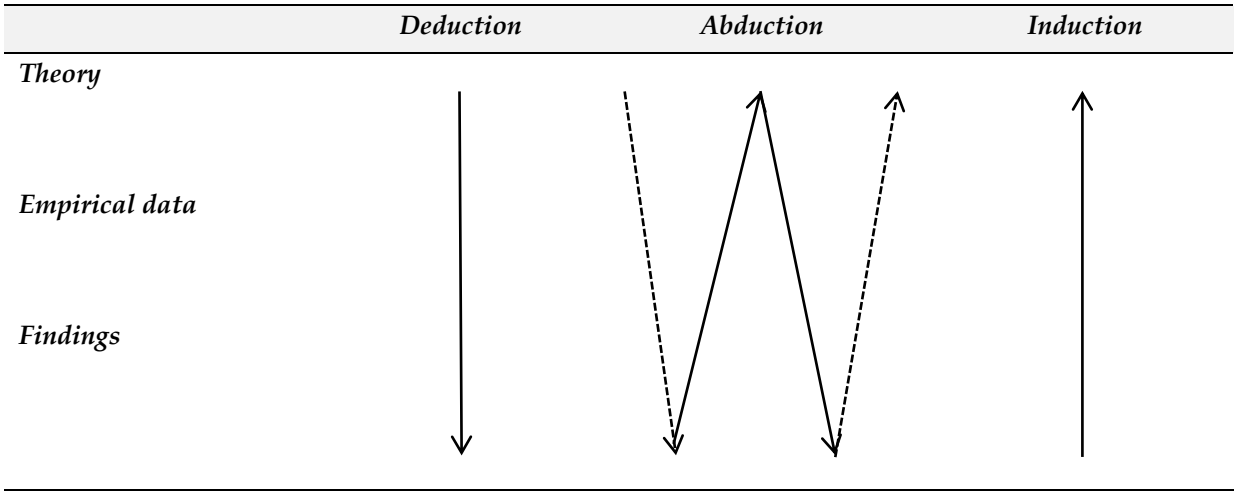
(1) **Abduction** emphasizes a dynamic interaction between theory and phenomena and facilitates the handling of interrelated various components in a study (Creswell, 2009; Flick et al., 2004; Van de Ven, 2007). Locke et al. (2004) stated that if one integrates thinking form outside the discipline and own learning with various theoretical frameworks placed in relation with data, new ways of perceiving, understanding and interpretation can be created (Locke, Golden-Biddle, & Feldman, 2004; Reichertz, 2004). "It brings together things one had never associated with each

other" (Locke et al., 2004:2). Therefore, abduction might support the ongoing research by making new discoveries (Reichertz, 2004).

(2) **Deduction** tests empirical research derived from theory against empirical data and then uses it to either confirm or disconfirm the original theoretical data (Reichertz, 2004). Hence, deduction starts from an already known context and seeks to find this general context in the data in order to gain knowledge about the individual case (Gibbs, 2008; Mayring, 2010). In this sense, general knowledge is applied to a new subject (Reichertz, 2004).

(3) **Induction,** however, draws conclusions about a larger totality from a limited selection of features (Reichertz, 1999). In this sense, a large number of cases can enable conclusions to be drawn about approximate probability (Reichertz, 2004). This is sufficient to confirm our belief and inspires further research (Foster, 1993). To achieve a comprehensive research, abduction, deduction, and induction should be applied altogether (Yu, 1994).

Figure 8: The logic of abduction, deduction, and induction



(modified from Reichertz, 2004)

In order to get a deeper understanding of the study under research, two points of view, the yps´ point of view as well as their leaders´ point of view, are assessed in the interviews (Greguras & Ford, 2006; Hiller et al., 2011). Therefore, 34 semi-structured interviews, 20 interviews with yps and 14 with their leaders were conducted in order

to gain in-depth insights of individual innovativeness of yps and of how leaders support yps' innovativeness in retail.

3.2 Selection process

To further clarify the sampling process of study 1 & study 2, this sections clearly describes the selection of the empirical field of retail companies, as well as the selection of the interviewees.

Empirical field of retail companies: A branche, that has been subject to and struggles with the influence of globalization and growth, is the **retail industry** (Reinartz et al., 2009). As one of the largest service sectors in Germany the retail industry plays a crucial role in economy (HDE, 2014). Retailers can no longer be characterized as "merchant intermediaries", as they orchestrate "two-sided platforms that serve as ecosystems in which value is created and delivered to customers […]." (Sorescu et al., 2011:5). Key activities of retailing are primary to optimize the customer interface by organizing the supply chain, product assortment, location, store format, and branding (Reinartz et al., 2011; Sorescu et al., 2011).

Retailers are ascribed to be adaptable and their strength lies in qualified and professional employees as they engage high efforts in the promotion of young professionals (Howells & Tether, 2004). This task applies to the retail leaders, as they are essential in the promotion of yps' development (Deloitee, 2013).

Typically, qualitative inquiry concentrates on relatively small samples, and it is even more important to select these samples purposefully (Reynolds & Hristov, 2009). Purposeful sampling helps to select information-rich cases that underline the importance of the purpose under study (Patton, 1990). To select appropriate retail companies for the study, criterion sampling was applied, as it allows maximum application of information to other companies. The aim was to find patterns in these companies which are likely to be transferred to other retail companies (Creswell, 2012). Five criteria were applied to select the companies. An overview of sampling criteria to select the retail companies is presented in table 16.

First, in order to obtain meaningful data in the chosen companies (Wortmann, 2003), companies should obtain branches in metropolitan areas in Germany, e.g.

Nueremberg. Those areas (in total there are eleven densly populated areas in Germany) cover 17.5 percent of Germany´s total stationary retail turnover (Lechner, GfK, 2014). Metropolitan areas offer good market presence and robust competition (Lechner, GfK, 2014).

Second, the company should be a chain store retailer. Over the past years, changes in the economy have caused big shifts and processes of concentration in the retail sector. The big loser is the non-chain store retailer Lerchenmueller, 2013). Chain store retailers are physically separated stores combined under one management that operates centrally (is responsible for i.e. purchasing, acquisition and control of central issues), whereas the chain store operates decentrally (is responsible for e.g. distribution and efficient deployment of personnel) (Nitt-Drießmann, 2013). A major advantage of chain store retailers is their quick reaction to rapidly changing markets (Lerchenmueller, 2013).

Third, as internet retailing is only another possibility of selling, the focus of this study is on the stationary retail. Findings from a reseach conducted on stationary retail showed that "stationary retail will assume the role of the meeting point of generations in the future" (Lange & Velamuri, 2014:1)

Fourth, with the claim of actuality and completeness, companies were chosen to cover the retail classifications. Retail is usually classified by type of products as follows: (1) food products, (b) hard good or durable goods, (c) soft or consumerable goods (King & Horrocks, 2010). Therefore, companies should meet all product classifications. Fifth, to investigate in yps´ innovativeness and the importance of leadership, the companies must have a specific program that is focused on the development of their yps. Having defined the sampling criteria for the retail companies, five companies have been chosen which will be introduced subsequently.

Table 16: Sampling criteria to select the retail companies

Companies under investigation should be/have	
(1)…	obtain branches in metropolitan areas in Germany, e.g. Nuremberg
(2)…	a chain-store retailer
(3)…	a stationary retail
(4)…	cover all retail classifications
(5)…	a specific program for developing yps

Selected companies are described in the following. An overview of the selected companies can be found at the end of the section in table 17.

Galeria Kaufhof GmbH[15]:

The German department store was founded in 1879 in Stralsund. Only 50 years later the company employed 43 warehouses and most of them were destroyed in World War II. During the following years, the company was built up further. Nowadays, Galeria Kaufhof GmbH is the management company of the department stores operated by the METRO GRPOUP with 21.500 employees. In most cases, the stores are located in city centres, mainly in prime inner-city locations. The concept is life-style and event-orientated. The company combines successful tradition and innovation and employs a staff that is eager to serve the customers.

REWE group[15]:

The German food retailer was founded in 1927 in Cologne with a purchase cooperative. In 1946 the `REWE-Zentralimport eGmbH´ was established. Since then, the business continued to expand to REWE group and is today one of the leading food trading as well as travel and tourism companies in Germany and Europe, with 329,418 employees (in 2013). According to their mission statements, the REWE group still follows the origin principle of community where the focus is on satisfying the customer and at the same time, is open to finding the best solutions, new directions

[15] Information is obtained from personal meetings with the managing directors, store managers, or human resource managers of each retail company.

and paths, and acting responsible and sustainable. In this sense, REWEs credo is `future places – future markets´.

Rudolf Wöhrl AG[15]:

The German fashion house was founded in 1933 in Nuremberg by Rudolf Wöhrl and was taken over by his sons Gerhard and Hans-Rudolf Wöhrl in 1970. In 2002, a limited company was established. From 2007 until 2010 Gerhard Wöhrl continued to push the development of the leading fashion house and undertook enormous restricting measures. Today, Oliver Wöhrl, the grandson of Rudolf Wöhrl manages the company together with two Executive Board Members. Until now, the Wöhrl group includes 38 sites in Germany with more than 2,400 employees. In 2013, the German IHK awarded the company for being the top employer for initial and further training. After all, to be innovative, Wöhrl represents high-end fashion and first class quality in combination with qualified and motivated staff.

OBI GmbH Deutschland KG[15]:

The German do-it-yourself store was founded in 1970 with a small store in Hamburg. At that time, the founders, Dr. Emil Lux and Manfred Maus, developed a totally new business model in Germany. Combining all do-it-yourself productsunder one roof was unique at that time. Today the Tengelmann Group privately owns the company with 42.000 employees. Moreover, nowadays, OBI is one of the leading do-it-yourself stores in Germany and Europe. They offer a wide range of home improvement and gardening products. OBI's ambitious goal is to be the leading do-it-yourself retailer, setting the whole trade as an innovator. Furthermore, OBI´s philosophy is to meet the wishes of their customers and at the same time to give their employees the individual support they need for their career development.

Karstadt Warenhaus AG[15]:

The German department store was founded in 1881 by Rudolph Karstadt in Wismar. In 1920 the company was transformed into a limited company. After World War II, in the early 1950´s, the company recovered and expanded. At the beginning of 2009 there were 90 Karstadt stores in Germany. After a period of fighting for the survival of the company, in 2014 Karstadt was taken over by Signa Holding with 16.545 employees. The future of Karstadt thus remains exciting, as a new innovative era has been introduced. Future goals remain uncertain but certainly innovative as the new

management is thinking about establishing future shopping malls with different brand dealers and the renovation of Karstadt is also being set up. In this sense, the human resource manager of Karstadt Nuremberg is very positive about an innovative future of the company.

Table 17: Overview of the selected retail companies according to sampling criterias

Retail company	*Company head office*	*Chain stores*	*Branches in metropolitan areas/Germany*	*Stationary retail*	*Retail classification*	*Development programme for yps*
Galeria Kaufhof GmbH	Köln	105[16]	yes	yes	Department store	yes
REWE group	Köln	10.121[17]	yes	yes	Food retailing	yes
Rudolf Wöhrl AG	Nürnberg	38[18]	yes	yes	Textile trade	yes
OBI GmbH Deutschland KG	Wermels-kirchen	348[19]	yes	yes	Do-it-yourself store	yes
Karstadt Warenhaus AG	Essen	83[20]	yes	yes	Department store	yes

[16] 03/2014 (Geschäftsbericht)
[17] 2013 (Geschäftsbericht)
[18] 2014 (Geschäftsbericht)
[19] 07/2014 (Geschäftsbericht)
[20] 2014 (Geschäftsbericht)

Selecting interviewees: Next, it had to be determined who was to be interviewed. In order to capture a deeper understanding of the studies under research, two points' of view are assessed, the yps´ point of view and the leaders' point of view. Therefore, in a first step, a possible contact person (e.g. managing director, store manager, personnel development manager) of the retail company was addressed. The feedback indicated a high interest in the subject of the research and all of them were rather helpful in supporting the study. They were asked if yps[21] and leaders could be made available for the interview studies. Kindly enough, they named, and in some cases immediately contacted appropriate leaders, responsible for the training and development of selected yps in the respective chain store. In some cases, one leader was responsible for one yp, in other cases for two or even three yps. However usually, one leader was responsible for the development of one or two yps. Nevertheless, in general, I contacted the named leaders myself, arranged a meeting time and asked for an appropriate date with the yps. An overview of selected interviewees according to retail companies is shown in table 18.

[21] For a definition of yps, see part III, chapter 2, 2.1.

Table 18: Overview of selected interviewees according to retail companies

Retail company	***Interviewees***			
	yp[22]	**gender**	***Position of leader***	***gender***
Galeria Kaufhof GmbH	yp	Female	Head of department	Female
	yp	Female		
Galeria Kaufhof GmbH	yp	Female	Head of department	Female
Rewe Group	yp	Female	Head of department	Female
	yp	Female		
Rewe Group	yp	Female	Store manager	Female
Rewe Group	yp	Male	Store manager	Female
	yp	Male		
Rudolf Wöhrl AG	yp	Female	Head of department	Female
Rudolf Wöhrl AG	yp	Female	Head of department	Female
	yp	Male		
	yp	Male		
Rudolf Wöhrl AG	yp	Male	Head of department	Male
	yp	Male		
Obi GmbH & Co.	yp	Male	Store manager	Male
Obi GmbH & Co.	yp	Female	Store manager	Male
Obi GmbH & Co.	yp	Female	Store manager	Male
Karstadt AG	yp	Female	Head of department	Female
Karstadt AG	yp	Male	Head of department	Female
Karstadt AG	yp	Male	Head of department	Male

3.3 Data collection

Interview sessions were prepared based on relevant literature regarding qualitative research (Creswell, 2009; King & Horrocks, 2010; Kvale & Brinkmann, 2009). **Semi-structured interviews** with interviewees were conducted between January and

[22] All interviewd yps were between 18 and 27 years old.

August 2014. During this wave of data collection, **34 face-to-face** interviews were performed in total (20 interviews with yps and 14 with leaders).

To ensure consistency, two similar but different interview guidelines [23] were developed in close partnership with two senior researchers in the domain of innovation. This careful preparation ensured the discussion and description of relevant questions and allowed the comparison of the answers of the **two guidelines, the yps' guideline and the leader guideline**. Both interview guidelines consisted of three parts in total:

(1) The initial part of the two guidelines started in the same way. More precisely, the initial part for both guidelines began with short self-introduction of the interviewee followed by questions that address general issues of innovation in the retail industry and in particular in their retail chain, as well as the importance of innovative yps.

(2) The second (main) part of the two guidelines was different for the yps and the leaders. Moreover, each guideline distinguished between part 1, individual innovativeness of yps and part 2, leadership supporting yps' innovativeness. The **yps guideline** focused on innovation situations in their job in part 1, where they had been or still are innovative and how to describe what they do to make those innovations successful, respective, what kind of factors they think seem to be relevant regarding the fact of being innovative in those situations. The questions in part 2 focused on leadership support in those innovation situations on how leadership supports them in their individual innovativeness. The **leader guideline** in part 1 asked questions about situations where they experience their yps' innovativness and what specific factors seem to be relevant in those situations. The questions in part 2 aimed at how their leadership supports yps´ individual innovativeness in those innovation situations.

(3) The third part of the two guidelines ended in the same way, respectively with relevant demographic information about the interviewee and the expression of gratitude for participation.

Based on King & Horrocks (2010), the interviewees were asked to determine their preferred **interview location**. As consequence, all interviews were conducted face-to-face at the work place of the interviewees which allowed gaining additional social

[23] See Annex x for the yps interverview guideline and Annex x for the leaders' guideline.

cues of the business life-world in the retail industry. The premises varied from company to company and sometimes from interview to interview. Usually they took place in the recreation room, the meeting room - if available -, or in a joint office, which was closed for the duration of the interview.

Before each interview session, the interviewees were given a short briefing (King & Horrocks, 2010; Kvale & Brinkmann, 2009). After an introduction, the purpose and context of the interview were explained. In addition, the proceeding of the interviews after the interview sessions was outlined. The interviewees were further asked for their permission to record the interviews on audiotape. After this introductory briefing, the interview session started.

During the interview sessions, interviewees were asked to describe typical innovation situations in their retail context. With regard to the topic, special attention was put on factors of individual innovativeness that they described as particularly relevant to perform innovation, as well as leadership supporting yps' innovativeness. In accordance to their statements, the yps were happy to voluntarily contribute to the study. The leaders were highly interested in the subject under research and, in particular, in the hopefully useful and applicable results in the end. All pronounced the topic as incredibly relevant in the current retail context.

With regard to the time available, either yps or the leaders were interviewed. The interviews with the yps lasted 41:52 minutes on average (minimum: 31:29 min; maximum: 55:31 min). The interviews with the leaders lasted 42:05 minutes on average (minimum: 33:32 min.; maximum: 51:29 min.).

The duration of the interviews is represented in the following table 19. Yps are labled, beginning with A and continuing up to N. In addition, they are sequentially numbered from 1-3, depending on how many yps one leader is responsible for (e.g. yp_A1, yp_A2). The respective leaders are labeled in the same way, beginning with A and continued through to N (e.g. leader_A).

Table 19: Duration of interviews_ yp and leaders

Reference	*Duration of interviews in min.*	*Reference*	*Duration of interviews in min.*
yp_A1	55:31	Leader_A	47:59
yp_A2	49:27		
yp_B1	38:42	Leader_B	38:42
yp_C1	36:59	Leader_C	40:09
yp_C2	34:18		
yp_D1	30:27	Leader_D	41:47
yp_E1	44:52	Leader_E	37:32
yp_E2	32.40		
yp_F1	39:34	Leader_F	33:32
yp_G1	38:24	Leader_G	51:29
yp_G2	34:42		
yp_G3	40:23		
yp_H1	41:28	Leader_H	41:28
yp_H2	34:59		
yp_I1	46:24	Leader_I	41:12
yp_J1	41:03	Leader_J	38:35
yp_K1	31:29	Leader_K	48:52
yp_L1	44:11	Leader_L	46:15
yp_M1	36.15	Leader_M	38:58
yp_N1	37:44	Leader_N	42:16

Summary of the research design for study 1 & 2

A summary of the overall research design is provided in table 20.

Table 20: Overall research design for study 1 & 2

Overall research design for study 1 & study 2	
Research approach and method	• Qualitative research approach • An exploratory interview study • Logic of abduction, deduction, and induction • Two points of view (yps´ and the leaders´ point of view)
Selection process	• Empirical field of retail companies • Selection of five retail companies • Selection of 34 interviewees, 20 yps and 14 leaders
Data collection	• Semi-structured face-to-face interviews • Two interview guidelines (yps guideline, leader guideline) • Interview location at the workplace • Audio recording of all interviews

4 Study 1: Individual innovativeness of yps

Chapter 4 portrays study 1: individual innovativeness of yps. Individual innovativeness is defined as the sum of main factors and related subfactors with the aim to produce successful innovations. A variety of factors and subfactors have been investigated in Part II, chapter 2. Overall, four main factors, which in turn consist of various subfactors, have been identified: (A) personality features, (B) motivations, (C) cognitions, and (D) job features. However, existing research on individual innovativeness does not emphasize yps' innovativeness in the retail industry. Hence, the purpose of study 1 is to examine the first research question:

RQ 1: Can, and if so, how can individual innovativeness be defined for young professionals?

To answer this research questions, a qualitative exploratory interview study with 34 face-to-face interviews has been conducted in the retail industry. Therefore, in order to gain in-depth insights in the purpose of the study, two points of view are assessed (20 interviews with yps and 14 interviews with the leaders). Chapter 4 is structured as follows: First, the data analysis (4.1) will be outlined in more detail, continuing with presenting the findings (4.2) See table 21 for the structure of chapter 4.

Table 21: Structure of chapter 4 (part III) - study 1: individual innovativeness of yps

Section #		*Description*
4.1	**Data analysis**	• Analyses the data with MaxQDA • Codes the data by using the deductive approach • Expands the initial theory using the inductive approach • Creates two additional codes
4.2	**Findings**	• Details and discusses the findings of study 1 • Presents the findings, assessing the two points of view (yps' point of view and the leaders' point of view) • Elaborates the factors (A) personality features, (B) motivations, (C) cognitions, (D) job features, and respective subfactors • Introduces additional factors

4.1 Data analysis

The source of motivation for study 1: individual innovativeness of yps, stems from contributing to individual innovativeness literature by providing a definition of yps' innovativeness. Thus, the main task of data analysis is to find patterns and produce explanations (Creswell, 2009; Miles & Huberman, 1994). For coding itself, audio record files were transcribed verbatim and analyzed with MaxQDA. Such software does not provide an automatic data analysis but facilitates handling and structuring of large amounts of data.

Factors and subfactors for individual innovativeness are established in a first research step[24]. In this sense, the relationship between theory and empirical data addressed the issues with particular reference to the logic of abduction, deduction, and induction, as described in section 3.1 (Huberman & Miles, 2002). Using the deductive approach, the data are coded with regard to main factors and respective subfactors of individual innovativeness. The goal of this approach was to find factors, identified in literature of individual innovativeness and possible additional factors, relevant regarding yps' innovativeness.

In terms of clarity, the data analysis was started by reading data obtained by yps first and in a second step, the leaders' data. This procedure ensured the precise concetration on essential aspects of each view. Each interview transcript was read repeatedly and systematically and thoroughly analyzed for evidence of data fitting these core factors and subfactors (Burks, 1946; Reichertz, 2004). Additionally, to capture issues of accuracy, fidelity, and interpretation, I continually got back to the recording and listened to the spoken aspects of the interview (Gibbs, 2008; King & Horrocks, 2010). Text passages, where the interviewees described their work and their scope of duties, were excluded as the focus of the study was directly set on the individual innovativeness of yps. Coding disagreements were eliminated by discussing the discrepancies with fellow researchers in this field, until a consensus to the most suitable code was reached, which is said to be the "superior way to correct coding mistakes" (Larsson, 1993: 1521). Respective codes for individual innovativeness were applied later, after reading conscientiously, in order to structure

[24] Established factors of indidividual innovativeness are outlined in part II, chapter 2.

the text, based on existing theoretical knowledge. Contents of corresponding parts of the text that could not be assigned in one of the existing coding factors or subfactors, were initially issued under one separate code item. Nevertheless, throughout the analysis, the initial coding scheme may be enlarged if certain parts of the transcript cannot be described by existing codes (Gibbs, 2008; Kvale & Brinkmann, 2009). Moreover, induction is the generalization or justification supported by the accumulation of lots of particular and equal statements (Mayring, 2010). Therefore, further coding dimensions may be developed inductively which may expand the initial theory (Gibbs, 2008; Van de Ven, 2007).

Following this structure for all interview transcripts, yps and leaders, in a next step, the contents of the separate codings were examined precisely in light of the data and research scope. Additionally, two codes were created. After finishing the coding procedure, the overall code item results are presented in table 22. The findings are presented in the subsequent section.

Table 22: Overall code item results of yps and the leaders

Dimensions (categories)	*Subdimensions (subcategories)*	*No. of codes yps*	*No. of codes leaders*	*No. of codes all*
(A) Personality features	Tolerance of ambiguity	4	5	9
	Openness to experience	107	48	155
	Self-leadership	7	5	12
	Self-efficacy	58	25	83
	Internal locus of control	4	0	4
	Proactivity	67	45	112
(B) Motivations	Intrinsic motivation	39	40	79
	Extrinsic motivation	5	0	5
	Personal initiative	44	30	74
	Need for achievement	28	20	48
(C) Cognitions	Cognitive ability	26	11	37
	Cognitive style	42	18	60
	Problem-solving style	43	13	56
(D) Job features	Autonomy	37	15	52
	Job resources	33	15	48
	Support for innovation	36	21	57
	Training	0	1	1
(E) Additional Data	Sense of purpose	29	13	42
	Ambitions	31	23	54

This procedure helped to identify the frequency and importance of each factor and respective subfactors. Some subfactors, though, showed a very high number of codes and the author had been interested in finding out how those numbers are related to each interviewee group.

According to Whittemore, Chase, and Mandle (2001:526), who postulate "the freedom to become immersed in the research process, thoughtfully and creatively considering all possible meanings in data", a detailed overview of all code items per interviewee was created, in order to get deeper insights in yps´ point of view and the leaders´ point of view. To do so, a list of code items per interviewee (yps and leaders) can be found in Annex C, table 33 and table 34.

4.2 Findings

This section details the findings of study 1: individual innovativeness of yps. Within this context, it was relevant to highlight and compare the two views of the yps and the leaders on each factor and subfactor of individual innovativeness.

In order to highlight and compare the two points of view, a table for each factor was created and the two points of view are displayed together. Each table shows the number of quotes (frequency) for each respective subfactor. To demonstrate the importance of all subfactors the following prevalences were assessed: "++" considers a subfactor as prerequisite for all interviewees of one group (e.g. yps or leaders) and is mentioned by more than 80 %. "+" considers a subfactor as prerequisite for most interviewees of one group (e.g. yps or leaders) and is mentioned by 21 – 79 %, and "o" considers a subfactor as prerequisite for hardly any interviewee group and is mentioned by less than 20 %. A table for each factor is presented at the beginning of each subsection.

In this sense, findings start with a short elucidation of the main factor of individual innovativeness. Then, a table, which compares the findings of yps and leaders regarding each factor and respective subfactors, is presented. Subsequently, each subfactor is described in more detail. To do so, respective illustrative quotes are presented and considered in the context of the retail industry (further exemplary interview quotes are presented in Annex C, table 37/38). The quotes always start with the yps´ point of view, followed by the leaders´ point of view.

The findings of the factor personality features are presented first (4.2.1), followed by motivations (4.2.2), cognitions (4.2.3), and job features (4.2.4). Then, additional factors are presented (4.2.5), and a summary of findings is provided (4.2.6).

4.2.1 Personality features

Personality features consist of six subfactors: (1) tolerance of ambiguity, (2) openness to experience, (3) self-leadership, (4) self-efficacy, (5) internal locus of control, and (6) proactivity (Burks, 1946; Gibbs, 2008). Overall, all interviewees' data confirmed that personality features are a crucial sources of yps´ innovativeness in the retail industry. All interviewees alike, yps as well as the leaders, emphasized this factor in the context

of the study. Moreover, data analysis showed that yps and the leaders consider subfactors with quite similar results. Regarding the subfactors, data of all 20 yps and all 14 leaders stressed three particular subfactors of personality features, namely openness to experiences, self-efficacy, and proactivity. In contrast, the interviewees mentioned tolerance of ambiguity, self-leadership, and internal locus of control only peripherally. A comparison of findings of yps' data and leaders' data regarding the factor personality features is shown in figure 9 at the beginning of this subsection. Subsequently, each subfactor is described in more detail.

Figure 9: Comparison between findings of yps and the leaders regarding personality fetaures

(A) Personality features					
Yps (N=20)			Leaders (N=14)		
Subfactors	**Quotes**	**Prevalence**	**Subfactors**	**Quotes**	**Prevalence**
Tolerance of ambiguity	4	o	Tolerance of ambiguity	5	o
Openness to experience	107	++	Openness to experience	48	++
Self-leadership	7	o	Self- leadership	5	o
Self-efficacy	58	++	Self-efficacy	25	++
Internal locus of control	4	o	Internal locus of control	o	o
Proactivity	67	++	Proactivity	45	++

(following Whittemore et al., 2001)

Tolerance of ambiguity: Tolerance of ambiguity refers to the notion that people are able to cope with ambiguous situations and uncertainty (Patterson, Kerrin, & Gatto-Roissard, 2009). For tolerance of ambiguity, only four yps and three leaders seemed to consider this subfactor as prerequisite to yps´ innovativeness.

Although most yps pointed out that no day is alike and emphasized that the daily working environment in the retail industry is filled with ambiguous situations and inconsistencies, but only four (out of 20) yps mentioned tolerance of ambiguity as prerequisite for the individual innovativeness of yps. Hence, tolerance of ambiguity, in the sense of the study, might be seen as an attitude for working in the retail industry and more in the sense unpredictability in general, but not for yps´ innovativeness.

The same applies to the retail leaders as leaders, reported many unforeseen management and/or headquarters decision, unpredictable market or customer development, unrealizable customer wishes or customer annoyance, happening quite easily, but only three with a reference to yps´ individual innovativeness. Hence, the leaders seemed to refer to tolerance of ambiguity more as a prerequisite of fostering and developing yps´ view and ideas about what is necessary for the retail industry in general. Quotes illustrating yps' point of view and the leaders' point of view are, for example:

Yp: "I say you never determine a daily routine because every day is different. Also with the customers. I have different customers and every day is not the same I had before. They all want to buy jackets or leather jackets but everyone has a different taste. You never know what is next." (yp_D1)

Leader: "Every day is different from the previous. […] Not everybody recognizes that we have changes here all the time. We have to deal with different commodities, different people all the time because the trading also changes." (leader_F)

Openness to experience: For openness to experience, people are willing to forge new paths and are open to explore unconventional novel ideas (West & Farr, 1989). For openness to experience, data analysis showed that all 20 yps and all 14 leaders alike stressed this subfactor for the individual innovativeness of yps. Those interviewees emphazised that to work in the retail industry means to be open towards change and new paths, to try and test new possibilities in order to be successful. To come up with new ideas is essential for surviving in this fast changing market and reveals that ´retail is change`[25] which typically means, to be open is retails core business. Moreover, as highlighted by both target groups in order to respond to continually head offices specifications and permanently changing customer demands and customer requests, openness to experience demonstrated to be one main possibility of staying competitive.

Moreover, yps´ data analysis showed 20 out of 20 interviewees revealed this subfactor intensively. However, data showed that openness to experience might be

[25] Quote translated by the author; original German quote: Handel ist Wandel.

distinguished between (1) coming up with new ideas, (2) being open to new ideas/to something new, (3) being open for customers/people, and (4) being interested in further development outside their daily work. Quotes illustrating yps' point of view for openness to experience are:

Yp: (1) "[…] encourage oneself to try out something new […]. I had an idea in mind, which had been a burning need for a while, and I managed to assert myself. […] I have got a positive reply from my leader." (yp_A2)

Yp: (2) "I´m interested in the whole […]. I always try to find out: what is new, what is the new trend, what is the direction of our business, in which direction the effort is to go, and resulting from that probable future ideas and future scenarios can be developed." (yp_I1)

Yp: (3) "I am very sensitive about what is new and what people are interested in. It is crucial to have those products on stock. Therefore, if a customer comes up with a novelty or something he or she wants to have, I immediately take care of finding the desired product and try to get it as quickly as possible." (yp_J1)

Yp: (4) "To gain an impression of what our competitors are doing, I visit their store and get an overview, `what are the other doing´, it could not fail to be a source of inspiration. It can lead to new, original solutions." (yp_K1)

Retail leaders´ data showed that to only sell products and goods as in former times, does not lead to a company's success and to future growth of the retail industry. Moreover, it is important on the one side to engage in customer wishes by creating a rewarding customer experience and on the other side to act as distributor by fostering the relation to the industry. Furthermore, data analysis from the leaders confirmed that especially the retail industry yps are open for innovative ideas, which might be acknowledged, as all 14 leaders stressed this subfactor several times. Considering the leaders´ point of view, data indicated that yps´ openness to experience could be distinguished between (1) open to empower customer experiences and willing to engage in new paths, (2) basically full of ideas, and (3) enjoyment and fun towards change. All these issues require a high level of openness in the context of yps innovativeness. Quotes illustrating leaders' point of view for openness to experience are:

Leader: (1) "Well, I think, one has to be open to new ideas and to create innovative customers' experiences. Well, you cannot insist on the old fashion way of selling and the belief in a sellers' market and continue in the same way all the time […] until the end of your life […] one has to be open and willing to try out new things and new approaches." (leader_L)

Leader: (2) "[…] someone, full of ideas, completely free in his thinking, creating some innovative concept, always with the finger on the pulse of the time, discovers some new ideas." (leader_G)

Leader: (3) "I think, […] by enjoying the work and enjoyment towards change […]." (Endres) "(laughing) she came up with the most unusual ideas, where I have thrown up my hands in despair, but it was successful." (leader_A)

Self-leadership: Self-leadership refers to the notion that one can lead himself by using specific strategies, by thinking positively, or developing constructive ideas (De Jong, 2007). For self-leadership, data analysis demonstrated similar quotes as tolerance of ambiguity. Only four (out of 20) yps and three (out of 14) leaders mentioned this subfactor in the context of yps´ innovativeness.

However, this is in contrast to the fact that most yps emphasized that they work very independently and autonomously. One explanation could be that self-leadership seems to be natural to them and it could be recognized as a relevant prerequisite for their job as yps, but not particularly as subfactor of yps´ innovativeness. Therefore, yps´ data revealed self-leadership rather as a general issue in their role as a yp than a prerequisite of yps´ innovativeness. Exemplary, one yps states:

Yp: „Well, I think it is important to talk about things, e.g. „Hey, I have an idea", or „I think things will be much better like this, can we do it this way?" (yp_G3)

However, in most cases, leaders´ data revealed that retail leaders take it for granted that yps work with a strong self-leadership as part of their job as yps. Retail leaders said that yps already act as deputies for them and therefore are responsible for the whole department or store. Exemplarily, one leader stated:

Leader: "I cannot make regulations available for them […]. That is not possible here. We receive advertisements one time a week, about ten pages with lots of products inside, which are not available in the current range. They have to be presented somehow. So the young executive is challenged to merchandise the products profitable or as good as possible." (Leader_I)

In the following example, only one leader recognized the relation between yps´ innovativeness in the sense of self-leadership:

Leader: "[…] that means you need people who want to be part. Well, I say, it is not easy and it takes a great deal to bring an idea through to implementation. First, you have the idea, then you have to inspire others to do likewise […]." (leader_N)

Self-efficacy: For self-efficacy, people are convinced to be able to implement tasks successfully and think that they can reach goals and achieve tasks through their own strength (Parker & Wu, 2014). For self-efficacy, data analysis showed that all 20 yps and all 14 leaders alike stressed this subfactor.

Concerning self-efficacy yps emphasized, that in order to be innovative, one must be convinced by what he is doing in order to be successful. Additionally, yps agreed that, in order to be innovative, a great portion of enthusiasm should be shown. Hence, data analysis revealed that yps seem to demonstrate a great attraction to organize sources of action needed for further development. Furthermore, while doing things on their own, yps said that they learn a lot and achieve a great deal. According to the data, yps illustrated that in order to pursue an idea, one has to be (1) totally convinced of an idea. Moreover, you even have to be (2) persistent and enforcing. Besides this, some yps mentioned that one has to be (3) courageous, and in fact, dare to convince the leader that they will enact change. Quotes illustrating yps' point of view for self-efficacy are:

Yp: (1) […] when I am totally convinced of something, then […] sometimes it takes a bit longer, but, however, sooner or later, I am successful." (yp_H2)

Yp: (2) […] assertiveness, I think. Because I have to present my idea […] to someone with more influence, and I have to convince this person." (yp_D1)

Yp: (3) "Well, first of all, I was courageous, […] because I said to myself: ´Well, they always complain about the bad turnover, an on the other side our luxury products are somewhere hidden in the corner` […] I went to my leader and told her." (yp_A2)

In addition, the leaders' data demonstrated that, in order to be innovative yps are convinced and show a great portion of enthusiasm. Further on, from the leaders´ point of view, data indicated that the main issue about self-efficacy is that their yps (1) are be courageous and able to think outside the box. Furthermore, (2) they are convinced about their idea in order to promote ideas that run counter to the mainstream. Quotes illustrating leaders' point of view for self-efficay are:

Leader: "[…] she was in Frankfurt and saw a product, a premium product, […] and came up with the idea to stock this product in our store […] but she had already gathered information necessary to convince me." (leader_E)

Leader: "we had this Africa promotion, right after Christmas, yes we said we'd do it […] and it was a tremendous success! […] We got some really good feedback from our customers." (leader_J)

Internal locus of control: Internal locus of control refers to the notion that people believe they can control events affecting them and that their actions directly influence the outcomes of an event (Hammond et al., 2011; Keller, 2012). Data revealed that only four yps and none of the leaders refer to internal locus of control for individual innovativeness of yps.

Those yps´ reported that, due to the fact that their leaders are extremely busy and assign tasks, sometimes without specific indications, (1) they had to rely on their inner conviction to do things right. Additionally, yps data reported that, as a chain

store (2), they are restricted in creating novelties as they stick to the headquarters guidelines. Therefore, one exemplary yps' quote:

Yp 1: Internal locus of control: "[…] for a special promotion I had to put together a leaflet holder. It is not that easy if you have never done that before. Although I had an instruction manual. […] This is not simple, and then you start. And if you get stuck, you have to rethink what you have done and do it again. […] Maybe you fail again, but eventually you know you will succeed." (Rewe_yp_C2)

Proactivity: Proactivity means that people are able to think deliberately, plan, act, and calculate with foresight for future events to occur (Patterson & Gatto-roissard, 2009). For proactivity, data analysis showed that the majority of yps (19 out of 20 yps) and all 14 leaders alike stressed this subfactor.

Yps frequently mentioned that it is important to actively follow what is going on in their business, and to think about changes, challenges and improvements now and in the future. They emphasized the importance of being change-orientated and self-initiated in the workplace as prerequisite for success. Yps´ data indicated that they are more than willing to plan and act with an eye to the future. Concerning the yps´ data, two main threads can be distinguished in the context of the study. The one refers to (1) active thinking and acting with foresight, the other to (2) working structured and planned. Quotes illustrating yp' point of view for proactivity:

Yp (1): "[…] it is the thinking with foresight. Many people think from one day to the other. […] but, just as my leader exemplified […] to continuously think ahead beforehand; and that is how it should be." (Wöhrl_yp_G3)

Yp (2): "[…] or there are tasks we receive from our headquarter […] the very next day, there is an idea. […] couldn´t sleep all night because I thought about it the whole night. And then there is a plan […] an already finished plan." (OBIER_yp_J1)

Leaders stressed that yps are aware of issues regarding their retail business. Moreover, they need to think about improvements and challenges of the future. They too, emphasized that they are change-orientated and self-initiated in the workplace as

a prerequisite for success. In addition, data regarding the leaders can be summarized in a sense that it is crucial that yps consider and calculate potential risks and plan ahead. In this sense, one exemplary leader's quote:

Leader: "Certainly it is important to determine the risk […] of course you calculate beforehand […] the success strongly depends on an attractive product presentation […] and you have to ask yourself: what happens if it fails? If you want to be innovative, it is most important that you have a Plan B […]." (OBIR_leader_J)

4.2.2 Motivations

Motivations consist of four subfactors, (1) intrinsic motivation, (2) extrinsic motivation, (3) personal initiative, and (4) need for achievement (Anderson et al., 2004; Patterson et al., 2009). Overall, all interviewees data confirmed that motivations are a crucial sources of yps´ innovativeness in the retail industry. All interviewees alike, yps as well as the leaders, emphasized this factor in the context of the study. Moreover, data analysis showed that yps and the leaders consider subfactors with quite similar results. Regarding the subfactors, data of yps' and leaders' interviewees stressed two particular subfactors of motivation, namely, intrinsic motivation and personal initiative, whereas the need for achievement was mentioned by about half of the leaders and yps. In contrast, extrinsic motivation was mentioned by only two (out of 20) yps and by none (out of 14) leaders. A comparison of findings of yps' data and leaders' data for the factor motivations is shown in figure 10 at the beginning of this subsection. Subsequently, each subfactor is described in more detail.

Figure 10: Comparison between findings of yps and the leaders regarding motivations

(B) Motivations					
Yp (N=20)			Leader (N=14)		
Subfactors	**Quotes**	**Prevalence**	**Subfactors**	**Quotes**	**Prevalence**
Intrinsic motivation	39	++	Intrinsic motivation	40	++
Extrinsic motivation	5	0	Extrinsic motivation	48	0
Personal initiative	44	++	Personal initiative	30	++
Need for achievement	28	+	Need for achievement	20	+

(following Whittemore et al., 2001)

Intrinsic motivation: For intrinsic motivation, people do things for the inherent satisfaction and are moved by a deep interest and involvement in their work (Anderson et al., 2004). Data concerning intrinsic motivation pointed out that all 20 yps and all 14 leaders explicitly stress intrinsic motivation as relevant factor for yps´ innovativeness.

Yps stressed how important it is to have a deep interest in moving things forward and the joy and fun one must have to do this in a lively environment with flexible working hours from Monday to Saturday. Moreover, yps' data noticed that they have a special identification with their job and the company they work for, and regarded these circumstances as crucial prerequisite for their innovativeness. For the yps´ point of view, it can be derived from the data that most yps exclaimed that, to be innovative, (1) an enormous interest in the activity is important, both in principle and outside the workplace, and (2) a particular kind of love, a special joy and fun for the job. Quotes illustrating yp' point of view for intrinsic motivation:

Yp (1): "It is simply the interest, the ability to get enthusiastic about something, developing interest. And it continues on my way home, watching people, what they wear." (yp_J1)

Yp (2): "I am not going to work to earn money but I have fun doing what I do. If I have the chance I also want to help my colleagues to feel fine and to improve our operating cycles." (yp_D1)

Furthermore, leaders argued that intrinsic motivation is an important subfactor for yps´ innovativeness and they even claimed a special love for their profession should be experienced as well. This might be underlined by the fact that most leaders show considerable long employment with the company. Therefore, from the leaders´ point of view, data analysis showed that all leaders emphasized that one major prerequisite of yps´ innovativeness is the subfactor intrinsic motivation, as they mentioned it in different contexts during the interview. Moreover, data indicated that leaders note intrinsic motivation in a way, that yps (1) are actively interfering with the everyday running business and (2) are interested in many issues by themselves. In addition to that, it can be derived from the data that the leaders stressed that yps (3) have joy and fun in their job and (4) are passionate about their profession. Quotes illustrating leaders' point of view for intrinsic motivation:

Leader (1): *" Yes this woman […] absolutely. She is interested in everything. She comes to me like "well, I have seen something and can't we do this". (leader_A)*

Leader (2): *"And wanting it of one's own accord." (leader_C)*

Leader (3): *"he has to enjoy his job. And when he likes it, it comes automatically." (leader_E)*

Leader (4): *"You have to be hooked to what you do, it does not matter what it is, I have to be hooked. Some people do not even flare and some do not even have a glut. There has to be fire. I really have to be hooked to my job." (leader_F)*

Extrinsic motivation: For extrinsic motivation, people are moved by the desire to attain some goal on top of the work itself, like external rewards (Anderson et al., 2004). For extrinsic motivation, data analysis showed that only four yps and none of the leaders mentioned extrinsic motivation as subfactor of yps' innovativeness.

Moreover, those yps who mentioned extrinsic motivation, they consider reward in a sense of recognition and praise and rather considered it as "icing on the cake". To engage in innovative activities seemed to be regardless of whether they will be rewarded or not. In this sense, one expemplary yps' interviews quote:

Yp: "I mean, there are months in which you work more than usual but you do not say "Oh, I have worked too much", but you say "wow, I have invested that time and this is the result of it". When your leader praises you by saying "That has been a big change, my respect", then you are glad you did it. You also have this nice feeling when somebody says "wow, I have done something new and it was great". (yp_N3)

In contrast, leaders´ data showed that none of the leaders mentioned extrinsic motivation for yps innovativeness. This might be due to the fact that all leaders are engaged in their job with a great deal of passion. Some of the leaders knew about reward systems in other industries, but didn´t consider this applicable for the retail industry, especially in chain stores. Hence, in order to motivate yps´ innovativeness for some particular successful events they report to their head office as kind of best practice. Subsequently, one exemplary leaders' quote:

Leader: "Well, for example one subsidiary did something very well or they came up with an idea and told the headquarters about it, so it will be introduced to every subsidiary and this is called "Best Practice". There is footage for the process available or about whatever we are talking. It will be passed on to the subsidiaries, thereby they can adopt the new ideas and furthermore the employees are invoked to think about new ideas." (leader_M)

Personal initiative: For personal initiative, people achieve goals by taking an active and self-starting approach (De Jong, 2007). In the context of yps´ individual innovativeness, data analysis showed that 16 (out of 20) yps and all 14 leaders regard the subfactor personal initiative as crucial for yps' innovativeness.

Interestingly, yps' data revealed that (1) yps belief, being engaged "around the clock", beyond the norm, is particularly essential to generating successful innovative output. Hence, yps´ reported that (2) they are happy to be personally engaged and take active, self-starting innovative approaches in their free time as well. Quotes illustrating yps' point of view for personal initiative:

Yp (1): "even when I am leaving the office at 8 pm I am still working because I am looking at people in the streets when I am driving home by underground. There I search for trends and innovations." (yp_H2)

Yp (2): "In my apprenticeship I worked for a month at the check out. I noticed customers saying "I have so many cards in my pocket" if I ask them whether they want a customer's card. And I thought it would not be bad because in our store you just need the number, not the whole card. You can just save the number in your phone or somewhere else." (yp_F1)

Leaders stated that to solve complex tasks innovatively and effectively, personal initiative is indispensable. In addition, retail leaders' data revealed similar results as yps data, namely that (1) yps are "on" all the time, and (2) are active and self-starting. They regard personal initiative as a crucial prerequisite, when it comes to yps´ innovativeness. Quotes illustrating leaders' point of view for personal initiative:

Leader (1): "I think it is […] a lot of your own commitment. That also means that you are not just interested in your own range which you sale but also say: "I will look around and ask myself how do they sell when I am traveling, going on trips or when I see something while I am buying things in different countries which have similar ranges." (leader_K)

Leader (2): "Searching for the right parameter makes you innovative. Which direction is the right one, what impresses him? What can I contribute?" (leader_G)

Need for achievement: For the need for achievement, people desire to accomplish significant success and attempt to excel in activities (Judge, Erez, & Bono, 1998; De Jong, 2007). In the context of yps´ individual innovativeness, data analysis showed that 14 (out of 20) yps and 8 (out of 14) leaders regard the subfactor need for achievement for yps' innovativeness.

A majority of yps underlined that (1) engaging in new ideas or creating new sales' strategies are part of their personal development, as they strive for higher and professional quality. However, as pointed out in the data, most yps see their innovativeness as part of their professional development. In this sense, one exemplary interview quote:

Yp (1): "For me, in my opinion it is […] important. I want to work on the management level where, for example, Mrs […] is actually working as the head of the department. But it is difficult to get this position, so I think. […] so there is something motivating attempting to do something better if there are any problems." (KarstadtN_yp_L1)

Yp (2): "[…] I am young and in the beginnings, so I have to prove myself. I need to show assertiveness to be taken seriously […]."(KaufhofN_yp_A2)

In contrast, leaders' data revealed that more than a half of the leaders regard need for achievement as an important prerequisite. This might be due to the fact that some leaders distinguished between the need for achievement as a prerequisite for yps innovativeness (1) and the need for achievement as prerequisite of sales success (2) and some leaders combine these two aspects (3). Quotes illustrating leaders' point of view for need for achievement:

Leader: "Yes, you might have to be like that and you are always a bit dissatisfied because you are striving for performance. You also want to develop. These are the basic requirements for innovativeness." (leader_L)

Leader: "Yes you definitely have to be success-oriented otherwise it will fail." (leader_A)

Leader: "Or someone needs support in any way. Yes, every morning at 10:30 a.m. we take a half, three-quarter of or an hour maximum to scan everything." (leader_H)

4.2.3 Cognitions

Cognitions consist of three subfactors, (1) cognitive ability, (2) cognitive style and (3) problem-solving style (Anderson et al., 2004; De Jong, 2007; Patterson et al., 2009). Overall, all interviewees data confirmed that cognitions are crucial sources of yps' innovativeness in the retail industry. All interviewees alike, yps as well as the leaders, emphasized this factor in the context of the study to more or less different extents, regarding the subfactors. Moreover, data analysis showed that yps and the leaders consider subfactors with quite similar results. Regarding the subfactors, data of both interviewee groups stressed the subfactor cognitive style as predominant (17 out 20 yps and 12 out of 14 leaders), and about half of the yps and half of the leaders referred to cognitive ability and problem-solving style. A comparison of findings of

yps' data and leaders' data for the factor cognitions is shown in figure 11 at the beginning of this subsection. Subsequently, each subfactor is described in more detail.

Figure 11: Comparison between findings of yps and the leaders regarding cognitions

(C) Cognitions					
Yp (N=20)			Leader (N=14)		
Subfactors	**Quotes**	**Prevalence**	**Subfactors**	**Quotes**	**Prevalence**
Cognitive ability	26	+	Cognitive ability	11	+
Cognitive style	42	++	Cognitive style	18	++
Problem-solving style	43	+	Problem-solving style	13	+

(following Whittemore et al., 2001)

Cognitive ability: For cognitive ability, people are able to combine new and existing knowledge critical to being successful (Taggar, 2002). Data analysis showed that the subfactor cognitive ability turns out to be significant to three quarters (14 out of 20) of yps and eight out of 14 leaders.

Yps emphasized the variety of tasks and considered their job as highly multiple-faceted. In this sense, data revealed that it seems to be not only helpful but also crucial to combine multiple aspects of their job and yps seemed to be highly interested in managing multiple types of information and trying to adjust gathered information to current situations. Furthermore, yps' data analysis exposed a variety of cognitive ability-related situations. The answers ranged from (1) the ability to determine whether the current situation is appropriate to employ innovation, up to (2) generating innovative ideas out of customer contacts. Quotes illustrating yps' point of view for cognitive ability:

Yp (1): "What will get me ahead in this moment? No, I do not need to start rebuilding the wall when there are customers everywhere. Doesn' help me to get ahead, doesn' help anyone get ahead here. So I need to do it another day, maybe on Monday […] that is kind of keeping your eyes open and also (…) understanding processes." (yp_H2)

Yp (2): "when it comes to innovation skills then it also means: "I need to pass on something that is important." So, also consulting is important because I can assimilate the customers' wishes and needs and because of this I am able to show them something they like." (yp_H1)

Data from the leaders´ point of view emphasized that yps are aware of the importance of the particular nature and special features regarding the retail industry, especially in a chain store. However, for yps´ innovativeness most leaders stressed that yps constantly question to what extent change will be a success. Moreover, they argued that yps combine thinking and acting, according to the principle: `think before you act´. Exemplary, one leader states:

Leader: "An innovative yp […] also knows how to deal with his goods. That means which good can be sold over the year and which one should I put into storage. Thinking about which exploitation is the best for this part. So you yourself analyse flops and tops and try to manage the area actively." (leader_H)

Cognitive style: For cognitive style, people are able to reflect successful situations and transfer them to similar situations or problems (Taggar, 2002). The data analysis showed that the subfactor cognitive style seemed to be even more significant than cognitive ability. Data analysis showed that the subfactor cognitive style turns out to be significant for 17 (out of 20) yps and 12 (out of 14) leaders.

Yps reported that is it important (1) to be able to realize a problem (i.e. customer problem) and experiment to find a new, successful solution. Another aspect can be derived from the data that in order to create novelty it is relevant, (2) to capture complex situations, have them in mind, and transfer them into new situations. Furthermore, the data showed that all yps (3) highlighted their enthusiasm for understanding the complexity and their eagerness to implement all their experience as effectively as possible. Quotes illustrating yps' point of view for cognitive style:

Yp (2): "I can show you an example […]. It was […] about the extra order. It was a […] confusing form […] very old and not contemporary at all. […] I thought about what to do. […] So I sat down and revised the whole form. […]. Regarding to this I felt very innovative because I made the workflow, the process a bit easier." (yp_L1)

Yp (2): "Sometimes you know just by experience where the article is sold best and which articles can be stationed best on the side. […] and how I can implement it in my market presenting the atmosphere best." (yp_K1)

Yp (3): "We get our containers and so we have to build it up and create places. The area needs to be free. There have to be new creative things. The customer needs the Wow-effect when he comes regularly." (yp_J1)

Leaders´ data displayed (1) the necessity for permanently having everything in mind. For all leaders´, cognitive style appeared to be a very crucial component of comprehending retail as a whole, in order to know where innovativeness can be applied. Data analysis showed that yps are to be able to (2) capture information from inside and outside (e.g. competitor, journals, customers) and generate novelties for the retail context. Quotes illustrating leaders' point of view for cognitive style:

Leader (1): "And then […] I ask "Where did you see that? Why do you want to do that? How do you want to arrange it? Which advertising material do you need? What do you think how high will the turnover be? How high is the gross profit?". She already has a plan. So I visualize it and tell her she can try it." (leader_E)
Leader (2): "An innovative employee should also challenge something. Just because this is my opinion it needn' be right. How I already said an innovative employee also has a feeling for the actual situation on the marked." (leader_H)

Problem-solving style: For problem-solving style, people establish systematic and/or intuitive thinking and are therefore able to produce novel problem solutions (Scott & Bruce, 1994). In the data analysis, the subfactor problem-solving style turned out to be significant as well for 16 (out of 20) yps and 7 (out of 14) leaders

Yps' data revealed that (1) every day means to dealing with new ideas, to manage change and respond to challenges. In this sense, thinking about novel and mostly

immediate problem solutions seemed to be part of their day-to-day business. Moreover, they said that there (2) are new challenges to cope with in a wide range of multiple settings. These issues vary from starting special customer requirements up to the delivery of goods and process changes coming from the head office. They talked about thinking when an issue comes up, and reported about their engagement in finding successful solutions. Yps' data emphasized a great enthusiastic problem-solving style. Quotes illustrating yps' point of view for problem-solving style:

Yp (1): "Well […] keeps different brands. Quasi […] and in the beginning we were together in one shop so we soon noticed it does not work how it should so we had the idea to separate the shops." (yp_G1)

Yp (2): "Exactly, you have to think about "What can I do to make it most comfortable for the customers? And does it look appealing?". I do not understand an innovation as "I am just doing this" and in the end it will look great. It has to have a benefit and also a purpose. I mean when it is designed attractively, it is clear that the customers will more likely buy it because they stop in front of it and have a look." (yp_C2)

Leaders' data indicated that for yps′ individual innovativeness, problem-solving style starts when the yps (1) focuses on their activities and, in a next step, structures his tasks and processes in order improve workflow. Furthermore, most leaders′ viewed the subfactor problem-solving style, yps are (2) interested in a comprehensive view and engaged in problem solutions, and really have to care about their daily business. Quotes illustrating leaders' point of view for problem-solving style:

Leader (1): "Especially in the beginning, you definitely try to optimize the processes to simplify the workflow. In every department workflows have already been generated which could have been generated differently considering the earlier experiences to make the whole procedure easier." (leader_H)

Leader (2): "When he sits at home, searching in his range saying: "What is not available now?" or "How do the others do that?". Customers always ask me for certain things but we do not stock them!" (leader_K)

4.2.4 Job features

Job features consists of four subfactors, (1) autonomy, (2) job resources, (3) support for innovation, and (4) training (Scott & Bruce, 1994). Job features deal with the characteristics of an employee's job. Overall, all interviewees' data confirmed that job features are crucial sources of yps´ innovativeness in the retail industry. All interviewees alike, yps as well as the leaders, emphasized this factor in the context of the study. Moreover, data analysis showed that yps and the leaders consider subfactors with quite similar results. Regarding the subfactors, interviewees' data revealed that autonomy was mentioned by 14 (out of 20) yps and 10 (out of 14) leaders, 14 (out of 20) yps and 8 (out of 14) leaders mentioned job resources, and 13 (out of 20) yps and 11 (out of 14) leaders, support for innovation. In contrast, only one leader mentioned training. A comparison of findings of yps' data and leaders' data for the factor job features is shown in figure 12 at the beginning of this subsection. Hereinafter, each subfactor is described in more detail.

Figure 12: Comparison between findings of yps and the leaders regarding job features

(D)Job features					
Yp (N=20)			Leader (N=14)		
Subfactors	**Quotes**	**Prevalence**	**Subfactors**	**Quotes**	**Prevalence**
Autonomy	37	+	Autonomy	15	+
Job resources	33	+	Job resources	15	+
Support for innovation	36	+	Support for innovation	21	+
Training	0	0	Training	1	0

(following Whittemore et al., 2001)

Autonomy: For autonomy, people are free to determine the schedule of their work, the way, and resources they will use to carry out their tasks. They are free to experiment with improvements (Love et al., 2011). 14 (out of 20) yps and 10 (out of 14) leaders regard autonomy as an important prerequisite for the individual innovativeness of yps.

Yps emphazised the freedom they have in their job and especially in the way they can fulfill their tasks. Data revealed that this applied autonomy lead to an enormous innovative engagement in yps´ innovativeness. Furthermore, yps' data stressed the importance that the leaders allow them the freedom necessary to develop and create novelty and to think ahead. Exemplary, one yps states:

Yp: "I am especially lucky to be leading the fourth floor nearly by myself. There is only one person on this floor with a higher position but he keeps out quite much. So I can structure, especially this department, on my own." (yp_H1)

Leaders´ data showed the importance of autonomy in a sense of freedom to carry out their tasks, for yps´ individual innovativeness. Moreover, leaders realize the particular value of freedom they claim and give them the opportunity to do, when they come up with an high amount of ideas. Exemplary, one leaders states:

Leader: "They have a lot of freedom, also deciding on their own if it is important or not again and again." (leader_A)

Job resources: For job resources, people are able to achieve work goals through functional aspects of the job (Love et al., 2011). 14 (out of 20) yps and 8 (out of 14) leaders regard autonomy as prerequisite for the individual innovativeness of yps.

Yps' data exposed that yps emphasized how easy it is to be innovative and act in a friendly collaboration with likable colleagues, and an interesting and open job environment. Moreover, for job resources, the data referred to the goods, the customers, the working hours, and the fact that they like their colleagues. In this sense, expemplary, one yps states:

Yp: "Hosting a party for customers and/or employees […]. You can strengthen the team, so I think, because you come into contact privately. Not at work, […]. There you hardly talk to others. At this party you have this possibility. Furthermore, you experience new things, I like that." (yp_C2)

The leaders´ data support this view and realize that yps seek a good working environment and climate as prerequisite for engagement and interest. Further, they said that because of this climate they are able to quickly realize change. One exemplary leaders' quote:

Leader: "I always say: "If the climate is good, the working climate, that is […] very important, they can achieve everything." (leader_C)

Support for innovation: For support for innovation, people are provided with the necessary expectation, approval, and practical support which are crucial to introduceing new and improved things in the work environment (West & Farr, 1989). 13 (out of 20) yps and 11 (out of 14) leaders regard support for innovation as a prerequisite for the individual innovativeness of yps.

Yps' data revealed that yps are aware that without the support of their colleagues, innovativeness wouldn´t work in the retail industry, in their words, "it would be impossible". However, this promotes generating and implementing innovation together and to get everyone on board. Yps´ data considered support as self-evident, because they emphasized a great cooperation with all their colleagues. In this sense, one exemplary yps' interview quote:

Yp: "So it becomes easy then because I realized what it is like "They also ask me, 'What do you think about it?'" We do that often if we are just decorating something. I have a colleague for example who is great at decorating. I always asked him about his opinion "What do you think? Is it ok? Do you have further tips for me?" We ask each other because of details in daily handholds again and again „Is it nice/do you like it?" (yp_A1)

In this sense, most retail leaders´ data showed that yps recognize and identify each other's strength. They emphasized that support for innovation is important to deploy the right strength in order to achieve the right goals. Leaders´ data underlined that mutual understanding, respect, and fair interaction is what yps look for. Further, they are able to ask for opinions and help. Exemplary one leader states:

Leader: "Then we realized "We have to slip in innovation into the beverage store." So we decided to sit together with the department manager and she said "I really do not like that theme. I cannot manage that." That is ok. So I said "Look, my assistant, you and I can come over and we build it up together." This has been the beginning of seasonal innovations in the beverage store." (leader_E)

Training: For training, people are supported with appropriate and planned efforts that facilitate learning of task-related compentence in a working environment (Scott & Bruce, 1994). However, surprisingly, although individual innovativeness of yps seemed to be a most relevant contribution for the future of the retail industry, none of the yps and only one leader mentioned training.

It appears to be expected that individual innovativeness of yps per se is existent. Data demonstrated that yps and the leaders praised the excellent development program of each company, but no targeted promotion of the individual innovativeness of yps seems to be offered. Only one leader stated that brainstorming might be part of other subjects. Illustrative yps' and leaders' quotes for training:

Yp: "There are further education measurements for junior managers. I am sure there are some companies which are concerned. But in any case there are further education measurements for junior managers, for THE managers who are already managers but who want more." (yp_H1)

Leader: "Yes, idea generation as well. It is always packed in a theme and you just say: Well, we just collect some ideas and wait what happens. But regarding the theme innovation we do not say anything." (leader_M)

4.2.5 Additional factors

Finally, as already mention in section 3.2, the initial coding scheme was enlarged as certain parts of the interviews couldn´t be described by existing codes of individual innovativeness. Therefore, using the inductive approach, a further coding dimension was developed, expanding the initial framework and in a first step a new category was elaborated and those statements coded as `others´ (Scott & Bruce, 1994).

Furthermore, many particular and equal statements that appeared frequently were generalized (Burks, 1946; Gibbs, 2008) and deeply discussed with two senior researchers. Therefore, in a second step two additional codes were generated out of the data, (1) sense of purpose and (2) ambition. Although only few studies investigated on yps, these studies agreed that yps showed, amongst others, charateristics (see chapter 2 of this part IV), a sense of purpose and ambition (Balda & Mora, 2011; Howe & Strauss, 2009; Twenge, 2010). 16 (out of 20) yps highlighted sense of purpose and 17 (out of 20) yps emphasized ambition for their indivudal innovativeness. In contrary, all 14 leaders highlighted ambition but only 7 (out of 14) leaders sense of purpose. A comparison of findings of yps' data and leaders' data for the factor job features is shown in figure 13 at the beginning of this subsection. Hereinafter, each subfactor is described in more detail.

Figure 13: Comparison between findings of yps and the leaders regarding additional factors

(E) Additional factors					
Yp (N=20)			Leader (N=14)		
Subfactors	**Quotes**	**Prevalence**	**Subfactors**	**Quotes**	**Prevalence**
Sense of purpose	29	++	Sense of purpose	13	+
Ambition	31	++	Ambition	23	++

(following Whittemore et al., 2001)

Sense of purpose: For sense of purpose, people consider something as meaningfully directed towards future orientation and goals (Amato & Herzfeldt, 2008; Hershatter & Epstein, 2010; Twenge, 2010). Yps´ work is an important part of their life, and not a secluded activity that needs to be done (Espinoza et al., 2010). Hence, they are interested in finding work as personally fulfilling (Hershatter & Epstein, 2010). They seek work that gives them the opportunity to learn and develop new skills, are open to take responsibility, and feel connected to a bigger purpose (Dannar, 2013).

Obviously, sense of purpose is an important factor for yps´ innovativeness. For 'sense of purpose' findings showed that yps may seek much more in turn for their permanent engagement in innovative efforts. Moreover, they are not satisfied with only utilizing information. Yps want to work indepently and contribute to change.

Yps´ data revealed that when being innovative, they (1) have the desire to do something meaningful. Moreover, yps' data emphasized that for an innovative idea, they are willing to work more, even outside their regular job description. In order to do so, yps´ reported that they (2) prefer "cool" colleagues, sharing their idea and who are open to work for a better goal. Quotes illustrating yps' point of view for sense of purpose:

Yp (1): *"Knowing I am coming here and doing something useful. And I think if you know you are here and the trade has reached a crossroad. So we have to think about which way we should go, which is the right one." (yp_I1)*

Yp (2): *"If I look at our team, even now that I know something about our department group in the basement, I can say they are great and especially independent people." (yp_A1)*

For leaders it is important to develop ways to move efficiently among common tasks and more fulfilling tasks (Dannar, 2013). Furthermore, they are required to keep their yps in the loop of information, instead of a `need-to-know basis´ (Dannar, 2013). Hence, for yps´ innovativeness, their leaders need to be open and positive, and constantly seek communication, which in the sense of yps and their leaders, is more a dialogue. However, they seem to be ready to questioning everything, especially their leaders, like "Why are you doing that?" to "Why are you doing that in this way?", because they want to understand what they do, and ideally, put this into practice immediately. Most leaders´ data implicated that they are aware of this change, as one leader stated:

Leader: *"First of all you notice it when employees ask you questions, how interested they are in specific themes which are discussed […]. You realize how much he can identify himself with his area.You also have to see it as your life are hundred per cent." (leader_A)*

Ambition: For ambition, people show much effort and a strong desire for success regarded as source for spending time and energy (Balda & Mora, 2011). Based on (Hershatter & Epstein, 2010; Lattuch & Young, 2011), yps are willing to work `hard´. Yps are characterized as more ambitious and sometimes even assertive in expressing

their needs and desires (Burke & Ng, 2006; Twenge, 2010). Findings revealed that yps are ambitious, as they are willing to work `hard´ and show enormous engagement and strive to continuously step ahead. They want to participate in innovative activities, provided with personal and professional development, and challenged with responsibilities. Furthermore, they want their leader to give them opportunities to participate in innovative activities, provide them with personal and professional development, and challenge them with responsibilities and ambition (Burke & Ng, 2006; Twenge, 2010). All yps highlighted the strong desire to perform and succeed. In this sense, quotes illustrating yps' point of view for ambition:

Yp: "If you always want to be better and better. For example the turnover of the marked which you want to increase a bit every year. So you have to think about "How can I manage that? If I do everything like last year I will not succeed." (yp_C2)

Yp: "The skills you need in my opinion to work in trade are blood, sweat and tears and passion. Furthermore you need the will to success and a healthy ambition." (yp_E2)

Leaders´ data revealed that leaders already recognize the ambition of their yps and therefoe create opportunities that are challenging and complex (e.g. work on different projects or assign proactive tasks) (McDonald & Hite, 2008). Moreover, leaders´ data showed that they realize that their yps obviously (1) seek to advance their skills as well as to bring things forward. Moreover, they reported that in order to succeed, they need to (2) keep an open mind on how yps´ are motivated and contribute their ideas. Leaders´ data showed, that mostly, all leaders are already aware about ambition as prerequisite for yps´ innovativeness. Quotes illustrating leaders' point of view for ambition:

Leader: "if somebody sees chances and is thinking about that: "I want to get ahead but I have to be a bit faster, better and a bit more innovative." (leader_H)

Leader: "Nowadays you definitely have to be ambitious, yes […] that is detached from everything. Yes, if someone is not ambitious nowadays he will never be present on the area and enforce any innovation." (leader_G)

4.2.6 Summary of findings

The goal of this study 1: individual innovativeness of yps, was to investigate the individual innovativeness of yps. Therefore, factors and subfactors of individual innovativeness derived in part II, chapter 2, served as a basis for the investigation (Anderson et al., 2004; De Jong, 2007). Additionally, two points of view, the yps' point of view and the leaders' point of view were considered to answer the research question. In this sense, findings primarily confirmed the importance of the individual innovativeness of yps in the retail industry.

All main factors of individual innovativeness supposed to be present for yps' innovativeness, but this does not apply for all subfactors. Figure 14 contains the following information and summarizes the findings of study 1:

(a) Two additional factors are elaborated and pointed out by the yps as well as the leaders for yps' innovativeness. These two additional factors are: sense of purpose, and ambition.

(b) Surprisingly, yps and the leaders noticed factors and subfactors equally, which is represented by demonstrating the prevalences (++, +, 0).

(c) Futhermore, all main factors of individual innovativeness are important for yps' innovativeness. However, this does also apply to the subfactors, albeit to different extent.

(d) Moreover, some subfactors seemed to be predominant (++) for yps' innovativeness in the retail industry. The key issues seem to be following five subfactors: (1) openness to experience, (2) self-efficacy, (3) proactivity, (4) personal initiative, and (5) cognitive style. Equally interesting is the fact that some subfactors (0), are not emphazised at all for yps' innovativeness, neither by yps nor by the leaders. Those five subfactors are: (1) tolerance of ambiguity, (2) self-leadership, (3) internal locus of control, (4) extrinsic motivation, and (5) training. However, all other subfactors seem to be relevant for both, yps and the leaders in a similar way. The following figure 14 summarizes the findings of study 1 and presents the invidual innovativeness of yps.

Figure 14: Summary of findings of study 1- indivudal innovativeness of yps

(A) Personality features			***(B) Motivations***		
Subfactors	**Yps**	**Leaders**	**Subfactors**	**Yps**	**Leaders**
Tolerance of ambiguity	o	o	Intrinsic motivation	++	++
Openness to experience	++	++	Extrinsic motivation	o	o
Self-leadership	o	o	Personal initiative	++	++
Self-efficacy	++	++	Need for achievement	+	o
Internal locus of control	o	o			
Proactivity	++	++			
(C) Cognitions			***(D) Job features***		
Subfactors	**Yps**	**Leaders**	**Subfactors**	**Yps**	**Leaders**
Cognitive ability	+	+	Autonomy	+	+
Cognitive style	++	++	Job resources	+	+
Problem-solving style	+	+	Support for innovation	+	+
			Training	o	o
(E) Additional factors					
Factors	**Yps**	**Leaders**			
Sense of purpose	++	+			
Ambition	++	++			

5 Study 2: Leadership supporting yps' innovativeness

Chapter 5 portrays study 2: leadership supporting yps' innovativeness. Leadership is defined as a process directed to support groups of individuals towards innovative outputs. Several leadership dimensions and respective subdimensions are found to support individual innovativeness in Part II, chapter 3. Overall, four main dimensions, which in turn consist of various subdimensions, have been identified: (A) transformational leadership, (B) transactional leadership, (C) participative leadership, and (D) LMX. However, existing research on leadership supporting individual innovativeness does not emphasize yps' innovativeness in the retail industry. Hence, the purpose of study 2 is to examine the second research question:

RQ 2: Does, and if so, how does leadership support young professionals' innovativeness?

To answer this research questions, as already decribed in chapter 4, a qualitative exploratory interview study with 34 face-to-face interviews has been conducted in the retail industry. Therefore, in order to gain in-depth insights into the purpose of the study, two points of view are assessed (20 interviews with yps and 14 interviews with the leaders). Chapter 5 is structured as follows: First, the data analysis (5.1) will be outlined in more detail, continuing with presenting the findings (5.2). See table 23 for the structure of chapter 5.

Table 23: Structure of chapter 5 (part III) - study 2: leadership supporting yps' innovativeness

Section #		*Description*
5.1	**Data analysis**	• Analyses the data with MaxQDA • Codes the data by using the deductive approach
5.2	**Findings**	• Details and discusses the findings of study 2 • Presents the findings assessing the two points of view (yps' point of view and the leaders' point of view) • Elaborates the dimensions (A) transformational leadership, (B) transactional leadership, (C) participative leadership, and (D) LMX, and respective subdimensions

5.1 Data analysis

The source of motivation for study 2: leadership supporting yps' innovativeness, stems from contributing to individual innovativeness literature by providing an inventory of leadership support. Thus, the main task of data analysis is to find patterns and produce explanations (Creswell, 2009; Miles & Huberman, 1994). For coding itself, audio record files were transcribed verbatim and analyzed with MaxQDA. Such software does not provide an automatic data analysis, but facilitates handling and structuring of large amounts of data.

Leadership dimensions and respective subdimensions are established in a first research step[26]. In this sense, the relationship between theory and empirical data addressed the issues with particular reference to the logic of abduction, deduction, and induction, as described in section 3.1 (Huberman & Miles, 2002; Mayring, 2010). Using the deductive approach, the data are coded with regard to existing dimensions and subdimensions of leadership. The goal of this approach was to identify dimensions, based on background literature relevant to this study.

In terms of clarity, the data analysis by reading data obtained by yps first, and second, the leaders´ data. This procedure helped me to concentrate precisely on the essential aspects of each view. Each interview transcript was read repeatedly and systematically, and thoroughly analyzed, searching for evidence of data fitting these core subdimensions (Burks, 1946; Reichertz, 2004). Additionally, to capture issues of accuracy, fidelity, and interpretation, I continually went back to the recording and listened to the spoken aspects of the interview (Gibbs, 2008; King & Horrocks, 2010). Text passages, where the interviewees described their work and their scope of duties were excluded as the focus of the study was directly set on the leadership support for yps´ innovativeness. Coding disagreements were eliminated by discussing the discrepancies with fellow researchers in this field until a consensus on the most suitable code was reached which is said to be the "superior way to correct coding mistakes" (Larsson, 1993:1521). Respective codes for leadership supporting individual innovativeness were applied later after reading conscientiously, in order to structure the text based on existing theoretical knowledge.

[26] Established dimensions and subdimensions are outlined in part II, chapter 3.

Following this procedure for all interview transcripts of yps and leaders, in a next step, the contents of the separate codings were examined precisely in light of the data and research scope. After finishing the coding procedure, the overall code item results are presented in table 24.

Table 24: Overall code item results of yps and the leaders

Dimensions (categories)	*Subdimensions (codes)*	*No. of codes yps*	*No. of codes leaders*	*No. of codes all*
(A) Transformational leadership	Idealized influence (charisma)	53	26	79
	Inspriational motivation	24	24	48
	Intellectual stimulation	37	32	69
	Individualized consideration	17	27	68
(B) Transactional leadership	Contingent reward	8	6	14
	Management-by-exception	42	29	71
(C) Participative leadership	Including consultation	44	39	83
	Joint-decision-making	8	31	39
	Delegation	31	20	51
(D) LMX	Mutual trust	44	24	68
	Respect	25	13	38

This procedure helped to identify the frequency and importance of each leadership dimension and respective subdimension. Some subdimensions though showed a high number of codes and I was interested in finding out how those numbers are related to each interviewee group.

According to Whittemore, Chase, and Mandle (2001:526), who postulate "the freedom to become immersed in the research process, thoughtfully and creatively considering all possible meanings in data", a detailed overview of all code items per interviewee was created, in order to get deeper insights in yps′ point of view and the leaders′ point of view. To do so, a list of code items per interviewee (yps and leaders) can be found in Annex C, table 35 and table 36.

5.2 Findings

This sections details the findings of study 2: leadership supporting yps' innovativeness. Within this context, again it was relevant to highlight and compare the two views of the yps and the leaders on each leadership dimensions and respective subdimension of individual innovativeness.

In order to highlight and compare the two points of view, a table for each leadership dimension was created and the two points of view were displayed together. Each table shows the number of quotes (frequency) for each respective subdimension. To demonstrate the importance of all subdimensions, the following prevalences were assessed: "++" considers a subdimension as prerequisite for all interviewees of one group (e.g. yp or leaders) and is mentioned by more than 80 %. "+" considers a subdimension as prerequisite for most interviewees of one group (e.g. yps or leaders) and is mentioned by 21 – 79 %, and "o" considers a subdimension as prerequisite for hardly any interviewee group and is mentioned by less than 20 %. A table for each leadership dimension is presented at the beginning of each subsection.

In this sense, findings start with a short elucidation of the leadership dimension supporting individual innovativeness. Then, a table which compares the findings of yps and leaders regarding each leadership dimension and subdimension is presented. Subsequently, each subdimension is described in more detail. To do so, respective illustrative quotes are presented and considered in the context of the retail industry (further exemplary interview quotes are presented in Annex C, table 39/40). The quotes always start with the yps´ point of view, followed by the leaders´ point of view.

The findings of transformational leadership are presented first (5.1), followed by transactional leadership (5.2), continuing with participative leadership (5.3), concluding with LMX (5.4). Subsequently each leadership dimension and subdimension supporting individual innovativeness is presented in more detail.

5.2.1 Transformational leadership

Transformational leadership consists of four subdimensions, (1) idealized influence (charisma), (2) inspirational motivation, (3) intellectual stimulation, and (4)

individualized influence (Bass, 1999; Grant, 2012). Overall, all interviewees data revealed that all subdimensions of transformational leadership support yps´s innovativeness, albeit to different extents.

Moreover, all 20 yps strongly emphasized the subdimension idealized influence and intellectual stimulation as an important support for their innovativeness, whereas 13 (out of 20) yps mentioned indivudal consideration. The findings are slightly different for the leaders, as all 14 leaders stressed the subdimensions idealized influence, intellectual stimulations and individualized consideration as an important support for yps' innovativeness. However, 14 (out of 20) yps as well as nine (out of 14) leaders regarded inspirational motivation in a similar way when it comes to supporting yps' innovativeness. A comparison of findings of yps' data and leaders' data for transformational leadership is shown in figure 15 at the beginning of this subsection. Subsequently, each subfactor is described in more detail.

Figure 15: Comparison between findings of yps and the leaders regarding transformational leadership

(A) Transaformational leadership					
Yp (N=20)			Leader (N=14)		
Subfactors	**Quotes**	**Prevalence**	**Subfactors**	**Quotes**	**Prevalence**
Idealized influence	53	++	Idealized influence	26	++
Inspirational motivation	24	+	Inspirational motivation	24	+
Intellectual stimulation	37	++	Intellectual stimulation	32	++
Invididualized consideration	17	+	Invididualized consideration	27	++

(following Whittemore et al., 2001)

Idealized influence (charisma): For idealized influence (charisma), leaders engage in charismatic actions and go for higher goals; they serve as a role model and discuss important values and beliefs with their followers (Bass, 1999; Grant, 2012). Furthermore, they engage in high standards of performance, and show determination and confidence (Bass, 1999; Grant, 2012).

However, all 20 yps considers idealized influence as an important subdimension for supporting yps' innovativeness. Accordingly, yps´ data emphazised that they are supported when (1) their leaders serve as a role model, always coming up with new ideas. Moreover, they appreciate the promotion of novel processes and change. Furthermore, the yps´ data outlined that in order to support their innovativeness, they need their (2) leaders to act with engagement, enthusiasm, professional competence, ideas and the aim for higher goals. The reasoning behind this issue might be that during yps´ training period, yps need their leader as a role model as well as a mentor in many respects. Additionally, they serve as an important reference for their professional development. This aspect seemed to be very important because they are highly interested in learning from their leaders in every sense. Moreover, yps´ data showed (3) a high admiration for their leaders in sense of their innovativeness as well as that they are aware of their leaders´ competences and their job performance. Quotes illustrating yps' point of view idealized influence are:

Yp (1) + (2): "[…] is always happy at work and always fascinated by novelties and change. You really notice that she loves what she does and she does her work with enthusiasm and curiosity. She comes up with a new ideas, saying "I want to get the optimum." She has a plan herself and (…) she always succeeds. She exactly knows that she can manage her tasks and so she does." (yp_G2)

Yp (3): "My leader has to go one better every time, yes she always does." (yp_E1)

Leaders´ data emphasized that all 14 leaders consider idealized influence as an important support for yps´ innovativeness. In general, a retail leader carries out many responsibilities. However, they all seemed to be aware that a main task to support yps´ innovativeness is to act like a role model for future success. In this sense, leaders´ data stressed that it is important to (1) consistently be an example for their yps, either in setting issues or as a person. Furthermore, they seemed to be aware that to foster yps´ innovativeness is strongly related to themselves by setting an example of best practise. Additionally, they reported that to support yps' innovativeness, (2) they are visible on the shopfloor too, in order to capture customer interactions for further improvements. This might be due to the fact that all leaders´ are highly interested

according to the principle: be the example you want others to follow. In doing so, many leaders continue to work on the shopfloor, pick and pack in the warehouse, or answer customer complaints. In this sense, by following the everyday business they are able to act like a role model and to create conditions for their innovativeness. Quotes illustrating leaders' point of view for idealized influence are:

Leader (1): "Basically you can support them whilst you show them something what you have done before. I think that is important, yes. Showing them, what you are thinking and doing and how it is going to be done. Principally they can learn by watching. Yes. Therefore, they can imagine what is to be done. And it is a question of personality […]." (leader_H)

Leader (2): "Being a role model, also on the shopfloor. From A to Z. That is one of the most important points for me." (leader_A)

Inspriational motivation: For inspirational motivation, leaders articulate a compelling and desirable vision for the future and energize followers to go beyond self-interest (Bass, 1999; Grant, 2012). When analyzing the data of yps, 14 (out of 20) yps and nine (out of 14) leaders considered inspirational motivation as a support for their indivudal innovativeness.

Accordingly, some yps emphazied the fact that in order to be innovative, (1) they need to be challenged by their leaders, to dare to try out new ideas and push things forward. Moreover, some yps mentioned that (2) they need to be energized and encouraged by their leader to create new ideas and go beyond self-interest. Quotes illustrating yps' point of view for inspirational motivation are:

Yp(1): "He has to give me some input and then I can be innovative. That means he has to challenge me so I can change something. Bringing in some new influences because of what he has given to me and what I will adopt in the future." (yp_H1)

Yp (2): "Sure, I mean it is my campaign, I planned it so I have to conduct it. And if it last one or two hours longer then the day lasts longer. I have to say clearly it is my campaign, that is what they taught me and I would implement it like that in the future, yes." (yp_D2)

Considering the leaders´ point of view regarding inspirational motivation, leaders' data underlined that some leaders' support yps´ innovativeness by (1) setting future directions, providing room that allows yps to be innovative, and encourage them to try out new things. Furthermore, leaders' data revealed that leaders' support consists (2) on the one side, of encouraging the yps to work better in order to try out innovations, and on the other side to make them keen on the challenge associated with it. Therefore, an important challenge for the leaders might be, to constantly provide them with new input focusing on improving yps' innovativeness and simultaneously motivating them to reach individual goal requirements. In this sense, exemplary leaders' quotes are:

Leader (1): "That is the only way to have innovative thoughts. If I forbid them to think out of the box "How does it looks like?, to put it like that.

Leader (1)"Is there an abyss, do I have to be careful? Or maybe there is a basis which I can use." I have to allow that and the employees have to know that they are allowed to do that." (leader_E)

Leader (2): "Well, I think I prefer giving a statement of the problem or an idea but not the solution. The solution should be acquired by them and they should bring ideas. If you consider leading them to be innovative, it is easier because if I would give them ideas or the solution it is easy for them to say: "No boss, we already have that. That is not possible." So I can invite them to work out their own solution in a sense that the solution should come from the employee […]."(leader_I)

Intellectual stimulation: For intellectual stimulation, leaders challenge their followers to critically question their assumption and the status quo, ask them to think differently, and help them to be innovative (Bass, 1999; Grant, 2012). Data for intellectual stimulations revealed that all 20 yps as well as all 14 leaders emphazised this subdimension as an important support for yps' innovativeness.

Accordingly, yps' data showed, that in order to support their innovativeness, (1) either the yps or the leaders came up with innovative ideas. Importantly, yps emphazise the equal standing of yps and their leaders. Furthermore, yps' data revealed that they feel supported in their individual innovativeness, when they (2)

are challenged by their leaders and are allowed to work out their own ideas. Additionally, yps' data reported that (3) they require their leader as a listener, critics, and as crucial point of contact, when they come up with new ideas. Quotes illustrating yps' point of view for intellectual stimulation are:

Yp (1): "I and my two heads have more ideas than one. […]. Something new always emerges there. Also we rearranged the whole area on the middle. It has not been an idea of one employee saing "We will do it like that", rather together […] simply together, being open for something new […]." (yp_N1)

Yp (2): "Well, when I say: "I would like to do it like that, I want to try that", I need to get some scope to try it, to have the chance to try it and to bring it further." (yp_K1)

Yp (3): "Yes, sure. We often sit together and talk about the shopfloor areas. He listens to me and because of these conversations most of the ideas are generated. And on this basis we draw our conclusions, where to start first […] then we just have to implement them." (yp_N1)

Retail leaders´ data reported that they support yp' innovativeness by illustrating that (1) many ideas arise, are discussed and implemented during daily business meetings. It has to be mentioned that the retail industry provides a lean organizational structure. In this context, it seems to be easier to be innovative, as many ideas come up in regularly meetings, when collaborating on the job floor, or, in some cases, even by chance. However, another aspect to support yps´ innovativeness was to (2) foster upcoming ideas and to give their yps the ability to try out and identify with their ideas. To do so, they support their yps with constructive feedback, in order to encourage them to reflect, and therefore are able to improve their innovativeness. Quotes illustrating leaders' point of view for intellectual stimulation are:

Leader (1): "I think I promote his innovativeness and do not give him ideas, he has to have them on his own. However, I am open for that and we talk a lot in the daily meetings. I block little […] I need […] my young professional who thinks about it with me. […]."(leader_I)

Leader (2): "For me it is important that everybody has the chance to implement his ideas on the area. That is how I lead my employees, being innovative in their own way. So they do not always have to ask "May I rearrange that? Can I change something here or there?" They do not have to ask. That is the only way to strengthen their drive. If they see `okay, I am allowed to implement my ideas´, and then come to me and say, "I have done this and that, maybe you can have a look?", then we discuss it and I give them contructive feedback. (leader_G)

Individual consideration: For individual consideration, leaders pay attention to the developmental need of their followers, and provide support, mentoring and coaching (Bass, 1999; Grant, 2012). Furthermore, they delegate assignment as opportunities and provide a very friendly and supportive working environment. They are always ready to help their employees and support them to go through their personal challenges (Bass, 1999; Grant, 2012). For this subdimension, yps' data and the leaders' data reported different results. Whereas all 14 leaders regard this subdimension as important to support yps' innovativeness, 13 (out of 20) yps do.

Accordingly, yps´ data reported that only some of the yps (1) wish to be supported and mentored in the development of their innovativeness. However, most of the yps stressed that they value professional development opportunities and promoted to be highly ambitious and career-focused. Although, when receiving individual consideration, (2) they are eager to contribute to the common success. In this sense, they generally seek opportunities for growth and development. Quotes illustrating yps' point of view for individual consideration are:

Yps (1): "I need the support of my leader, getting lots of information from her, that she takes me alongside and shows things to me and explains why it is like that so I am getting a better impression of innovation in general." (yp_G2)

Yps (2): "I only gave some supporting tips. It was all about a simple back wall which was looking very boring but should represent a very trendy brand. Therefore, I took some time and renewed the back wall completely in two hours. The team was totally thrilled. And also the manageress! So they said,"Okay, the back wall will be implemented in the whole house." (yp_H2)

The leaders reported that they support yps' innovativeness by (1) providing a supportive and friendly working environment that allows their yps´ to develop their ideas in order to be innovative. Moreover, they reported that they are always ready to help their yps and support them to go through their own challenges. Furthermore, leaders´ data revealed that in order to support yps´ innovativeness (2) a continued emphasis on special features of the retail industry is important. This includes their own attendance and information on the shopfloor in order to come up and experiment with new ideas that might support yps´ innovativeness. Additionally, they reported that (3) they are able to recognize their yps´ needs and therefore are able to address them directly. Quotes illustrating leaders' point of view for individual consideration are:

Leader (1): "In some of them the potential is hidden, you know […] for example […] I thought that she does not have a knack for being innovative. But suddenly she said "I will do that on my own". So I said "Wow that is great." There is much hidden in lots of young people, but sometimes you have to find it." (leader_E)

Leader (2): "after lunch break I am on the area supporting the team, I have a look at what we can improve and I also service customers on the area." (leader_N)

Leader (3): "Well, conversations where the theme innovation might lead to. Conversations in which it is clearly asked how we see it and where employees might see innovation in the future." (leader_M)

5.2.2 Transactional leadership

Transactional leadership consists of two subdimensions, (1) contingent reward, and (2) management-by-objectives. Transactional leadership is based on an exchange-based relationship between the leader and the follower (Bass, 1999; Grant, 2012). The relationship between the leader and the follower consists of mutual dependence where both sides profit from the respective contributions and the immediate self-interests (Bass, 1999; Grant, 2012). Overall, all interviewees data revealed that all subdimensions of transformational leadership support yps´s innovativeness, albeit to different extents.

For contingent reward only four (out of 20) yps and three (out of 20) leaders regard this subdimension as supporting, whereas management-by-exeption seems to be an important leadership subdimension when it comes to support yps´ innovativeness. All 20 yps and all 14 leaders consider this subdimension as supportive. A comparison of findings of yps' data and leaders' data for transactional leadership is shown in figure 16 at the beginning of this subsection. Subsequently, each subfactor is described in more detail.

Figure 16: Comparison between findings of yps and the leaders regarding transactional leadership

(B) Transactional leadership					
Yp (N=20)			Leader (N=14)		
Subfactors	**Quotes**	**Prevalence**	**Subfactors**	**Quotes**	**Prevalence**
Contingent reward	11	o	Contingent reward	6	o
Management-by-exeption	42	++	Management-by-exeption	29	++

(following Whittemore et al., 2001)

Contingent reward: For contingent reward, leaders clarify what the follower should do in order to be rewarded (Jung & Avolio, 2000). It refers to an exchange of efforts and rewards between yps and the leader.

In this sense, the yps under the supervision of his/her leader is the one to make the effort. However, in the context of supporting yp´s innovativeness, yps' data revealed

that hardly any yp reported about such an exchange of efforts. This might be due to the fact that all yps demonstrate a high level of commitment as part of their professional development. As an example, one yp states:

Yp: "You have to often prove it […]. You only manage by performance." (yp_N1)

However, only few yps reported that for supporting their innovativeness, they need their leaders to reward them in terms of appreciation. Exemplary, one leader states:

Yps: "Recognition, appreciation. Simply appreciation, yes, that's it." (yp_E1)
Yp: "Because we […] I put it like this, if you do everything right you will run on a long leash […]."(yp_J1)

Similary results were found in the data of the leaders. However, hardly any retail leader mentioned to support yps´ innovativeness with the subdimension contingent reward. Most leaders are aware of the yps' effort and engagement. Moreover, they promote a collaborative work environment and try to build up an open and friendly interaction with flat hierarchies. Exemplary, a leader states:

Leader: "[…] then I said "We have to bring innovation into the store." Afterwards we sat together, discussing about my idea." (leader_E)

Basically, most retail leaders take the view point that in order to support yps' innovativeness, an integrating leadership will lead to greater success than a reward system. However, leaders´ data reported that this is an important issue to keep in mind, when supporting yps' innovativeness. In this sense, they need to feel engaged in important processes and are therefore part of a bigger goal. In this sense, one leader states:

Leader: "and I also say that a lot is being asked of our young leaders […] but you have to get them all on board." (Leader_I)

Management-by-exeption: For management-by-exeption, leaders only intervene when the follower is not able to fulfill his tasks. Therefore, he takes corrective actions when problems arise or deviations from standard occur (Jung & Avolio, 2000). This subdimension rates high for all yps and all retail leaders, as they all 20 yps and all 14 leaders regarded this subdimenson as supportive of yps' innovativeness.

Against this backdrop, (1) yps underlined the fact that they enjoy to figure out issues on their own, and that they appreciate that their leaders only intervene when they clearly ask for help. Furthermore, data revealed that they seemed to (2) appreciate that their leaders challenge them with ideas or targets. Yps reported that they are ambitious to present creative ideas and innovative solutions. To do so, they consult the internet for ideas, or watch competitors' actions, or think about a solution in their free time. Exemplary interview quotes underline those findings:

Yps (1): "[…] when all the displays arrived, and it is said "So, do it." So I did and as a reaction I hear either "Good" or "Mhm" (laughing). But if the reaction is "Well done" everything is ok. So I know "Okay, I am on the right path." And this is how it works. She gives us free reins." (yp_C1)

Yps (2): "[…] objective agreement and working together to the target. So you just have to determine the target and the way to reach the target is left to our discretion […]." (yp_K1)

For all retail leaders, the subdimension management-by-exception does support yps´ innovativeness. Leaders' data showed that they (1) generally come up with the main targets, in order to give them the freedom to figure things out on their own and discuss them in the end. This is supported by the fact that leaders' data reported that they all are extremely busy, and therefore are aware that their yps head for greater task responsibilities quite early in their career development. In this sense, the leaders believe that if their yps understand the big picture, and are given proper support, this will create high yps' innovativeness. Furthermore, the retail leaders reported that (2) they are aware that their yps are extremely ambitious and eager to contribute for the common goal, as they seek opportunities to innovate and to bring about positive change. In this sense, they try to challenge them by setting directions, providing

enough space to perform, and offering help or support when needed. Illustrative quotes of leaders' data state:

Leader: "[…] to speak with them about goals. Give them certain freedom. Let them try something and afterwards come together and discuss it. How successful was it? Or how successful wasn't it? When we see the result, what do we want to do differently now?" (leader_J)

Leader: "That means sometimes it might be better if you plunge them in at the deep end and say: "Just do it. If you cannot master this just tell us or we can do it together until you know how to do it." Otherwise they will never be able to deal with this amount of work. So because of this it is, so I think, a big cooperation." (leader_M)

5.2.3 Participative leadership

Participative leadership consists of three subdimensions: (1) including consultation, (2) joint-decision-making, and (3) delegation. Participative Leadership is defined as joint-decision-making and shared influence in decisions by the leader and the followers (Avolio et al., 2009; Bass, 1999). Various decision-making procedures can be determined (Kellermann, 1984; Kuhnert & Lewis, 1987; Nederveen Pieterse et al., 2010). For identifying participating leadership, supporting yps´s innovativeness, all interviewees both, yps as well as the leaders, highlighted all subdimensions.

In particular, interviewees' data reported that all 20 yps and all 14 leaders regard the subdimensions including consultation as supportive, as well as all 20 yps and all 14 leaders suppose delegation as a crucial leadership support for yps' innovativeness. However, the subdimension joint-decision-making seemed to be very important for all 14 leaders, but only 6 (out of 20) yps regard this subdimension as supportive. A comparison of findings of yps' data and leaders' data for participative leadership is shown in figure 17 at the beginning of this subsection. Subsequently, each subfactor is described in more detail.

Figure 17: Comparison between findings of yps and the leaders regarding participative leadership

(C) Participative leadership					
Yp (N=20)			Leader (N=14)		
Subfactors	**Quotes**	**Prevalence**	**Subfactors**	**Quotes**	**Prevalence**
Including consultation	44	++	Including consultation	39	++
Joint-decision-making	8	o	Joint-decision-making	31	++
Delegation	31	++	Delegation	20	++

(following Whittemore et al., 2001)

Including consultation: For including consultation, the leader decisions are taken jointly by the leader and the followers. (De Jong & Den Hartog, 2007; Yukl et al., 2002). The leaders consult their followers to discuss their suggestions or consider their ideas when making decisions (Bass, 1990; Yukl, G. et al., 2002).

In general, yps' data revealed that they work closely together and are therefore highly involved in each others activities. They reported about regular, sometimes even daily meetings, and a close cooperation. Accordingly, yps´ data outlined that the subidmension including consultation supports their innovativeness in a sense that (1) in their daily meetings they have the opportunity to discuss upcoming issues and ideas. Hence, through mutual exchange of experiences, new approaches, new ideas or issues can be discussed. Moreover, yps´ data revealed that nearly all yps emphasize that they are (2) supported by mutual exchange that stimulates them to come up with new ideas. Furthermore, they reported that they appreciate this mutual exchange and are proud to be involved in all processse because that makes them feel equal and taken seriously, so that they even try to be more innovative. Exemplary interview quotes underline those findings:

Yp (1): "Being together on the shopfloor […] I am also asked "Well […], how would you do that?" or "Well, […] do you like it or not, how would you do it?" And we discuss, and I really like that." (yp_C2)

Yp (2): "communicating very much "How does it looks like?", involving a lot and letting them participate in lots of things. […]"How would you do that? Do you have a plan and are you ready to start?" Contributing your own ideas, that is very important." (yp_A1)

Regarding how leaders support yps' innovativeness, all leaders regarded this subdimension as very important. In this sense, retail leaders' data indicated that whenever possible, (1) yps are involved in their general processes. Furthermore, all leaders reported about (2) daily meetings where both have the opportunity to discuss important matters. Moreover, in these daily meetings they motivate their yps´ to participate in new strategies or solutions, and to engage effectively in processes. Yps are asked to express their view and share ideas. However, leaders' data revealed, that to include yps, motivates and helps them to contribute to generate innovative actions toward general success. Finally, all leaders highlighted (3) the importance of keeping communication open so that yps feel actively engaged and part of the common innovative goal. Exemplary interview quotes underline those findings:

Leader (1): "I can show the yps what innovation is whilst I include them in everything I do […]."(leader_G)

Leader (2): "I support them by listening to their ideas and opinions before I tell them my proposals. (…) By being open for other ideas." (leader_N)

Leader (3): "So it is also the open discussion and communication between us here that attracts them to be innovative." (leader_A)

Joint-decision-making: For joint-decision-making, the leaders ask the followers to contribute their opinions and ideas, but the final decision remains with the leader (De Jong & Den Hartog, 2007; Yukl et al., 2002). They invite input from the yps on their decisions, and in return, the yps receive continuous information regarding upcoming issues (Yukl et al., 2002). This subdimension joint-decision-making seemed to be very

important for all 14 leaders, but only 6 (out of 20) yps regard this subdimension as supportive.

Based on the data, yps might not differentiate between the subdimension including consultation, where the decisions are taken jointly by the leader and delegation, where the leaders delegate the authority to them. Another reason might be that there is still a hierarchy, where the leaders are responsible for the professional development of their yps. However, in this context, only few refer to joint-decision-making, especially. Therefore, most yps' data indicates quotes like:

Yps: "Most of the time the leader […] hears our wishes and really thinks about it […] she does not say just "NO.", […] she thinks about it whether it is possible and decides afterwards." (yp_A2)

When analyzing retail leaders' data, all leaders mentioned the subdimension joint-decision-making as an important prerequisite of how they support yps' innovativeness. However, the retail leaders seemed to differentiate clearly between all subdimensions of participative leadership. Moreover, (1) they believe the more they encourage their yps to express their opinions on related issues, the more they will get a variety of ideas or even solutions to choose from. Moreover, by inviting yps to be part of the decision-making process, they create an increased awareness for innovativeness, and therefore develop more productive and efficient solutions. In return, the leaders might identify important issues by themselves and probably innovative solutions for complex issues. Finally, data showed that (2) yps might much better accept decisions and change when they are part of the process. Exemplary interview quotes underline those findings:

Leader: "[…] he can also bring in his own ideas if we want to change something in our market before I decide. In this sense we create better acceptance." (leader_D)

Leader: "Again innovation […], well, I have to think about how I can do it differently? I try to consider a strategy and afterwards I am going to speak with my yps. "What do you think about it? Is it difficult or can we do it like that?" This develops a better feeling and that is how all the coherences emerges which leads to another." (leader_G)

Delegation: For delegation, the leaders delegate the authority to the followers and therefore followers play an active role in the decision making process (De Jong & Den Hartog, 2007; Yukl et al., 2002). For delegation all 20 yps and all 14 leaders regard this subdimension as supportive for yps' innovativeness.

All yps promoted delegation to be important for supporting their innovativeness. Accordingly, yps expressed that they have a great desire (1) to work autonomously and to take responsibility. In doing so, they want the freedom to pursue their own innovative ideas and are willing to put extra time into the implementation. They all seemed to seek advancement opportunities and play meaningful roles within their area, in terms of responsibility. Exemplary one yps state:

Yp: "Well, you definitely have ideas! You should have ideas nearly every day to put something in practice, no […] actually I am free to design, especially this department how I want to and often I make plans in my free time." (yp_H1)

In the same way as the yps, all leaders consider delegation as an important prerequisite for supporting yps' innovativeness. Regarding the data, the retail leaders need to get change and idea implementation quickly. Hence, when they delegate effectively, it gives them the chance to focus on the bigger picture. At the same time, their yps have the chance to take responsibility and to grow and develop their own innovative ideas. Retail leaders´ data reported that (1) they delegate authority to enhance yps´ responsibility for innovative activities and decisions. In doing so, they help them (2) to develop confidence and to encourage their followers to express their opinions and ideas. Exemplary interview quotes underline those findings:

Leader (1): "They can be more innovative if the employees have a bigger scope of responsibility,so I think." (leader_K)

Leader (2): "Exactly. You have to support them in the stage of finding ideas; in the ideal case, the employee contacts you […]. Otherwise, you have to encourage him to bring in its own. It is motivating for them when they can implement ideas on their own. When he is ready we check the result together." (leader_G)

5.2.4 Leader-Member Exchange

LMX consists of two subdimensions, (1) mutual trust, and (2) mutual respect, whereas both subdimensions are closely interrelated. LMX refers to the relationship between the leader and the follower. The concept is based on a mature leadership relation (Bass, 1990; Yukl et al., 2002). Therefore, leadership happens, when leaders and followers are able to evolve effective relationships which can mutually reinforce one another (Krause et al., 2007). The creation of mutual trust and respect between the leader and the follower provides an ideal environment for the follower to innovate (Avolio et al., 2009). Hence, for identifying LMX, supporting yps´ innovativeness, all interviewees, yps as well as the leaders, highlighted the support LMX.

For mutual trust nearly all yps (19 out of 20) regard this subdimension as a very important support for their innovativeness, whereas 10 (out of 14) leaders mention this subdimension as supportive for yps' innovativeness. However, for the subdimension trust, 14 (out of 20) yps and 9 (out of 14) leaders consider this subdimension as a support for yps' innovativeness. A comparison of findings of yps' data and leaders' data for LMX is shown in figure 18 at the beginning of this subsection. Subsequently, each subfactor is described in more detail.

Figure 18: Comparison between findings of yps and the leaders regarding LMX

(D) LMX					
Yp (N=20)			Leader (N=14)		
Subfactors	**Quotes**	**Prevalence**	**Subfactors**	**Quotes**	**Prevalence**
Mutual trust	44	++	Mutual trust	24	+
Respect	25	+	Respect	13	+

(following Whittemore et al., 2001)

Mutual trust: For mutual trust, the leader-follower dyads are based on deepening reciprocal trust with the other (Avolio et al., 2009). As already outlined, retail leaders maintain close relationships with their yps that support their innovativeness. Interviewees' data showed that those relationships provide yps with apporpriate help, information and guidance. For mutual trust nearly all yps (19 out of 20) regard this subdimension as a very important support for their innovativeness, whereas 10 (out of 14) leaders mention this subdimension as supportive for yps' innovativeness.

In this sense, yps´ data reported that when receiving mutual trust, they are more satisfied and committed to their job, which leads to put forth effort in devolving an even better relationship. Subsequently, they are open for new things and to improving their innovativeness. Moreover, they feel comfortable and can ask questions, or seek feedback or information. In this sense, they are in a good position to be innovative. Exemplary one yps states:

Yp (1): "Try, try! As much as you can. As long as you are doing your trainin, you should try everything!". There is a lot of trust behind it. In this sense, I have to say, she strengthens our back. Thumbs up for her because not every store manager is like she is […]."(yp_M1)

Although retail leaders reported that they maintain a close relationships with their yps, not all leaders viewed this subdimension as supportive for their yps' innovativeness. Moreover, leader' data revealed that they recognize their yps needs and are in close contact with them, but only some reported mutual trust as an important leadership support. Exemplary, one leader states:

Leader: "First of all, they have all possible liberties on earth: So they are allowed to try out, according to the slogan "mistakes but no frequency" which counts […] and that there is a certain mutual trust […] pulling together and going in one direction." (leader_D)

Respect: For respect, the leader-follower dyads are based on respect for the capabilities of the other (Graen & Uhl-Bien, 1995). For the subdimension trust, 14 (out of 20) yps and 9 (out of 14) leaders consider this subdimension as support for yps' innovativeness

Hence, those yps´ reported that they are supported to be innovative because (1) they compliment their leader in many ways and emphasized their respect-based relationship. In this sense, they adapt similar work styles. Furthermore, some yps´ data stressed (2) that it is important, to be heard and taken seriously by their leaders. Exemplary interview quotes underline those findings:

Yp (1): "We are on very good terms, and that is important. Certainly, everybody knows his position. Nevertheless, it is still humane and that is very important for me. On this basis we generate a lot of ideas." (yp_L1)

Yp (2): "Well, he really takes everybody seriously and gives us the feeling of being important." (yp_J1)

The leaders´ data showed that in the sense of supporting their yps' innovativeness, they are aware of and responsible for the global direction. Accordingly, retail leaders´ data showed that most leaders (1) value the efforts of yps enthusiasm and openness. Furthermore, leaders' data reported that in doing so, they empower and encourage their yps to be innovative by respecting their input and opinion. Additionally, leaders' data revealed that they (2) allow them a say in many business matters, which creates a culture of respect. In this sense, leaders´ data reported that they are able to get into a direct and honest communication with them. Exemplary interview quotes underline those findings:

Leader (1): "Even if something speaks against it, I think it is important, to give an employee the chance to communicate his ideas and think about it together, whether it can be realized and if yes, which conclusions will appear afterwards in the different themes that are coming up." (leader_N)

Leader (2): "Because both sides are important. One time every manager has to question, whether all the happenings will lead to a result and possibly bring a benefit and a return. The ones who are doing it, definitely need a response to know whether they have done it well or not." (OBIER_leader_J)

5.2.5 Summary of findings

The goal of this study 2: leadership supporting yps' innovativeness was to investigate how leadership supports yps' innovativeness in the retail industry. Therefore, leadership dimensions and subdimensions derived in part II, chapter 3, served as a basis for the investigation (Bass, 1999; De Jong & Den Hartog, 2007; Grant, 2012). In this sense, findings primarily confirmed the importance of leadership support when it comes to yps' innovativness.

In this sense, all leadership dimensions are supposed to support yps' innovativeness, this also applies for the subdimensions, albeit to different extents. Furthermore, there are slight differences among the views of the two target groups. Figure 19 contains following information and summarizes findings of study 2:

(a) all leadership dimensions and subdimensions are considered by both interviewee groups, when it comes to support yps' innovativeness, albeit to different extents.

(b) However, eight out of eleven subdimensions, are stressed alike by yps, as well as the leaders. These eight subdimensions are (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, (4) contingent reward, (5) management-by-exeption, (6) including consultation, (7) delegation, and (8) respect. Aspects of those findings are presented in the following: out of these eight subdimension, following five subdimensions seem to be key issues, for both target groups: (1) idealized influence, (2) intellectul stimulation, (3) management-by-exeption, (4) included consultation, and (5) delegation. Equally interesting is the fact, that one subdimension, out of these eight subdimensions, (1) contingent reward, seemed to be not present within leadership support by both target groups. However, the other three subdimensions seem to be relevant for both, yps and the leaders, in a similar way.

(c) no corresponding was found regarding the follwoing three sudimensions: (1) individualized consideration, (2) joint-decision-making, and (3) mutual trust. For (1) individualized consideration, all leaders proposed this subdimension to be a key issue when it comes to support yps' innovativeness, this does not apply for all yps. For (2) joint-decision-making, all leaders considered this subdimension as a key issue, but for the yps this subdimension is not present. Finally, for (3) mutual trust, all yps proposed this subdimension as a key issue, but this does not apply to all leaders. Figure 19 summarizes the findings of study 2: leadership supporting yps' innovativeness.

Figure 19: Summary of findings of study2- leadership supporting yps' innovativeness

(A) Transformational leadership			***(B) Transactional leadership***		
Subdimensions	**Yps**	**Leaders**	**Subdimensions**	**Yps**	**Leaders**
Idealized influence	++	++	Contingent reward	o	o
Inspirational motivation	+	+	Management-by-exeption	++	++
Intellectual stimulation	++	++			
Invididualized consideration	+	++			
(C) Participative leadership			***(D) LMX***		
Subdimensions	**Yps**	**Leaders**	**Subdimensions**	**Yps**	**Leaders**
Including consultation	++	++	Mutual trust	++	+
Joint-decision-making	o	++	Respect	+	+
Delegation	++	++			

IV

Part IV: Discussion

1 Structure of part IV

The present part IV is structured in four chapters and provides the discussion of this dissertation. Following this introductory structure (chapter 1), chapter 2 discusses the findings of study 1: individual innovativeness of yps. Chapter 3 discusses the findings of study 2: leadership supporting yps' innovativeness. Chapter 4 merges the findings of study 1 and study 2, and provides a summary of overall findings. The structure of part IV is portrayed in the adjacent figure 20.

Figure 20: Structure of part IV: Discussion

1 Structure of part IV	• Presentation of the structure of part IV
2 Discussion of study 1: Indiviual innovativeness of yps	• Discussion of the findings of study 1: Individual innovativeness of yps
3 Discussion of study 2: Leadership supporting yps' innovativeness	• Discussion of the findings of study 2: Leadership supporting yps' innovativeness
4 Summary of overall findings	• Summary of overall findings

2 Discussion of study 1: Individual innovativeness of yps

Chapter 2 discusses the findings of study 1: individual innovativeness of yps. Although there is a vast amount of scientific research on individual innovativeness, most studies have focused on isolated factors and an interrelated view of factors and subfactors is still missing (Anderson et al., 2004; Parzefall et al., 2008). Moreover, there is still a need of a comprehensive map of factors and subfactors of individual innovativeness.

Simultaneously, due to globalization and fast changing markets, it is crucial to realize and identify the individual innovativeness of all employees. Particularly in view of demographic changes and the ever-changing market and competitive situation, it is important for organizations to shed light on their yps, as they are the future workforce (Frosch, 2011; Lattuch & Young, 2011; Loeffler & Bullinger-Hoffmann, 2014). Yps are supposed to be critical components and therefore are a significant source of innovation. They are ascribed to be open to experience and innovative, and this potential needs to "be made visible, recognized and exploited" to the benefit of the organization (Kesting & Ulhøi, 2010:66).

Research on yps is becoming more and more important (Grundmann et al., 2015; Howe & Strauss, 2010; Ng et al., 2010). Existing research on yps illustrates yps as innovative (Balda & Mora, 2011; Dannar, 2011; Howe & Strauss, 2004). However, little is known about this age group, and how organizations can benefit from their innovativeness (Lattuch & Young, 2010:606). In this sense, researchers see the further need to define the individual innovativeness of yps (Frosch, 2011; Lattuch & Young, 2011; Loughlin & Barling, 2001). Subsequently, study 1 asked following RQ 1: 'Can, and if so, how can individual innovativeness be defined for yps?', which is discussed hereinafter.

The discussion proceeds in three steps. First, the foundations of literature on individual innovativeness, as well as major findings are presented. Second, contributions of study 1 are outlined and discussed. Third, a summary of key findings of study 1 is provided.

(1) Foundations of literature on individual innovativeness

Foundations of research on individual innovativeness (see part II, chapter 2) contribute to individual innovativeness literature by considering an interrelated view on different factors and subfactors of individual innovativeness. In order to understand the issues of individual innovativeness, individual innovativeness was defined beforehand, *as the sum of main factors and related subfactors with the aim to produce successful innovations.* Then, the literature was reviewed in terms of factors and related subfactors. Investigated factors include (A) personality features, (B) motivations, (C) cognitions, (D) job features, and related subfactors. In part II, chapter 2, 2.3.5, figure 3 illustrates the map of individual innovativeness, which sets the foundation for the forthcoming study 1.

Findings of literature on individual innovativeness demonstrated the following four new key perspectives of individual innovativeness[27]: (1) a deeper understanding of individual innovativeness was created, (2) a broad view on individual innovativeness was facilitated, (3) an interrelated view factors of individual innovativeness was established, and (4) every employee was considered to be innovative.

It became obvious that individual innovativeness is a complex issue and an interrelated view of identified factors and subfactors should be considered, which is in line with some researchers investigating individual innovativeness (Anderson et al., 2004; Parzefall et al., 2008; Patterson et al., 2009). Simultaneously, Parzefall et al. (2008) have cautioned about "thinking about individual innovativeness too mechanically". Rather, "in order to gain a holistic understanding of individual innovativeness, we need to see […] different factors" (Parzefall et al., 2008:178).

(2) Empirical study 1: individual innovativeness of yps

Study 1, contributes to individual innovativeness literature by defining individual innovativeness of yps. In order to identify the innovativeness of yps, an exploratory interview study was executed that follows the logic of abduction, deduction, and induction. In line with Greguras and Ford (2006), as well as Hiller et al. (2011), two points of view were investigated, to capture even more details of the study under research (Greguras & Ford, 2006; Hiller et al., 2011). Moreover, interviewees'

[27] For a detailed reflection on findings of individual innovativeness, see part III, chapter 2, section 2.4.

willingness to take part in the study and to deal with yps' innovativeness allowed specific insights and research on the topic of yps' innovativeness, and therefore a rich data set could be derived.

Based on the map of individual innovativeness (see part II, chapter 2, 2.3.5, figure 5) this section presents the main findings brief, prior to discussing each finding in detail. Yps' innovativeness comprises apart from the main factors of individual innovativeness (A) personality features, (B) motivations, (C) cognitions, and (D) job features, two additional factors, namely 'sense of purpose' and 'ambition' (finding 1). Furthermore, analyzing findings of yps' innovativeness in more detail, yps and the leaders share the same view on yps' innovativeness (importance), as regarded findings of main factors and respective subfactors are almost identical (finding 2). Moreover, all interviewees seem to regard all main factors of individual innovativeness to be relevant for yps' innovativeness, and considered them as interrelated (finding 3). However, subfactors show different prevalence and five factors are missing (finding 4). In part III, chapter 4, 4.2.6, figure 15 illustrates individual innovativeness of yps. In the following, the four findings of study 1 are discussed in more detail.

Finding 1: Two additional factors 'sense of purpose' and 'ambition' are significant for yps' innovativeness

Two additional factors 'sense of purpose' and 'ambition' are found to be significant for yps' innovativeness. This finding corresponds largely with literature of yps that propose yps to appreciate professional growth and seek opportunity to broaden their horizons (Ng et al., 2010). Since their entrance into the working world they received increased scholarly attention (Chou, 2012; Deal et al., 2010; Ng et al., 2010; Smith & Clark, 2010). Researchers agree that this young generation is supposed to be different from its previous generations (Chou, 2012; Hewlett et al., 2009; Ng et al., 2012). Hence, two additional factors seem to be significant.

For 'sense of purpose' findings showed that yps seek a deeper sence regarding their permanent engagement in innovative activities. Moreover, they are not satisfied with only utilizing information. Rather, they are questioning everything, especially their leaders, like "Why do you do that?" or "Why do you do that in that way?", because they want to understand what they do, and ideally, put this into practice

immediately. One explanation may be that they are motivated by freedom and seek values matching their own (Balda & Mora, 2012). A study of Deloitte (2013) on yps revealed similar results, as yps indicated that they want to identify with the organization they work for and want to make sure that their organizations contribute to society. Further, their study confirms that yps are innovative, but preferably with the aim to make a positive contribution to society (Deloitte 2013), "as they seek meaning in work, and expect work to be an expression of their identity" (Twenge, 2010:205). The findings of the empirical study 1 showed that leaders seem to be already aware that yps want to understand what they do and are eager to seek meaning, purpose and fulfillment in the work they do. However, findings indicate that leaders should become even more aware of this issue.

Simultaneously, for 'ambition', findings revealed that yps are ambitious, as they are willing to work `hard´, and show enormous engagement and striving to continuously step ahead. They want to participate in innovative activities, provided with personal and professional development, and challenged with responsibilities. This finding goes in line with literature, as researchers found yps to be ambitious, seeking high levels of career development and preferring meaningful work (Chou, 2012; Dannar, 2013). Further, yps are characterized as more ambitious and sometimes even assertive in expressing their needs and desires (Burke & Ng, 2006; Twenge, 2010). They seem to be "accustomed to high levels of activity and engagement, that they feel bored […]" when they are not challenged by something or someone (Robinson & Stubberud, 2012:210). Moreover,"winning is everything" (Twenge, 2010:206), as they are "trophy kids who spend their childhood receiving gold stars and shiny medals" (Hershatter & Epstein, 2010:217). For 'ambition', leaders' seem to be aware of this additional factor, as they share the same view.

Finding 2: Leaders and yps share the same view on yps' innovativeness

Most surprisingly, the data of yps and their leaders showed similar results, and their view on yps' innovativeness is almost identical. As figure 15 demonstrates, this conclusion is confirmed by the comparison of the data of yps and the leaders that demonstrated high overlap. Frequent and permanent contacts are part of their daily business. Together they meet to think about improvements, novelties, and changes. Naturally, the leaders inform their yps about important or upcoming issues and

changes and those are jointly analyzed and discussed. The retail context seems to benefit from such a close cooperation. In most cases, interviewees reported that leaders and yps start their working day by discussing daily work. Leaders need to "providing employees with challenging tasks and support in risky situations, and the provision of task-related resources and recognitions, all facilitating individual innovativeness" (De Jong & Den Hartog, 2007:45). This might be one reason that such a common view of individual innovativeness of yp is created. Additionally, those findings are supported by De Jong & Den Hartog (2007), who argue that leaders influence individual innovativeness through their "day to day" way of doing things (De Jong & Den Hartog, 2007:58).

Finding 3: All main factors of individual innovativeness are relevant for yps' individual innovativeness and factors and subfactors of yps' innovativeness are considered as interrelated

Considering that yps and leaders share the same view on individual innovativeness of yps, the following contributions are regarded in light of **one single map** of yps' innovativeness compared to the map of individual innovativeness.

In the following, the map of individual innovativeness based on literature (shown in figure 21) is compared with a map of yps' innovativeness (shown in figure 22) based on the empirical study 1.

Figure 21: Map of individual innovativeness (recap)

(A) Personality features	***(B) Motivations***
Tolerance of ambiguity	Intrinsic motivation
Openness to experience	Extrinsic motivation
Self-leadership	Personal initiative
Self-efficacy	Need for achievement
Internal locus of control	
Proactivity	
(C) Cognitions	***(D) Job features***
Cognitive ability	Autonomy
Cognitive style	Job resources
Problem-solving style	Support for innovation
	Training

Figure 22: Map of yps' innovativeness

(A) Personality features		***(B) Motivations***	
Subfactors	**Yps /Leaders**	**Subfactors**	**Yps/Leaders**
Tolerance of ambiguity	o	Intrinsic motivation	++
Openness to experience	++	Extrinsic motivation	o
Self-leadership	o	Personal initiative	++
Self-efficacy	++	Need for achievement	+
Internal locus of control	o		
Proactivity	++		
(C) Cognitions		***(D) Job features***	
Subfactors	**Yps/Leaders**	**Subfactors**	**Yps/Leaders**
Cognitive ability	+	Autonomy	+
Cognitive style	++	Job resources	+
Problem-solving style	+	Support for innovation	+
		Training	o
(E) Additional factors			
Factors	**Yps/Leaders**		
Sense of purpose	++/+		
Ambition	++		

For the map of individual innovativeness, scientific research suggests four main factors as important for individual innovativeness that are supposed to be considered when encouraging organizations' innovativeness (Janssen, Van de Vliert, & West, 2004; Tewari, 2011; Yuan & Woodman, 2010). Most researchers underline the notion that identified factors and respective subfactors play a central role when it comes to individual innovativeness (Anderson et al., 2004; Parzefall et al., 2008). However, only few researchers suggest a comprehensive map of individual innovativeness regarding factors and respective subfactors, so far (Anderson et al., 2004; De Jong, 2007; Patterson et al., 2009). Those researchers propose not to rely on isolated factors, they also "see the need to see the interdependences between different factors" (Parzefall et

al., 2008:178). Patterson et al. (2009) claimed that individual innovativeness should be regarded interrelated, because individual innovativeness "lacks a comprehensive […] framework which helps firms to recruit, develop, manage, and retain innovative people" (Patterson et al., 2009:5).

Findings of study 1 showed that all factors as well as respective subfactors are considered as interrelated. This might be based on the fact that interviewees reported that innovation often happen in daily meetings on the shopfloor and immediate implementation. Hence, it would be difficult to separate main factors and respective subfactors. In the mind of both interviewees, yps and leaders, innovation seems to be regarded as a whole.

However, this result runs contrary to most investigations on individual innovativeness literature investigated in the review (see Annex A, table 31) that mainly investigate in one of two subfactors of individual innovativeness literature (Alpkan et al., 2010; Frosch, 2011; Janssen et al., 2004). Only few researchers promote the view that individual innovativeness is a complex issue and a result of several interrelated factors (Anderson et al., 2004; De Jong, 2007; Parzefall et al., 2008).

Finding 4: Subfactors show different prevalence, and five subfactors are missing

At a first glance, findings primarilary confirmed the already established body of the literature on individual innovativeness. However, for yps' innovativeness, some subfactors are proposed to be predominant (++), whereas some subfactors are considered to be not present (0).

Predominant subfactors (++) of individual innovativeness are (1) openness to experience, (2) self-efficacy, (3) proactivity, (4) intrinsic mortivation (5) personal initiative, and (6) cognitive style. Data revealed that interviewees seemed to see the strength of retail in flexibility, productivity, adaptability, and quick decision-making ability, following the motto "retail is change". Retail in general is shaped by permanent change and enormous competition (Lux, 2012). Consequently this finding confirms literature of the retail industry that promotes key activities are to optimize the customer interface by organizing the supply chain, attractive product assortment, unique store format, branding, and permanently creating customer experiences (Reinartz et al., 2011; Sorescu et al., 2011). Furthermore, those predominant subfactors

underline individual innovativeness literature that stresses positive results for these subfactors (De Jong, 2007; Denti & Hemlin, 2012; Hammond et al., 2011).

On the other hand, some subfactors are not mentioned by the two target groups, and can be considered not present (0). Not present subfactors of individual innovativness are (1) tolerance of ambiguity, (2) self-leadership, (3) internal locus of control, (4) extrinsic motivation, and (5) training. These findings seem to be a gap regarding yps' innovativeness and may be interpreted in a way that yps and the leaders seem to be unaware of those subfactors. These neglected factors, however, do not support individual innovativeness literature, as (1) tolerance of ambiguity (Anderson et al., 2004; De Jong, 2007), (2) self-leadership (Nederveen Pieterse et al., 2010; Pratoom & Savatsomboon, 2010), (3) internal locus of control (Keller, 2012), (4) extrinsic motivation (Romero & Martínez-Román, 2012; Tewari, 2011), and (5) training (Anderson et al., 2004) are regarded as positively related to individual innovativeness.

However, regarding the outlined requirements and challenges of the retail industry (e.g unpredictable changes initiated by their head quarter, intense competition, high exchangeability of products, and unforeseen customer related) (Lux, 2012), those "not present" factors must be relvant somehow, but maybe not as prerequisites for yps' innovativeness.

Summary of key findings of study 1

A summary of the key findings of study 1 is presented in table 25.

Table 25: Summary of findings of study 1: individual innovativeness of yps

Findings	
(1)	Two additional factors 'sense of purpose' and 'ambition' are significant for yps' innovativeness.
(2)	Leaders and yps share the same view of yps' innovativeness.
(3)	All main factors of individual innovativeness are relevant for yps' individual innovativeness and factors and subfactors of yps' innovativeness are considered as interrelated.
(4)	Subfactors show different prevalence, and five subfactors are missing.

3 Discussion of study 2: Leadership supporting yps' innovativeness

Chapter 3 discusses the findings of study 2: leadership supporting yps' innovativeness. Leadership is supposed to be one of the most influential aspects when it comes to encouraging their individual innovativeness (Mumford & Licuanan, 2004; Oke et al., 2009; Yukl, et al., 2002).

Although there is an increasing interest of scientific research on leadership supporting individual innovativeness, research in this field is still scarce (De Jong & Den Hartog, 2007; Oke et al., 2009; Denti & Hemlin, 2012). In this sense, De Jong (2007) argued, "leadership and individual innovation research are rather separated communities that have not yet sufficiently benefited from each other's results" (De Jong, 2007:7).

Simultaneously, leaders are essential in the promotion of organizational innovation (Denti & Hemlin, 2012; Hülsheger et al., 2009). Leaders in a challenging environment need to understand and realize opportunities, inherent in the new direction set by yps (Balda & Mora, 2011). Furthermore, they need to advise them with appropriate support that enhances their innovativeness (Anderson et al., 2004; Jong & Den Hartog, 2010; Parzefall et al., 2008). Yps are supposed to seek leaders to show them direction, encourage them appropriately to their specifics, and value professional development (Balda & Mora, 2011; Deal, Altman, & Rogelberg, 2010; Gursoy, Maier, & Chi, 2008). In this sense, it is important to know how leadership supports yps' innovativeness in order to create additional benefit.
Hence, study 2 asked following RQ 2: 'Does, and if so, how does leadership support young professionals' innovativeness?' which is discussed hereinafter.

The discussion proceeds again in three steps. First, the foundations of the research on leadership supporting individual innovativeness are elucidated. Second, the contributions of study 2, leadership support for yps' innovativeness, are illustrated. Third, a summary of key findings of study 1 is provided.

(1) Foundations on leadership supporting individual innovativeness:

Foundations of leadership supporting individual innovativeness contribute to individual innovativeness literature by providing an inventory on leadership literature, supporting individual innovativeness. In order to understand the issues of leadership supporting individual innovativeness, a working definition was provided beforehand in a sense that *leadership is a process directed to support groups of individuals towards innovativen outputs.* Then, the literature was reviewed regarding leadership dimensions and subdimensions supporting individual innovativeness. Investigated dimensions include (A) transformational leadership, (B) transactional leadership, (C) participative leadership (D) LMX, and related subdimensions. In part II, chapter 3, 3.3.5, figure 4 illustrates leadership supporting individual innovativeness, which set the foundation for the forthcoming study 2.

Findings of literature on leadership supporting individual innovativeness [28] showed the following five key perspectives for leadership supporting individual innovativeness: (1) A deeper understanding of leadership supporting individual innovativeness was created, (2) the crucial role of leadership was confirmed, (3) an increasing amount of research on leadership supporting individual innovativeness was identified, (4) an increasing emphasis on research on transformational leadership was revealed, as well as (5) no "one-size fits all" leadership to support individual innovativeness.

It became obvious that leadership supporting individual innovativeness is an upcoming issue. Researchers have called for "a better understanding of the relationship between leadership and innovation" (Denti & Hemlin, 2012:4), and researchers and practitioners alike "ask for greater innovation outputs by employees" (Patterson et al., 2009:4).

(2) The empirical study 2: Leadership supporting yps' innovativeness

Study 2 contributes to individual innovativeness literature, by providing an inventory of leadership dimensions supporting yps' innovativeness. In order to explore leadership supporting yps' innovativeness, an exploratory interview study that follows the logic of abduction, deduction, and induction was executed. In line with

[28] A detailed reflection on findings of leadership supporting individual innovativeness is outlined in part II, chapter 3.

Greguras and Ford (2006) and Hiller et al. (2011), two points of view were investigated, to capture even more details of the study under research (Greguras & Ford, 2006; Hiller et al., 2011).

Based on the illustration of leadership supporting individual innovativeness (see part II, chapter 2), this section presents the main findings in brief, prior to discussing each finding in detail. At a first glance, figure 23 shows two slightly different views on leadership subdimensions supporting yps' innovativeness (finding 1). Although, by analyzing in more detail, the illustration shows only minor differences between yps' point of view and the leaders' point of view, because in eight (out of eleven) subdimensions yps and leaders share the same view on leadership supporting yps' innovativeness (finding 2). Furthermore, continuing this issue and considering the close match between the yps and the leaders, yps and leaders together comprise that all leadership dimensions, as well as all respective subdimensions, seem to support yps' innovativeness (finding 3). The illustration of leadership supporting yps' innovativeness is shown in part III, chapter 5, 5.2.5, figure 19. In the following, the findings of study 2 will be outlined in more detail.

Finding 1: Different views in three out of eleven subdimensions (yps and leaders). For three subdimensions, yps and leaders show different views on leadership subdimensions supporting yps' innovativeness: (1) individualized consideration, (2) joint-decision-making, and (3) mutual trust. This result is in line with scientific research that promote to benefit from a greater variety of views, as different views reveal different aspects on the same subject and creates deeper insights (Greguras & Ford, 2006; Hiller et al., 2011).

For (1) individualized consideration, all leaders proposed this subdimension to be predominant when it comes to support yps' innovativeness, but that does not apply to all yps. Literature suggests for individualized consideration that the leader pays attention to the developmental needs of his followers by delegating assignments as opportunities, as well as that the leader supports his followers with relevant mentoring (Bass, 1999; Grant, 2012). One reason for these different views might be that the leaders support their yps through individualized consideration, but not all yps are aware of the support they receive through their leaders in innovative activities. In this case it would be important that the leaders create an awareness for

their doing. Another interpretation could be that individualized consideration is happening in the leaders' minds but they do not operate in this way. In this case, the leaders should better coordinate their thinking and acting.

The same applies for the subdimension (2) joint-decision-making. Although, all leaders revealed this subdimension as predominant for supporting their yps' innovativeness, in the data of yps it is not present. One possibility might be that yps do not differenciate between the subdimension including consultation and the opportunity to share ideas and gather opinions with their leaders.

In contrast, for (3) mutual trust, all yps proposed this subdimension as predominant leadership supporting their innovativeness, but this does not apply to all leaders. One explanation for this might be that the leaders trust their yp without, however, talking about this. In this case, they should be aware that this subdimension is an important support for their yps. This is in line with yps' literature, stating that yps "often demonstrate high levels of […] trust […] that support and develop them (Chou, 2012:76), and further have the "desire to be treated with respect, and a […] leadership that emphazise a trusting reciporcal relationship" (Dannar, 2013:9). An illustration of leadership supporting yps' innovativeness regarding the different views of yps and leaders in terms of three subdimensions is portrayed in figure 23.

Figure 23: Leadership supporting yps' innovativeness regarding different views (yps and leaders)

(A) Transformational leadership			***(B) Transactional leadership***		
Subdimensions	**Yps**	**Leaders**	**Subdimensions**	**Yps**	**Leaders**
Idealized influence	++	++	Contingent reward	o	o
Inspirational motivation	+	+	Management-by-exeption	++	++
Intellectual stimulation	++	++			
Invididualized consideration	+	++			
(C) Participative leadership			***(D) LMX***		
Subdimensions	**Yps**	**Leaders**	**Subdimensions**	**Yps**	**Leaders**
Including consultation	++	++	Mutual trust	++	+
Joint-decision-making	o	++	Respect	+	+
Delegation	++	++			

Finding 2: **Same view in eight out of eleven subdimensions (yps and leaders)**

Having a closer look at figure 24, there are only minor differences between yps' point of view and the leaders' point of view, regarding the leadership dimensions and subdimensions supporting yps' innovativeness. In eight (out of eleven) subdimensions both yps and leaders share an identical view on leadership supporting yps' innovativeness. These eight subdimensions are (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, (4) including consultation, (5) delegation, (6) contingent reward, (7) management-by-exception, and (8) respect.

Figure 24: Leadership supporting yps' innovativeness regarding matching subdimensions (yps and leaders)

(A) Transformational leadership			***(B) Transactional leadership***		
Subdimensions	**Yps**	**Leaders**	**Subdimensions**	**Yps**	**Leaders**
Idealized influence	++	++	Contingent reward	o	o
Inspirational motivation	+	+	Management-by-exeption	++	++
Intellectual stimulation	++	++			
Invididualized consideration	+	++			
(C) Participative leadership			***(D) LMX***		
Subdimensions	**Yps**	**Leaders**	**Subdimensions**	**Yps**	**Leaders**
Including consultation	++	++	Mutual trust	++	+
Joint-decision-making	o	++	Respect	+	+
Delegation	++	++			

This common view on leadership supporting yps' innovativeness might stem from such a close relationship. Leader-Member Exchange (LMX) refers to such a close relationship between the leader and the follower (Graen & Uhl-Bien, 1995)[29]. Furthermore, findings show that five out of eleven subdimensions seemed to be predominant, whereas one subdimension seemed to be not present. In the following, those findings are outlined in more detail: Five subdimensions seem to be key issues when it comes to support yps' innovativeness. These are: (1) idealized influence, (2) intellectual stimulation, (3) management-by-exeption, (4) including consultation, and (5) delegation. Most reseach on leadership supporting individual innovativeness focused on leadership dimensions in general (Friedrich et al., 2010; Mumford & Licuanan, 2004) while only few focused on leadership dimensions and related subdimensiosn (De Jong & Den Hartog, 2007; Hunter & Cushenbery, 2011; Oke et al., 2009). However, Yukl (2002) and De Jong & Den Hartog (2007) investigated leaders' subdimensions and found, amongst others, positive support for (1) idealized influence, (2) intellectual stimulation, (3) management-by-exeption, (4) including

[29] For a detail discussion on close yps-leader relationsships, I refer to chapter 2.

consultation, and (5) delegation. They suggest that the more a leader acts as a role model and challenges his employee to think in new ways, the more employees have freedom to act and plan, and can play an advisory role, the more committed they will be (De Jong, 2007; Yukl, 2002).

The subdimension, (1) contingent reward seem to be not present for both target groups. Hence, it does not seem to be applied as support for yps' innovativeness by the leaders so far, and simultaneously not noticed by the yps. This finding underlines scientific discussion stating that the subdimension contingent reward is not without debate (De Jong, 2007). In this sense, some researchers find contingent reward positively related to individual innovativeness (Zhou & Shelly, 2003), while other show negative effects for supporting individual innovativeness (De Jong, 2007; De Jong & De Hartog, 2010). However, findings are therefore not surprising as they stress the latter research findings (De Jong & Den Hartog, 2007). This is especially true for the retail industry. Here, leaders report that their yps need to do extraordinary jobs where being innovative is part of job requirements, and rewarding seem to be not part of the way, retail supports.

Finding 3: All leadership dimensions and subdimensions support yps' innovativeness

This finding goes in line with most scientific research promoting that leaders are essential in the promotion of organizational innovation (Denti & Hemlin, 2012; Hülsheger et al., 2009). Leadership in a challenging environment needs to understand and realize opportunities, inherent in the new direction set by yps (Balda & Mora, 2011; Morel-Curran et al., 2009).

Exploring leadership support in the context of individual innovativeness promoted the use of various leadership dimensions and respective subdimensions (De Jong & Den Hartog, 2007; Denti & Hemlin, 2012; Oke et al., 2009). Findings revealed that leadership dimensions and subdimensions seemed to be not differentiated in the data. Moreover, findings demonstrated, that leadership support seems to be regarded as "one". This does not support research on transformational leadership and individual innovativeness, as both promote transformational leadership as a core leadership dimension in supporting individual innovativeness (Nederveen Pieterse et al., 2010; Oke et al., 2009).

Further, this finding underlines the notion that one particular leadership might not be appropriate to support yps' innovativeness, even more, a "one-size fits all" leadership approach might not be effective enough when considering the different needs of yps (De Jong & Den Hartog, 2007; Denti & Hemlin, 2012; Oke et al., 2009). Hence, those researchers propose that an interplay of different leadership approaches will be both, more effective and also more practice-focused (De Jong & Den Hartog, 2007; Oke et al., 2009). Therefore, leadership that supports individual innovativeness should include all subdimensions (Northouse, 2012; Oke et al., 2009). However, this interpretation needs further empirical valitdation.

Summary of key findings of study 2

A summary of the findings of study 2 is presented in table 26.

Table 26: Summary of findings of study 2: leadership supporting yps' innovativeness

Findings	
(1)	Different views in three out of eleven subdimensions (yps and leaders).
(2)	Same view in eight out of eleven subdimensions (yps and leaders).
(3)	All leadership dimensions and subdimensions support yps' innovativeness.

4 Summary of overall empirical findings

Chapter 4 summarizes the overall findings of the dissertation. This dissertation aimed to answer the two research questions, RQ 1: 'Can, and if so, how can individual innovativeness be defined for yps?' (investigated in study 1), and RQ 2: 'Does, and if so, how does leadership support young professionals' innovativeness?' (explored in study 2). It followed the need to better understand how individual innovativeness is defined for yps and how leadership supports yps' innovativeness. As already outlined, individual innovativeness and leadership are crucial aspects as yps are important actors for organizations' innovativeness and therefore for organizations' future success.

Reviewing all findings across the two empirical studies conducted, resulted in a number of interesting clues for an overall discussion. As yps and leaders share the same map of yps' innovativeness, this map revealed that individual innovativeness for yps (investigated in the empirical study 1), shows different result of individual innovativeness, derived from literature. In this map of yps' innovativeness, two additional factors 'sense of purpose' and 'ambition' are found to be significant for yps' innovativeness. Five subfactors, found in the map of individual innovativeness, did not seem to be aware in the illustration of yps' individual innovativeness. Finally, factors and subfactors are interrelated in the map of yps' innovativeness. Thus, regarding the map of individual innovativeness, yps' innovativeness would profit if an awareness of the missing five subfactors would be enhanced. In other words, the full potential of yps' innovativeness could be exploited and as a result, yps' innovativeness could be enhanced.

However, to fully exploit yps' innovativeness, leadership supporting yps' innovativeness is needed. Furthermore, leadership is supposed to be one of the most influential aspects when it comes to encouraging individual innovativeness. As it is shown in the empirical study 2, all dimensions and subdimensions are supposed to be essential to understanding and realizing opportunities, inherent in the new direction set by yps. In this sense, leaders seem to be crucial to advise yps with appropriate support that could exploit the full potential of yps' innovativeness. Moreover, yps are supposed to seek leaders who show them direction, encourage

them appropriately to their specifics, and ask for professional development. Thus, leadership supporting yps' innovativeness would benefit from the alignment of the slight differences regarding the view of yps on leadership supporting yps' innovativeness and the view of leadership supporting yps' innovativeness. In other words, by aligning the different view of yps and leaders on the three distinct subdimensions, professional leadership supporting yps' innovativeness would be possible, and lead to an enhanced yps' innovativeness.

V

Part V: Conclusion

1 Summary of parts

This chapter summarizes part II and part III of this dissertation. The dissertation focused on the individual innovativeness of yps and explored how leadership supports yps' innovativeness. The summary starts with part II, the foundations, which investigate in literature on individual innovativeness and leadership supporting individual innovativeness (1.1). Then, the summary of part III portrays the empirical studies: study 1 & 2 of this dissertation. Study 1 investigated in defining individual innovativeness of yps, and study 2 explored leadership supporting yps' innovativeness (1.2).

1.1 Summary of part II

Part II introduces the foundations of the dissertation, individual innovativeness and leadership supporting individual innovativeness.

Individual innovativeness: In chapter 2 it is acknowledged that researchers have studied different aspects of individual innovativeness in a rich base of literature. For this, chapter 3, presents the definition of individual innovativeness, as well as a detailed review of the literature on individual innovativeness. Overall, the review pointed out an increasing number of studies investigating factors and subfactors of individual innovativeness. Four main factors and respective subfactors of individual innovativeness are illuminated. Most studies focused on isolated factors and subfactors, and an interrelated view is still missing. It became obvious that individual innovativeness is a complex issue and an interrelated view of identified factors and subfactors should be considered. Chapter 2 closes with four key perspectives of literature on individual innovativeness (see part II, chapter 2, 2.4, table 7 for more detail).

Leadership supporting individual innovativeness: In chapter 3 it is acknowledged, that leadership support plays a crucial role for yps' innovativeness. However, researchers have studied leadership from several perspectives, resulting in a rich base of literature. One focus of leadership studies lies on leadership supporting individual innovativeness. To understand the status quo of the literature, chapter 3 presented a

working definition of leadership and provided a review of the literature of leadership supporting individual innovativeness in terms of four leadership dimensions and respective subdimensions. Overall, leadership literature provided a rich picture of dimensions and subdimensions to support individual innovativeness, and researchers still see the need for more empirical studies. Chapter 3 closes with 5 key perspectives of literature on leadership supporting individual innovativeness (see part II, chapter 3, 3.4, table 12 for more detail).

1.2 Summary of part III

Part III portrays the empirical part of the dissertation, and summarizes research studies 1 & 2.

Research context: In chapter 2, the research context, yps and the retail industry is introduced. First, it seems important to shed light on the **yps**, as they are the future workforce. They belong to the often-cited Generation Y (born between 1983 and 2000) and are labeled in many ways. They are supposed to be: open to change, innovative, ambitious, motivated to learn, always connected, and grown up with a distinct relationship with technology, which is essential for individual innovativeness (see part II, chapter 2, 2.1, table 14 for more detail).

Second, a branche that has been subject to and struggles with the influence of globalization and growth, is the **retail industry** (Reinartz et al., 2009). The retail industry is one of the largest service sectors in Germany and plays a crucial role in economy (HDE, 2014). In terms of the number of the employees, the German retail is also an important employer, and its strength lies in qualified and professional employees. The retail industry, deals amongst, others with two important challenges: fast and dramatic changes in the past 60 years, as well as enormous demographical changes in the next years. The one challenge is that nowadays, retail developed to oligopolies and need to find ways to differ from each other in order to succeed, because in the eyes of the customers, the assortments of the retailers in one area all show the same profile. The other challenge is, due to shifts of the age structure, that there will be a shortage of well-trained staff, and a decreasing workforce. Nowadays the retail industry serves as an intermediary between suppliers and customers, as the

total supply chain seems to shift from production towards retail, and most probably might give the customer more influence in the future. Key activities of retailing are primary to optimize the customer interface by organizing the supply chain, product assortment, location, store format, and branding.

Overall research design: In chapter 3 the overall research design chosen for both studies is introduced. To investigate the individual innovativeness of yps and to explore leadership supporting yps' innovativeness, a qualitative interview study approach is employed. In particular, the qualitative approach allowed new facets and nuances of phenomena under research (Doz, 2011; Weick, 1995). Precisely, qualitative data is "fundamentally well suited for locating the meanings of people place on events, processes, and structures of their lives: their perceptions, assumptions, prejudegement, presumptions and for connecting these meanings to the social world around them" (Miles and Hubermann, 1994:10). In order to capture a deeper understanding, two points of view, the yps' point of view and the leaders' point of view, were assessed to answer the research questions. The research followed simultaneously the logic of abduction, deduction, and induction. The empirical research field for the interview studies was based on five German retail companies. Overall, the interviews relied on semi-structured interviews with 20 yps and 14 leaders of the chosen retail companies. In total, 34 face-to-face interviews were performed between February and July 2014.

Study 1 – individual innovativeness of yp's: In chapter 3 it is acknowledged that yps are supposed to be critical components and therefore are a significant source of innovation. They are ascribed to be open to experience and innovative, and this potential needs to "be made visible, recognized and exploited" to the benefit of the organization (Kesting & Ulhøi, 2010:66). Hence, study 1 asked following RQ 1: 'Can, and if so, how can individual innovativeness be defined for yp?', which is discussed hereinafter.

The conducted interviews were audio recorded, and transcribed verbatim and analyzed with MaxQDA. The interviews with the yps typically took on average 41:52 min. The interviews with their leaders took on average 42:05 min. For analyzing the data, the logic of abduction, deduction, and abduction was applied.

The result of the study showed that the map of individual innovativeness derived form literature differs from indivudal innovativeness of yps, derived from study 1. The map of yps' innovativeness comprises apart from the main factors of individual innovativeness, (A) personality features, (B) motivations, (C) cognitions, and (D) job features, two additional factors, namely 'sense of purpose' and 'ambition'. Furthermore, yps and leaders share the same view on yps' innovativeness, as regarded main factors and respective subfactors are almost identical. Further, all interviewees, yps and leaders consider all main factors of individual innovativeness to be relevant for yps' innovativeness. In this sense, yps' innovativeness seems to be an interrelation of factors and subfactors. However, subfactors show different prevalences and five factors are missing. Chapter 4 concludes with a summary of study 1, which introduces the illustration of yps' innovativeness (see part III, chapter 4, 4.2.6 figure 14 for more detail).

Study 2 – leadership supporting yps' innovativeness: In chapter 5 it is acknowledged that leadership is important to support yps' innovativeness. Leadership is supposed to be one of the most influential aspects when it comes to encouraging individual innovativeness (Mumford & Licuanan, 2004; Oke et al., 2009; Yukl, et al., 2002). Hence, study 2 asked following RQ 2: 'Does, and if so, how does leadership support young professionals' innovativeness?' The conducted interviews were likewise audio recorded and transcribed verbatim and analyzed with MaxQDA. The results of the study elucidated that at a first glance, the picuture of leadership supporting yps' innovativeness shows two slightly different views on leadership subdimensions supporting yps' innovativeness. However, by analyzing in more detail, the illustration shows only minor differences between yps' point of view and the leaders' point of view, because in eight (out of eleven) subdimensions yps and leaders share the same view of leadership supporting yps' innovativeness. Furthermore, continuing this issue and considering the close match between the yps and the leaders, yps and leaders together comprise that all leadership dimensions, as well as all respective subdimensions, seem to support yps' innovativness. Chapter 4 concludes with a summary of study 2 (see part III, chapter 5, 5.2.5 figure 19 for more detail).

2 Implications for management

This dissertation focused on individual innovativeness, and on particular in the investigation of yps' innovativeness as an important source of innovation (Kesting & Ulhøi, 2010). Individual innovativeness in this dissertation was defined as the sum of various factors and subfactors with the aim to produce successful innovation (Anderson et al., 2004; De Jong & Den Hartog, 2010). The task to promote employees´ innovativeness applies to the leaders (De Jong & Den Hartog, 2007; Denti & Hemlin, 2012; Hülsheger, Anderson, & Salgado, 2009). In this sense, the general framework of this dissertation conceptualizes leadership as integral to support individual innovativeness. Therefore, leadership in this dissertation is defined "as a process directed to support groups of individuals towards innovative outputs".

In the light of innovation pressure and demographic changes, it is important for organizations to encourage their young professionals (yps), especially young professionals' innovativeness (yps´ innovativeness) as they are the future workforce (Frosch, 2011; Lattuch & Young, 2011; Loeffler & Bullinger-Hoffmann, 2014).

A branche that has been subject to and struggles with the influence of globalization and growth, is the retail industry (Reinartz et al., 2009). For the retail industry, it is impossible to neglect their yps, because they are said to be the primary source of the future workforce (Deloitte, 2013). Nevertheless, the importance of yps' innovativeness in the retail industry is still underestimated (Reynolds & Hristov, 2009). Hence, organizations and especially leaders may take a great benefit from being aware of their yps' innovativeness as one possibility to face the challenges of innovativon pressure in times of demoghraphic changes.

In this sense, the dissertation has also important practical implications for retail leaders, as they are in demand to support yps' innovativeness. These implications are expected to enhance yps' innovativeness and to sensitize retail leaders in order to be more conscious about leadership supporting yps' innovativeness. Advice for retail leaders to enhance yps' innovativeness and to sensitize them about leadership supporting yps' innovativeness is generated in two major steps. Subsequently, both steps are introduced briefly prior to detailing them in the following sections.

In **step one**, retail leaders are firstly **provided with insights** (a) about the necessity to enhance yps' innovativeness, as well as about the differences between individual innovativeness (derived from literature) and the map of yps' innovativeness (derived from empirical studies). This information creates an awareness of the status quo of yps' innovativeness compared to findings of literature, and support them with academic insights. Then, retail leaders are provided with insights (b) about leadership supporting yps' innovativeness compared to academic literature on leadership supporting individual innovativeness. Although leadership supporting yps' innovativeness already shows a high degree of match, three different views (between yps and leaders) on three subdimensions should be aligned.

In **step two**, **recommendations** for retail leaders on how to enhance yps' innovativeness are given. Recommendations include several aspects that will be outlined in section 2.2 in more detail.

2.1 Insights for retail leaders

Based on the overall findings of the dissertation, the following insights should be passed on to retail leaders:

(a) The necessity to enhance yps' innovativeness

In order to enhance yps' innovativeness in the retail industry, an awareness of the status quo of yps' innovativeness should be created. The map of yps' innovativeness generated by the empirical research of this dissertation is different compared with individual innovativeness generated by literature. In this sense, the leaders should be aware about: (1) The similarities between the yps' and the leaders' point of view on factors and subfactors of yps' innovativeness, (2) the factors and subfactors of individual innovativeness, generated from literature and their inherent meaning, (3) the map of yps' innovativeness and two additional factors, as well as five found not present factors, which are found not present in data.

(b) Aligned leadership supporting yps' innovativeness as a prerequisite to enhance yps' innovativeness

Generally, leadership supporting yps' innovativeness already shows a high degree of match between yps and their leaders, however three subdimensions show slightly different views. In this sense, **leaders should be informed** about:

(1) The high degree of match between the yps point of view and the leaders point of view on how leadership is supporting yps' innovativeness. (2) The leadership dimensions and subdimensions supporting yps' innovativeness. (3) The three subdimensions of leadership supporting yps' innovativeness that show a different view between yps and leaders (individualized consideration, joint-decision-making, mutual trust).

In order to enhance yps' innovativeness, a prerequisite is to align different views of yps and leaders on the three distinct subdimensions, because of two resons: One reason is that the leaders support their yps through individualized consideration, but not all yps are aware of the support they receive through their leaders in innovative activities. This could lead to a lack of understanding or demotivation as they might not feel appreciated in their doing. Therefore, it would be important that the leaders create an awareness for their doing. Another reason that occurs in practise is that individualized consideration is in the leaders' mind but they do not operate in this way. In this case, the leaders need to coordinate their thinking and acting in better way.

These insights might help leaders to sensitize how leadership is supporting yps' innovativeness. Subsequently, recommendations for retail leader to enhance yps' innovativeness are provided in the adjacent section.

2.2 Recommendations for retail leaders

Beside many options, the author recommends leaders in the retail industry to implement so called **yps' innovation projects** as part of their yps' development programs[30].

[30] Regarding the sampling citeria, presented in part III, chapter 3, 3.2, retail companies must have a specific program for developing yps. In general, this program takes about three years.

The **design** of such a yps' innovation project needs to consider the following:

(1) Two additional factors (sense of purpose, ambition) must be considered, as well as five not present subfactors (tolerance of ambiguity, self-leadership, internal locus of control, extrinsic motivation, and training), and an interrelated view of factors and subfactors needs to be covered (see Part III, chapter 4).

(2) Such an yps' innovation project should be executed in close collaboration between yps and their leaders, as part of their companies' development program (Dannar, 2013).

(3) The particular characteristics of yps need to be taken into account. Amongst others they are supposed to be multitasking, information seeking, ambitious, motivated by significant tasks, constant feedback, interested in learning, prefer responsibility in their workplace, want to work independently, and contribute to change (Chou, 2012; Ng et al., 2010) (see Part III, chapter 2, 2.1).

(4) Specifics of the retail industry should be respected (see Part III, chapter 2, 2.2), as innovations in retail are crucial. However, in most cases they are more or less a matter of chance. Latest research results of the BBE in Munich on 'Innovation in retail' reported that 71 % of the interviewees (n=214) agree that they bring new ideas in their companies, but 65 % of the interviewees do not agree that in their company, innovative projects are planned, managed and controlled (Stumpf, 2014).

(5) Moreover, yps' innovation projects should rely on active participation of yps, for solving future retail challenges, as well as on the freedom to choose a project on their own. Hence, they could execute the project in accordance with their interests and abilities (Hershatter & Epstein, 2010).

The **overall goal** of yps' innovation projects is to enhance yps' innovativeness in the retail industry by supporting all factors and subfactors of yps' innovativeness simultaneously, and in particular by strengthening sense of purpose, ambition, tolerance of ambiguity, self-leadership, internal locus of control, extrinsic motivation, and training.

To reach the goal, the **procedure** of yps' innovation project (see Table 27) should cover the following steps:

(1) Preparation of the yps' innovation project:

In a first step, while leaders should only provide the framework of this yps' innovation project and give supportive guidance and advice when necessary, the yps should be responsible for planning, organization, and realization of the project task.

In preparation of the innovation project, it is recommended for the leaders to develop a reflection sheet for such a project. This sheet should include all factors and subfactors of yps' innovativeness, and guide the leaders to interact in order to support yps' innovativeness. This will help the leaders to monitor the results of the innovation project, guide them in terms of supporting intervention and enables them to give organized feedback.

(2) Information about the yps' innovative project initiative:

In a second step, as mentioned before, the leaders should only provide the framework of the innovation project and leave it to the yps to define the specific project topic. By this, the desire of yps to work independently and self-directed will be accommodated.

However, leaders need to prepare the framework by defining what innovation is about and specify the fields for the yps' innovation projects (e.g., logistic, sales advice, price, sales room, service, processes, assortment, employees, e-commerce, etc.), as well as the projects procedure such as timing, general steps, reporting rules, the evaluation criteria as well as the expected reward and learning objective.

This task will provide the yps with the overall vision for the project, provide them with an inspirational motivation, a sense of purpose, and stimulate them intellectually to achieve the given task. Further, leaders need to clarify what the yps should do in order to be rewarded. Therefore, their extrinsic motivation will be raised by predetermined rewards and they will understand the training purposes.

(3) Development of a yps' innovation project outline:

The third step will be the initial main task of the yps. In this project phase, they need to specify their project ideas and create a project outline with their drafted project concept.

With this task, yps are challenged by ambition and are granted them a platform to train self-leadership by using specific strategies and develop constructive thoughts.

Furthermore, this fosters personal initiative and encourages yps to deal with ambigiuous situations and uncertainty. Beyond that, this step meets their desire for sense of purpose, as they can work independently and contribute to companies' changes.

(4) Creation of a yps' innovation project plan:

In a fourth step, when yps have developed their project outline and confirmed the project concept with their leaders, they need to plan the project execution and set up a project implementation plan.

With this task, yps train internal locus of control, because through the project they learn to believe that their actions directly influence the outcome of this project. Beyond that, they enhance self-leadership, tolerance of ambiguity and ambition.

(5) Execution of yps' innovation project:

In the fifth step, when they have finished the project implementation plan, this plan is put into action and the yps' innovation project execution starts. In this step, yps' learn that preparing things' theoretically goes along with understanding what is being done in reality. The execution phase is nevertheless of high importance. Typically, project execution needs the longest time, therefore, yps are challenged by all factors and subfactors of yps' innovativeness.

(6) Completion of yps' innovation:

In the sixth step, the project comes to an end. In the completion of the yps' innovation project, it is recommended for the leaders to review the results, yps have delivered. This should include organized feedback (e.g. yps' innovativeness, acceptance/success of yps' innovation). Beyond that, leaders should value (i.e., reward) yps' innovation project (e.g. bonus, best practice, participation in sales). This increases extrinsic motivation.

Following table 27 illustrates the procedure of yps' innovation project.

Table 27: Procedure of yps' innovation project

Steps	***Procedure***
Preparation of the yps' innovation project	• Leaders provide the framework of this yps' innovation project. • Yps are responsible for planning, organization, and realization of the project task. • Leaders should develop a reflection sheet (for monitoring and guidance).
Information about the yps' innovation project initiative	• Leaders should provide the overall vision for the project by -defining what innovation is about -introducing fields of innovations in the retail (e.g. logistic, sales advice, price, sales room, service, processes, assortment, employees, e-commerce) -guiding the project procedure (timing, steps) -providing evaluation criteria (reflection sheet) -informing about expected reward (e.g. best practice, bonus) and learning objective.
Development of a yps' innovation project outline	• Yps need to specify their project ideas. • Yps need to create a project outline with their drafted project concept. • Yps need to confirm the project outline with their leaders.
Creation of a yps' innovation project plan	• Yps need to plan the project execution. • Yps need to set up a project implementation plan.
Execution of yps' innovation project	• Yps put their innovation project plan into action. • Yps actually work on the innovation project.
Completion of yps' innovation project	• Leaders need to review what yps delivered. • Leaders give organized feedback (e.g. yps' innovativeness, acceptance/success of yps' innovation). • Leaders value (i.e., reward) the success.

Yps' innovation project offers yps a good platform to experience their own innovativeness, carry out innovation in the job, and bring their own ideas into their daily work. Beyond that, they contribute to a greater whole. For retail leaders, yps'

innovation project offers a structure to support their yps in an appropriate way. Even more, the innovation project enhance yps' innovativeness by considering and integrating all factors and respective subfactors of yps' innovativeness.

3 Limitations and avenues for further research

Althogether, this research contributed to a deeper understanding of individual innovativeness research in several ways. The dissertation contributed to individual innovativeness literature by considering an interrelated view on different factors and subfactors of individual innovativeness and investigating individual innovativeness for yps. Furthermore, the dissertation contributed to individual innovativeness literature by providing an inventory of literature on leadership supporting individual innovativeness and an inventory of leadership supporting yps' innovativeness. However, the findings and contributions elaborated in this dissertation can only be generalized with caution. In this chapter, major limitations of both studies are discussed.

The **limitations** cover the applied research method, as well as the characteristics of the data. As a common drawback in qualitative research, the interviewee sample was relatively small. However, the method seemed to be appropriate at this explorative phase, as the aim of the study was to generate an understanding of a less studied subject so far, as well as to generate in-depth understanding rather than breadth. Another limitation might be related to the sample, which consists of interview partners from various retail industries.

For **study 1:** Individual innovativeness of yps.Itt could not be identified whether particular factors or subfactors emerged in a specific branch of the retail (e.g. food, textile), or non-chain retailers. Moreover, this study does not address whether individual innovativeness of yps would be different in other industries.

The same applies to **study 2:** leadership supporting yps' innovativeness. It could not be identified whether leadership supporting yps' innovativeness differs in a specific branch of the retail industry, as well as if particular leadership support for yps' innovativeness appears in a specific branch of the retail industry (e.g. food, textile, etc.) or with non-chain retailers. Hence, these studies should be seen as a starting point to investigate the indivdual innovativeness of yps and the leadership supporting yps' innovativeness.

Overall, to gain deep insights, two points of view were considered in both studies. Yps are interviewed, as they are the focus of the study, and likewise their leaders, as they support yps' innovativeness. These relationships between yps and their leaders turned out to be very close. Due to those close relationships, yps might have adopted the view of the leader. In this sense, the comparability and generalizability, though, should be treated carefully.

Avenues for further research: First, the aim of the qualitative study was to generate in-depth understanding rather than breadth. For a sufficent confirmation of yps' innovativeness, as well as leadership supporting yps' innovativeness, a larger interviewee sample would have been desirable. Second, study 1 uncovered two additonal, so far unexplored, factors associated with yps' innovativeness. Consequently, further research should investigate the two additional factors, 'sense of purpose' and 'ambition', in order to understand how to better take advantage. Third, as the studies are based on chain-stores in retail, covering different branches, it would be interesting to investigate yps' innovativeness, as well as leadership supporting yps' innovativeness in different branches (e.g food or textile). Furthermore, future research should also consider yps' innovativeness, as well as leadership supporting yps' innovativeness in different industries. Such studies could clarify whether yps' innovativeness in retail would differ with studies in different industries, as well as the leadership support might change from industry to industry. Forth, both studies lack information about gender. Hence, additional research could be done on the differentiation between male yps' innovativeness and female yps' innovativeness. Fifth, more research should be done with the aim to explore how the retail industry in general could benefit from yps' innovativeness. Sixth, additional research should be done on leadership including all subdimensions. Such studies could clarify if an interplay of leadership subdimensions would be more effective.

4 Conclusion

The overall research objective was motivated by two simultaneous developments. On the one hand, due to the results of a fast changing market organizations have become increasingly global in scope. Along with globalization, organizations are confronted with a number of innovation challenges in order to stay competitive and to survive in a fast growing market. In this sense, organizations need to rely on motivated employees, especially on yps. Leaders may greatly benefit from being aware of their yps' innovativeness as one option to face the innovation challenges. On the other hand, due to demographic changes of the workforce in the next years organizations need to shed light on their yps, as they are the future workforce.

In this sense, this dissertation argued it is crucial for organizations to realize and identify the innovative potential of their yps. Furthermore, it is essential to understand how leadership supports yps' innovativeness. Based on literature, two empirical studies defined yps' innovativeness and examined leadership supporting yps' innovativeness.

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Annexes

Annex A: Related to Part II: Individual innovativeness

Table 28: Annex A: Overview of academic journals in the relevant field and ranking

Journal	*Ranking*
Administrative Science Quarterly	A+
Management Science	A+
Academy of Management Journal (AMJ)	A+
Administrative Science Quarterly (ASQ)	A+
Academy of Management Review (AMR)	A+
Strategic Management Journal	A
Journal of Industrial Economics	A
Journal of Economics and Management Strategy	A
Organization und Personal	
Organization Science	A
Journal of International Business Studies	A
Journal of Labor Economics	A
Journal of Economic Behavior and Organization	A
Organizational Behavior and Human Decision Processes	A
Journal of Applied Psychology (JAP)	A
Journal of Vocational Behavior (JVB)	B
Technology and Innovation Management	
Research Policy (RP)	A
Journal of Business Venturing	A
Entrepreneurship: Theory and Practice	A
Journal of Product Innovation Management	A
International Journal of Product Development	C
R&D Management	C
Creativity and Innovation Management	C

Table 29: Annex A: Overview of identified publications

Keyword	*Author (s) and year*	*Title*	*Journal*
Individual-innovativeness			
Journals	Keller (2012)	Predicting the performance and innovativeness of scientists and engineers	Journal of Applied Science
	Yuan & Woodman (2010)	Innovative behavior in the workplace: The role of performance and image outcome expectations	Academy of Management Journal
Googlescholar:	Parzefall et al. (2008)	Employee innovation in organizations: A review	Journal of Creativity and Innovation Management
	Anderson et al. (2004)	The routinization of innovation research: A constructively critical review of the state-of-the science	Journal of Organizational Behavior
	Tsirikas et al. (2012)	Knowledge management, tolerance of ambiguity and productivity: Evidence from the Greek public sector	Journal of Human Relations
Individual innovative factors			
Journals:	Anderson et al. (2004)	The routinization of innovation research: A constructively critical review of the state-of-the science	Journal of Organizational Behavior
	Jannsen et al. (2004)	The bright and the dark sides of individual and group innovation	Journal of Organizational Behavior

	Keller (2012)	Predicting the performance and innovativeness of scientists and engineers	Journal of Applied Science
	Romero & Martinez-Roman (2012)	Self-employed and innovation: Exploiting the determinants of innovative behavior in small businesses	Research Policy
	Yuan & Woodman (2010)	Innovative behavior in the workplace: The role of performance and image outcome expectations	Academy of Management Journal
Googlescholar:			
Individual-level innovation			
Journals:	Anderson et al. (2004)	The routinization of innovation research: A constructively critical review of the state-of-the science	Journal of Organizational Behavior
	Jannsen et al. (2004)	The bright and the dark sides of individual and group innovation	Journal of Organizational Behavior
	Yuan & Woodman (2010)	Innovative behavior in the workplace: The role of performance and image outcome expectations	Academy of Management Journal
Googlescholar:	Anderson et al. (2004)	The routinization of innovation research: A constructively critical review of the state-of-the science	Journal of Organizational Behavior
	Hammond et al. (2011)	Predictors of individual-level innovation at work: A meta-analysis	Psychology of Aesthetics, Creativity, and the Arts
	Jannsen et al. (2004)	The bright and the dark sides of individual and group innovation	Journal of Organizational Behavior
	Patterson (2004)	Great minds don`t think alike	International review of industrial and organizational Psychology

	Selby et al. (2004)	Defining and assessing problem-solving style: Design and development of a new tool	The Journal Creative Behavior
Individual innovative competences			
Journals:	Anderson et al. (2004)	The routinization of innovation research: A constructively critical review of the state-of-the science	Journal of Organizational Behavior
	Jannsen et al. (2004)	The bright and the dark sides of individual and group innovation	Journal of Organizational Behavior
	Keller, Robert T.	Predicting the performance and innovativeness of scientists and engineers	Journal of Applied Science
	Miron et al. (2004)	Do personal characteristics and cultural values that promote innovation, quality, and efficiency compete or complement each other?	Journal of Organizational Behavior
	Østergaard et al. (2011)	Does a different view create something new?	Research Policy
	Romero & Martinez-Roman (2012)	Self-employed and innovation: Exploiting the determinants of innovative behavior in small businesses	Research Policy
	Yuan & Woodman (2010)	Innovative behavior in the workplace: The role of performance and image outcome expectations	Academy of Management Journal
Googlescholar:			

Individual innovative behavior			
Journals:	Anderson et al. (2004)	The routinization of innovation research: A constructively critical review of the state-of-the science	Journal of Organizational Behavior
	Jannsen et al. (2004)	The bright and the dark sides of individual and group innovation	Journal of Organizational Behavior
	Keller (2012)	Predicting the performance and innovativeness of scientists and engineers	Journal of Applied Science
	Miron et al. (2004)	Do personal characteristics and cultural values that promote innovation, quality, and efficiency compete or complement each other?	Journal of Organizational Behavior
	Østergaard et al. (2011)	Does a different view create something new?	Research Policy
	Nederveen Pieterse et al. (2010)	Transformational and transactional leadership and innovative behavior: The moderating role of psychological empowerment	Journal of Organizational Behavior
	Romero & Martinez-Roman (2012)	Self-employed and innovation: Exploiting the determinants of innovative behavior in small businesses	Research Policy
	Yuan & Woodman (2010)	Innovative behavior in the workplace: The role of performance and image outcome expectations	Academy of Management Journal
Googlescholar:	Alpkan et al. (2010)	Organization support for intrapreneurship and its interaction with human capital to enhance innovative performance	Management Decision

	Carmeli & Spreitzer (2009)	Trust , connectivity and thriving: Implication for innovative work behavior at work	Journal of Creative Behavior
	De Jong & Den Hartog (2010)	Measuring innovative work behavior	Creativity and Innovation Management
	Hammond et al. (2011)	Predictors of individual-level innovation at work: A meta-analysis	Psychology of Aesthetics, Creativity, and the Arts
	Lu & Li (2010)	The impact of learning culture on individual innovative behavior	International Conference on Management and Service Science
	Yuan & Woodman (2010)	Innovative behavior in the workplace: The role of performance and image outcome expectations	Academy of Management Journal
Individual innovative behaviour			
Journals:			
Googlescholar:	De Jong & Den Hartog (2010)	Leadership as a determinant of innovative work behaviour	European Journal of Innovation Management
	Wu et al. (2011)	Need for cognition as an antecedent of individual innovative behavior	Journal of Management
	Xerri & Brunnetto (2011)	Fostering the innovative behaviour of SME employee`s: A social capital perspective	Research and Practice in Human Resource Management

Individual innovative performance			
Journals:	Anderson et al. (2004)	The routinization of innovation research: A constructively critical review of the state-of-the science	Journal of Organizational Behavior
	Jannsen et al. (2004)	The bright and the dark sides of individual and group innovation	Journal of Organizational Behavior
	Keller (2012)	Predicting the performance and innovativeness of scientists and engineers	Journal of Applied Science
	Miron et al. (2004)	Do personal characteristics and cultural values that promote innovation, quality, and efficiency compete or complement each other?	Journal of Organizational Behavior
	Østergaard et al. (2011)	Does a different view create something new?	Research Policy
	Romero & Martinez-Roman (2012)	Self-employed and innovation: Exploiting the determinants of innovative behavior in small businesses	Research Policy
	Yuan & Woodman (2010)	Innovative behavior in the workplace: The role of performance and image outcome expectations	Academy of Management Journal
Googlescholar:	Anderson et al. (2004)	The routinization of innovation research: A constructively critical review of the state-of-the science	Journal of Organizational Behavior
	Hammond et al. (2011)	Predictors of individual-level innovation at work: A meta-analysis	Psychology of Aesthetics, Creativity, and the Arts
	Patterson et al. (2009)	Charateristics and behavior of innovative people in organizations	NESTA
Individual-innovative resources			

Journals:	Anderson et al. (2004)	The routinization of innovation research: A constructively critical review of the state-of-the science	Journal of Organizational Behavior
	Jannsen et al. (2004)	The bright and the dark sides of individual and group innovation	Journal of Organizational Behavior
	Keller (2012)	Predicting the performance and innovativeness of scientists and engineers	Journal of Applied Science
	Yuan & Woodman (2010)	Innovative behavior in the workplace: The role of performance and image outcome expectations	Academy of Management Journal
Googlescholar:	Patterson et al. (2009)	Charateristics and behavior of innovative people in organizations	NESTA
Individual innovative characteristics			
Journals:	Anderson et al. (2004)	The routinization of innovation research: A constructively critical review of the state-of-the science	Journal of Organizational Behavior
	Jannsen et al. (2004)	The bright and the dark sides of individual and group innovation	Journal of Organizational Behavior
	Keller (2012)	Predicting the performance and innovativeness of scientists and engineers	Journal of Applied Science
	Miron et al. (2004)	Do personal characteristics and cultural values that promote innovation, quality, and efficiency compete or complement each other?	Journal of Organizational Behavior,
	Romero & Martinez-Roman (2012)	Self-employed and innovation: Exploiting the determinants of innovative behavior in small businesses	Research Policy

	Yuan & Woodman (2010)	Innovative behavior in the workplace: The role of performance and image outcome expectations	Academy of Management Journal
Googlescholar:			
Employee innovation			
Journals:	Østergaard et al. (2011)	Does a different view create something new?	Research Policy
Googlescholar:	Binnewies & Gromer (2012)	Creativity and innovation at work: The role of work characteristics and personal initiative	Psicothema
	De Jong (2007)	Individual innovation the connections between leadership and employees innovative work behavior	Book
	Jannsen et al. (2004)	The bright and the dark sides of individual and group innovation	Journal of Organizational Behavior
	Hammond et al. (2011)	Predictors of individual-level innovation at work: A meta-analysis	Psychology of Aesthetics, Creativity, and the Arts
	Patterson (2009)	Every day innovation	NESTA
	Yuan & Woodman (2010)	Innovative behavior in the workplace: The role of performance and image outcome expectations	Academy of Management Journal, 2010
Determinants of individual innovativeness			
Journals:	Keller (2012)	Predicting the performance and innovativeness of scientists and engineers	Journal of Applied Science, 2012
	Yuan & Woodman (2010)	Innovative behavior in the workplace: The role of performance and image outcome expectations	Academy of Management Journal, 2010
Googlescholar:	Anderson et al. (2004)	The routinization of innovation research: A constructively critical review of the state-of-the science	Journal of Organizational Behavior, 2004

	Kalyar (2011)	Creativity, self-leadership and individual innovation	The Journal of Commerce, 2011
	Verworn & Hipp (2009)	Does the aging workforce hamper the innovativeness of firms? (No) evidence from Germany	International Journal of Human Resources Development and Management, 2009
Factors of employee innovativeness			
Journals:	Yuan & Woodman (2010)	Innovative behavior in the workplace: The role of performance and image outcome expectations	Academy of Management Journal, 2010
Googlescholar:	Yuan & Woodman (2010)	Innovative behavior in the workplace: The role of performance and image outcome expectations	Academy of Management Journal, 2010
	Parzefall et al. (2008)	Employee innovation in organizations: A review	LTA, 2008
	Tewari (2011)	Individual innovation and organizational success: Theoretical perspective	Review of Management, 2011

Table 30: Annex A: Identified definitions for each search term

Term used	*Definition found for each term*	*Author(s)*
Factors of individual innovativeness	"[…] are a number of factors […] which have consistently been found to be supportive or inhibitve of innovative outcomes".	Anderson et al. (2004: 149)
Factors of employee innovativeness	"[…] support or inhibit employees' innovativeness […] which can be defined as engagement in innovative behaviors […] with the aim of producing innovations".	Parzefall et al. (2008: 166)
Individual innovative competence	"[…] is an important ingredient in the mix of a company´s systems, technologies, physical location and infrastructure that make up the competence […] these competencies are determined by […] individuals".	Waychal et al. (2011:2)
Individual innovative behaviour	"[…] is a behavior directed towards the initiation and application of new and useful ideas, processes, products and procedures […] can be seen as a multi-dimensional, overarching construct that captures all behaviours through which employees can contribute to the innovation process".	De Jong & Den Hartog (2007:43)
Innovative performance	"[…] is a product of both cultural and personal characteristics that nurture innovation […], performance quality is the product of individual characteristics congruent with a quality-oriented culture […]".	Miron et al. (2004:176)
Individual innovative resources	"[…] involves multiple components at the individual level [….] and many inter-related characteristics."	Patterson et al. (2009:9)
Charcateristics of individual innovativeness	"[…] are a persisting characteristic or disposition by which one individual can be distinguished from another".	(Morel-Curran, Remick, & Johnson, 2009):394)
Determinants of innovative behavior	"[…] are various interactive determinants that are the input of innovative behavior ".	Scott & Bruce (1994:582)
Individual innovativeness	"is the sum of various factors and subfactors with the aim to produce successful innovations".	Anderson et al. (2004); De Jong, 2007

Table 31: Annex A: Framework for literature analysis on individual innovativeness

Article	*Individual innovativeness*																
	(A) Personality features						*(B) Motivations*				*(C) Cognitions*			*(D) Job features*			
	Tolerance of ambiguity	Openness to experience	Self leadership	Self-efficacy	Proactivity	Internal locus of control	Intrinsic motivation	Extrinsic motivation	Personal initiative	Need for achievement	Cognitive ability	Cognitive style	Problem-solving style	Autonomy	Job resources	Support for innovation	Training
Alpkan et al. (2010)														X			
Anderson et al. (2004)	X	X	X		X		X	X	X	X	X			X	X	X	X
Binnewies & Gromer (2012)															X	X	
Carmeli et al. (2009)							X				X						
De Jong, 2007	X			X	X	X							X	X	X		
De Jong & Den Hartog (2007)																X	
Frosch (2011)							X	X									
Hammond et al. (2011)		X		X			X	X						X		X	
Jannsen et al. (2004)																X	
Kaylar (2004)			X														

Article	*Individual innovativeness*																
	(A) Personality features						*(B) Motivations*				*(C) Cognitions*			*(D) Job features*			
	Tolerance of ambiguity	Openness to experience	Self leadership	Self-efficacy	Proactivity	Internal locus of control	Intrinsic motivation	Extrinsic motivation	Personal initiative	Need for achievement	Cognitive ability	Cognitive style	Problem-solving style	Autonomy	Job resources	Support for innovation	Training
Keller (2011)		X		X		X							X				
Lu & Li (2010)																X	
Miron et al. (2004)				X					X			X					
Ostergaard et al. (2010)											X						
Patterson et al. (2009)		X		X			X	X	X	X	X	X	X			X	
Patterson (2004)		X		X			X	X	X		X			X		X	
Parker et al. (2006)					X						X	X	X				
Parzefall et al. (2008)		X		X			X		X			X				X	X
Pratoom & Savatsomboon (2012)			X														
Nederveen Pietse et al. (2010)		X	X													X	
Romero & Martinez – Roman (2012)							X	X								X	

Article	*Individual innovativeness*																
	(A) Personality features						*(B) Motivations*				*(C) Cognitions*			*(D) Job features*			
	Tolerance of ambiguity	Openness to experience	Self leadership	Self-efficacy	Proactivity	Internal locus of control	Intrinsic motivation	Extrinsic motivation	Personal initiative	Need for achievement	Cognitive ability	Cognitive style	Problem-solving style	Autonomy	Job resources	Support for innovation	Training
Selby et al. (2004)													**X**				
Tewari (2011)							X	X			X						
Tsirikas et al. (2012)	X				X												
Unsworth (2003)							X	X					X				
Wu et al. (2011)											X		X			X	
Yuan & Woodman (2010)		X					X									X	
Xerri & Brunetto (2011)																X	

Annex B: Related to Part II: Leadership supporting individual innovativeness

Table 32: Annex B: Important approaches to leadership

Leadership approaches	*Description*
Trait approach	assumes that some people have certain inborn qualities and characteristics that makes them a leader (Bass, 1990; House, 1997; Kirkpatrick & Locke, 1991)
Behavioral approach	examines different leadership behavior, what leaders do, and how they act to bring about change (Yukl et al., 2002, House, 1997)
Situational approaches	assumes that different situations require different leadership (Northouse, 2012)
- Path-goal theory	examines how leaders can provide an environment, in which employees are motivated in order to poster performance and satisfaction (House, 1996, Northouse, 2012)
- Participative leadership	examines the joint-decision-making by a leader and his employees (Yukl et al., 2002)
- Contingency theory	examines the interactions between a leader personality and behavior and specific situational variables (House, 1997, Northouse, 2012)
Relational/interactional approach	assumes that leadership is a relation that exists between a leader and his employee (House, 1997, Yukl et al., 2002)
- (LMX) Leader-Member Exchange Theory	examines the quality of the relationship and the positive outcome (Graen & Taylor, 2006, Yukl et al., 2002)
"New Leadership" approaches	generated visionary and charismatic leadership theories (Bryman, 1993, House, 1997)
- Charismatic leadership	examines several leader behaviours that give him the capacity to have an enormous impact on his employees (Conger & Kanungo, 1987, House, 1997)
- Visionary leadership	examines the leader's power that influences the way employees think and act about what is possible and desirable in the future (Bennis & Nanns, 2007, Rowe, 2001)
- Transformational leadership	examines leadership as a process that changes people and organizations (Burns, 1998, Bass, 1985, Northouse, 2012)
"Diverse " range of	arose during 21th century (Northouse, 2012)

Leadership approaches	*Description*
leadership approaches	
- Authentic leadership	examines the authentic (transparent, trusting and genuine) leadership between the leader and his employees (Avolio & Gardner, 2005)
- Spiritual leadership	examines the values of the leader in order to motivate employees (Fry, 2003)
- Servant leadership	examines the relationship between the leader and the employee according to the principle, the servant leader is servant first and the overall focus is set on the well-being of the employee (Avolio et al,. 2009, Greenleaf, 2002)

Annex C: Related to Part III: Empirical study 1&2

Figure 25: Annex C: Interview guide for young professionals_02_14

1. Einleitung (initial part):

- Würdigen, dass der Interviewee sich die Zeit für das Interview nimmt.
- Kurze Vorstellung … (Forschung im Bereich individueller Innovationsfähigkeit im Besonderen die von jungen Leuten)
- Lassen Sie sich für die Antworten ruhig Zeit, da uns ihre Meinung dazu sehr wichtig ist. Es gibt kein richtig/falsch; es geht im Ihre persönliche Meinung".
- Ich möchte das Gespräch gerne aufzeichnen. Alle Äußerungen unterliegen dem Datenschutz und werden in vollständig anonymisierter Form ausgewertet. Es werden keinerlei Rückschlüsse auf Sie möglich sein.

Berufsbiographischer Hintergrund

Zunächst möchte ich Sie bitten, in Kürze zu erzählen was ihr beruflicher Werdegang ist? Was war ihre Entscheidung für ihre Tätigkeit im Handel?

Allgemeines zum Thema

- Was verstehen Sie unter einer Innovation?
- Was ist für Sie eine Innovation im Einzelhandel?
- Wie wichtig glauben Sie, sind Innovationen für Ihr Unternehmen?
- Welchen Stellenwert hat Innovation in ihrem Unternehmen?
- Was verstehen sie unter Innovationsfähigkeit / innovativ sein?

Für die weitere Fragestellung, Definition Innovation, individueller Innovationsfähigkeit:

2. Spezielle Fragen zum Thema (main part)

Teil 1 (part 1):

- Denken Sie bitte an Menschen (Freunde, Arbeitskollegen (beruflich und/oder privat), die innovativ sind/waren?
- Bitte beschreiben Sie diese Person/Personen?
- Was können sie gut? Was ist deren Fähigkeit beim Innovieren?
- Wie genau gelingt das?

- Waren Sie selber schon mal innovativ? Wenn ja:
- Erzählen Sie doch mal eine Innovation von Ihnen? (Beschreiben Sie bitte mal eine Situation, wo Sie etwas Neues gemacht haben, das auch erfolgreich im Unternehmen umgesetzt wurde; ODER: Angenommen, Sie würden innovativ sein/was Neues machen…)
- Was ist da Ihrer Meinung nach wichtig?

o Was tun sie da? Was war wichtig / besonders / anders zu tun? Beschreiben Sie das bitte genauer.

o Wie konnte es gelingen? Was war da Ihre Fähigkeit, die das hat so gut hat werden lassen? Mit welchen Fähigkeiten?

o Was glaubsen Sie, macht Sie innovativ?

o Was würden Sie gerne in Bezug auf Ihre Innovationskraft noch besser können?

o Was glauben Sie bräuchten Sie noch, um sich als innovativ zu sein?

o Haben Sie das Gefühl, Sie können an ihrem Arbeitsplatz innovativ sein? Wenn ja, warum, wenn nein, warum?

o Wie unterstützt Sie ihre Führungskraft dabei? Beschreiben Sie bitte

Was genau tut Ihre Führungskraft, dass Sie sich unterstützt fühlen? Wobei unterstützt sie Sie?

o Sind sie auch außerhalb der Arbeit innovativ? Wenn ja, wo, wie, beschreiben…

Teil 2 (part 2):

- Haben Sie das Gefühl, Sie können an ihrem Arbeitsplatz innovativ sein? Wenn ja, warum, wenn nein, warum?
- Inwieweit glauben Sie ist Führung für Ihre Innovationskraft wichtig?
- Wie unterstützt Sie ihre Führungs dabei? Beschreiben Sie bitte
- Was genau tut Ihre Führungskraft, dass Sie sich unterstützt fühlen? Wobei unterstützt sie Sie?
- Glauben Sie, dass Faktoren/Fähigkeiten, die nicht da sind, erlernt werden können?
- Wenn ja, wie?
- Haben Sie schon welche erlernt während ihrer beruflichen Tätigkeit? Wie?
- Wie könnte Sie ihre Führungskraft unterstützen? Wie?
- Wie könnte das im Unternehmen passieren?
- Wer könnte sie noch unterstützen? Wie?

- Wofür wären diese Fähigkeiten möglicherweise noch wichtig?

Angenommen, Sie würden selber für ein Innovationsprojekt in ihrem Unternehmen leiten/ verantwortlich sein.

- Welche NFK/Kollegen (mit welchen Fähigkeiten) würden Sie auswählen, dass dieses Innovationsprojekt ein wirklicher Erfolg werden würde?
- Welche Fähigkeiten bräuchten diese MA für das Projekt? Warum denn?
- Welche Fähigkeiten müssten die MA haben? Beschreiben Sie die bitte.
- Was können die in diesem Kontext besonders gut?

Wie führen Sie diese MA? Was genau tun sie da?

- Wie könnte das unterstützt werden, damit das Projekt erfolgreich wird?
- Was kann ihre Umwelt/Organisation/Führungskraft tun?

Angenommen, das Unternehmen würde Sie auffordern und Sie würden bei einer Innovation/einem Innovationsprojekt mitmachen.

- Wann wären Sie bereit, mehr als das Notwendige zu leisten?
- Was ist da noch wichtig?

3. Demographika (final part)

Gut, Frau/Herr……. zum Schluss noch ein paar demographische Fragen.

- Bildungsabschluss
- Geschlecht
- Alter
- Dauer der Unternehmenszugehörigkeit

Herzlichen Dank!

Figure 26: Annex C: Interview guide for leaders_ 02_2014

1. Einleitung (initial part):

- Würdigen, dass der Interviewee sich die Zeit für das Interview nimmt.
- Kurze Vorstellung … (Forschung im Bereich individueller Innovationsfähigkeit im Besonderen die von jungen Leuten)
- Lassen Sie sich für die Antworten ruhig Zeit, da uns ihre Meinung dazu sehr wichtig ist. Es gibt kein richtig/falsch; es geht im Ihre persönliche Meinung".
- Ich möchte das Gespräch gerne aufzeichnen. Alle Äußerungen unterliegen dem Datenschutz und werden in vollständig anonymisierter Form ausgewertet. Es werden keinerlei Rückschlüsse auf Sie möglich sein.

Berufsbiographischer Hintergrund

Zunächst möchte ich Sie bitten, in Kürze zu erzählen was ihr beruflicher Werdegang ist? Was war ihre Entscheidung für ihre Tätigkeit im Handel?

Allgemeines zum Thema

- Was verstehen Sie unter einer Innovation?
- Was ist für Sie eine Innovation im Einzelhandel?
- Wie wichtig glauben Sie, sind Innovationen für Ihr Unternehmen?
- Welchen Stellenwert hat Innovation in ihrem Unternehmen?
- Was verstehen sie unter Innovationsfähigkeit / innovativ sein?

Für die weitere Fragestellung, Definition Innovation, individueller Innovationsfähigkeit:

Spezielle Fragen zum Thema (main part)

Teil 1 (part 1):

Sie haben ja schon einige Jahre Führungserfahrung….:

- Was braucht es Ihrer Meinung nach, um aus dem Ideenprozess eine erfolgreiche Marktumsetzung zu machen?
- Bitte beschreiben Sie doch (1-10) erfolgreiche Innovationsprojekte.
- Was war da der Schlüssel zum Erfolg? Welche Fähigkeiten waren dabei notwendig?
- Fallen Ihnen da besondere NFK ein? Beschrieben Sie deren Fähigkeiten
- Beschreiben Sie doch bitte eine besonders innovative NFK? (eventl. siehe oben)
- Wie erkennen Sie eine besonders innovative NFK? Welche Eigenschaften hat der/die?
- Wie fördern Sie diesen gezielt? Beispiele

- Wie verhalten sich innovative NFK in „innovativen Situationen“
- Wie lassen die sich führen?
- Wie motiviert das Unternehmen NFK innovativ zu sein?
- Wie sieht die ideale, innovative NFK aus? Beschreiben?

◎ Wenn wir davon ausgehen, dass eine Innovation unterschiedliche Prozesse hat, zu welchem Zeitpunkt im Innovationsprozess spielt die Führungskraft eine besonders wichtige Rolle?

Teil 2 (part 2):

- Welche Rolle spielt Führung dabei?
- Was genau tun Sie, damit die Ideen ihrer NFK im Unternehmen umgesetzt werden können?
- Wie kann Führung die Mitarbeiter unterstützen?
- Welche Instrumente stehen Ihnen da zur Verfügung?
- Welche Führungsinstrumente waren schon mal erfolgreich? Best practises
- Kennen Sie Kollegen (eventl. aus anderen Unternehmen), die erfolgreich Innovationen mit NFK fördern?
- Wird das auf Führungsebene diskutiert? Wenn ja, wie?

◎ Gibt es Weiterbildungsmaßnahmen, um die Führung der Innovationskraft von NFK zu lernen in Ihrem Unternehmen?

- Wenn ja, welche? Beschreiben sie bitte?
- Wenn nein: Meinen Sie, das ist sinnvoll?
- Was wünschen Sie sich in Bezug auf die Unterstützung der Innovationskraft Ihrer NFK?
- Wie beeinflusst die Zentrale die Art und Weise, wie Sie NFK motivieren können, innovativ zu sein?

3. Demographika (final part):

Gut, Frau/Herr……. zum Schluss noch ein paar demographische Fragen.

- Bildungsabschluss
- Geschlecht
- Alter
- Dauer der Unternehmenszugehörigkeit

Table 33: Annex C: Code items for yps' individual innovativeness per interviewee_yps

Subfactors	Text					Text					Text					Text					Sum of codes
	A1	A2	B1	C1	C2	D1	E1	E2	F1	G1	G2	G3	H1	H2	I1	J1	K1	L1	M1	N1	
Tolerance of ambiguity.	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	4
Openness	4	8	5	6	5	7	3	3	3	6	3	7	8	3	7	5	10	2	4	8	107
Self-leadership	0	0	0	0	0	0	0	0	0	2	0	2	1	0	0	2	0	0	0	0	7
Self-efficacy	5	4	1	3	4	3	5	2	4	1	3	5	1	3	4	4	1	2	1	2	58
Internal ocus of control	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Proactivity	8	4	0	4	6	2	1	5	3	3	3	5	1	2	9	5	1	2	1	2	67
Intrinsic motivation	2	1	1	3	3	3	2	1	2	1	1	3	1	1	2	2	1	4	2	3	39
Extrinsic motivation	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	2	5
Personal initiative	1	3	1	3	3	4	0	0	3	1	1	3	2	3	7	0	4	4	0	2	45
Need for achievement	0	3	0	0	1	0	5	2	1	0	4	1	0	1	1	1	3	2	1	2	28
Cognitive ability	4	2	0	1	3	2	0	1	0	2	0	2	2	2	1	2	0	1	1	0	26
Cognitive style	5	1	0	1	1	3	0	3	3	2	0	1	5	3	1	1	3	4	1	4	42
Problem solving style	6	4	0	1	5	1	3	0	2	1	1	0	4	3	5	1	0	3	2	1	43
Autonomy	2	1	4	3	3	3	2	0	2	2	1	0	4	5	4	0	0	0	0	1	37
Job resources	6	4	1	4	4	2	1	1	2	1	1	1	0	0	2	0	0	0	0	3	33
Support for innovation	4	1	0	0	5	1	5	0	0	1	3	1	0	0	0	5	3	3	2	2	36
Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sense of purpose	3	3	1	1	1	2	2	0	1	0	2	2	1	2	5	1	0	1	0	2	30
Ambition	1	1	1	0	2	1	3	5	1	0	0	1	1	1	2	2	3	3	2	1	31

To demonstrate the importance of all subfactors the following prevalences were assessed:
"++" considers a subfactor as prerequisite for all interviewees of one group (e.g. yp or leaders) and is mentioned by more than 80 %.
"+" considers a subfactor as prerequisite for most interviewees of one group (e.g. yps or leaders) and is mentioned by 21 – 79 %, and
"o" considers a subfactor as prerequisite for nearly none interviewee group and is mentioned by less than 20 %.

Table 34: Annex C: Code items for yps' individual innovativeness per interviewee_leader

Subfactors	Text														Sum of codes
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	
Tolerance of ambiguity.	1	0	1	0	0	0	0	0	2	0	1	0	0	0	5
Openness to experience	4	2	7	2	3	3	2	5	4	1	6	5	2	2	48
Self-leadership	1	0	0	0	0	0	0	1	2	0	0	0	1	0	5
Self-efficacy	2	1	1	1	2	0	3	3	3	1	4	0	1	3	25
Internal locus of control	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Proactivity	3	1	1	3	4	2	2	5	4	2	9	3	1	5	45
Intrinsic motivation	4	2	5	1	5	4	4	1	2	1	3	3	1	4	40
Extrinsic motivation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Personal initiative	5	1	1	1	2	2	5	1	2	1	5	2	1	1	30
Need for achievement	1	0	0	4	0	0	3	2	3	0	2	4	1	0	20
Cognitive ability	0	0	3	0	2	1	0	1	1	1	1	0	0	1	11
Cognitive style	2	1	1	1	2	1	2	2	2	1	0	1	0	2	18
Problem solving style	0	0	1	1	1	0	0	1	2	0	2	0	0	5	13
Autonomy	2	1	1	0	1	0	1	1	1	0	4	0	1	2	15
Job resouces	1	0	2	1	5	0	1	0	0	0	3	0	1	1	15
Support / Innovativeness	2	1	2	1	2	0	3	2	2	0	3	0	2	1	20
Training	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Sense of purpose	1	3	0	0	0	2	3	2	1	0	0	1	0	0	13
Ambition	1	1	1	3	1	3	3	4	2	1	1	1	1	1	24

To demonstrate the importance of all subfactors the following prevalences were assessed:
"++" considers a subfactor as prerequisite for all interviewees of one group (e.g. yp or leaders) and is mentioned by more than 80 %.
"+" considers a subfactor as prerequisite for most interviewees of one group (e.g. yps or leaders) and is mentioned by 21 – 79 %, and
"o" considers a subfactor as prerequisite for nearly none interviewee group and is mentioned by less than 20 %.

Table 35: Annex C: Code items of leadership subdimensions per interviewee_yps

Subfactors	Text					Text					Text					Text					Sum of codes
	A1	A2	B1	C1	C2	D1	E1	E2	F1	G1	G2	G3	H1	H2	I1	J1	K1	L1	M1	N1	
Idealized influence	1	1	1	2	1	6	8	1	2	1	2	7	3	2	2	3	1	4	1	2	53
Inspirational motivation	1	1	1	2	1	0	4	2	2	0	2	2	3	0	0	0	2	1	0	0	24
Intellectual stimulation	2	2		3	4	1	2	2	2	2	2	2	2	2	1	1	3	1	1	1	37
Individual consideration	1	1	0	1	1	1	1	0	1	2	2	1	2	1	0	0	2	0	0	0	19
Contingent reward	0	0	0	0	0	0	2	0	0	1	0	3	0	0	0	2	0	0	0	0	8
Management-by-exeption	1	2	5	3	4	1	2	3	1	1	1	2	1	3	2	3	4	1	1	1	42
Including consultation	2	2	1	1	6	2	3	1	1	4	2	3	1	1	1	2	1	3	2	5	44
Joint-decision-making	0	1	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	3	8
Delegation	2	2	2	2	5	1	1	1	1	1	1	1	2	1	2	1	2	1	1	1	31
Mutual trust	1	2	2	3	1	2	4	1	2	0	1	5	4	2	4	1	2	3	1	3	44
Respect	1	1	2	0	0	3	3	0	1	1	0	1	0	0	1	3	3	1	2	2	25

To demonstrate the importance of all subfactors the following prevalences were assessed:
"++" considers a subfactor as prerequisite for all interviewees of one group (e.g. yp or leaders) and is mentioned by more than 80 %.
"+" considers a subfactor as prerequisite for most interviewees of one group (e.g. yps or leaders) and is mentioned by 21 – 79 %, and
"o" considers a subfactor as prerequisite for nearly none interviewee group and is mentioned by less than 20 %.

Table 36: Annex C: Code items of leadership subdimensions per interviewee_leaders

Subfactors	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Sum of codes
Idealized influence	3	1	1	2	1	3	1	2	1	1	2	2	3	2	26
Inspirational motivation	0	1	0	0	3	4	2	3	5	3	2	0	0	1	24
Intellectual stimulation	4	2	3	1	5	1	3	2	4	2	2	1	1	1	32
Individual consideration	1	2	2	2	1	1	3	2	4	1	3	2	2	1	27
Contingent reward	2	0	0	0	0	0	0	1	2	0	0	0	0	0	6
Management-by-exeption	2	1	5	2	4	1	1	1	4	2	3	1	1	1	29
Including consultation	3	4	2	3	3	1	1	3	1	6	1	3	5	3	39
Joint-decision-making	3	3	2	4	6	1	4	1	1	2	1	2	1	1	32
Delegation	1	1	1	1	4	1	1	1	1	2	2	1	2	1	20
Mutual trust	1	1	0	5	5	1	1	0	4	0	2	2	2	0	24
Respect	2	0	1	2	1	0	1	0	0	2	0	1	1	2	13

To demonstrate the importance of all subfactors the following prevalences were assessed:
___ "++" considers a subfactor as prerequisite for all interviewees of one group (e.g. yp or leaders) and is mentioned by more than 80 %.
___ "+" considers a subfactor as prerequisite for most interviewees of one group (e.g. yps or leaders) and is mentioned by 21 – 79 %, and
___ "o" considers a subfactor as prerequisite for nearly none interviewee group and is mentioned by less than 20 %.

Table 37: Annex C: Exemplary interview quotes _yps on yps' innovativeness

1. Personality features

Subfactor	Definition	Examplary interview quotes
Tolerance of ambiguity	Individuals are able to perceive and process information about ambiguous situations, they accept a lack of clarity and are able to operate within constructively.	*"I went to my leader in order to present her an idea. In the first approach my idea was rejected (laughing), but I am obstinate and I for a moment I wasn´t very happy with that, but I was convinced that this brand will generate more sales. Then I asked her a second time, and she said no again, but suddenly, maybe a one or two days later, she changed her mind."*
Openness to experience	Individuals are willing to forge new paths; open to explore unconventional novel ideas; test out new approaches; are imaginative, original, flexible, adventurous, unconventional and their lives are experimentally richer.	*"[…] thinking beyond borders, in principle to work with an open mind which means, to walk new paths".*
		"I visit other retailers in my branch (competitors') in order to get an idea as to how they did it."
Self-leadership	Individuals are able to lead themselves by using specific strategies, like thinking positive, or developing constructive thoughts.	*"There is so much to notice out there: what do the competitors do, what do I notice in the internet".*
Self-efficacy	Individuals are convinced to be able to implement tasks successfully; they can organize and accomplish sources of action required to deal with future situations containing many ambiguous, unpredictable, and often stressful elements successfully; they are confident to enact change.	*"You have to dare to do it. And there is also a great openness to try out something new, although it won´t work in the first run. Just trust. You have to be confident in the whole."*
		"Of course I have to make sure to carry the message even further, I talk about that, I make up my mind about things, I try to bring my colleagues into the boat."
Internal locus of control	Individuals believe that they control their destinies (internals).	*"[…] all branches should look equal. Sometimes I would like to change something but the overall concept of equality is good. But we stick to the guidelines offered and this is not bad as it gives one certain orientation."*
Proactivity	Individual are able to think deliberate, plan, act, and calculate with foresight about future events to occur.	*"To my opinion one […] has to think in the future. Well, not only thinking step by step but also forward thinking and looking ahead: Where can we find problems and how can we optimize the processess?"*

2. Motivation

Subfactor	Definition	Examplary interview quotes
Intrinsic motivation	Individuals are doing things for its inherent satisfaction; they are moved by deep interest and involvement in the work, by curiosity, enjoyment, or a personal sense of challenge.	"I would say, I am really interested in the retail industry, interested in matters related to their field."
Extrinsic motivation	Individuals are moved by the desire to attain some goal that is apart from the work itself; they are engaged in achieving a promised reward or meeting a deadline or winning a competition.	*"Money gives an additional motivation, but it doesn´t make that happy."*
Personal initiative	Individuals are self-starting and engaged to overcome barriers in order to achieve goals; they are characterized by setting themselves context-specific goals and go beyond formal job requirements.	*"Well, I had an idea […] and first of all I look up in the internet, being interested what the suppliers do and how the introduce the subject in their catalogue and thought about to effectively implement and enforce it in my field."*
Need for achievement	Individuals are willing to attain success and attempt to excel; they are engaged in improving and achieving performance under challenging and competitive conditions	*"I possess a certain ambition to do things better."* *"I would say determination […] and constantly improving. […] increasing the turnover in our branch every year."*

3. Cognition

Subfactor	Definition	Examplary interview quotes
Cognitive ability	Individuals are able to combine new and existing knowledge critical to successful performance; they are flexible and effective in processing of mental information and acquire new information.	*"[…] that one can think about problems or situations […] and think about change and solutions."* *"[…] that one can inform or think about […] how can perhaps one or two thing be presented more effectively and also better sold."*
Cognitive style	Individuals have the ability to reflect solutions they produce and transfer them to similar problems; they reflect the way they think, perceive and remember information; they are able to transfer the solutions they produce to seemingly similar problems.	*"Customers came up to us and said they want ´Sonnenfänger´. I looked it up in the internet, tried to find a supplier, I didn´t find one; Asked the wholesaler, if he know how to get the product: again unsuccessfully; in the end I talked to a sales representative, he knew a supplier […]."*

Subfactor	Definition	Examplary interview quotes
Problem-solving style	Individuals establish on systematic and/or intuitive thinking and are therefore able to produce both conventional and/or novel problem solutions; it reflects the way people prefer to plan and carry out generating and focusing activities, in order to provide more clarity, produce ideas, and prepare for action" .	*"I would say, if we don´t do that, we are foregoing the opportunity for many customers we have 2 Million customers per month on the company´s homepage, an enormous potential that we must utilize far more effectively than before."* *"and one had to find out […] how do I manage to create the best environment for the new brand."*

4. Job features

Subfactor	Definition	Examplary interview quotes
Autonomy	Individuals are free to determine the schedule of their work and the way and resources they will use to carry out their tasks; it allows them the space to be experimental with improvements.	*"Every day anew, one can be innovative; discover something new, so things better without anyone telling you: you have to do it like this or that […]."* *"[…] here, I have a lot of extra room […]."*
Job resources	Individuals are able to achieve work goals through functional aspect of the job (e.g. physical, psychological, social or organizational aspects); it reduces job demands and associated costs, and can stimulate personal growth and development.	*"[…] respectful and open association with my colleagues helps to implement new things."* *[…] a part of the department had to be converted, this was discussed beforehand, and then we started."*
Support for innovation	Individual are provided with the necessary expectation, approval, and practical support that are crucial to introduce new and improved things in the work environment .	*"Our teams works well together and if someone presents his/hers ideas, everyone supports one another."* *"[…] sometimes I have an idea, but I realize, I cannot do that on my own."*
Training	Individuals are supported with appropriate and planned efforts that facilitate learning of task-related competences in a working environment.	*No statement.*

5. Additional factors

Subfactor	Definition	Examplary interview quotes
Sense of purpose	Individuals consider something as meaningful directed towards future orientation and goals.	*" I want my company to be successful. Finally it is my workplace!"*
Ambitions	Individual show much effort and a strong desire for success regarded as source for spending time and energy.	*"[…] I want more, I read relevant journals, visit trade fairs, and do a lot more to succeed."*

Table 38: Annex C: Exemplary interview quotes _leaders on yps' innovativeness

1. Personality features

Subfactor	Definition	Examplary interview quotes
Tolerance of ambiguity	Individuals are able to perceive and process information about ambiguous situations, they accept a lack of clarity and are able to operate with constructively.	*"In our company we try to adjust and prepare ourselves fast and completely on the most diverse customer requests."*
Openness to experience	Individuals are willing to forge new paths; open to explore unconventional novel ideas; test out new approaches; are imaginative, original, flexible, adventurous, unconventional and their lives are experimentally richer.	*"[…] and in that context, he had great ideas."* *"Well, and another important factor is that these yps look beyond their own nose." "We don´t need stereo-type thinking."* *"I think, she always has so brilliant ideas."*
Self-leadership	Individuals are able to lead themselves by using specific strategies, like thinking positive, or developing constructive thoughts.	*"Everyday we have an extreme movement of the goods, and this must be, well, arranged visually appealing […] I don´t have the time to give them any guidelines, therefore […] their innovativeness is needed."*
Self-efficacy	Individuals are convinced to be able to implement tasks successfully; they can organize and accomplish sources of action required to deal with future situations containing many ambiguous, unpredictable, and often stressful elements successfully; they are confident to enact change.	*"Well, one idea was born by a yp. He had the idea of a skiing event. Since then, they plan and manage this event with great enthusiasm. We started with 50 participants, last year there were over 1000 participants."*
Internal locus of control	Individuals believe that they control their destinies (internals).	*No statement.*
Proactivity	Individual are able to think deliberate, plan, act, and calculate with foresight about future events to occur	*"In my opinion, yp also innovate, when they take into account things we are involved right now and critically question it in order to make it different, more effective, better, quicker, or however else."* *"[…] how able is one to move freely, or does he […] needs rigid guidelines."*

2. Motivation

Subfactor	Definition	Examplary interview quotes
Intrinsic motivation	Individuals are doing things for its inherent satisfaction; they are moved by deep interest and involvement in the work, by curiosity, enjoyment, or a personal sense of challenge.	*"It is a lot of intrinisic motivation one needs."* *"After all, what's the point of a brilliant ingenious product if he is not motivated?"*
Extrinsic motivation	Individuals are moved by the desire to attain some goal that is apart from the work itself; they are engaged in achieving a promised reward or meeting a deadline or winning a competition.	*No statement.*
Personal initiative	Individuals are self-starting and engaged to overcome barriers in order to achieve goals; they are characterized by setting themselves context-specific goals and go beyond formal job requirements.	*"I am happy to have her, because she´s got so great ideas regarding the shop layout and decoration; she even prepares things in her own home."* *"Personal initiative is a very crucial point. A company can´t survive, if there weren't independent ideas."*
Need for achievement	Individuals are willing to attain success and attempt to excel; they are engaged in improving and achieving performance under challenging and competitive conditions.	*"She displays a particular dedication to perform."*

3. Cognition

Subfactor	Definition	Examplary interview quotes
Cognitive ability	Individuals are able to combine new and existing knowledge critical to successful performance; they are flexible and effective in processing of mental information and acquire new information.	*"One who is interested and think about things."* *"[…] she already gathered all necessary informations in advance […] then she comes up with her idea and promotes her idea well."*
Cognitive style	Individuals have the ability to reflect solutions they produce and transfer them to similar problems; they reflect the way they think, perceive and remember information; they are able to transfer the solutions they produce to seemingly similar problems .	*„Well, for me she is innovative in a way, when she is able to reflect the things we discussed in order to be better and more effective. Therefore, an innovations is a result of a good discussion."*

Subfactor	Definition	Examplary interview quotes
Problem-solving style	Individuals establish on systematic and/or intuitive thinking and are therefore able to produce both conventional and/or novel problem solutions; it reflects the way people prefer to plan and carry out generating and focusing activities, in order to provide more clarity, produce ideas, and prepare for action" .	*"Sometimes I present them a task or a problem and I ask them to work out a solution and surprise me with ideas."* *"[…] one cares about the needs and the interests."*

4. Job features

Subfactor	Definition	Examplary interview quotes
Autonomy	Individuals are free to determine the schedule of their work and the way and resources they will use to carry out their tasks; it allows them the space to be experimental with improvements.	*"Well, they have a lot of freedom to make up their own decision, whether this would be also important."* *"In all this, there is a lot of space. One will be forgiven a lot […] and allowed for making mistakes because we all make mistakes. Nobody is perfect."*
Job resources	Individuals are able to achieve work goals through functional aspect of the job (e.g. physical, psychological, social or organizational aspects); it reduces job demands and associated costs, and can stimulate personal growth and development.	*"And through a wide range of opinions you create the perfect implementation."* *"I tell him, the project you are planning would not be realized on a stand-alone basis."*
Support for innovation	Individual are provided with the necessary expectation, approval, and practical support that are crucial to introduce new and improved things in the work environment.	*"You need staff work as one […] say ´we are in the process` because to implement your idea on your own is difficult in the retail industry."* *"We support each other in our development and check together the feasibility of innovative concepts."*
Training	Individuals are supported with appropriate and planned efforts that facilitate learning of task-related competences in a working environment.	*"Well, sort of brainstorming maybe, but it is always part of another training."*

5. Additional factors

Subfactor	Definition	Examplary interview quotes
Sense of purpose	Individuals consider something as meaningful directed towards future orientation and goals.	*"[…] he makes the customer happy and the customer says `You served me really well!`"*
Ambitions	Individuals show much effort and a strong desire for success regarded as source for spending time and energy.	*"[…] that one is ambitious, with the desire to develop; that are the basic conditions for innovativeness."*

Table 39: Annex C: Exemplary interview quotes_ yps on leadership supporting yps' innovativeness

1. Transformational leadership

subdimension	Definition	Examples
Idealized influence (charisma)	Leaders engage in charismatic actions and go for higher goals; they serve as a role model and discuss important values and beliefs with their followers, engage in high standards of performance, and show determination and confidence.	*"[…] a creative storemanager or an open storemanager […] naturally affects the lower management levels of course."* *"[…] they have to be even better. When I say, ´well, we can do this or that` my leader has to top the idea by saying ´well, okey, good idea, but how about that?`, be always one step ahead.*
Inspirational motivation	Leaders articulate a compelling and desirable vision for the future and energize followers to go beyond self-interest.	*"[…] my storemanager asked me, if I would like to be responsible for a certain changesituation. She offered me her support, […] for me it was a major challenge."*
Intellectual stimulation	Leaders challenge their followers to critically question their assumption and the status quo, ask them to think differently, and help them to be innovative.	*"[…] well, he should provide food for thought […] and encourage me to think again."* *"[…] he has to support me in the whole innovation process, from the idea generation up to the implementation stage. He has to be available to answer my questions and to act as a partner."*
Individualized consideration	Leaders pay attention to the developmental need of their followers; provide support, mentoring and coaching; delegate assignment as opportunities.	*[…] he improves and refines myself by challenging me, asking questions like ´why do you do this or that? What is important?` Being in a permanent dialog with my leader strengthens me."*

2. Transactional Leadership

Subdimension	Definition	Examples
Contingent reward	Leaders clarify what the follower should do in order to be rewarded.	*"[…] by saying every now and then ´you are important, you are good."*
Management-by-exception	Leaders only intervene when the follower is not able to fulfill his tasks. Therefore, he takes corrective actions when problems arise or deviations from standard occur.	*"[…] our leaders say, ´this need to be on the area […] and the rest is up to us, but*

Subdimension	Definition	Examples
		we are in a permanent dialogue, that's why we are innovative." *"[…] it makes sense to establish targets […] and regular and structured consultation and communication."*

3. Participative Leadership

Subdimensio	Definition	Examples
Including consultation	Leaders ask the followers to contribute their opinions and ideas, but the final decision remains with the leader.	*"She always asks: What do you mean? What's your idea? And she supports every idea we have, at any time."*
Joint-decision-making	Leaders' decisions are taken jointly by the leader, the follower and other relevant parties.	*"We always plan changes together and cooperatively. And she (the leader) decides very little on her own. "*
Delegation	Leaders delegate the authority to the followers; followers play an active role in the decision making process.	*"Well, this i spart of work; I am responsible fort hat. This is why I am really interested in pushing things forward."*

4. LMX Leadership

Subdimension	Definition	Examples
Mutual trust	Leader-follower dyads based on mutual respect for the capabilities of the other.	*"I have a great deal of trust from my leader, he knows I am open towards change […] and therefore held on a long leash. I have a lot of fun in my area."*
Respect	Leader-follower dyads based on deepening reciprocal trust with the other.	*"Knowing to be taken seriously."*

Table 40: Annex C: Exemplary interview quotes_ leaders on leadership supporting yps' innovativeness

1. Transformational leadership

subdimension	Definition	Examples
Idealized influence (charisma)	Leaders engage in charismatic actions and go for higher goals; they serve as a role model and discuss important values and beliefs with their followers, engage in high standards of performance, and show determination and confidence.	*"[…] That is something different if you want to literally dig over the garden in an innovative way because you want to try out something new, than realizing a new idea with a fellow. You need optimism and persistence!"*
Inspirational motivation	Leaders articulate a compelling and desirable vision for the future and energize followers to go beyond self-interest.	*"But the possibility is available […] placing activities consciously, like specific applications […] searching exactly for those who have fun developing good ideas and giving them the possibility implementing those ideas. Preparing, developing these ideas and finally implementing them. I am a friend of including people with ideas into the implementation. Yes? To experience either success or sometimes even failures."*
Intellectual stimulation	Leaders challenge their followers to critically question their assumption and the status quo, ask them to think differently, and help them to be innovative.	*"according to innovation it is important giving him his own freedom. Also telling him „Just do it!" "Approach that task and test yourself. If you have any questions, I am here for you." But it is also important to learn from your own mistakes you are maybe doing."*
Individualized consideration	Leaders pay attention to the developmental need of their followers; provide support, mentoring and coaching; delegate assignment as opportunities.	*"I said "That is great." And then I add "Listen, we have some decorations on the loft. We have Santas and a lot of other things. Go up and pick out what you need." That is hidden in lots of employees, you just have to motivate them showing their talents."*

2. Transactional Leadership

Subdimension	Definition	Examples
Contingent reward	Leaders clarify what the follower should do in order to be rewarded. It refers to an exchange of efforts and rewards between yps and the leader	*"She […] accosted me a year ago and said: "That is not enough for me, I want to do more!" Well, that costs a certain amount of money. […] In the stretch of one year I took a closer look at what she is doing […] Because I had an idea, I said: "Listen, the conditions are total commitment, outstanding motivation and also*

Subdimension	Definition	Examples
		thinking outside the box."
Management-by-exception	Leaders only intervene when the follower is not able to fulfill his tasks. Therefore, he takes corrective actions when problems arise or deviations from standard occur.	*"[…] our leaders say, 'this need to be on the area […] and the rest is up to us, but we are in a permanent dialogue, that's why we are innovative."* *"[…] it makes sense to establish targets […] and regular and structured consultation and communication."*

3. Participative Leadership

Subdimensio	Definition	Examples
Including consultation	Leader decisions are taken jointly by the leader and the follower.	"Leaders only intervene when the follower is not able to fulfill his tasks. Therefore, he takes corrective actions when problems arise or deviations from standard occur."
Joint-decision-making	Leaders ask the followers to contribute their opinions and ideas, but the final decision remains with the leader.	*"for me it is important having motivated employees and an innovative area, because it is not only me ho has ideas and makes decisions."*
Delegation	Leaders delegate the authority to the followers; followers play an active role in the decision making process.	*"This department covers an area of 4000 square meters, obviously not only one man can handle this area."*

4. LMX Leadership

Subdimension	Definition	Examples
Mutual trust	Leader-follower dyads based on deepening reciprocal trust with the other.	*"I have a great deal of trust from my leader […] and therefore held on a long leash. I have a lot of fun in my area."*
Respect	Leader-follower dyads based on mutual respect for the capabilities of the other.	*"They know "the boss has something in her mind, but I will implement my own ideas now." Those also appear."*

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Nürnberg, 27.03.2015

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