Types of Business Leadership Based on Creative Leadership in Art Education

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Abstract

Purpose – This research contributes to the existing literature by shedding light on a unique intersection of creativity and leadership, carving out a niche that calls for further exploration. Thus, this study addresses the questions regarding how creative leadership manifests within the context of art education and what the distinct types of business leadership from applying creative leadership principles are in art education?

Research design, data, and methodology – This research is made up of two stages to collect textual data from the literature. The first stage involves screening titles and abstracts to weed out studies that overtly lack alignment with the research's focus. The second stage involves a full-text review of the remaining studies to ascertain their suitability based on the research objectives.

Result: There are four types of business leadership on Creative Leadership in Art Education, such as Visionary Artistic Leadership, Collaborative Expressionist Leadership, Adaptive Impressionist Leadership, Experimental Abstract Leadership, Experimental Abstract Leadership.

Conclusion – The research could conclude that 'Visionary Artistic Leadership' offers practitioners a compelling strategy for igniting innovation within their teams and organizations. HR practitioners can foster a culture of daring creativity by encouraging leaders to embrace visionary thinking. To implement this style, HR professionals can nurture individuals strongly inclined towards innovative ideation.

Keywords: Business Leadership, Creative Leadership, Art Education

JEL Classification Code: Z11, A10, L21

1. Introduction

Leadership is vital in molding organizational achievement in the continuously evolving scene of contemporary business environments. The combination of creative reasoning and leadership methodologies has collected huge consideration, particularly in the domain of art education. This part is a prologue to investigating various types of business leadership established in the domain of creative leadership inside art education. The interchange of imagination and leadership can reclassify conventional ways to deal with management and make ready for creative business rehearses (Bush, 2017). Creative leadership in craftsmanship (art) education implies a takeoff from customary leadership styles. It interweaves creative reasoning, imaginative articulation, and vital keenness to devise new ways to deal with decision-making, problem-solving, and encouraging development (Kelehear, 2010; Rolling Jr, 2016).

As organizations progressively perceive the worth of creativity to maintain their competitive advantage, this study aims to dive into the particular types of leadership that arise when creative standards are applied to art education and training. The introduction of this research paper sets the stage for investigating how creative leadership within art education can give rise to various forms of business leadership. By understanding and classifying these leadership styles, organizations can better harness the power of creativity to adapt, innovate, and thrive (Harris, 2009). This research contributes to the existing literature by shedding light on a unique intersection of creativity and leadership, carving out a niche that calls for further exploration. This study addresses the following research questions: 1. How does creative leadership manifest within the context of art education? 2. What are the distinct types of business leadership that emerge from applying creative leadership principles in art education? While existing research has explored creativity and leadership independently, a research gap exists in comprehensively understanding the interplay between creative leadership in art education and its subsequent impact on various types of business leadership. This study aims to fill this gap by efficiently analyzing the relationship between creative leadership and its applicability in the corporate world. Investigating creative leadership's impact on leadership styles can open new roads for hierarchical(organizational) development, worker engagement, and maintaining competitive advantage.

This paper is organized into seven chapters, each addressing a specific facet of the research inquiry. Chapter 2 reviews the existing literature on creative leadership, highlighting the research gap that underscores the significance of this study. Chapter 3 outlines the Methodology employed to gather and analyze prior studies, focusing on the PRISMA approach for comprehensive resource screening and selection. Chapter 4 presents the findings, categorizing four distinct types of business leadership emerging from creative leadership principles within art education. Chapter 5 extrapolates implications for practitioners, suggesting practical applications of the identified leadership styles. Chapter 6 acknowledges the limitations of this research, while Chapter 7 concludes the study by summarizing key findings and their broader implications. Through carefully investigating the nexus between creative leadership in art education and business leadership styles, this study will give noteworthy experiences to business organizations looking for imaginative ways to deal with leadership in the ever-changing business scene.
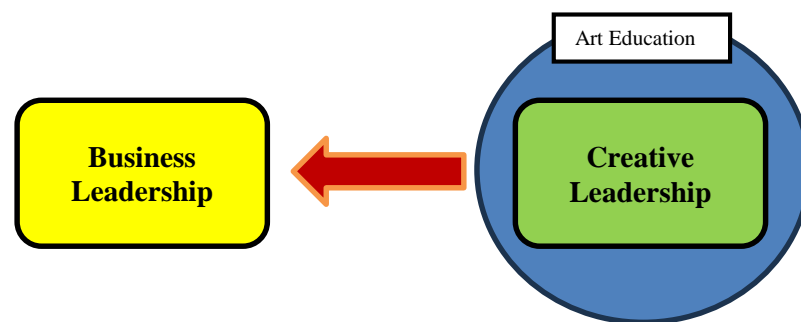

Figure 1: The Purpose of the Research

2. Literature Review

The investigation into the intersection of creative leadership within art education and its implications for diverse forms of business leadership mandates a thorough and inclusive examination of the existing body of literature. This

chapter profoundly delves into the extensive research scrutinizing the intricate relationship between creativity and leadership. This scholarly exploration serves to illuminate not only the convergence of these two domains but also to emphasize the critical research gap that propels the significance of the current study. By delving into this literature, the chapter provides a comprehensive foundation for understanding how creative leadership within art education can potentially shape and influence various dimensions of leadership within the business context.

2.1. Creative Leadership: A Confluence of Innovation and Vision

The concept of creative leadership emerges as a captivating amalgamation of innovative thinking and visionary decision-making. Amabile and Khaire (2008) underscore that leaders who encourage and nurture creativity within their teams can significantly influence innovation and gain a competitive edge. This fusion between creative thinking and leadership dynamics finds a particularly intriguing application within art education. In this context, fostering creativity is valuable and fundamental, as it forms the essence of artistic expression and exploration (Mumford & Licuanan, 2004; Mauzy et al., 2003). Thus, creative leadership in art education encompasses the ability to harness creative potential to drive innovative approaches, and this potential extends its reach into the business world.

2.2. Leadership Styles and Creativity

The exploration of creative leadership inevitably leads to an examination of how various leadership styles interplay with creativity. Transformational leadership, characterized by its ability to inspire and motivate followers to transcend their expectations, aligns harmoniously with the principles of creative leadership. Transformational leaders stimulate creative thinking by encouraging individuals to challenge the status quo, explore new ideas, and embrace change. In contrast, transactional leadership, which emphasizes rewarding desired behaviors, may not inherently align with creative leadership principles (Mauzy et al.,2003; Friedrich et al., 2010). Creativity's inherently exploratory and experimental nature may not neatly fit within transactional frameworks (Amabile et al., 2004). Thus, the leadership style adopted can significantly influence how creative potential is harnessed and cultivated within a team or organization.

2.3. Creative Leadership in Art Education

The realm of art education emerges as an exceptionally fertile ground for the inception and fostering of creative leadership. Within this context, educators who deftly employ innovative teaching methodologies and champion self-expression play a pivotal role in cultivating an environment conducive to nurturing innovation among students (Beghetto & Kaufman, 2007). This ethos of embracing diverse perspectives and actively encouraging experimentation seamlessly extends its influence on the broader domain of business leadership (Byrne et al., 2009). The parallels between art education and corporate leadership become evident in their shared emphasis on fostering a mindset that transcends conventional boundaries (Mumford, 2011). In both settings, creative leadership entails empowering individuals to venture beyond established norms, fostering a culture of adaptability, and endorsing unconventional yet practical approaches to problem-solving. Consequently, art education is more than a crucible for creative leadership; it serves as a beacon for initiating and cultivating the very essence of leadership innovation that can flourish within the dynamic corporate landscape.

2.3. Fostering a Leadership Culture from Artistic Nurturance

Moreover, the nurturing environment of art education creates a foundation for developing leadership principles that are intrinsically aligned with creative thinking. In the artistic realm, students are encouraged to explore, experiment, and challenge conventional norms, fostering a sense of autonomy and self-motivation (Friedrich et al., 2010). These attributes resonate strongly with leadership qualities that prioritize open-mindedness, adaptability, and the courage to explore uncharted territories (Bass, 1995). Art education, therefore, contributes to developing creative skills and instills the fundamental qualities that underpin effective leadership (Andriopoulos, 2001). This synthesis of creativity and leadership germinates within art education, ultimately shaping individuals who can seamlessly transition into innovative and visionary business leaders capable of navigating the complexities of modern organizational dynamics (DeGraff & Lawrence, 2002).

2.4. Research Gap

While the literature has extensively investigated individual components of creativity and leadership, a research gap exists in understanding how the amalgamation of creative leadership within art education shapes distinct types of business leadership. Many prior studies delve into established leadership styles or focus solely on elements of creativity in isolation. However, the intricate relationship between creative leadership principles and their potential to give rise to diverse leadership styles still needs to be explored (Mumford et al., 2012). This study seeks to bridge this gap by systematically exploring and categorizing the distinct types of business leadership that emerge from applying creative leadership principles rooted in art education. By identifying these nuanced leadership styles, this research endeavors to deepen our understanding of how creative leadership can influence and redefine conventional leadership paradigms.

In summary, the literature review demonstrates the evolving landscape of leadership theories and the significance of creative leadership in art education. The confluence of creative thinking and leadership principles presents an intriguing avenue for research. By examining this intersection within business leadership, this study seeks to advance our understanding of how creative leadership principles can shape various leadership styles (Pawar, 2003). The next chapter outlines the Methodology employed to gather and analyze prior studies, providing a roadmap for elucidating the nexus between creative leadership in art education and its implications for the business world.

3. Methodology

The methodology utilized in this study expects to give an efficient way to deal with a social group and examine earlier literature that adds to the justification and detailing of the discoveries introduced in the next chapter. The Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) approach, perceived for its thoroughness and straightforwardness in surveying and combining literature, shapes the groundwork of this exploration's systemic structure.

3.1. Literature Search and Selection Criteria

The initial phase of this Methodology involves an extensive literature search conducted across academic databases, scholarly journals, and reputable repositories. The search is designed to identify relevant studies exploring the intersection of creative leadership in art education and its impact on various forms of business leadership (Gheerawo et al., 2020). Keywords and phrases such as "creative leadership," "art education," "business leadership," and related terms are employed to ensure a comprehensive retrieval of pertinent literature.

The selection criteria for these studies entail a meticulous process. Inclusion criteria encompass studies that delve into creative leadership principles, art education, and leadership styles within the business context. Exclusion criteria involve materials that need more relevance to the research objectives or insufficiently explore the creative leadership-business leadership relationship (Allina, 2018). The aim is to create a refined selection that ensures the highest relevance and credibility.

3.2. Screening and Data Extraction

A two-stage screening process is executed following the initial search and the application of inclusion and exclusion criteria (Woo & Kang, 2020; Nguyen et al., 2022; Kang & Hwang, 2017). The first stage involves screening titles and abstracts to weed out studies that overtly lack alignment with the research's focus. The second stage involves a full-text review of the remaining studies to ascertain their suitability based on the research objectives and predefined criteria. Data extraction is then conducted to glean pertinent information from the selected studies. Key details, such as research methodologies, theoretical frameworks, creative leadership dimensions, art education contexts, and identified business leadership styles, are systematically extracted and organized. This process ensures the comprehensive capture of essential ant information essential for the subsequent synthesis of findings. The synthesized data serves as the foundation for Chapter 4's findings, where the distinct types of business leadership arising from creative leadership principles are categorized and expounded. The methodological rigor embedded in the PRISMA approach offers robust support for the credibility and validity of the findings. The systematic and transparent Methodology ensures that the conclusions drawn are firmly grounded in the wealth of prior research and contribute substantively to understanding the topic (Han & Kang, 2020; Phommahaxay, 2019).

The Methodology employed in this study, underpinned by the PRISMA approach, provides a structured and rigorous framework for gathering, analyzing, and synthesizing prior studies. This approach lends credibility to the subsequent findings, bolstering their validity and applicability (Moher et al., 2015; Kang, 2022). Integrating diverse literature ensures that the research outcomes contribute to a holistic comprehension of the dynamic relationship between creative leadership within art education and its implications for various business leadership styles.

4. Results

At the heart of this research lies a comprehensive exploration into the realm of distinct business leadership types that arise organically from the amalgamation of creative leadership principles firmly rooted in the context of art education. This pivotal chapter is an immersive dive into the nuanced landscape of four distinctive forms of business leadership. Each leadership type encapsulates a tapestry of unique traits and reverberates with implications that resonate across contemporary organizational dynamics (Keamy, 2016). With focused precision, this chapter unveils these leadership styles, presenting each with a dedicated sub-title that unfurls its intrinsic essence and unwavering relevance in today's multifaceted business landscape.

4.1. Visionary Artistic Leadership (Fostering Innovation Through Creative Vision)

The genesis of Visionary Artistic Leadership springs from the fertile grounds of art education, where the nurturing of creativity is intertwined with the fabric of visionary thinking. This leadership style finds its roots in fostering creativity, drawing parallels to how art education places an unwavering emphasis on cultivating visionary perspectives. At its core, Visionary Artistic Leadership is embodied by a leader who embraces innovative ideas and envisions a future guided by the sparks of artistic inspiration (Ali, 2022). This leader transcends the conventional boundaries of thought, crafting a vision that marries the canvas of imagination with the pragmatism of strategic insight. Embracing this leadership style fosters and stimulates creative reasoning through the organizational environment. Employees are urged and roused to navigate uncharted ways of creative ideation (Danner, 2008). The supporting philosophy of Visionary Artistic Leadership champions interdisciplinary cooperation, purporting that the combination of different perspectives frequently yields the most imaginative resolutions. This cooperative spirit stretches past the immediate group, pervading the hierarchical culture and facilitating cross-functional innovative development.

At the heart of Visionary Artistic Leadership lies a significant acknowledgment of experimentation. The visionary artistic pioneer sees difficulties not as impediments but as materials prepared for strokes of development. These pioneers flourish by changing conceptual ideas into substantial, significant solutions (Rolling Jr, 2013). With a finely tuned instinct for recognizing open doors inside intricacies, they lead their groups through the unique exchange of innovativeness and system. By encouraging a culture of artistic investigation, Visionary Artistic Leadership lays out a climate where innovation is natural. This sustaining environment develops an aggregate hunger for pushing limits, inviting change, and adjusting to the consistently moving tides of the business scene (Brown & Hartman, 2017). As such, this leadership style catalyzes a persistent development pattern, empowering organizations to answer deftly to emerging trends, take advantage of any available opportunities, and thrive even with vulnerability.

4.2. Collaborative Expressionist Leadership (Orchestrating Harmonious Team Dynamics)

Collaborative Expressionist Leadership draws from the principles of art education that underscore the value of assorted viewpoints and collaborative undertakings. This leadership style advocates for open communication, compassionate comprehension, and acknowledgment of each colleague's exceptional commitment. The pioneer coordinates the group like an artist organizes an orchestra, uniting individual talents to make an amicable entirety (Inhulsen & Reeve, 2014). By cultivating an atmosphere of mental safety and inclusivity, Collaborative Expressionist Leadership sustains imagination, enhances problem-solving capacities, and fills a feeling of shared proprietorship in accomplishing organizational objectives (Lynn, 2017). As far as the role of the leader, this approach reflects the director of an orchestra. The leader artfully arranges the assembly of individual talents as the conductor blends different instruments to create a captivating melodic structure. In doing as such, Collaborative Expressionist Leadership cultivates a culture of mental safety and inclusivity, where everybody's voice is heard and each point of view is valued (Lankford, 2001). Like the cooperative energy of an artist's strokes on material, this amicable atmosphere supports innovativeness and amplifies the group's problem-solving ability. In essence, this leadership style

develops a significant feeling of inclusion among colleagues, driving them toward accomplishing organizational targets.

4.3. Adaptive Impressionist Leadership (Navigating Complexity with Flexibility)

Adaptive Impressionist Leadership mirrors the adaptability inherent in art education, where artists respond to shifting contexts and lighting conditions. Similarly, this leadership style thrives in uncertainty, demonstrating flexibility and quick thinking in the face of change. The leader navigates complex business landscapes by embracing uncertainty as an opportunity for growth (Grunberg et al., 2019). This style encourages employees to view challenges as dynamic scenarios that require innovative solutions (Freedman, 2011). Adaptive Impressionist Leadership enables organizations to remain resilient and responsive in an ever-changing world by promoting an agile mindset and embracing change (Freedman, 2007).

The leader embodying Adaptive Impressionist Leadership becomes the guiding force through intricate business landscapes. Just as an artist might utilize unpredictable elements to enhance their creation, this leader embraces uncertainty as an avenue for growth. Rather than shying away from unpredictability, this style propels the leader to harness it as a catalyst for innovation (Dorczak, 2012). In the hands of such a leader, challenges cease to be mere obstacles but transform into dynamic scenarios demanding imaginative solutions (Lawton, 2014). By fostering an agile mindset and wholeheartedly embracing change, Adaptive Impressionist Leadership equips organizations with the resilience and responsiveness required to navigate the complexities of an ever-changing world.

4.4. Experimental Abstract Leadership (Redefining Boundaries Through Risk-taking)

Experimental Abstract Leadership derives inspiration from the art world's penchant for pushing boundaries and challenging norms. This leadership style encourages calculated risk-taking and values unconventional approaches to problem-solving. The leader acts as a catalyst for innovation by fostering an environment where failure is seen as a steppingstone to growth (Kaimal et al., 2014). This approach cultivates a culture of continuous learning, where employees are encouraged to experiment, iterate, and refine their ideas (Veon, 2014). By embracing experimentation and defying conventional limits, Experimental Abstract Leadership drives organizations to explore new horizons, discover untapped potential, and redefine their industry landscapes.

In general, the findings discussed in this section enlighten four particular kinds of business leadership that emerge from the mix of creative leadership standards from art education. Each type captures a novel feature of leadership, featuring the diverse manners by which inventiveness can impact and shape organizational elements. These leadership styles guide development, cooperation, flexibility, and trial and error, offering a different tool stash for contemporary pioneers to explore the difficulties and opportunities of the cutting-edge business scene (Bryman & Lilley, 2009).

Table 1: Study Result

Key Theme	Founded Prior Studies
At the heart of this research lies a comprehensive exploration into the realm of distinct business leadership types that arise organically from the amalgamation of creative leadership principles firmly rooted in the context of art education.	Keamy (2016), Ali (2022), Danner (2008), Rolling Jr (2013), Brown & Hartman (2017), Inhulsen & Reeve (2014), Lynn (2017), Lankford (2001), Grunberg et al. (2019), Freedman (2011), Freedman (2007), Dorczak (2012), Lawton (2014), Kaimal et al. (2014), Veon (2014), Bryman & Lilley (2009)

5. Discussions

Exploring the diverse types of business leadership that emerge from the fusion of creative leadership principles within art education holds profound implications for practitioners across various organizational contexts. This section delves into the practical insights each leadership style offers and provides suggestions for HR practitioners seeking to harness the power of creative leadership within their organizations.

Visionary Artistic Leadership offers practitioners a compelling strategy for igniting innovation within their teams and organizations. HR practitioners can foster a culture of daring creativity by encouraging leaders to embrace visionary thinking. To implement this style, HR professionals can identify and nurture individuals strongly inclined

towards innovative ideation. Furthermore, creating cross-functional collaborations and interdisciplinary projects can help bridge the gap between visionary imagination and actionable outcomes (West-Burnham, 2009). HR departments can also organize workshops and training sessions that challenge employees to envision a future guided by artistic inspiration, thereby embedding this leadership approach into the organizational fabric.

Practitioners can leverage Collaborative Expressionist Leadership to foster harmonious team dynamics and enhance collaboration. HR professionals can promote open communication channels that allow diverse perspectives to be heard and valued. Introducing team-building activities that encourage empathy and understanding can bolster the sense of collective ownership (Bryman & Lilley, 2009). HR practitioners can also recognize and celebrate individual contributions, reinforcing the idea that each member brings a unique brushstroke to the collaborative canvas. By weaving these practices into the organization's culture, HR can nurture an environment where Collaborative Expressionist Leadership thrives.

The Adaptive Impressionist Leadership style equips practitioners with a strategic approach to navigating change and uncertainty. HR professionals can encourage a culture of adaptability by providing learning opportunities that emphasize resilience and flexibility. Creating cross-functional learning and knowledge-sharing platforms can help employees stay agile in the face of evolving challenges (Sternberg et al., 2003). HR departments can also facilitate discussions around embracing change as an avenue for growth, shifting the organizational mindset from apprehension to anticipation. By incorporating these principles into training and development initiatives, HR practitioners can cultivate an organizational culture prepared for weather change with grace.

HR practitioners can harness Experimental Abstract Leadership to encourage risk-taking and drive innovation. To do so, they can advocate for experimentation by providing resources for pilot projects and idea incubation. HR departments can also promote a safe environment for failure, where lessons learned are celebrated rather than stigmatized. Recognizing and rewarding individuals willing to think outside the box can further incentivize this style (Dorczak, 2012). By weaving risk-taking into the organization's value system, HR practitioners lay the foundation for a culture that continuously seeks novel solutions and thrives on calculated experimentation.

In summary, the implications of these diverse leadership styles are far-reaching. HR practitioners are poised to leverage these insights to create dynamic and innovative organizational cultures. By tailoring their approaches to align with Visionary Artistic Leadership, Collaborative Expressionist Leadership, Adaptive Impressionist Leadership, and Experimental Abstract Leadership, HR professionals can sculpt leadership pipelines that respond adeptly to the demands of an ever-evolving business landscape.

While this study endeavors to shed light on the interplay between creative leadership within art education and its impact on various types of business leadership, it is essential to acknowledge certain limitations that may influence the interpretation and generalizability of the findings. One limitation lies in the scope of the study. Exploring creative leadership and its manifestations in diverse business contexts is a vast landscape. This research focuses on four distinct types of business leadership but only encompasses some potential leadership styles. Additionally, the research primarily draws upon the principles of creative leadership in art education, which may possess nuances specific to the educational setting. Extrapolating these findings to industries beyond the artistic realm requires careful consideration of contextual differences.

This study's discoveries are based on examining earlier explorations and pieces of literature. The exactness and dependability of the recognized leadership types rely upon the quality and extent of the accessible research. Different imaginative leadership styles have yet to be widely recorded, prompting possible gaps in grasping the total range of creative leadership inside art education. The appropriateness of the recognized leadership styles in all organizational settings should be approached in a careful manner. The efficacy of these styles might be impacted by factors like hierarchical (organizational) culture, industry, and leadership group elements. While the recognized leadership styles hold a guarantee for encouraging creativity and advancement, their effect might change in light of the exceptional attributes of various organizations. Notwithstanding these limiting factors, this study gives essential knowledge into the connection between creative and business leadership styles. Future exploration could grow the extension to envelop a more extensive scope of fields and leadership settings. Furthermore, empirical investigations that approve these leadership styles' pragmatic execution and viability could offer a more exhaustive comprehension of their suggestions for organizational performance.

Acknowledging these limitations is crucial to interpreting the findings of this research accurately. While the study provides a foundation for understanding the interplay between creative leadership within art education and business leadership styles, further research is needed to explore these leadership types' broader applicability and potential nuances across diverse organizational settings. The journey through this research has illuminated the intricate tapestry woven at the intersection of creative leadership within art education and its profound implications for various types of business leadership. The exploration into Visionary Artistic Leadership, Collaborative Expressionist Leadership,

Adaptive Impressionist Leadership, and Experimental Abstract Leadership has unraveled the diverse ways in which creative thinking enriches and redefines leadership dynamics in the modern organizational landscape.

This study underscores the value of creativity as a potent force in shaping leadership paradigms. It has showcased how leaders who draw inspiration from the realms of art education can engender innovation, collaboration, adaptability, and risk-taking within their organizations. As organizations grapple with the challenges of a rapidly evolving business environment, these creative leadership styles offer a compass to navigate the complexities and uncertainties with ingenuity and confidence. The implications of this research ripple across industries, offering a fresh lens through which HR practitioners and leaders can cultivate dynamic organizational cultures. By harnessing the insights from Visionary Artistic Leadership, Collaborative Expressionist Leadership, Adaptive Impressionist Leadership, and Experimental Abstract Leadership, organizations can nurture teams that flourish on the canvas of creative expression and propel the evolution of their industries. Nevertheless, as with any other undertaking, this exploration has its impediments. The logical explicitness of the review, the accessibility of significant writing, and the test of generalizability highlight the requirement for consistent investigation and refinement. Future examination attempts should dig further into empirical approval and investigate the complex elements that impact the efficacy of these leadership styles in different hierarchical settings.

In closing, the symbiotic relationship between creative leadership in art education and business leadership styles is a testament to the enduring power of imagination, collaboration, and adaptability. As the brushstrokes of creative leadership sweep across the canvas of modern organizations, they leave behind a legacy of innovation and transformation, reminding us that pursuing visionary leadership is an ongoing journey that holds the promise of shaping a brighter and more inventive future.

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