

PARADIGM OF LEADERSHIP FOR ORGANIZATIONAL INNOVATION BASED ON THEORY U

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ABSTRACT

Leadership paradigms are the attributes that a leader must possess for efficient and innovative leadership. Theory U is used as an argument in this discussion. The objective of this essay is to consider the paradigms of transformational leadership for the consolidation of a culture of innovation in the organization. This task of qualitative and exploratory research. The results of the present study suggest that consolidating a culture of innovation in the organization implies an impressive change in the modus operandi, with an open-minded team, also essential as a agent of change, led in an appropriate and creative environment. To make this possible, leadership must use the paradigms of transformational leadership as well as the culture-creativity-team trilogy. In addition, the change agent must disseminate the values of creativity and innovation in the everyday activities of the team, besides instigating internal actions that invigorate this culture.

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1. INTRODUCTION

There is a consensus among scholars that leadership reveals the influence of the leader over the led and that drives the culture of innovation that they share. However, some institutions these days follow an uncertain trajectory, stemming from their closed management, which is impervious to innovation. In such institutions, managers disregard the continuous changes of an unending evolution and refuse to meet the demands of globalized relations by which this competitiveness is energized. Although the job of managers is to shift the profile of their organizations and create a culture of innovation, many of them fail to do so. One of the reasons may be a lack of collaborative leadership, leaving nothing to inspire the individuals and groups who welcome creativity and innovation. In this context, we present Theory U, the outline of a new social technology that enables leaders to act efficiently; it serves as a catalyst in promoting the required changes. Through it can be seen a complex universe of transformation, which allows a future to emerge in which objective enquiries on the management of organizational innovation could be answered.

These preliminaries point to the need for the theoretical and the empirical to confront one another in answering the following question: ‘Which paradigms of leadership contribute to the consolidation of an organizational culture of innovation?’ To answer this question, the general aim presented here is to study the paradigms of transformational leadership in this task. The specific objectives are (1) to set forth the paradigms of transformational leadership that contribute to the process of change in the organization; (2) to characterize the relationships of culture-creativity-team and their paradigmatic confrontations with leadership; and (3) to draw a profile of the leader of a culture of organizational innovation, based on Theory U. This work is systematized in topics and subtopics: after this introduction, the sequence is a theoretical-conceptual review, an outline of the methodology, the results in regard to the objectives, and some conclusions in answer to the research question.

2. THEORETICAL AND CONCEPTUAL REVIEW

This section identifies the conceptual parameters that define the paradigms of transformational leadership, the concepts of the process of organizational change and the culture-creativity-team trilogy, and a description of Theory U, which is in fact a cluster of theories, tools and practices that help leaders. In this task it is treated as a topic and serves as a basis for the whole paper.

The conceptual treatment of leadership paradigms in the midst of organizational change has a fundamental meaning, to do with leadership and transformational leadership; therefore, it is approached through the concept of process and also of organizational process. Next, the concepts of culture, creativity and team are discussed as a trilogy which, together with the paradigms of leadership, implants an innovative culture in the organizational structure. Finally a version of Theory U is set out, still in accordance with Figure 1.

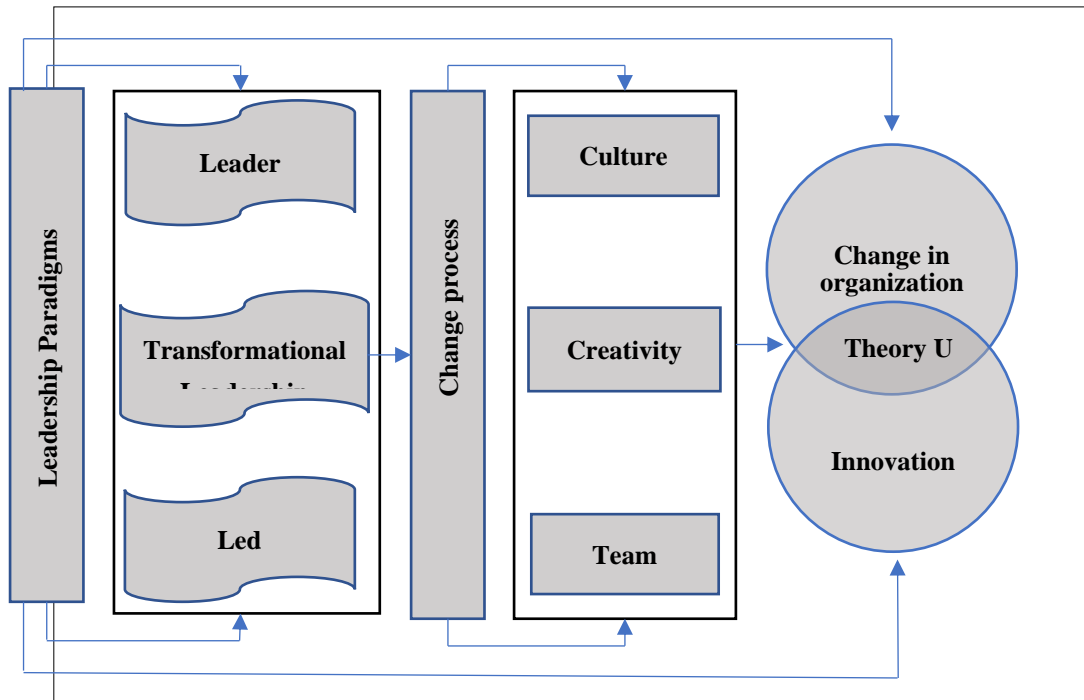


Figure 1: Conceptual diagram
Source: Prepared by the authors.

Elements	Conceptual description
Leadership Paradigms	Attributes that a leader must possess for the exercise of efficient and innovative leadership.
Leader	The agent of change, that is, the transformational leader.
Transformational Leadership	Leadership focused on innovation, capable of transforming and motivating.
Led	All those who are under the dominion or influence of a leader.
Change process	Process that continues until the moment that the culture of innovation is implanted
Culture	Consists of learned conceptions that the individual, in social contact, takes hold of throughout life. It is what should be implemented in the organization.
Creativity	The capacity to produce, create or invent new things, that is, to innovate.
Team	Everyone involved in the organization who contributes to innovation.
Change in organization	Act of transforming and implanting the culture of organizational innovation.
Theory U	A cluster of theories, tools and techniques that help leaders.
Innovation	The act of creating and innovating that is to be implemented by

	innovative leaders.
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Table 1: Terms in the conceptual diagram.

Source: Prepared by the authors

2.1 Concepts of Leadership Paradigms Confronted by the Process of Organizational Change

The study by Santos and Bortolozzio (2016) indicates that a paradigm is a particular view of the world, which confers meaning on the world. The authors admit that the paradigm persists until the moment when one begins to think; because the data and theories, whenever they are employed in research, will ratify the existence of this paradigm/ Hence, it is a way of examining social phenomena over time which yields particular understandings of these phenomena.

Kuhn (2011) addresses the term ‘paradigm’ in two strands of argument. On the one hand, he cites the sharing by the members of a particular group of an entire constellation of beliefs, values, and techniques; and, on the other, he emphasizes the typology of the elements of this constellation. Thus, to this author, the concrete solutions to the problematic achieved by a particular paradigm when facing new problems of normal science/kuhntiana can be inferred from explicit rules.

The concept of leadership, for the purpose of the present study, is the one proposed in Versiani and Carvalho Neto (2017). According to them, leadership is the process by which other employees are led to understand the need and the duty of concreteness in attaining shared goals. This conceptualization advances in the vision of Burns (1978), who points to the process of leadership as the action of leaders in driving followers along the path of ordinary action; they encounter reagents such as the attempts and goals that represent the values and motivations, needs, aspirations and perspectives shared by the leader and the led. A study by Bass (1985) follows this reasoning: it considers leadership under a concept of the social relationship beyond power. The leader, the person who exercises leadership, will generally have close relations with the individuals being led, possesses the ability to listen and to understand the individuals’ needs, thus consolidating everyone’s inherent confidence in their position in the processes and negotiations.

Searching, in Rezende, Carvalho Neto and Tanure (2014), denotes the most recurrent approximations of the leadership process. These are developed in a study of their convergence, with guidelines on the approaches of personality and behavior – in other words, a situational or contingency notion of leadership. These writers, who are very proficient in the construction of pro-innovation conduits, add other perspectives on the new leadership, in which there are spaces for the application of and experimentation with transactional and transformational theories that contribute to the understanding of the many characteristics required of the leader,

The new leadership approach operates through transactional and transformational theory. It also is based on the relationship of the leader to the led, but from a more affective and less authoritarian perspective, as if in search of an ideal balance so as to block resistance to the process. Approaches to transformational leadership were initially undertaken by Burns (1978), and later by Bass (1985); the work of the former preceded and set in motion transformational theory, and can be pointed out as a phase in itself; the latter puts forward two theories, distinguishing the transactional from the transformational. It

deserves to enter the conceptual proposition of Rezende et al. (2014), suggesting that transactional theory views leadership as an essential and sustaining link between the interests of the individual, the group, and the organization. In this sense, the transformational approach posits the position of leader as someone with the ability to behave as a transforming agent, from whom one expects the practice of vital skills for the optimal exercise of leadership. As an example, consider the competence to articulate interests which, when purpose and needs conflict, preserve the empathic relationship between stakeholders. In addition to this aptitude, a leader has abilities related to the commitment to and capacity for transformation, an aptitude for handling new markets and an incitement to self-motivation. This includes the power to construct an environment that fosters empathy and affection, which is common to creative models in innovative organizations.

Among the many approaches to leadership, the present study will concentrate on an understanding of the transformational leader, from Burns (1978) and Bass (1985) onwards, as an innovative agent who can teach, inspire and motivate her/his followers. For transformational leadership of this kind to succeed and develop skills, the organization must undergo a process of innovation.

2.1.1 Transformational Leadership

Burns (1978) indicates the theory of transformational leadership as one that is likely to create leaders among the surrounding individuals. That is, in the process of developing further leaders, moral standards, maturity and motivation are raised in the institutional locus. For Burns, the transformational leader instigates in others the will to overcome their own limitations, boosting their self-development and involving them in a context of change. In support of this, Versiani and Carvalho Neto (2017), affirm that the transformational leader is one who retains the ability to assist other leaders to perform their tasks flawlessly, through such complementary characteristics as trust, charisma and motivation, achieving an organizational environment that is more conducive to such work.

The study by Oliveira et al. (2015) contends that, for the good of the group, organization, or society, the followers of this kind of leader transcend their individual propensities and target long-term growth and development. This transformational style of leadership is based on four elements: inspirational motivation, intellectual stimulation, charisma or idealized influence and individualized consideration. The first provides challenges and inspires the commitment of followers to shared endeavors. The second encourages the conception of vision, critical study and the evaluation of situations, the implementation of parameters and the formulation of creative results. Idealized charisma or influence produces high levels of emulation, increasing the depth of vision and confidence. Finally, individualized consideration is based on the treatment of followers as people, through building their capacity, development and orientation to the full.

2.1.2 Process of Organizational Change

The findings in Dick, Gonçalves and Rados (2017) allow us to conceptualize the process as a series of interrelated activities: an input is received, value is added to it, and an output results. Expanding this concept, the process of organizational change is understood as conformity to the demands of the market

caused by the intervention of the external or internal environment, which presents various needs and rules. External forces outside the corporation, such as consumers, competitors, technological innovations or change in lifestyle, have to be transformed. Internal forces, by contrast, begin within the organization as a result of the yearning for evolution and a new look at its leaders.

In his analysis of the control over the process of change, Santos (2014) points to the intrinsic elements of this concept, indicating its spontaneous, yet planned and directed form. The spontaneous aspect is not subject to the formulation or control of organizational managers, but originates in everyday decisions and is engaged in by employees who are not necessarily in a position of great authority. The planned aspect is apparent from a programmed perspective and is based on a set of procedures that must be followed. Finally, the directing aspect requires the participation of a manager from a position of authority to monitor the change and ensure its implementation.

2.2 Concept of the culture-creativity-team trilogy in its confrontation with paradigmatic leaders

The role of the leader in the creative setting usually incorporates classical understandings of leadership, broadened to include a concern to develop the thresholds of the team with attitudes appropriate to the creativity and culture of innovation; the leader's task is to persuade the team leaders to act critically.

2.2.1 Cultural Approach

According to the study by Ostrower (2014), culture is defined as the material and spiritual forms with which the people of a community coexist, in which they act and disseminate their collective experience, passing it along symbolic paths for future generations. In addition to this concept, a survey carried out in Muzzio (2017) shows that the literature on culture, specifically organizational culture, is not universal in tendency: rather, it emphasizes the distinctions between organizations, which come from the notable characteristics of their formants and reveal the local conditions that individualize different contexts. That is, it emphasizes that certain cultures value the applicability of new ideas, while others exorcise the novelty of them.

Ostrower also compares the organizational culture of innovation with the inclination of organizations to constantly learn and develop their knowledge in order to note the gaps between what the market wants and what the organization currently offers. In the process of innovation, such a vision turns into a prism of competitiveness, assisted by a culture that fosters this understanding.

2.2.2 Acceptance of Creativity

Creativity in organizations has been debated more than anything else; according to Aggarwal and Bhatia (2011), this is due to its influence on the capacity of entities to transform, be entrepreneurial and change. Thus, it is not surprising that contemporary organizations work so hard to determine the factors that foster creativity and innovation, such as contests of ideas, the contracting of services from external entities or the application of techniques to stimulate divergent thinking, which are believed to improve creativity.

According to a survey in Bragança, Zaccaria, Giuliani and Pitomba (2016), creativity is an intuitive way of solving a problem involuntarily, often using a whole cluster of knowledge, without going through a structured process. To amplify this concept, the study by Gomes, Rodrigues and Veloso (2016) points out that different cultures have dissimilar concepts of creativity.

Researchers point out that creativity in Western cultures leads to tangible, valued and useful products. In contrast, Eastern cultures relate creativity to a transcendental mode of being, focusing on a crucial juncture, the expression of an inner impulse, not to the creation of fresh products. It is a basic means of achieving a higher state of existence, because it helps to define the exact nature of an individual, an object, or a fact. Finally, in Hinduism, for example, creativity is not an innovative solution to a problem, but rather a form of spiritual and religious discourse. In view of this, and despite the qualities of creative people, the externalization of creativity always depends on the space and time in which it is considered, that is, the zeitgeist, or the ortgeist.

2.2.3 Team Acceptance

The meaning of 'team' is linked to the work process and subject to the transformations which have marked its passing over time. Piancastelli, Faria and Silveira (2000) indicate that the idealization of a team results, on the one hand, from the historical need of individuals to add together in efforts that individuals could not make alone or that would be more costly or incongruent. On the other hand, teams have emerged to bear together what the development and complexity of the modern world have imposed on the production process, causing dependence and/or the need for complete knowledge and skills.

Regarding innovation, a document by Pearson Education in Brazil (2011) points out that teams work better when they contain a mix of innovative and other more conservative profiles; in addition, interdepartmental teams are more conducive to innovation, thanks to the diversity of their background and viewpoints. In contrast to the paradigms of leadership, it is worth mentioning that the bonds of friendship linking the leader with the team can be a positive strategy in the exercise of good leadership, since they improve the performance of the work. When such ties are strong, it is easier to make decisions, and besides, people are more innovative when their leader expects it of them.

2.3 Concept of Theory U

Theory U was developed by Otto Scharmer and its essence comes from the phrase "learn from the future as it emerges", referred to as 'presencing'. Scharmer (2010) seeks to devise a social technology through transformational change that enables leaders and other individuals in all segments of society to surmount their challenges. This theory posits a step-by-step procedure, with defined phases: suspending; redirecting; letting go; presencing (a union of the words 'presence' and 'sensing', indicating presence and feeling); letting come; crystallizing and incorporating. It should be noted that these stages each have a beginning, middle and end, which make the shape of a U – hence, Theory U. As regards the claims of this theory, it is said to help in implementing changes and increasing productivity, and to be a basic tool for an organization involved in behavioral and structural changes (in effect, in the management of innovation), allowing differentiated work to be done in today's competitive scenario. It is worth pointing out that, in an

emergency, leaders should not stick to the standards of their old experiences. They need to learn to cooperate in an emerging future.

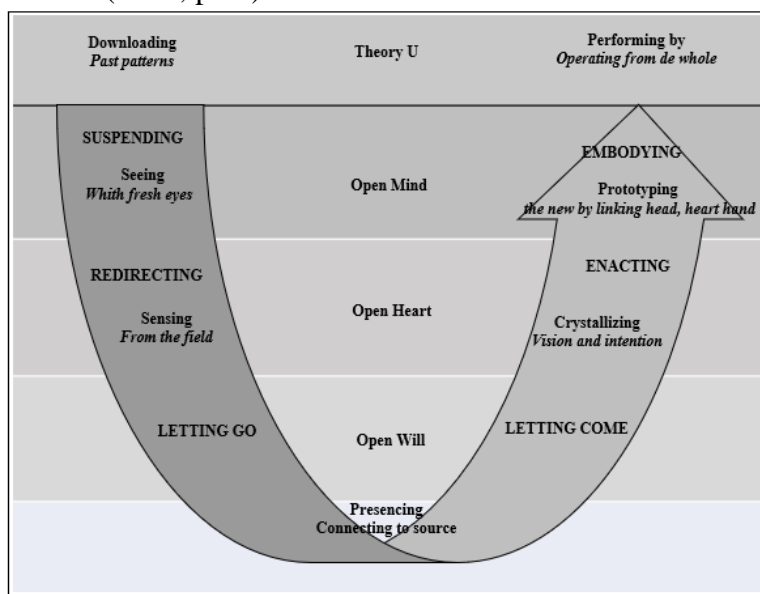
Tinti’s paper (2014) suggests that Theory U is a cluster of theories, tools and techniques for supporting entrepreneurial leaders, corporations and society in general. The word ‘leader’ refers to all those who are involved in revolutionizing or developing their future, whatever their formal position in an organizational structure.

In view of this, Scharmer (2010) reports that process U gives us a fresh perspective and allows us to act from this transmuted state, not merely reflecting on and reacting to past experiences. But to do this, the actors must become aware of the existence of a deep blind spot in leadership and everyday life. For Scharmer, the blind spot is the structure and source of each person’s attention; hence, the success of an intervention depends on the internal state of the intervener, since attention should be paid not only to what leaders do and how they do it, but to their inner state. To sum up, Scharmer (2010, p.21) reveals that the same individual, in the same context, practicing the same action, can generate a totally different result, depending on the inner place where the conduct originates.

Finally, Theory U and methodology U have much to say about aspects of leadership, especially leadership in times of wide-eyedness and systemic change. Such leadership can come from all levels, since meaningful innovation is not just about new ideas but about doing and treating interests in many ways. In this sense, Figure 2 shows the complete U, as presented in Scharmer’s diagram (2010, p.33). In Table 2, below, the terms in the figure are elucidated.

Figure 2: The complete U

Source: Scharmer (2010, p.33)



Elements	Descriptive
Suspending	Not referring to the usual judgments, so that by adding elementary facts and figures you can visualize the objective reality with which you contrast yourself

Seeing	Suspending judgment and seeing reality with new eyes.
Redirecting	Directing the attention on perceived objects to the process of co-collecting them collectively. Listening attentively to one view after another.
Sensing	Connecting to the field and being aware of the situation of the whole. Once the boundary between the observer and the observed object collapses, the system begins to see itself.
Letting Go	Abandoning current standards and allowing a new paradigm to emerge.
Presencing	Connecting to the deepest source from which the field of the future begins to emerge.
Letting Come	Beginning the ascent to a state of crystallized vision and intention, which assimilates the intention of the new paradigms.
Crystallizing	Anticipating the new from the horizon that you want to emerge.
Enacting	Effectively practicing the new paradigms.
Prototyping	Phase in which a live microcosm originates, which lets us analyze the future through doing.
Embodying	Accommodating the prototype in practices and infrastructures and associating it with a scenario of superior co-developed ecosystems.
Open Mind	Allowing yourself to see with new eyes and deal with the numbers and objective facts around you. Accessing intellectual intelligence.
Open Heart	Listening empathetically, switching places with other people or systems. Accessing emotional intelligence.
Open Will	Enabling yourself to access the true goal and the true self.

Table 2: Describing the inflection points of Theory U

Source: Scharmer (2010)

3. METHODOLOGY

This section describes the research and the methodological procedures that were used during its development. Our research is qualitative and exploratory in nature, elaborated through the method of Content Analysis; it applies a bibliographical survey procedure to the secondary data, then analyzes the phenomena according to the precepts of Theory U.

The approach chosen for this research is what Siena (2011) would call qualitative because it interprets the phenomena in light of their context and their dynamic characteristics. The proposed theme, the process of change, is significant in the researcher's analysis of the conceptual unfolding of the leadership paradigm, and also of the culture-creativity-team that together produces organizational innovation, seeking to understand the phenomena through analyzing the bibliographical materials.

Regarding purpose, this research may be described as exploratory, since according to Siena, its aim is to provide greater familiarity with the problem; that is, it seeks to make it more explicit, through the criteria, techniques and methods chosen for the construction of hypotheses. The research explores and looks

for meaning in the theme, given that this has seldom been explored in Brazil. As a procedure, it used bibliographical research, which, Siena says, is conducted through studies already published.

The Content Analysis Method used in this essay is a technique for communication analysis. It aims to capture the essential characteristics, meanings, convergences and divergences in a dialectic and, therefore, it should be applied with rigor in order to eliminate uncertainties and reach the intentions of the respondent, according to Bardin (2016). A survey carried out in Silva and Fossá (2015) presents Content Analysis as a set of methodological instruments, constantly improving, which lends itself to different sources of content, both verbal and nonverbal. This method in the present study, which followed a strict sequence of steps, was based on bibliographical materials selected to shed light on the topic of this report. The elements of the methodology are presented in Figure 3, together with the steps of the content analysis, after which Table 3 describes each of the elements of the diagram.

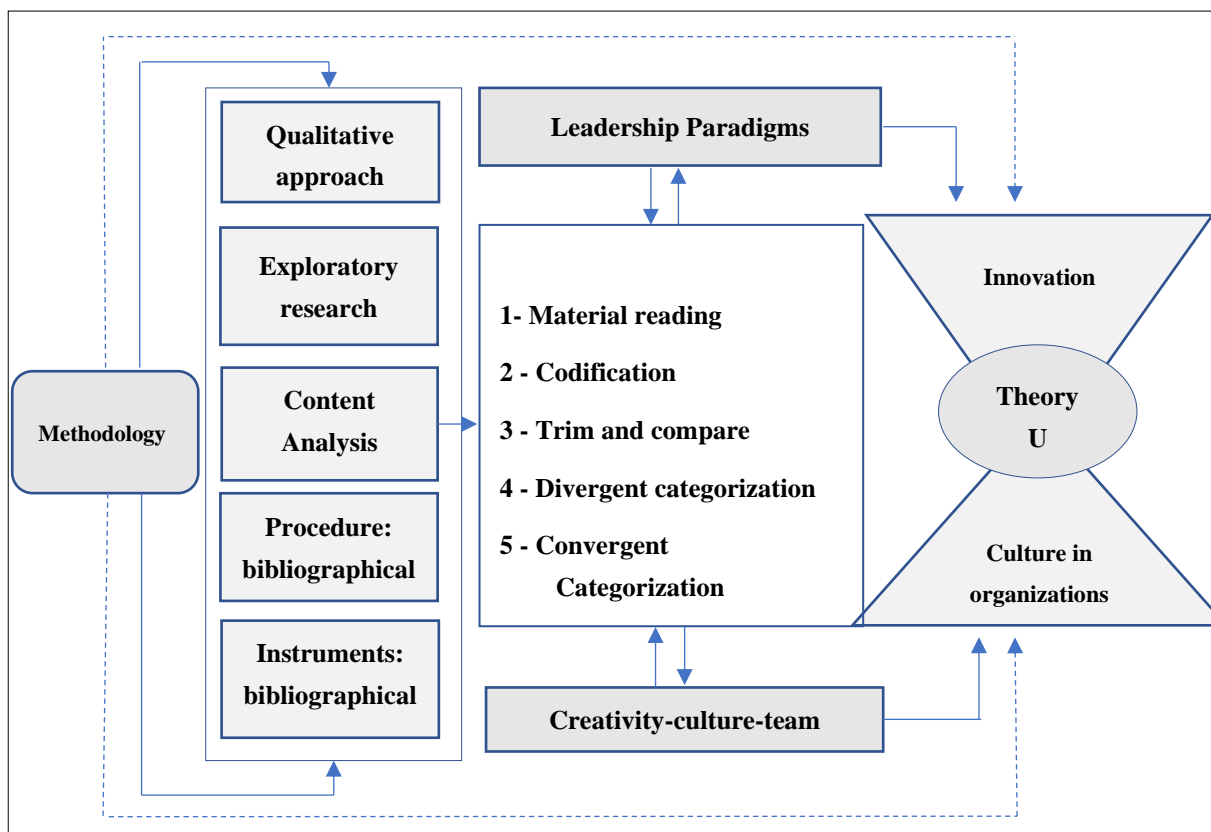


Figure 3: Diagram of the methodology deployed in this research

Source: Prepared by the authors.

Elements	Descriptive
Methodology	It studies and evaluates the methods for conducting scientific research.
Qualitative approach	It interprets the phenomena to learn the context to which they belong.

Exploratory research	It provides greater familiarity with the problem being addressed in the research.
Content Analysis Method	It is a set of message content decomposition techniques for reconstructing meanings.
Procedure: bibliographical	It is a bibliographical study constructed through studies already published.
Instruments: bibliographical sources	It is a bibliographical survey from secondary data, such as books, scientific articles and websites.
Leadership Paradigms	They are the attributes that a leader must possess for efficient and innovative leadership.
Creativity-culture-team	This is an example of a leadership paradigm for implementing the culture of innovation in the organization.
Materials Reading	This is the reading of the documents collected
Codification	This provides the codes for the elaboration of categories, using concepts from the theoretical reference and the information brought through the readings of the documents.
Trim and compare	This cuts out the analyzed documents (words, sentences, paragraphs) and arranges them as recorded units, with the same semantic content.
Divergent categorization	This forms the various thematic categories in the registration units. In this step raw data are transformed into organized data
Convergent Categorization	This arranges the registration units into convergent categories.
Progressive Categorization	This groups the categories as initial, intermediate and final.
Result	In this step inference and interpretation take place, supported by conceptual parameters.
Innovation	It is the action or the act of creating and innovating introduced by the innovating leader
Theory U	It is a cluster of theories and tools to support leaders
Culture in organizations	It is the set of habits and beliefs combined through norms, values and attitudes that is shared by all the members of an organization.

Table 3: Specifications of the proposed methodology

Source: Elaborated on the basis of Siena (2011) and Silva and Fossá (2015).

4. STUDY OF THE TRANSFORMATIONAL LEADERSHIP PARADIGMS FOR THE CONSOLIDATION OF THE CULTURE OF INNOVATION IN THE ORGANIZATION

In this section, we record the results of the study in accordance with the proposed objectives. The interpretation of the data occurred through the method of content analysis, in an attempt to reveal the paradigms of leadership that contribute to the consolidation of a culture of organizational innovation from studying and analyzing the discourses contained in the theoretical-conceptual revision already specified.

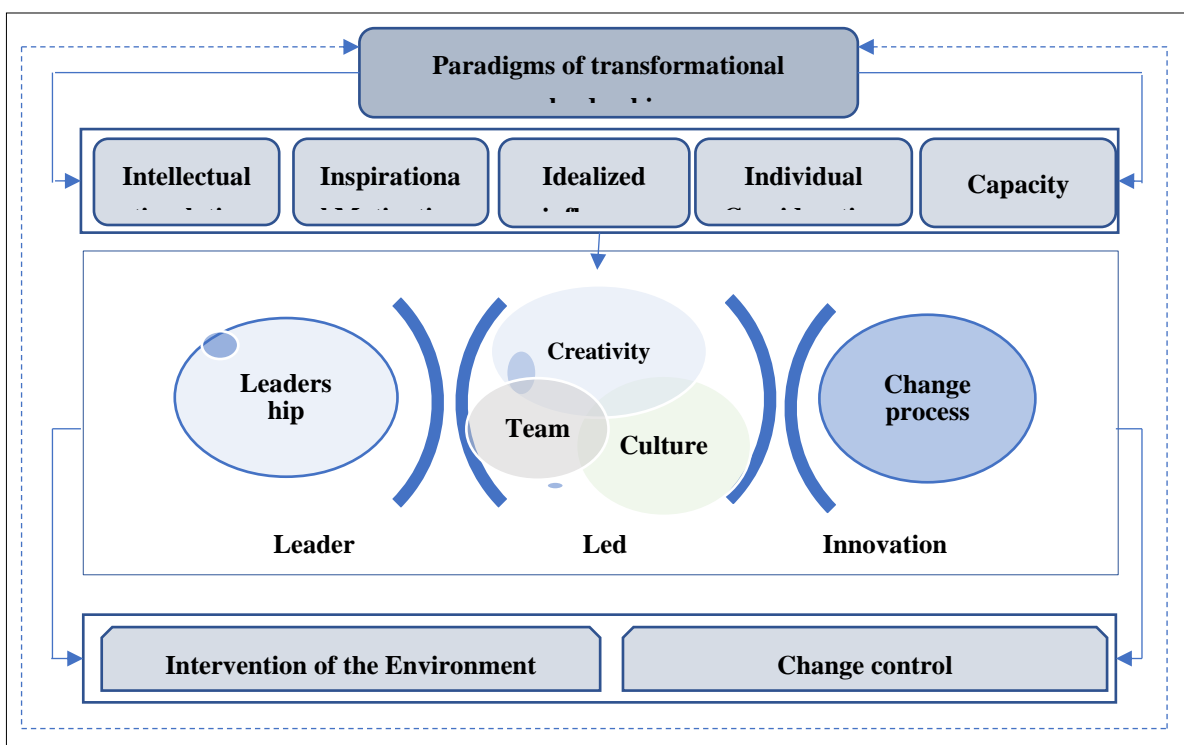
Through the categorical analysis, a technique of interpretation in which the text is split according to its qualitative features, it is possible to identify the attributes of an efficient and innovative leader; that is, to understand the paradigms of leadership.

First, we describe the paradigms of transformational leadership that are responsible for the process of change in the organization, outlining their importance for the institution. Next, we consider the culture-creativity-team relationship with the paradigms of its confrontations with leadership. Finally, we try, using Theory U, to profile an ideal leader when organizational innovation is part of the culture.

4.1 Survey of the paradigms of transformational leadership that contribute to the process of change in an organization

The leadership paradigm is a roadmap for those individuals who aim to make a marked difference, to drive change, and lead the other members of the organization to more conscious action, inspiring them in a productive and positive way to achieve common goals. A change agent challenges, encourages, indicates the modus operandi, and assists the development of the team to become outstanding and transcend its limits, as Versiani and Carvalho Neto (2017) state. The agent detaches the team from its current standards and, according to Scharmer (2010), helps to connect them with the dull and systematic sources of creativity and wisdom. It encourages them to explore the future that is created through rapid prototyping and thus helps to consolidate the culture of innovation.

In addition, the transformative leader opens the door to creative results by giving the leaders freedom to develop their skills and learn how to present what they have as well as possible. This results in



productivity and organizational innovation, as Oliveira et al.(2015) would agree. If a leader is to take a stand in public and observe events with new eyes, it is crucial for him to adopt leadership paradigms. To illustrate this, Figure 4 indicates the paradigms of transformational leadership that contribute to the process of change in the organization, followed by Table 4, which deals with the categories of initial, intermediate and final analysis of the leadership paradigms.

Figure 4: Diagram of the paradigm of transformational leadership

Source: Prepared by the authors.

Initial categorization in the aspects of the paradigm, transformational leadership and process of change	Intermediate Category	Categorical endings	Organizational Result
1- Individual world view	I. Intellectual stimulation	I. Paradigm and Transformational Leadership Kuhn (2011); Santos e Bortolozzio (2016); Burns (1978); Bass (1985); Rezende <i>et al.</i> (2014); Oliveira <i>et al.</i> (2015); Versiani e Carvalho Neto (2017).	Leadership Paradigms
2- Formulation of creative results			
3- Indication of <i>modus operandi</i>			
4- Solution and problem solving			
5 - Stimulates the team to exceed their limits	II. Inspirational Motivation		
6 - Implementation of the challenges, objectives and targets			
7-Commitment and capacity of transformation			
8-Conveys confidence, charisma and motivation	III. Charisma or idealized influence		
9- Influence that impels the followers			
10-Inspires and raises morale and maturity			
11-Empowers and corroborates to promote the individual growth of team members	IV. Consideration of the individual		
12-Team training for the succession of new leaders			
13-Drives self-development and self-motivation			
14-Understands a social relationship	V. Capacity		
15-Involves the team in the context of change			
16-Acts as agent of change			
17-Listens to and understands the need of the other			

18-Reviews beliefs, values and group techniques			
19- Articulates various interests			
20-Teams subsume their peculiar propensities in the good of all	VI. Intervention of the external or internal environment	II. Process of organizational change Santos (2014) Oliveira <i>et al.</i> (2015); Dick <i>et al.</i> (2017).	Organizational change
21-Environment that fosters empathy and affection			
22-Adaptation to market requirements			
23-Spontaneous, planned and directed change.	VIII. Change control		

Table 4: Categorization of the paradigm of transformational leadership and organizational change

Source: Prepared by the authors.

As far as the democratization of information is concerned, the leader must be treated as a leader, since the team must know what decisions are taken in the organization and which way to go. In addition, in articulating diverse interests, the leader must preserve the empathic relationship between those involved in the scenario of conflicting purposes and needs, as well as hearing the others and accurately understanding them. In this regard, transparency is unquestionably the ability to articulate and listen, as in Rezende et al. (2014); it provides a more efficient, harmonious work environment and thus promotes empathy. It is worth repeating that the transformative leader creates further leaders; that is, he prepares successors, investing in their evolution and preparation, transmitting their experience, training them and sharing pertinent materials. This yields impressive results and ensures a qualified successor.

Finally, it is important to highlight that the role of leadership is of paramount importance for organizations, since it is connected to people management and is, therefore, responsible for passing on the organization's culture and aligning employees with the mission, vision, and values of the organization. However, there is no point in pursuing innovative solutions without elaborating an appropriate corporate scenario. Implementing a culture for innovation within an organization must start from the leaders and be extended to the teams.

4.2 Characterization of the culture-creativity-team relationship, in its paradigmatic confrontation with leadership

To consolidate a culture of innovation in the organization implies an impressive change in the modus operandi and an open-minded team. An agent of change, a creative team to lead and an appropriate environment are also essential. This culture can be implemented only if the foundations of innovation are weighed, planned and developed initially by the top management of the organization, i.e. its directors, who must transfer the values of the organization to the leaders of the sector. They in turn pass them on to all the leaders of the organization. In support, Ostrower (2014) states that collective experience can be passed down in symbolic ways, so long as the awareness and motivation of all are raised in an aggregate effort.

Clearly, the human capital of an organization is inherently linked to its mastery, to employees who stand out because of their high performance and potential. Many of these can even solve problems through the intuitive use of an entire cluster of knowledge, according to Bragança et al. (2016). Attracting creative and innovative followers is always possible, but leaders need to know how to foster autonomy, recognition, and purpose.

It should be stressed that the leader must produce professionals who are willing to look at the organization and are aligned with its values, but do not necessarily think in the same way. Having followers with alternative ideas as well as their own conceptions, backgrounds, capacities, interests, and approaches to problem-solving will simplify the creation and consolidation of an innovative scenario. This converges with what Pearson Education in Brazil (2011) addresses, since it argues that, to be innovative, an organization should mix creative and conservative profiles. To illustrate this, Figure 5 shows in diagram form the relationship between culture, creativity and the team. Its terms are elaborated in Table 5, which deals with the categorizing, by initial, intermediate and final analysis, of the elements that influence the consolidation of a culture of innovation.

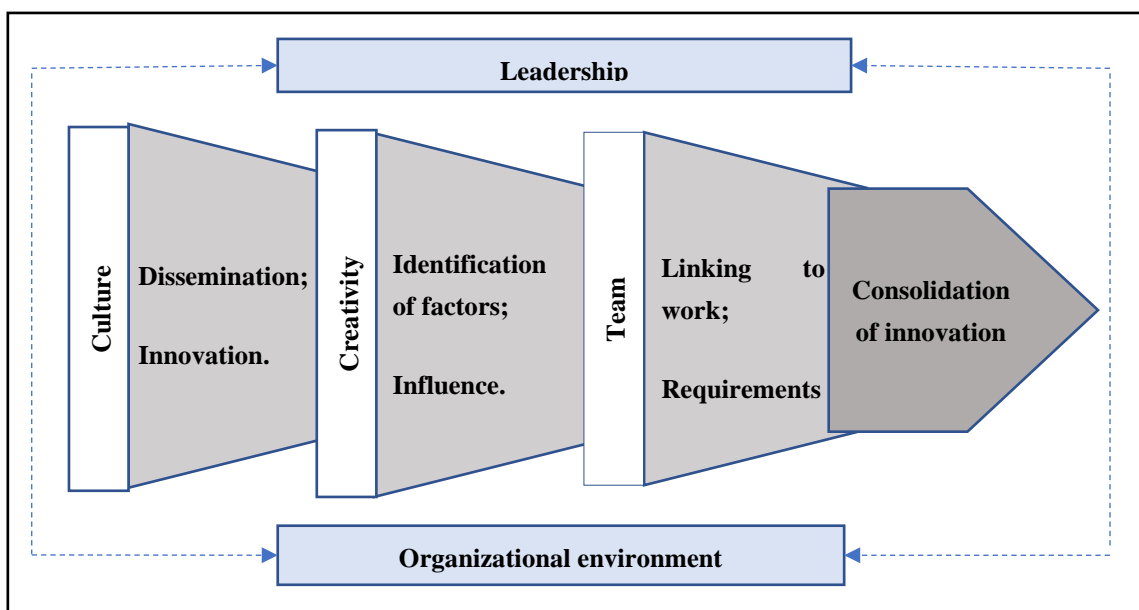


Figure 5: Diagram of the relationship between creativity and teamwork

Source: Prepared by the authors.

Initial categorization of the culture-creativity-team trilogy based on Theory U	Intermediate Categories	Finishing Categories	Organizational Result
24-Collective experience in symbolic form	IX. Culture performance	III. Culture	
25-Material and spiritual elements acquired from coexistence			

26-Culture formed by the characteristics of teams	and dissemination	Ostrower (2014); Muzzio (2017)	Consolidation of the organization's culture of innovation based on Theory U
27-Appreciation of the applicability of ideas	X. Culture of innovation		
28-Privileging the novelty of the idea			
29-Proposing continuous learning			
30-Checking gaps			
31-Envisaging competitiveness			
32-Contests between ideas	XI. Identifying factors that foster creativity and innovation	IV. Creativity Aggarwal e Bhatia (2011); Bragança <i>et al.</i> (2016), Gomes <i>et al.</i> (2016);	
33-Contracting the services of external entities			
34-Techniques (stimulation/divergent thinking)			
35-Dependence of space and time			
36-Intuitive medium for problem solving	XII. Influence on the transforming capacity of entities		
37- Production of a tangible product, valued and useful.			
38-Creativity as a transcendental way of being			
39-Creativity as a spiritual and religious discourse			
40-Team linked to transformations in the work	XIII. Linking to the work process	V. Team Piancastelli <i>et al.</i> (2000); Pearson Education do Brasil (2011)	
41-Sum of efforts to achieve purposes			
42-No team goals are hampered			
43- Team dependency on knowledge	XIV. Demands of today's world'		
44-Mixing of innovative and conservative profiles			
45-Diversity of backgrounds and points of view.			
46-Suspension of habitual judgments	XV. Detachment from old assumptions	VI. Theory U Scharmer (2010); Tinti (2014)	
47-Detachment from current standards			
48-Seeing events with new eyes	XVI. Innovative look		
49-Assimilation to the intention of the new paradigms			
50-Effectiveness of the practice of new paradigms			

51-Anticipation of the emergent on the horizon and its connection to deeper sources			
52-A cluster of theories, tools and techniques to support leaders.			

Table 5: Categorization of the culture-creativity-team trilogy and Theory U

Source: Prepared by the authors.

It is worth emphasizing that the challenge of innovating, according to Scharmer, (2010), is to suspend the habitual and assimilate the intention of the new paradigms, and this requires a confrontation with risk. What connects them is precisely the leader, who needs to have an open mind and the propensity to innovate, giving him new eyes to see and deal with the numbers, facts, and objectives around him. He needs also to be tolerant of risks and failures, besides being transparent and communicating well with the team.

Leadership should provide autonomy and, in Muzzio’s view (2017), should value the ideas of the team. This persuades the team that it is collaborating and making a difference, knowing that it can experiment without fear of making mistakes, since failure, after all, brings a chance to learn. Moreover, a leader is there to support his team, give feedback, and encourage ongoing learning. He reflects how receptive management is to ideas and how motivating creativity in the team externalizes management’s purpose.

Finally, it is perceived that leadership paradigms are mainly responsible for driving change and innovation in the organization, since they stimulate and motivate the team and induce its creativity and engagement. However, organizations working through a culture of creativity must align, adjust, and direct the behavior of the team that will lead innovation and thus help the organization to succeed.

4.3 Indication based on Theory U of the leader’s profile when the aim is a culture of innovation in the organization

A leader focused on a culture of innovation must develop in the team the capacity to work together to build the organization and must therefore be the articulator responsible for change, showing the leaders how to perceive the new opportunities for action, engaging them and sweeping them decisively into the process of change. The agent of change should thus provide for the implementation of the organization’s learning process and the development of systematic thinking; moreover, this must be creative and visionary, that is, must look afresh at the emerging future and the scenario to be built according to Theory U.

Theory U, as noted above, is a cluster of theories, tools and practices; it can support leaders in coping with current problems, both intellectually and through actions that drive innovation. This theory assists leaders to improve their understanding skills and also to devise skills to meet a range of challenges. For this, Scharmer (2010) says that the leader must be able to suspend his habitual ways of seeing, that is, he should not only resort to his knowledge, experience or information in helping others; he also needs to

go beyond what is already known and start searching for more information. In addition, his ability to create areas of innovation and learning can co-create new solutions for other leaders and himself.

The transformational leader must have appropriate tools to lead the process of change and address the resolution of uncertainty and conflict, transmitting trust and motivation to the team and preserving an ethical commitment by means of listening and communicating skills. For a leader to help his followers, he must be convinced that he does not hold all the necessary information, which means that he must listen. This gives the leader room to speak, but in addition he must, as Scharmer puts it, listen without creating judgments or sifting what he hears through his own understanding. Figure 5, below, is a diagram of an innovative leader profile based on Theory U. Table 5, which follows, summarizes the descriptions of the terms in Figure 5.

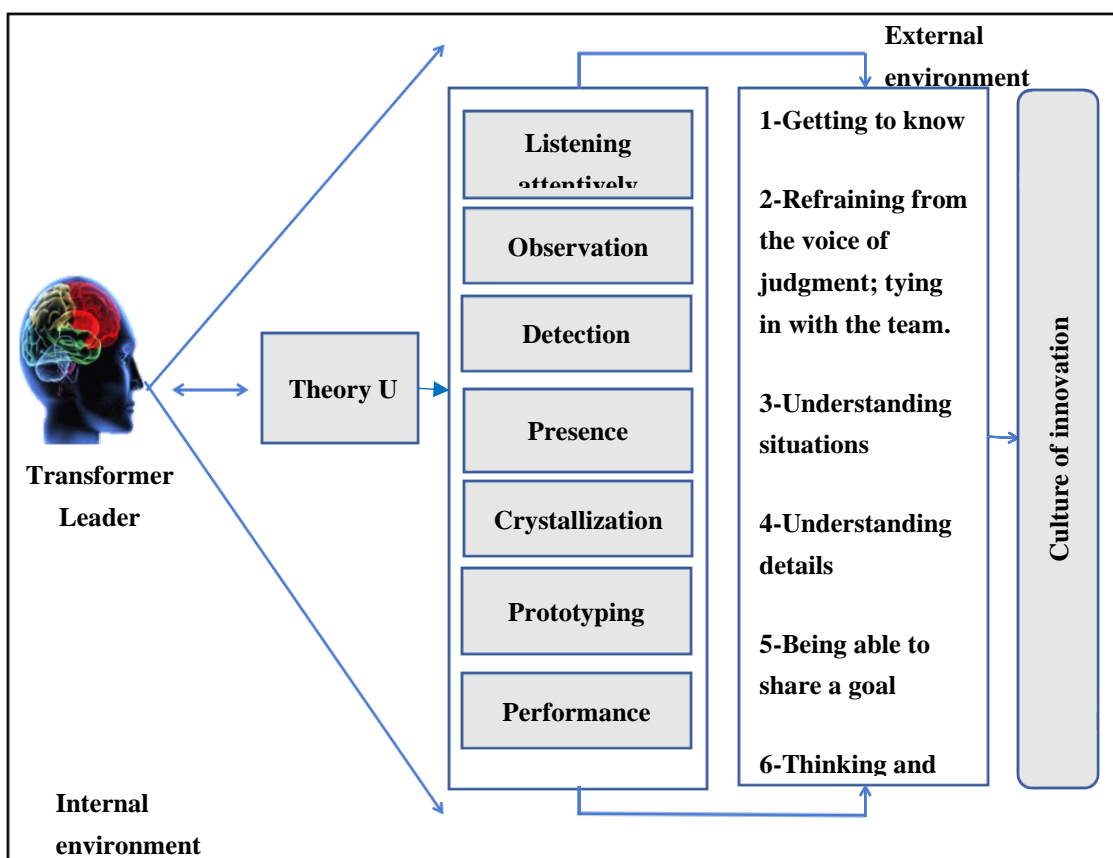


Figure 6: Diagram of an innovative leader profile based on Theory U

Source: Prepared by authors based on Scharmer (2010).

Table 6:

Elements	Description
Attention to unelaborated listening	Listening is the primary ability of Theory U. The transforming leader must listen to others and to himself. Effective listening rejects the elaboration of an open space in which the elements can collaborate with the whole. After all, in order to transform anything one must first know the depth of feeling of the individuals involved and what is covered in the challenges that must be confronted
Observation	A key aspect of leading a culture is the ability to abstain from speech. It is a matter of trust; that is, creating ties with the team.
Detection	The ability to keep the mind, heart and will open. It is an active process that enables the leader to understand situations as fragments of a system.
Presencing	The ability of the leader to understand the facts in detail and the sensations generated. This "sensitivity" makes action more useful and more directly aimed at the key issues of divergence, and usually leads to a better view of the solution.
Crystallization	Crystallization is the ability to share a goal with a group of individuals. When the leader and his team engage with a common goal, it finds people, projects, and opportunities to foster this engagement and thus promotes innovation
Prototyping	The association of words, thoughts and actions. After learning what the goal is, it is time for the leader to take action and create projects around the goal, so that the future of the organization can best manifest itself.
Performance	As soon as a new ecosystem is born (something innovative), it is time to grow it. This occurs through healthy and wise leaders, who consider themselves, others and the shared environment.

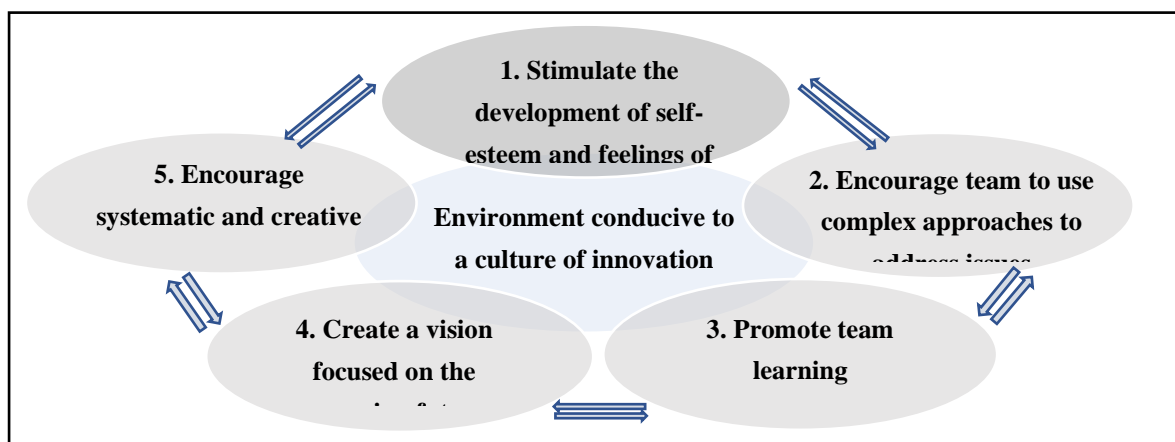
Description of terms in the profile diagram of an innovative leader based on Theory U

Source: Prepared by authors based on Scharmer (2010).

It is true that the organizations that show the most promising results as regards the capacity for innovation have these guidelines built in to their organizational culture. Thus, in the understanding offered by Theory U, the role of leadership facing this challenge is to orbit around the various skills that should be made available to the organization for the innovative culture to be absorbed. Thus, the leader becomes a vehicle for disseminating the environmental factors that guide the innovation. From the readings and critiques of the texts referenced in this paper, this infers five leadership attitudes which may impact on the internal environment of the organization and soon after provoke its propensity for innovation, as shown in the virtuous circle of Figure 7.

Figure 7: Attitudes in a virtuous circle of leadership in the organization.

Source: Prepared by the authors



5. CONCLUSIONS

The study concludes that creativity and innovation are required by organizations as a competitive differential in the market. The requirement is based on the fact that the organizational culture can allow us to make an impact on change, on the new paths that are usually taken by the movement through the community of interests, desires, perspectives, needs, substitution factors or by redirecting the routes taken in response to global pressure. The study closes by considering the conceptual aspects of the paradigms of transformational leadership for consolidating a culture of innovation in the organization and reflects on its results. This leads to the understanding that the conduct of the process requires the presence of a change agent and that the culture of innovation in the organization directly reflects the presence of creative leaders and an appropriate environment, before its modus operandi and the sedimentation of a flexible mental model can be transformed. In order to consolidate the culture of change and consequently innovation, it is necessary for leaders to use the paradigms of transformational leadership, which form the essential and decisive tool for leading the trilogy of culture-criticality-team in maintaining both efficiency and innovation. In addition, the agent of change must disseminate the values of creativity and innovation as everyday matters for his team and must implement internal actions that invigorate this culture and ensure the clarity of its purposes.

Another relevant finding that can be drawn from this research is the perception of the characteristics of a creative team, since this type of profile provides professionals with the capacity to evaluate situations,

formulating and implementing ideas in the search for opportunities for their organization. Nonetheless, the leader must provide environments where everyone shares values and principles, setting the stage for new ideas, in the context of which the leaders perceive that they can integrate their enthusiasm and initiative in the organizational culture. Among the methods of providing a stimulating and appropriate working environment for employees, is that of carrying out participatory actions that allow employees to be engaged, encourage integration, foster the culture, train behavior, and encourage continuous learning, with other actions that ensure the incorporation of well-being into the organizational climate.

In using a measuring instrument it is worth considering one's perspective and testing through a hard platform those elements of the initial category that are raised with the support of Bardin's Methodology (2016), shown in Tables 4 and 5 of the study. In doing so, it was possible to join in consultation with respondents about the organizational structures, in order to collect the perceptions of those involved for the sake of supporting the present view of transformative leadership related to innovation in an organization.

Finally, the leader must be able to listen actively to the members of his team and even to his own perceptions about the events that he sets in motion, since this ability is one of the pillars of the approach developed by Theory U. In addition, in innovating or playing his role the leader recognizes that the proactive stance of the employees must transcend mere discourse, and that the genuine and perennial transformation can emerge in any context, as long as there is a change in the behavior itself. Playing this role keeps the goal active and preserves it in actions and relationships.

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