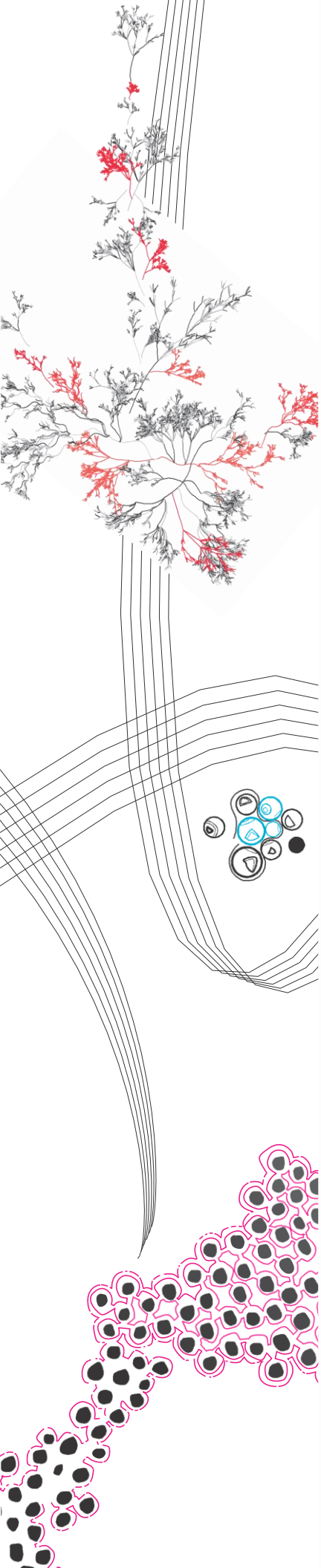

Ambidextrous Leadership

The role of flexibly switching between opening and closing leadership behaviors for team innovative outcome in the case of management consultancies

Master Thesis

This thesis is submitted as partial fulfillment for the award of Master of Science in Business Administration.

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Live as if you were to die tomorrow. Learn as if you were to live forever.
*(*Mahatma Gandhi)

Abstract

Ambidexterity, defined as the firm's ability to balance exploration and exploitation, has been identified as requirement for innovation. Although initially developed as an organizational learning capability, the achievement of an ambidextrous organization is first and foremost a leadership challenge. As one approach to ambidextrous leadership as a predictor of innovation, Rosing, Frese and Bausch (2011) propose a model which defines an ambidextrous leader as being able to flexibly switch between opening and closing behaviors according to the respective task of the innovation process.

Focusing on management consultancy teams as a practical setting, this empirical study is one of the first to address Rosing et al.'s (2011) ambidextrous leadership model in form of a qualitative research design. By conducting 10 semi-structured interviews with management consulting project leaders, information were collected and analyzed first to derive conclusions about the dynamics of opening and closing leadership behaviors along a project, secondly to identify factors that cause a leader to switch between those contrasting leadership behaviors, and last to provide an indication about the effect of opening and closing leadership behaviors for innovative team outcome.

Findings provide support for the conclusion that both opening and closing leadership behaviors are required to contribute to team innovative outcome, whereas a general tendency towards closing leadership behaviors can be derived. Besides, phases along a consultancy project were found to be overlapping and hardly distinguishable. Therefore, the context of management consultancy indicates the need of a high degree of consistency in the project leader's behavior. At the same time, people and project related factors require the leader to gradually adapt behavior in correspondence to the situation. In consequence, results point towards the claim that leadership behaviors should be as constant as possible, but as adaptive to the situation as necessary. All in all, findings of the study suggest that instead of flexibly switching between opening and closing leadership behaviors, team innovation is more enhanced when those behaviors are continuously balanced. This balance implies that both kinds of behaviors ought to be present at the same time, but to a different degree according to the situation.

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IV. List of Abbreviations & Symbols

#	Number
Abb.	Abbreviation
al.	And others (Lat. “et alii” or “et aliae”)
cf.	Confer (lat. “compare”)
C#	Item relating to closing leadership behaviors, followed by number
CL#	Item related to client related variables
e.g.	For example (lat. “exempli gratia”)
HR	Human Resources
ibid.	In the same place (lat. “ibidem”)
i.e.	That is (Lat. “id est”)
O#	Item relating to opening leadership behaviors, followed by number
OCL#	Item relating to key success factor of leadership
p.	Page
PL#	Item related to project leader variables
pp.	Pages
TM#	Item related to team member variables
TP#	Item related to task and project-related variables
viz	Namely (lat. “videlicet”)

V. Acknowledgements

With the finishing of this work, a very special phase of my life will come to an end. With more than six years of studying experience and four academic degrees on the CV, I am ready and excited to proceed to the next stage of life. Achieving this point is however not only due to my discipline, eagerness to learn and devoting me to countless nightshifts, but it is also a result of the support, patience and understanding of many others.

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1. INTRODUCTION

1.1. Context of the study and theoretical framework

The impact of leadership on innovation has been a topic of increasing significance in academic literature. Some researchers argue that leadership represents one of the most influential predictors for innovation (Mumfort, Scott, Gaddis & Strange, 2002; Stoker, Looise, Fisscher & De Jong, 2001), whereas leading innovations is considered to be one of the greatest challenges in today's innovation processes (Oke, Munshi & Walumbwa, 2009).

INNOVATION AND AMBIDEXTERITY

Innovation is defined as "the intentional introduction and application within a role, group, or organization of ideas, processes, products or procedures, new to the relevant unit of adoption, designed to significantly benefit the individual, the group, organization or wider society" (West & Farr, 1990, p.9 as cited in Rosing, Frese & Bausch, 2011, p.956). Researchers agree that realizing an innovation successfully contributes to a firm's chances to gain competitive advantage (Ahuja & Morris Lampert, 2001; Keupp, Palmié, & Gassmann, 2012; Wagner, 2012) and differentiation (Cui & Loch, 2011). Besides, it was found to be crucial for a firm's growth and survival (Gnyawali & Srivastava, 2013).

According to the need of being innovative in order to ensure profitability and therefore survival, firms continuously face the challenge to balance their strategic actions between improving alignment to current environments and increasing efficiency on the one hand, and the need to seek variety and to increase adaptability on the other hand. Those activities have been referenced in literature as exploration (adaptability) and exploitation (alignment). As one approach to balance those two opposing activities, Gibson and Birkinshaw (2004) introduced the concept of ambidexterity to the organizational context as the "capacity to simultaneously achieve alignment and adaptability" (ibid., p. 211). As both exploration and exploitation are considered fundamental activities

of innovation, Rosing et al. (2011) suggest that ambidexterity represents a central feature of innovation.

AMBIDEXTERITY AS LEADERSHIP CHALLENGE

Although ambidexterity has initially been developed as an organizational capability, various researchers highlight the need to investigate ambidexterity as a multi-level phenomenon (Birkinshaw & Gupta, 2013; Junni, Sarala, Taras & Tarba, 2013). However, as this balance of different leadership behaviors is not only important for top management but also for leaders of innovative teams and individuals (Rosing et al., 2011), there is a need across all hierarchical levels to address tensions and manage contradictions between explorative and exploitative activities within the organization (Probst, Raisch & Tushman, 2011). In this respect, as top managers do not directly influence the behavior of organizational members at lower levels, the strategic role of middle and lower management for influencing followers' actions is highlighted (Jansen, George, Van den Bosch & Volberda, 2008). For this reason, ambidexterity is considered to be first and foremost a leadership challenge (Bledow, Frese, Anderson, Erez & Farr, 2009).

LINKING AMBIDEXTERITY AND LEADERSHIP

Various researchers recently attempted to link the strategic concept of ambidexterity to a leadership approach in form of ambidextrous leadership and investigate its influence on innovation (Keller & Weibler, 2014; Probst et al., 2011). The topic of ambidextrous leadership becomes especially relevant as existing leadership styles such as transformational and transactional leadership styles (Bass, 1999) were found not to be capable of capturing the complexity and pace of innovation. Among other reasons, that is due to the fact that traditionally leadership studies are considered inflexible and too broad in nature as to specifically promote innovation (Rosing et al., 2011). Besides, researchers claim that innovation cannot be effectively promoted by one single leadership style. For this reason, past research indicates the need to develop an alternative

approach to effectively lead innovations (Anderson, De Dreu & Nijstad, 2004; Bledow, Frese & Mueller, 2011).

As a result, Rosing et al. (2011) created a new concept of ambidextrous leadership which defines the leader as being able to foster exploration by opening leadership behaviors, and exploitation by closing leadership behaviors. Opening leadership behaviors are in this respect described as behaviors that increase the variance of the followers' behavior. In this respect, a leader displaying opening behaviors would for example give room for independent thinking and acting, encourage followers to challenge the status quo and enhance experimentation by creating an open atmosphere and establishing a culture that tolerates mistakes and error learning. On the other hand, a leader that aims at diminishing the followers' range of behaviors (variance decrease) in order to stimulate exploitative activities would closely monitor and control the attainment of the goal, pre-structure tasks and define work goals, as well as strive for a uniform task accomplishment and take corrective actions.

As there is no systematic model predicting when exploration and exploitation occur throughout the innovation process, leaders ought to flexibly switch between opening and closing behaviors according to situational demands of the innovation task.

Regarding the fact that ambidexterity needs to be realized throughout all hierarchical levels of the organization, Rosing et al.'s (2011) model addresses the team-level context and aims to describe the relationship between project leadership and team innovation.

MANAGEMENT CONSULTING

As an exemplary setting in which innovation is managed at a team-level, the field of management consultancies has been selected. A management consultant is defined as "individual who provides independent advice and assistance about the process of management to clients with management responsibilities" (ICMCI, 2002, p.5). Based on their identified role as change agents and innovation intermediary, management consultants were found to represent a key source of

innovation (Ginsberg & Abrahamson, 1991). Also with regard to their increasing economic and social impact, management consultancies were identified as interesting population to study the role of ambidextrous leadership on innovative team outcome.

1.2. Research Gap

Taking into account those distinct topics at hand, i.e. ambidexterity, leadership, and management consulting, the following study represents a pioneer work in linking those subjects by addressing the following aspects.

To begin with, Rosing et al.'s (2011) ambidextrous leadership concept has so far only been created as a theoretical model. In this respect, this study will be the first to conduct empirical research on exploring the role of flexibly switching between opening and closing leadership behaviors in a practical setting, i.e. management consultancies. Besides, as literature does not provide a final conclusion which exact leadership behaviors best predict and contribute to innovation, this study attempts to deepen the understanding of the influence of project leadership for innovative team performance. Beyond that, although Bledow et al. (2011) and Rosing et al. (2011) examined aspects concerning the role of ambidextrous leadership for innovation, however, they left unanswered questions regarding the evolvement and dynamics of opening and closing leadership behaviors throughout the phases of the innovation process. In the same breath, while internal and external factors are claimed to affect leadership styles when pursuing organizational ambidexterity (DeKloet, 2012), Rosing et al. (2011) presume that the relationship between leadership and innovation is dependent upon moderating conditions. However, as a result of their literature review about studies investigating the relationship between leadership and innovation, they do not provide any specific in-detail results about which conditions those are.

1.3. Research Goal and Research Questions

In order to address those gaps, in the first place the following study aims at investigating the evolvement of opening and closing leadership behaviors along the innovation process. Secondly, as Lewis, Welsh, Dehler and Green (2002) emphasize, existing contingency leadership approaches lack precision and action orientation. Therefore, the study at hand targets to outline concrete leader's actions which ought to be demonstrated by leaders along the innovation process to enhance team innovation. Thirdly, as literature does not provide indications about possible triggers for leaders to switch between behaviors, this study targets to explore such factors causing a change from opening to closing leadership behavior (and vice versa) along the innovation process. Lastly, in order to draw conclusions about the role of ambidextrous leadership on team innovative outcome, the present study is oriented towards providing first conclusions about the effect of opening and closing leadership behaviors on team performance in the case of management consultant projects.

Based on those identified gaps in literature and the above elaborated purpose, the following central question will be addressed in the present study:

Central Research Question
What is the role of ambidextrous leadership for innovative team outcome in the case of management consultancy projects?

In order to respond to the previously identified research gaps in more detail, the central question is separated in three sub-questions which cover distinct problems related to the main subject of interest.

Research sub-questions
1. How do the dynamics of opening and closing leadership behaviors evolve throughout the process of management consultancy projects?
2. Which are the factors causing a project leader to change his behavior along the innovation process?
3. How do opening and closing leadership dynamics affect the innovative outcome of the project?

Those questions will be answered in form of a qualitative research design. More precisely, the data collected through ten semi-structured expert interviews with project leaders from management consultancy teams will be analyzed by applying a template analysis. Identified codes provide the basis for deriving answers to the proposed research questions and allow for drawing conclusions as well as identifying areas of future research.

DELINEATION FROM EXISTING RESEARCH

Some aspects which have not been covered with the present study are theories about leadership in the project management context. Besides, despite the fact that ambidexterity has initially been defined and understood as an organizational learning capacity (cf. March, 1991), the investigation of organizational learning theories for example by Argyris and Schön (1978 as cited in Schreyögg, 1999) were not included. Also covering the theoretical basis on different levels of organizational learning (e.g. Crossan, Lane & White, 1999) and the effect of team learning on organizational learning (e.g. Edmonson, 2002; Vera & Crossan, 2004) was considered to go beyond the scope of the study at hand. Furthermore, as Rosing et al.'s (2011) ambidextrous leadership concept mainly refers to team-level project leadership, this research does not include the hierarchical levels of top management team or senior executives. Last-to be mentioned, although literature indicates a difference between management and leadership aspects as it will be briefly explained in Chapter 2.2.1, the terms "leader" and "manager" are used interchangeably throughout the following study.

1.4. Contributions

The contributions of the study at hand are manifold as it expands existing academic literature in terms of content and methodology.

LEADERSHIP AND AMBIDEXTERITY

The study expands the knowledge on the impact of a certain leadership behavior on innovation. As of today no best leadership style to pursue organizational ambidexterity could be identified (Bledow et al., 2011; DeKloet, 2012). In addition, as most research on ambidextrous leadership has been conducted on top management level, the following study expands existing research for ambidextrous leadership at team-level. This fact is of special relevance with regard to the fact that also managers below the senior executive level are required to combine explorative and exploitative actions (Floyd & Lane, 2000; Keller & Weibler, 2014; Taylor & Helfat, 2009). Beyond that, the study will respond to the demand for research on ambidextrous leadership and the role of these leaders in broader contexts, especially with regard to the mechanisms and behaviors by which they influence learning in settings such as teams (Vera & Crossan, 2004). Last but not least, this is the first study in which an empirical research applying a qualitative design on the proposed leadership model by Rosing and colleagues (2011) is conducted. Therefore, by expanding and investigating on their framework of ambidextrous leadership, this study answers the more recent call by Yukl (2009) for a more comprehensive model of the impact of leadership on both exploration and exploitation as inherent activities of the innovation process.

CONSULTING

The greatest contribution will be reached in terms of expanding literature und academic research in the field of management consultancy. In fact, as no literature on the role of leadership behaviors of project leaders in management consultant teams could be found, the research at hand represents a pioneer study about project leadership in management consultancy and its influence on

innovative team performance. Beyond that, this study represents the first attempt to set the innovation process in relation to the phases of a consulting project.

METHODOLOGY (TEMPLATE ANALYSIS)

Last to be mentioned, the study contributes to academic research in terms of methodology. As a fairly recent method, template analysis is already well embedded in qualitative healthcare research (Brooks & King, 2012; King, 2004b). However, it is not so well established in business and management research and thus it is innovative yet challenging in itself when applied to this different context. In this respect, the theoretical base will be expanded and its practical range of application will span from applied psychological research to business and management topics.

1.5. Outline

Following the introduction, the literature review in Chapter 2 provides the theoretical background for this study. In this respect, Chapter 2.1 provides information about the topics of innovation and ambidexterity. Afterwards, Chapter 2.2 explains relevant theoretical concepts about leadership and then elaborates the ambidextrous leadership concept by Rosing et al. (2011) in further detail as the theoretical fundament of the present study. To set this in a practical context, a brief introduction into the field of management consulting and its role for an organization's innovation performance is given in Chapter 2.3.

Chapter 3 elaborates the research design (Chapter 3.1) as well as data collection and sampling aspects (Chapter 3.2). Following, the process of analyzing the collected data is described (Chapter 3.3) by providing details about the applied template analysis methodology and about concrete steps in the analysis process. Besides, validity and reliability issues are addressed (Chapter 3.4).

Chapter 4 covers the results by listing the findings for the three respective research sub-questions in separate parts. In Chapter 4.1, the results in terms of

identified opening and closing leadership behaviors as well as their evolvement are summarized. While Chapter 4.2 reveals identified factors leading to a switch between opening and closing leadership behaviors, Chapter 4.3 provides the findings about the role of those leadership behaviors for the team's innovative outcome.

During the discussion in Chapter 5, results are interpreted and derived conclusions are set in relation to existing literature. The theory of ambidextrous leadership and its application to the management consultancy context will in that way be critically reflected upon.

Chapter 6 provides a summary of the research questions and the key findings. In addition, managerial implications and recommendations are given (Chapter 6.1), the study's limitations in terms of content and methodology are outlined (Chapter 6.2) and areas of future research are identified (Chapter 6.3).

2. LITERATURE REVIEW

The following literature review covers the concept of innovation and its interpretation as a process. Besides, the theoretical basis for ambidexterity is explained and reasons to understand ambidexterity as a leadership challenge are given (Chapter 2.1). After providing an introduction to research in the area of leadership, the fundamental theory on ambidextrous leadership is introduced. Next, the model of ambidextrous leadership defined as the flexible switching between opening and closing leadership behaviors is introduced (Chapter 2.2). Afterwards, Chapter 2.3 provides an overview about management consultants and their role for firms' innovation. In addition, existing literature on management consultancy is linked with the presented literature on the innovation process and ambidexterity.

Finally, the introduced concept of innovation, ambidexterity, leadership and consulting is merged to build a framework for examining the role of ambidextrous leadership for innovative team outcome in the case of management consultancy projects.

2.1. Innovation & Ambidexterity

The following chapter will provide an overview of definitions and academic literature in order to understand the theoretical basis for the model of ambidextrous leadership introduced in the subsequent chapter.

2.1.1. Innovation

Throughout the past decades, innovation has evolved to a topic of interest in academic research (Cui & Loch, 2011; Keupp et al., 2012; Rank, Pace, & Frese, 2004).

Innovation has been defined in numerous ways. One of the pioneers emphasizing its importance was Joseph Schumpeter (1934 & 1942 as cited in Aghion & Howitt, 1990 and O'Sullivan, 2008) who described innovation as

"creative destruction". He claimed innovation to be a critical dimension of economic change. In this respect he argues that innovation means a new combination of purpose and method (ibid.). A second perspective on innovation focuses on qualitatively different outcomes. In this respect, the anthropologist H.G. Barnett (1953) alludes to innovation as the basis of cultural change and defines innovation as "any thought, behavior or thing that is new because it is qualitatively different from existing forms" (as cited in Robertson, 1967, p.14). According to this definition, it becomes clear that innovation not only relates to a new product, but can be attributed to any idea, practice or object, and also to the process of innovation. The understanding of innovation as a process is confirmed by the definition provided by Rickards (1985) who understands innovation as a process whereby new ideas are put into practice. In more detail, he describes innovation as the process of matching the problems (needs) of systems with solutions which are new and relevant to those needs. Similarly, West and Farr (1990) defined innovation as "the intentional introduction and application within a role, group or organization of ideas, processes, products or procedures, new to the relevant unit of adoption, designed to significantly benefit the individual, the group or organization or wider society" (p.9, as cited in Rosing et al., 2011, p. 956). The sources of innovation can be found inside the company or industry, for example in form of unexpected occurrences, process needs or market changes, as well as outside the organization in its intellectual or social environment as demographic changes, new knowledge, or changes in customer perception (Drucker, 2002).

In this context, researchers also agree about differentiating innovation from the concept of creativity. Creativity is considered a key building block for innovation (O'Sullivan, 2008) which is related to a mental process that results in the generation of original, appropriate and useful ideas (Amabile, Conti & Coon, Lazenby & Herron, 1996; West, 2002). Beyond the mere creation of new ideas, innovation is linked to the processing of such output of the creative process (i.e. the idea) which can be in form of commercial development, application, and

transfer (Roberts, 1988). In other words, an innovation is understood as the combination of invention and exploitation. Similarly, Nakata and Sivakumar (1996) and Sheremata (2000) make the differentiation between knowledge generation and knowledge integration as the two fundamental categories of activities that are needed for innovation.

Those definitions and distinctions are important throughout the course of the study in order to understand how management consultancy as practical context matches the innovation perspective of a firm. They are also relevant for the comprehension of how the innovation process consisting of phases of idea generation and implementation can be linked to a consultancy project.

2.1.2. Exploration and Exploitation

In this respect, most theoretical models of innovation differentiate between those two processes of innovation, namely idea generation (creativity) and idea implementation (Amabile, 1988; Farr, Sin & Tesluk, 2003; West, 2002). As the two processes encompass different activities, they are also linked to different requirements. As creativity is related to thinking outside the box, experimentation, and going beyond routines and common assumptions, creativity is in need of explorative activities. Exploration, or learning through explorative activities, is connected to increasing variance, experimentation, search for alternatives and risk taking, discovery, innovation, and play. On the other hand, idea implementation demands goal orientation, routine execution, and efficiency. Those represent exploitative activities, which are linked to reducing variance, adherence to rules, alignment and risk avoidance, refinement, choice, production, selection and execution. (March, 1991)

Exploration and exploitation have initially been defined by March (1991) as two forms of organizational learning. Researcher on exploration and exploitation is manifold and numerous researchers point out aspects of distinguishing between those two activities.

Table 1 lists selected characteristics, respectively.

Characteristics of exploration	Characteristics of exploitation
• Exploration, or learning through explorative activities relates to investing in discovery in new knowledge and market opportunities to secure future economic gains (Lavie et al. 2010) • In terms of innovation, exploration is linked to radical innovation, entering new product markets and new technology (Rosing et al., 2010) • Exploratory critical knowledge includes unique technological breakthroughs and knowledge extensions that directly influence the task outcome (Holmqvist, 2004; Huang & Cummins, 2011; Uzzi & Lancaster, 2003) • Offer new designs, create new markets, develop new distribution channels (Jansen et al., 2008; Lubatkin et al., 2006)	• Exploitation is associated with refinement and extension of existing competencies, technologies, paradigms that produce returns that are positive, proximate, and predictable (March, 1991) • Exploitative critical knowledge includes the reuse of current competences, routine tasks, and stable technologies that directly influence the task outcome (Holmqvist, 2004; Uzzi & Lancaster, 2003; Huang & Cummins, 2011) • In the innovation context, exploitation means rather implementation, incremental innovation and refinement of existing products and services (Rosing et al., 2010).

Table 1: Summary of selected aspects about distinguishing exploration and exploitation

Although they are connected to contrasting requirements, both exploitation and exploration represent fundamental activities inherent to the innovation process. For this reason they should both be comprehended as essential for an innovation, or a successful management consulting project, respectively. The reasons for that argument are explained in the following.

2.1.3. Defining ambidexterity and ambidextrous organizations

One approach to find the right balance of exploration and exploitation is addressed by the concept of ambidexterity. The term ‘ambidexterity’ originates from the Latin word 'ambos', (‘both’), and dexter, (‘right’) which literally means ‘right on both sides’ and describes the ability of humans to use both hands with equal skill. The concept of ambidexterity was first introduced to the organizational context by Duncan in 1976. It describes organizations which are

aligned and efficient in their management of today's business demands while at the same time they are adaptive enough to changes in the environment that will still be around tomorrow. Hence, Gibson and Birkinshaw (2004) defined ambidexterity as a capacity to demonstrate alignment and adaptability.

March (1991) was the first to theorize ambidexterity as a primary factor in system survival and prosperity based on the premise that "the ability of a firm to exploit its current competencies as well as to explore new opportunities represents the core of organizational learning" (as cited in Bonesso, Gerli & Scapolan, 2014, p.392). The notion of ambidexterity is thereby not solely linked to balancing exploration and exploitation, but can also relate to equal incremental and radical innovations, continuity and change, or balancing organic vs. mechanical organizational structures (Rosing, Rosenbusch & Frese, 2010).

Practice has shown that it is possible for organizations to pursue both activities simultaneously (Lavie, Stettner & Tushman, 2010). By using the human trait of ambidexterity to title competent and innovative solutions, numerous researchers found proof that ambidexterity positively contributes to new product development (Carmeli & Halevi, 2009; Katila & Ahujia, 2002) and sales performance (He & Wong, 2004). In this respect, Knott (2002) observed that exploration and exploitation coexisted in Toyota's product development and therefore concluded that the two activities are complementary. Besides, other researchers conclude from their studies that exploration and exploitation are mutually dependent upon each other (Farjoun, 2010).

This becomes clear with regard to the fact that "exploitation ensures that there are sufficient resources available for explorations and exploration ensures that new processes and products are created that can be exploited at a later point in time"(Bledow et al., 2011, p. 6-7).

With regard to this mutual dependency and complementarity, Bain, Mann and Pirola-Merlo (2001) claim that creative ideas must not only be new and useful, but also require the exploitation of existing knowledge. The latter becomes critical as creative tasks are mostly ill-defined and in need of some structuring

and direction. Similarly, idea implementation especially of radical new ideas cannot be executed along routine execution and efficiency, but might also require new ways of implementation which need to be explored (Van de Ven, 1986). Therefore, the demands of the innovation task for exploration and exploitation are continuously required for both creativity and implementation, even though creativity might be more closely linked to exploitative activities and implementation more closely to exploitation. As a result, creativity and implementation can be considered intertwined activities which are inherent parts of the innovation process and cannot be split into separate stages (Rosing et al., 2011). In consequence, the innovation process is complex, uncertain and non-linear in its nature (Anderson et al., 2004; Bledow et al., 2009, Miron, Erez & Naveh, 2004).

Ambidexterity is however challenging as the simultaneous engaging in exploitative and explorative activities is linked to resource-allocation decisions. As resources are generally scarce, integrating both exploration and exploitation activities at the organization is often rejected as it involves dealing with paradoxes. In this regard, Andriopoulus and Lewis (2010) claim that it is relatively easy to align to one side of the paradox. More precisely, organizations are generally in favor of incremental innovations whereas existing management activities and competencies are improved instead of exploring new ones (Venkataraman, Lee & Iyer, 2007). Generally favoring to use current capabilities represents however a tremendous threat to a firm's survival. This is especially the case as the exploitation of current products and services to an existing customer results in organizational inertia, which makes incumbent firms incapable of sufficiently adapting to changes in the environment (Edmonson, 2002; March, 1991). On the opposite, a sole focus on exploration would lead to "too many underdeveloped ideas and not enough distinctive competence" (Simsek, 2009, p.603). Concluding, researchers generally agree that balancing exploration and exploitation is critical for a firm's survival.

TYPES OF AMBIDEXTERITY

In order to oppose that threat of focusing on one side of the paradox, ambidexterity can be approached in different ways. The following differentiation becomes important in order to comprehend the context of the leadership concept which is the focal subject of the study at hand and which will be introduced in the subsequent chapter.

One classification is structural ambidexterity, which is generally associated with organizations making use of different teams or different organizational units for exploration and exploitation activities (O'Reilly & Tushman, 2004). From a temporal perspective, this view on the innovation process is linked to sequential ambidexterity. Similar to the notion of punctuated equilibrium, sequential ambidexterity is based on a general pattern by which organizations evolve in periods of incremental change that are dominant and only temporarily interrupted (or punctuated) by revolutionary or discontinuous change (Tushman & O'Reilly, 1997). On the contrary, simultaneous ambidexterity indicates that there is a continuous need for a balance of exploration and exploitation along the innovation process. This corresponds to the findings by Lavie et al. (2010) who conclude from their critical review on exploration – exploitation literature that those activities should be treated as a continuum rather than a choice between discrete options. This approach suits the idea of contextual ambidexterity.

Rather than structurally or temporarily dividing exploitative and explorative activities, contextual ambidexterity represents a multidimensional construct in which exploration and exploitation each constitute a separate, but interrelated and non-substitutable element. From this perspective, ambidexterity is best achieved by creating a context which encourages individuals to make their own judgments as to how to best divide their time between the contrasting demands of exploration and exploitation (Carmeli & Halevi, 2009). In this case, teams that focus on exploitation also need to engage in explorative activities in order to solve problems and react to errors as teams have to simultaneously "show exploration and exploitation in an unpredictably alternating sequence" (Rosing

et al., 2011, p. 966). Similarly, ambidextrous organization designs (contextual ambidexterity) were found to be more effective in executing innovation streams than functional, cross-functional and spin-out designs (structural ambidexterity) (Tushman, Smith, Wood, Westerman & O'Reilly, 2010).

As contextual ambidexterity was found to most effectively promote innovation, the present study is conducted on a leadership style which is subject to contextual and simultaneous ambidexterity. It thus targets to deepen the understanding of how to best achieve a high degree of team innovative performance.

2.1.4. Individual ambidexterity

In order to establish an organizational framework that supports contextual ambidexterity, Bartlett and Ghoshal (1994) concluded from their research that leaders carry the responsibility for creating such a context.

Similarly, Lavie et al. (2010) show that a firm's senior management team next to the organizational environment and entity represent the antecedents for ambidexterity. In this context, various authors have pointed towards the need to understand the nature of ambidexterity as a multi-level phenomenon (Birkinshaw & Gupta, 2013; Raisch & Birkinshaw, 2008). Despite the fact that it has been initially developed as an organization-level capability (Gibson & Birkinshaw, 2004; March, 1991), the investigation of team-level and individual ambidexterity is required to specify how the linkages of ambidexterity at different levels can generally contribute to a firm's whole performance (Junni et al., 2013; Lavie et al., 2010; Raisch, Birkinshaw, Probst & Tushman, 2009). To respond to that need, the present study will focus on ambidexterity from a leadership perspective.

In this context, first studies have been conducted about the role of the top management team for ambidexterity (Carmeli & Halevi, 2009; Keller & Weibler, 2014; Probst, Raisch, & Tushman, 2011; Rosing, Frese, & Bausch, 2011; Taylor & Helfat, 2009). Hodgkinson, Ravishankar & Aitken-Fischer (2011) claim that managerial actions are a critical dimension in achieving desired organizational

goals. That is the case as top managers create the context for ambidextrous behavior in the sense that they deploy resources effectively and efficiently in order to cope with threats and discover new opportunities quicker than the competitors. Similarly, Lubatkin, Simsek, Ling and Veiga (2006) argue that the level of behavioral integration of the top management team represents a key contributor to an organization's ability to attain organizational ambidexterity. Especially the role of the senior management's risk aversion, performance feedback and past experience was found to have an influence in this respect (Lavie et al., 2010).

Despite the fact that considering the individual side of ambidexterity may significantly contribute to the understanding of how exploration and exploitation are balanced within the unit or firm (Bonesso et al., 2014), Gibson and Birkinshaw (2004) were found to offer a rather inexplicit explanation of how ambidexterity is to be comprehended on the individual level (Keller & Weibler, 2014). In order to counteract on that, the present conducted research is focused on expanding literature on individual ambidexterity by providing in-depth information about concrete leadership behaviors to realize team innovative outcome.

The main effect of the leader's ability to balance and stimulate the various activities underlying innovation was found to be linked to the leader's role in influencing followers' behavior, and therefore to the relevance of managerial actions to achieve organizational goals(Bledow et al., 2011; Hodgkinson et al., 2011). Equally, Day and Antonakis (2012) claim superiors' leadership behavior to be the most prominent factor in directing subordinates' behavior. This is in accordance with the upper echelon theory which asserts that in order to best predict followers' behavior it is the best way to predict it by specific leadership behavior (Rosing et al., 2010). Leaders are assigned a crucial role in creating a context for encouraging follower's ambidextrous behavior. Combined with the fact that followers' activities are considered essential in the innovation process (Zacher & Rosing, 2015), the leader's behavior can be regarded a major driving force in stimulating ambidexterity (Jansen et al., 2008; Keller & Weibler, 2014;

Nemanich & Vera, 2009). Therefore the following study will be in line with the claim by Bledow and colleagues (2011) who indicate that due to the volatility and unpredictability of the innovation process as well as with regard to the need to allocate scarce organizational resources to both exploration and exploitation activities, innovation is in need of facilitating factors as "mind sets, leadership behaviors, or cultural values" (ibid., p.5). As a result, individual ambidexterity is to be understood in the sense that business leaders need to equalize existing and new activities, integrate short- and long term thinking, and communicate inspiring visions while at the same time staying focused on optimizing and executing current business processes (Probst et al., 2011). Further details about the idea and origins of ambidextrous leadership will be given in Chapter 2.2.3.

However, despite the fact that several researchers claim that managers ought to create a context in which staff members are able to demonstrate exploitative and explorative behavior depending on the situational requirements (Bledow et al., 2011; Gibson & Birkinshaw, 2004; Simsek, 2009), until today there is no best leadership style when pursuing organizational ambidexterity (DeKloet, 2012).
Consequently, there is one major issue to which attention needs to be drawn and which explains the focus of the study at hand, namely that in order "to become ambidextrous is first and foremost a leadership challenge" (Probst et al., 2011, p.1).

TRANSITION TO LEADERSHIP CHAPTER

In the following, in order to expand an existing model on ambidextrous leadership, the theoretical basics of leadership are explained. Besides, various theories will be elaborated to first put light on existing studies and concepts of leadership in general and also specifically in the innovation context. Based on those studies as well as with regard to the explained concepts of innovation and ambidexterity in the previous chapter, the concept of ambidextrous leadership according to Rosing et al. (2011) will be derived and set in a team-level context.

2.2. Leadership

The following chapter first provides an overview about some relevant schools and theories of leadership theories. Afterwards existing literature on the role of leadership for innovation is referenced in order to clarify to what extent leadership can influence a firm's innovation as described in Chapter 2.1. In the last section, the fundamental theory of this research, viz. the ambidextrous leadership concept by Rosing and colleagues (2011), is introduced, contrasted to existing leadership models, and the identified area for its expansion is described.

2.2.1. Definition and Introduction to Leadership theories

The topic of leaders and leadership has been of increasing importance throughout the past decades and has received significant attention in academic research (Bennis, 2007; Bucic, Robinson & Ramburuth, 2010; Day, Gronn & Salas, 2006; Denison, Hooijberg & Quinn, 1995; Larsson & Vinberg, 2010; Morris, Brotheridge & Urbanski, 2005). In fact, leadership is the topic about which most books and articles have been written in the field of management (Steers, Sanchez-Runde and Nardon, 2012). For example, leadership was assigned a substantial role in promoting organizational learning and performance (Argyris, 1978 as cited in Schreyögg, 1999). Mumford et al. (2002) argue that leaders fulfill a significant role in giving direction for problem-solving and thus for balancing the need to be creative and innovative with the continuous pressure from the organization to reduce costs. All in all, leadership has been described as "the glue that holds organizations together, especially in periods of change" (Longenecker, Neubert & Fink, 2007, p. 151).

With the arising of the notion of leadership, there are different approaches in terms of contrasting leadership from management. Within the scope of the leadership theory, the terms leadership and management were first distinguished by Zaleznik and de Vries (1975). Since then different theories and authors did research on describing the differences and clearly distinguishing between those terms.

On the one hand, leadership relates to instant, sustaining, customer-driven leadership by vision with a strong focus on team work (Verma & Wideman, 1994). According to the modern view of the leadership theory (Probst et al., 2011), leaders are related to communicating a strong vision and innovation orientation, while their focus lies on pursing new opportunities and alternative solutions with a long-term perspective. By being participative and giving decision-making autonomy to their employees, leaders are associated with developing, enabling and challenging people. In short, leaders are "doing the right things" (Verma & Wideman, 1994).

On the other hand, leadership theory labels managers to have deep functional expertise and to execute administrative tasks pragmatically and in an efficiency-oriented manner. Thus, their main tasks of planning, organizing, solving problems and determining budgets aim at coping with complexity. They are therefore connected with the notion of "doing things right". However, the increasing complexity and diversity of organizational structures due to the volatility of the market, pressure and globalization is causing managers to fail (Longenecker et al., 2007). For this reason evolving leaders are considered responsible for coping with change (Kotter, 1996).

The understanding of this differentiation is relevant as the focus of the study at hand is on the leadership component rather than management. This is due to the fact that the fundamental concept for this study by Rosing et al. (2011) has been derived from various leadership rather than management theories and has also been termed "ambidextrous leadership" instead of "ambidextrous management".

2.2.2. The role of leadership for innovation

Regarding its influence and role for innovation, findings of academic research reveals that leadership is one of the most relevant predictors of innovation (Day & Antonakis, 2012; Mumford et al., 2002; Vera & Crossan, 2004). Leadership is therefore also considered a significant component for stimulating and ensuring the success of innovation (Bledow et al., 2011).

TRANSFORMATIONAL LEADERSHIP AND TRANSACTIONAL LEADERSHIP

Among the most popular leadership styles positively contributing to innovation is transformational leadership behavior (Bucic et al., 2010; Jansen et al., 2008; Jansen, Vera &Crossan, 2009; Kearney & Gebert, 2009; Keller, 2006; Nemanich & Vera, 2008). A transformational leaders has been described as "one who articulates a shared vision of the future, intellectually stimulates subordinates, provides a great deal of support to subordinates, recognizes individual differences, and sets high expectations" (Kirkman, Chen, Farh, Chen & Lowe, 2009, p.744-745). In the context of innovation, transformational leadership was found to be particularly crucial to stimulate followers to challenge institutional learning as well as to adopt generative and explorative thinking processes (Sosik, Avolio & Kahai, 1997). Therefore, a transformational leader is claimed to have a significant impact on enhancing exploration (Jansen et al., 2009) as well as on adopting generative thinking and pursuing explorative innovation (Jansen et al., 2008). Similarly, Nemanich and Vera (2009) found that transformational leadership positively contributes to the achievement of organizational ambidexterity directly or indirectly through the establishment of a learning culture.

However, researchers do not uniformly agree about the positive impact of transformational leadership on innovative outcome. Among others, in their critical assessment of charismatic-transformational leadership, Van Knippenberg and Sitkin (2013) claim that the concept lacks a conceptual definition and is therefore imprecise about which dimensional conceptualizations are to be included and which are not. Besides, they state that the causal relation between transformational leadership and team outcome ignores the effect of moderating and mediating factors. All in all, they found that "the use of the higher-order label 'charismatic–transformational leadership' (as well as the associated practice of lumping different aspects of leadership together) is actually inappropriate" (Van Knippenberg & Sitkin, 2013, p.45). For this reason, there is a need to develop an alternative concept for leadership in the innovation context.

Next to transformational leadership, researchers also investigated the relationship between transactional leadership and innovation. Transactional behaviors mainly relate to the improvement and routinization of existing competences, products and services, role maintenance and supporting refinement (Vera & Crossan, 2004). However, expected effects of transactional leadership on innovation contrast each other. On the one hand, as transactional leadership is not encouraging experimentation, it is not expected to stimulate creativity and innovation (Rosing et al., 2011). On the other hand, Jansen et al. (2008) conclude from their study that transactional behaviors can be related to exploitative innovations as it facilitates the improvement and extension of existing knowledge.

Based on this argumentation, neither transformational nor transactional leadership provide a sufficient and all-embracing explanation for the impact of leadership on innovation. In addition to that, as a result of summarizing the impact of various leadership theories on innovation (e.g. leader-member exchange theory, initiating structure, and consideration), Rosing and colleagues (2011) argue that it is not possible for a single leadership style to effectively promote innovation. Leadership must therefore not only be characterized by a functional approach and match the complexity and pace of innovation (Ancona, Goodman, Lawrence & Tushman, 2001), but efficient leadership must also respond to the concept of duality (Bledow et al., 2011). As argued by Farjoun (2010), this duality refers to pairs of concepts that are parts of a larger whole. As explained in Chapter 2.1, in the context of innovation those pairs of concepts can relate to differentiation between exploration and exploitation as fundamental different forms of organizational learning (March, 1991), or the separation of the innovation process in phases of both idea generation and idea implementation (Nakata & Sivakumar, 1996; Sheremata, 2000). Therefore, in order to successfully adapt their approach to influence and direct their followers' efforts, leaders have to understand this duality to balance the contrasting requirements of different innovation streams (Ancona et al., 2001).

For this reason, a combination of behaviors which are flexibly adapted to the contrasting demands of innovation is essential. As a result, situational leadership behaviors for the innovation context are needed rather than stable leadership behaviors as transformational or transactional leadership (Rosing et al. 2010).

MODERATING FACTORS

In addition to this need for more adjustable leadership behaviors and the generally proposed positive relationship between leadership and innovation, it remains unclear to date which specific leadership behaviors best predict (Rosing et al., 2010 & 2011; Zacher & Rosing, 2015) and contribute to innovation (Bledow et al., 2011).

As one approach to specify the leadership-innovation relationship, moderating and mediating factors have been identified (Gillen & Gados, 2009). More precisely, organizational scholars have argued that innovation is the result of individual factors as cognitive abilities, personality, and motivation (Tierney & Farmer, 2002; Tierney, Farmer & Graen, 1999). In addition, contextual factors as work characteristics, climate and the influence of supervisors or organizational leaders were identified to influence leadership (Eisenbeiss, Van Knippenberg & Boerner, 2008; Hammond, Neff, Farr, Schwall & Zhao, 2011; Mumford et al., 2002; Shalley, Zhou, & Oldham, 2004). Concluding, it becomes obvious that the relative importance of different leader behaviors for innovation varies according to the context (Bledow et al., 2011). This context-dependent approach can be seen in association with the contingency perspective on leadership.

CONTINGENCY THEORIES OF LEADERSHIP

Besides the visionary or charismatic school of leadership, which encompasses transformational and transactional leadership, there have been five other main schools of leadership theory that arose during the past decades (Dulewicz & Higgs, 2004). One of them is the contingency school which suggests that what makes an effective leader would depend on the situation (McGill & Slocum, 1998). A situation can thus be determined by environmental factors as task structure, work group and formal authority systems, as well as subordinate

factors as locus of control, experience, and perceived ability (Turner & Müller, 2005). The initial approach related to the contingency perspective of leadership has been developed by Fielder (1967), who states that leadership success is dependent upon the favorableness of the situation. More precisely, a situation is constituted by three dimensions, viz. leader-member relationship, the degree of task structure, and the leader's position power (Fiedler, 1967 in Michaelsen, 1973). Consequently, introducing situational factors has led to new management and leadership philosophies (Bennis, 2007; Drath, 2008; Martin & Calarco, 2006). As a consequence, more and more authors find proof in their assumptions that an appropriate leadership style should be chosen according to individual situations and the respective task environment (Larsson & Vinberg, 2010; McGill & Slocum, 1998; Van Eeden, Cilliers & Van Deventer, 2008). This corresponds to the argument that when leaders are responsible for facilitating the team's capabilities to effectively and quickly respond to such dynamic changes, they need to display a high degree of flexibility in their behavior and thinking (Chi, 2012).

Concerning the complexity and unpredictability of the innovation process as elaborated in Chapter 2.1, the contingent perspective of leadership appears suitable for effectively promoting innovation. However, despite the widely accepted view of contingent leadership, the literature on changes in leadership behaviors is scarce. Only a small range of researchers holds the view that leaders are often required to change their leadership style as there are rapid changes in the work environment.

On that account, this study aims at expanding the literature on contingent leadership theories as they appear to provide a more suitable approach to leading innovation compared to traditional, stabile leadership styles. Regarding the evolvement of leadership theories, it becomes obvious that besides the contingency on situational variables, latest research in this context has largely distanced from the notion of leadership styles (Turner & Müller, 2005). In the following, a concept of ambidextrous leadership will be introduced which responds to the demand pointed out by Yukl (2009) for a more comprehensive

model of the influence of leadership on exploration and exploitation, and which takes into account the call for more situational, or contingent, leadership behaviors.

2.2.3. Ambidextrous Leadership

Linking the need for controversial leadership behaviors with the concept of ambidexterity as introduced in Chapter 2.1.3 leads to the proposition that ambidextrous leadership can be considered an efficient approach to manage the complex and dual innovation process.

ORIGINS OF AMBIDEXTROUS LEADERSHIP

The initial model of ambidextrous leadership has been developed by Vera and Crossan (2004) who claimed that there is a need for a combined leadership style as "at certain times, organizational learning process thrive under transactional leadership and at other times they benefit more from transformational leadership"(Vera & Crossan, 2004, p. 226). This contingent view of leadership responds to the pressure faced by firms that they have to both explore and exploit simultaneously in order to deal with the different conditions resulting from the speed and complexity of today's competitive environment. For this reason strategic leaders need to be ambidextrous (Tushman & O'Reilly, 1997). Acting ambidextrously implies that they need the capacity to simultaneously implement diverse courses of action and must be able to manage a rich combination of multi-level learning processes in order to support exploration and exploitation (Jansen et al., 2009). Similarly, the "real test of leadership, then, is to be able to compete successfully by both increasing the alignment or fit among strategy, structure, culture, and processes, while simultaneously preparing for the inevitable revolutions required by discontinuous environmental change" (Tushman & O'Reilly, 1997, p.11). As described in Chapter 2.1.4, leaders are required to possess skills that allow them on the one hand to compete in a mature market in which the focus lies on incremental innovations, efficiency and cost reduction, as well as being able to thrive for new

products and services by focusing on flexibility, speed, and radical innovations on the other hand. As a result, managers ought to avoid short-term success and long term failure by adapting an ambidextrous approach to their leadership (Tushman & O'Reilly, 1997). Similarly, Bledow and colleagues (2011) claim that leaders need to stimulate follower's creativity and at the same time streamline their business. Consequently, ambidextrous leadership "as the ideal managerial leadership style" (Bucic et al., 2010, p. 244) displays both transformational and transactional approaches, though at differing magnitudes (Bass, 1999).

An effective team leader must for this reason be able to identify and adjust his or her leadership style to suit current and emerging conditions by showing the capability to choose and engage in situation-appropriate leadership behaviors while maintaining a positive flow-on to the subordinate teams (Bucic et al., 2010). This is consistent with the findings by Chang and Hughes (2012) who conclude from their study that leadership behavior characterized by adaptability and tolerance of risk-taking indicates to employees the need for ambidexterity.

THE CONCEPT OF AMBIDEXTROUS LEADERSHIP BY ROSING, FRESE AND BAUSCH (2011)

Especially with regard to the fact that existing leadership styles are not capable of integrating such controversial behaviors required by exploitation and exploration, Anderson et al. (2004) point out that already past research confirmed the need to develop an alternative approach to effectively lead innovations**.** By taking the dialectical perspective of innovation into account, Rosing et al. (2010 & 2011) introduce a new concept of leadership as an integrative form of ambidexterity.

Building on the theoretical framework by Bledow et al. (2009), Rosing and colleagues point out that leaders in the context of innovation need to be able to support subordinates in their attempts to act ambidextrously – by ambidextrous leadership. Thus, they understand their ambidextrous leadership concept as a leader that is able to foster exploration by opening behaviors and exploitation by closing behaviors and flexibly switching between these behaviors according to situational task demands (Rosing et al., 2010). To them, the most essential

feature of leadership for innovation is the fostering of exploration via the increase in the variance of the followers' behaviors, and the fostering of exploitation through reducing the variance of the followers' behaviors, respectively. This is based on the fact that while increasing variance is the core of exploration, the reduction of variance is considered the core of exploitation (Gupta, Smith & Shalley, 2006; March, 1991). Consequently, Rosing et al. (2011) hypothesize that opening leadership behavior is positively related to follower exploration activities, while closing leadership behaviors are positively related to follower exploitative activities.

In consequence, fostering the increase of variance of followers' behavior through opening leadership behaviors is supposed to be appropriate in situations in which the innovation task requires exploration and therefore when employees are needed to be creative and generate ideas. Contrarily, fostering exploitation means fostering the reduction of followers' behavior variance, whereas "closing" behaviors literally describe leadership behaviors which aim at narrowing down and streamlining followers' behavior. Therefore, closing behavior is expected to be desirable in situations in which followers are required to exploit and idea implementation is required by the innovation task (Rosing et al., 2011).

Table 2 illustrates exemplary actions for opening and closing leadership behaviors, respectively.

Opening leadership behavior	Closing leadership behavior
• Create an open atmosphere • Underline the need and desirability of experimentation and encourage generating own, new ideas • Give room for independent thinking and acting • Encourage followers to challenge the status quo and be critical of how things have been done in the past • Motivate employees to take risks, think outside of the box, and break up rules in order to search for solutions outside the safe ground • Support attempts to challenge existing methods and stimulate the development of new approaches to problems • Create a culture of allowing for mistakes and error learning and thus show a high tolerance for failure	• Underline the reliance on well-trained competences and established routines • Promote efficient acting and sticking to rules • Pre-structure tasks, define particular work goals, set guidelines, and give concrete instructions about how tasks are to be carried out • Monitor and control goal attainment • Take corrective action • Meet deadlines and stick to plans • Punish errors and failure • Strive for uniform task accomplishment • Enhance strict hierarchies

Table 2: Overview of exemplary opening and closing leadership behaviors (author's summary, adopted by Rosing et al., 2010; Rosing et al., 2011; Zacher & Rosing, 2015)

The approach of integrating both opening and closing leadership behaviors is suggested with regard to the fact that a combination of different leadership behaviors is essential. Those contrasting behaviors are to be adapted in a flexible manner corresponding to the respective demands of the innovation task. In consequence, besides engaging either in opening or closing behaviors, Rosing and colleagues (2011) emphasize the need to flexibly switch between opening and closing behaviors as "there is no systematic model indicating when it is useful to exploit and when to explore" (ibid., p. 967). This fact is underlined by the claim that creative ideas can also benefit from exploiting company knowledge (Bain et al., 2001), while exploration is not only required for

generating, but also for implementing ideas (Van de Ven, 1986). Similarly, Chi (2012) associates the flexibility to switch behaviors with the capability of addressing management polarities and possessing complementary abilities in different areas of leadership. In this respect, the leader should be capable of shifting between respective flexibility types, which in her opinion constitutes ambidextrous leadership.

In Figure 1 below, the model of ambidextrous leadership as proposed by Rosing et al. (2011) is illustrated.

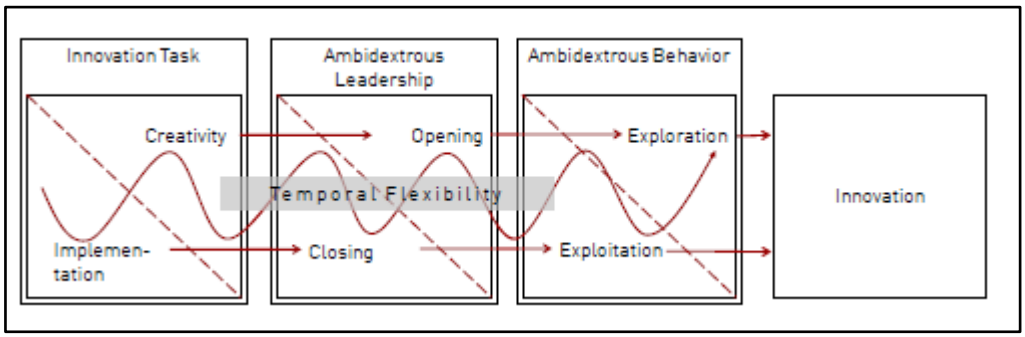

Figure 1: The model of ambidextrous leadership (author's illustration, adopted from Rosing et al., 2011)

DIFFERENTIATION TO TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP

As explained in section 2.2.2, transformational and transactional leadership have both been associated with impacting innovation. The following paragraph aims at distinguishing between opening/closing leadership behaviors and transactional/transformational leadership styles in order to ensure that the concept at hand is understood in the sense of its founders and not simply set equal with well-known and already existing leadership concepts.

Although in Chapter 2.2.2 literature has been summarized and as a result a general positive relationship between transformational leadership and innovation has been found, generating and implementing them is not exclusively linked to a leadership style that brings change. As claimed by Bledow et al. (2011), both transformational and transactional leadership can be realized through a leadership style supporting stability, for example in form of

standardized business processes. In addition, Rosing et al. (2011) also question whether transformational leadership is fully applicable to the innovation context and project teams, as research indicates a stronger relationship of transformational leadership with innovation at the organizational level rather than at the individual level of analysis. More precisely, the leadership concept by Rosing and colleagues (2011) has been especially designed for the innovation process at team level. In contrast to that, traditional leadership theories as transformational and transactional leadership styles are applicable to any project and hierarchical level since "traditionally studied leadership styles are too broad in nature to specifically promote innovation as they might both foster and hinder innovation" (Rosing et al., 2011, p. 957). For example, "communicating a vision" is a typical feature assigned to transformational leadership. It is however not specified if this vision is related to innovation as it could well be a firm's vision to become the most cost-efficient and lean competitor in the industry. In this case leadership actions would focus on exploitation rather than exploration. The applicability of Rosing et al.'s (2011) ambidextrous leadership model to the innovation context is also reflected by the chosen terminology of "behavior" rather than leadership "style" or "role". According to their argumentation, "behavior" emphasizes the higher situational adaptability, as it is required in face of the discontinuities in the innovation processes.

In consequence, the flexible switching between opening and closing leadership behaviors corresponds to the initial definition of ambidextrous leadership by Vera and Crossan (2004). They claim that in certain circumstances when the organization is in a stable position and the learning goals are related to refinement and restoring balance, transactional leadership behaviors are required. In contrast to that, in times of dynamic changes and desired progressive organizational learning, transformational behaviors by the leaders are needed. However, as firms in competitive environments do not have the luxury of choosing among different personalities, leaders must be able to

oscillate between or be both simultaneously (Vera & Crossan, 2004). For that reason, transactional and transformational behaviors are used in a complementary fashion by ambidextrous leadership and therefore both can be found to some extent in opening as well as in closing leadership behaviors (Bucic et al., 2010).

Table 3 indicates exemplarily which features of transformational and transactional leadership have been transferred and adapted to opening and closing leadership behaviors respectively.

	Opening Leadership Behaviors	Closing leadership behaviors
Transfor-mational Leadership	• A vision that motivates exploratory behavior • Stimulation of thought in very new directions • Communication of the values of openness and tolerance	• A vision that motivates confirmatory behavior • Stimulation of small improvements and enhancement of efficiency • Communication of the values of conscientiousness and rules adherence
Trans-actional leadership	• Rewarding experimentation • Focus on errors to learn from errors • Setting and monitoring exploration goals	• Rewarding efficiency • Focus on errors to avoid errors • Setting and monitoring exploitation goals

Table 3: Exemplary elements of transformational and transactional leadership behaviors transferred to opening and closing leadership behaviors (author's depiction, adopted from: Rosing et al., 2011)

EXPANSION OF THE CONCEPT AND TRANSITION TO CONSULTING

Representing a new approach about how to successfully lead innovation on the team level, until today Rosing et al.'s (2011) concept has only rarely been empirically tested. One of them has been research in form of a quantitative study, whereas Zacher and Rosing (2015) found that the engagement in high levels of opening leadership behavior (rated by employees) positively predicted team innovation (rated by team leaders), while closing leadership behavior did not have a significant main effect.

However, Rosing et al.'s (2011) ambidextrous leadership model still represents only a theoretical model as it has never been applied to a practical context. For this reason, in the following a qualitative study will be conducted by making use of the team-level and project management context of management consultants. For this reason, the conducting of semi-structured interviews with project leaders of management consulting teams attempts at drawing first conclusions about the timely evolvement of opening and closing leadership behaviors along the innovation process. In addition, as leadership literature only provides indications about (permanent) contextual factors influencing leadership behaviors meaning that they are present throughout the entire project or innovation process, the collected data aim at identifying factors that cause a project leader to switch between opening and closing behaviors. Besides, at the example of management consultant project leaders, a general idea about how the proposed leadership concept of flexibly switching between opening and closing leadership behaviors influences a team's innovative performance is to be derived.

2.3. Consulting

The following chapter covers an introduction to the field of management consulting by providing definition and elaborating reasons why management consulting services are increasingly being demanded. Besides, the multiple roles and tasks of consultants in order to achieve innovation for the client firm are described. Last, an exemplary consulting project is described by elaborating on its phases and respective actions, and finally the consulting project is linked to the theory of the innovation process as described in Chapter 2.1.

2.3.1. Introduction

Before elaborating on the reasons for the increasing demand of consulting services in the past decades and their role for a firm's innovation, it needs to be clarified what is generally understood by "management consulting".

DEFINITION

According to the International Council of Management Consulting Institutes (ICMCI), management consulting is "the provision of independent advice and assistance to clients with management responsibilities" (ICMCI, 2002, p.5). Management consulting can occur externally or internally and may take one or several roles, for example in form of an outsourced function for the client organization (ibid.). Therefore, the advisory role and independence of the consultants is underlined.

Clark and Salaman (1996) offer a more extensive description and define management consulting as an "advisory activity which necessitates intervention in an ongoing system where the advisers are external specialists and so have no organizational responsibility, and where the aim of the activity is some alignment to the organizational system" (as cited in Clegg et al., 2004, p.33). This definition emphasizes not only the advisory role and independence, but also the requirement of special qualifications for acting as a consultant.

MANAGEMENT CONSULTING IN ACADEMIC RESEARCH

With regard to their increasing economic and social influence as well as their status as "new market protagonists" (Reihlen, Smets & Veit, 2010, p.317), management consultants represent more and more a valuable subject of interest for academic research. Although Rincón-Argüelles, Minshall and Mortara (2013) argue that literature on the impact of innovation management consultants on organizational relationships is virtually non-existent, review studies about consulting publications show that the research intensity has increased over time (e.g. Löhr & Buchholz, 2009; Mohe & Seidl, 2011). On top of that, it needs to be highlighted that management consultancy represents a relatively imprecise concept without a clear and widely accepted definition, as products, producers and specializations are changing on a frequent basis (Kipping and Armbrüster, 1999). Beyond that, consultancy exemplifies a service profession which is not a protected occupation requiring professional accreditations or requirements, as it is for example the case for law or accounting (Armbrüster, 2006; Kipping & Armbrüster, 1999).

REASONS FOR EMPLOYMENT

Despite the ambiguities in terms of its definition and scope, throughout recent decades a continuously growing demand for management consultants' services could be observed. Some of the largest service providers even have a higher number of employees and revenues than their clients (Curnow &Reuwid, 2003). Customers or "clients" that demand consultancy services range from multinational corporations to politics and nonprofit sectors (Reihlen et al., 2010). Similarly, Bergh and Gibbons (2011) conclude from their study about stock market reactions to the hiring of management consultants that "the professional advice industry has grown rapidly and is now pervasive spanning throughout all types of industries and businesses" (p.562). In addition to strategy or management consultants, especially Human Resource, Information Technology and process consultancies are demanded (Fritz & Effenberger, 1996). For the scope of the present study, the focus will lie on management

consultants, whereas providers of IT, HR and process consultancies have not been considered.

Literature states official and unofficial reasons for the increasing demand of management consultant services.

In the case of the first, the continuously rising demand is stimulated by the constantly and rapidly changing external environment. As a result, while firms are pressured to continuously learn and acquire specialized knowledge (Rincón-Argüelles et al., 2013), management consulting represents a knowledge industry which helps organizations to learn (Berry & Oakley, 1994). This explains why consultants are nowadays positioned as "thought leaders" (Reihlen et al., 2010) and "knowledge entrepreneurs" (Ernst & Kieser, 2002) who possess a basically unlimited freedom to shape organizational realities, identities and client demands (Clark & Greatbatch, 2004; Curnow & Reuwid, 2003). In addition to that, consultants are employed to create concepts for firms in order to achieve diversification and internationality, execute business reengineering projects, address product innovation problems, and to deal with portfolio management and corporate identity issues (Fritz & Effenberger, 1996).

On the other hand, unofficial reasons relate to a manager's perceived uncertainty and unwillingness to take decisions, as well as to political games in organizations. In this respect, the client's lack of knowledge and expertise is often claimed to be the official reason (Berry & Oakley, 1994; Visscher, 2001). As a result, the involvement of consultants represents the engagement of expert knowledge which justifies and legitimizes strategies reorientations and restructuring in times of problematic situations. Besides, as consultants are assigned the image of being expensive and objective experts, clients intend to foster commitment to their decisions and increase their own credibility (Ginsberg & Abrahamson, 1991; Sturdy, 2011).

As a result of those reasons, towards the end of the 20th century, consultancies started to establish their key role in modern organizations and social systems as change agents and are now an almost indispensable aid to management with

respect to a wide spectrum of managerial thinking and decision making (Avakian & Clark, 2012).

2.3.2. Role of consultants for innovation

Although a significant range of research has been conducted on management consultants in the context of organizational change and knowledge diffusion (e.g. Sturdy et al., 2009) only little attention has been drawn to the consultants' role in the context of innovation (Wright, Sturdy & Wylie, 2012). This is the case despite the fact that innovation can be considered a fundamental element of a firm's growth and competitiveness (cf. Chapter 2.1.1). In accordance to the variety of tasks and roles carried out by consultants, Bessant and Rush (1995) claim that there are numerous ways in which consultants can realize an improvement of the innovation process. Their main role for innovation can be clustered in terms of acting as change agents, innovation intermediaries, and legitimizers of implementing organizational practices.

MANAGEMENT CONSULTANTS AS CHANGE AGENTS

In the first place, consultants are often considered change agents to the organization (Clegg et al., 2004; Sturdy, 2011; Sturdy et al., 2009). In this respect, Clegg and colleagues (2004) claim that consultants are brought into an organization from the outside in order to change the organization on purpose. This is related to the need for continual innovation, as the continuously changing environment counteracts the standardizing of new firm practices (Wright et al., 2012). Regarding this catalytic role which consultants play in the unfreezing stage of Kurt Lewin's unfreezing – moving – refreezing model of organizational change (as cited in Schein, 1996 & Schreyögg, 1999), organizational change can be considered the main reason and central area of management consulting (Visscher, 2001).

The role as change agent is related to the aspect that consulting generally aims at "[shaking] an organization out of its established order" (Clegg et al., 2004, p.36). Thereby they disturb existing patterns and structures what leads to

organizational change, transformation, and organizational learning (ibid). Similarly, Ginsberg and Abrahamson (1991) claim that consultants initiate strategic shifts for two reasons: first, they introduce new perspectives which are forcing an organizational change. Secondly, consultants take symbolic and political actions in order to counteract organizational inertia and cultural resistance. In consequence, companies react differently to environmental stimuli or show different performance outcomes despite the fact that similar levels of resources are available (Cooper & Schendel, 1976). Therefore, in relation to the proposed definition of innovation by Barnett (as cited in Robertson, 1967) as qualitative different outcome (cf. Chapter 2.1.1), consulting can be considered a supporter of innovative efforts as it aims at creating qualitatively different products, for example in form of radical new business models or incremental process optimization projects.

In addition to that, a positive relationship between the influence of management consultants and radical strategic changes was found by Ginsberg & Abrahamson (1991). They conclude from their study that "management consultants are seen as more useful than new members of the top management team in changing ideas and perceptions of key executives" (p. 185). This is in line with the finding that employing consultants leads to more qualitative outcomes such as enhancing the development of creativity and achieve radical organizational innovation through a "disruption of dominant orders" (Clegg et al., 2004, p. 36). Similarly, Clegg and colleagues (2004) link consultants to freeing "practitioners from the "iron cages" that organizations become" (p.37), whereas the "iron cage" is a metaphorical paraphrase for organizational standards and standardization.

The role of consultants for disrupting the dominant order and counteracting organizational routines becomes especially relevant with regard to the fact that organizations are generally in favor of incremental innovations and thus existing management activities and competencies are improved instead of creating new competences (Venkataraman et al., 2007). As elaborated in Chapter 2.1.3, this represents a tremendous threat to a firm's survival as the exploitation of current

products and services results in organizational inertia, which makes incumbent firms incapable of sufficiently adapting to changes in the environment. For this reason, the engagement of consultants as radical change agents can be the explanation for the fact that some firms successfully adapt to increasingly complex environment while others do not (Ginsberg & Abrahamson, 1991). This is also a valuable justification why consultancies often provide external expert knowledge to clients who in most cases are struggling in being profitable and keeping up with current environmental trends (Sturdy, 2011).

All in all, corresponding to the role as change agents, consultants' are considered to be in the right position to go beyond organizational inertia and challenge existing norms through discontinuous innovation (Wright et al., 2012). For those reasons, consultants are often associated with the role of "change advocates" enabling organizational adaptation by shaping new managerial perspectives of the environment. In consequence, management consultants are characterized as key source of innovation (Ginsberg & Abrahamson, 1991).

KNOWLEDGE DIFFUSION, EXPERT STATUS AND INNOVATION INTERMEDIATION

The fact that management consultants are related with promoting organizational learning (Berry & Oakley, 1994; Gable, 1996) can be set in relation to their role of providing expertise and transferring specialized expert knowledge to the user (Bessant & Rush, 1995). As they are actively engaged in diffusing knowledge, consultants are associated with the term "knowledge broker" in the sense that they act as agents that help innovation by combining existing technologies in new ways (Hargadon, 1998). Another aspect in this matter is that consultants are often associated with the establishment of a strategy of technological competence in the client's business (Bessant & Rush, 1993).

In addition to the knowledge diffusion and change advocate aspect, employing consultants was found to yield benefits in terms of network expansion and relationship building. In this respect, Bessant and Rush (1995) assign

consultants the role of “marriage brokers” as they act as a channel and provide contact. As they are involved in complex relationships, they form vertical as well as horizontal collaborations. Due to those complex collaborations with diverse actors on the market, the client benefits with regard to the increasing distribution of the innovation networks (Howells, 2006). Correspondingly, Bessant and Rush (1995) assert a consultant the notion of acting as a “key bridging intermediary” across a huge span of users.

Beyond that, as they are engaged to support businesses in their efforts of thriving for and implementing innovation, consultants can be stated to fulfill a significant role as innovation intermediaries (Howells, 2006). The task of the consultant is thereby not to be simply understood as a linear activity of transferring expert knowledge to the user. Instead, the focus as innovation intermediary is rather on the knowledge generation as well as on the combination and recombination of roles as innovation intermediaries do “not only provide immediate, ‘on-off’ intermediary services to their clients, but are also seeking to offer longer term, ‘relational’ innovation capabilities” to the client (Howells, 2006, p. 724). Furthermore, the role as “knowledge broker” or “transferrer” of knowledge increases in significance as innovations are more and more dependent upon the firm’s positioning within its research and business networks (Armbrüster, 2006, p. 63). Accordingly, management consultancy is considered a key “generator and distributor of knowledge” (Wright et al., 2012). Beyond that, with regard to the fact that consultants legitimize knowledge and decisions, they are preferably considered to be responsible for bringing new ideas to the clients and thus act as innovators (Sturdy, 2011). At the same time consultants represent key producers of fashionable ideas (Abrahamson, 1996).

In this respect, understanding consultants as innovation intermediaries is seen also in relation to their information scanning and gathering function as well as their communication function, which are both associated with the ‘front end of innovation intermediation’ (Lynn, Reddy & Aram, 1996; Wolpert, 2002). In consequence, consultants are often considered “front-line agents of innovation

support" (Bessant & Rush, 1995). The need for innovation support arises especially with regard to the high uncertainty about the profitability of investing in new inventions as intermediaries bring along a certain expertise to sort profitable from unprofitable investments (Hoppe & Ozdenoren, 2004). In this respect, consultants' diagnostic capabilities might also positively impact the clients thriving for innovation as consultants can help users to define their need in innovation, adopt the organization to technological innovation (Bessant & Rush, 1995; Howells, 2006) and provide them with the strategic framework for change (Bessant & Rush, 1995). Therefore, a number of organizations play intermediary roles in facilitating innovation (Wolpert, 2002).

IMPLEMENTATION OF NEW ORGANIZATIONAL PRACTICES

Consultants are however not only employed for the generation of new ideas and the promotion of new organizational practices, but also for their implementation. This is of special relevance as it was found that "new members of the top management team and management consultants can act to ease the implementation of strategies" (Ginsberg & Abrahamson, 1991, p.178). In addition to that, beyond introducing new information technologies or broader organizational changes, implementing management innovations is related to a new organizational culture, the process of efficiency improvement or product redesign (Wright et al., 2012). In this respect, despite the fact that *strategy consulting* is the core of today's management consultant business, the role of *implementation consulting* is emphasized as it significantly contributes to the profitability of the project success (Fritz & Effenberger, 1996). Consultants can therefore be argued to enable innovation in the sense that they put new ideas into practice, as they "match the problems and needs of a system with solutions which are new and relevant to those needs". This corresponds to the definition of innovation provided by Rickards (1985) as argued in Chapter 2.1.1.

Concluding, management consultants can represent a source of innovation for client firms by acting as change agents, providing an extensive network and acting as a key bridging intermediary across a huge span of users, legitimizing

change-enhancing decisions, and implementing organizational practices. As a result, management consultants are considered a key source of innovation.

The next section deals with how consultants can realize an innovation within the scope of their projects for which they are hired by the client, and how their work can be set in relation with the innovation process.

2.3.3. Linking the innovation process to consultancy projects

Having pointed out the role of management consultants for a firm's innovation, the question arises how their work is actually carried out. Since consulting is more than the mere application of familiar techniques to often familiar problems, no common process of consulting projects could be identified across literature.

In his study about methodological designs of management consultancies, Visscher (2001) found that "consultants generally do not follow standardized phase-models […] [since] most consultants appear to consider their way of working as highly variable and situation-specific" (p. 86). However, although the consulting work is generally not strictly following phase models, this does not necessarily mean that consultants do not have any phase models. In this respect, Visscher (2001) claims that the adapted phase models mainly fulfill a social and managerial function. Both of them refer to external functions. Regarding the first, the social function relates to a communicating purpose in order to inform the client about the current actions and plans of the consultants. In the second case, the managerial function of the phase model represents a tool function for project management in order to place milestones at the end of phases and to monitor the progress accordingly.

Despite the fact that phases are termed differently and are depending on various factors (e.g. the respective consulting company involved, the complexity of the project, and the specific requirements of the client company), the process of a consulting project follows a similar theoretical course. In the following, the

exemplary procedure according to Fritz and Effenberger (1996) is described. Additional information about specifying the activities have been added by referring to training materials by Siemens Management Consulting (SMC, 2012).

First, the project starts with the initiation phase, in which the reasons of the project as well as the goal of the project are identified. Decisions about employing consultants lie in most cases with the client's top management team. Secondly, the final responsible consulting team is decided upon (selection phase). In most cases several consultancy companies present their solution to the posed client's problem statement. Top executives decide after the "competitive pitch" about which consultancy team to choose, also with regard to their internationality, size, qualification and reputation of the consultant firm. Costs are only of minor importance at this point.

As soon as the client has made its selection, the consultant partner and project leader congregate and staff the team. An internal project kickoff takes place, in which the problem, project scope and deliverables are explained to the team members. Tasks and the project phases are roughly scheduled, including milestones in form of workshops, meetings with the client, interim and final presentations.

After the project kickoff, the project enters the execution phase, which comprises the following activities: data collection and analysis, synthesis, and program design. In the first place, the status quo is analyzed by conducting research about the organization (e.g. resources, products, competences) and market (i.e. competitors, macro-economic environment). First ideas are generated by the individual team members. In a second step, those ideas are evaluated in the group and all generated ideas are consolidated towards the development of one common idea. As a third step, an implementation plan (program design) for executing this specific consolidated idea is created. As a result, consultants develop a detailed strategic concept to address the client's problem. In many cases, employees of the client company are integrated during

this phase, which is claimed to be crucial for the project success and required to achieve a high customer satisfaction of the client company.

The engagement of consultancies terminates after the execution stage if clients only demand the development of a strategic concept, which is the case in about half of the projects (Fritz & Effenberger, 1996). As initiation and evaluation is mainly determined by the client's situation and requirements, the focus of the study at hand will lie on this execution section, which is composed of numerous small idea generation and implementation phases.

However, as described above, the current trend is in favor of *implementation consulting*. In this case consultants are still involved when their developed strategic concept is implemented and integrated into the client's organization. Only if this is the occasion, stage four is represented by a second, and official, implementation phase, in which consultants frequently and regularly report to the client, stick to time schedules and works closely with employees of the client organization. Project success was in this case found to be higher.

As a final step of the project, client companies evaluate the consultancy's performance (evaluation phase).

Figure 2 summarizes the phases as described by Fritz and Effenberger (1996) and complements them with tasks and activities adopted by SMC (2012). In addition, Figure 3 shows in more detail the concrete activities of the consultant team throughout the execution phase.

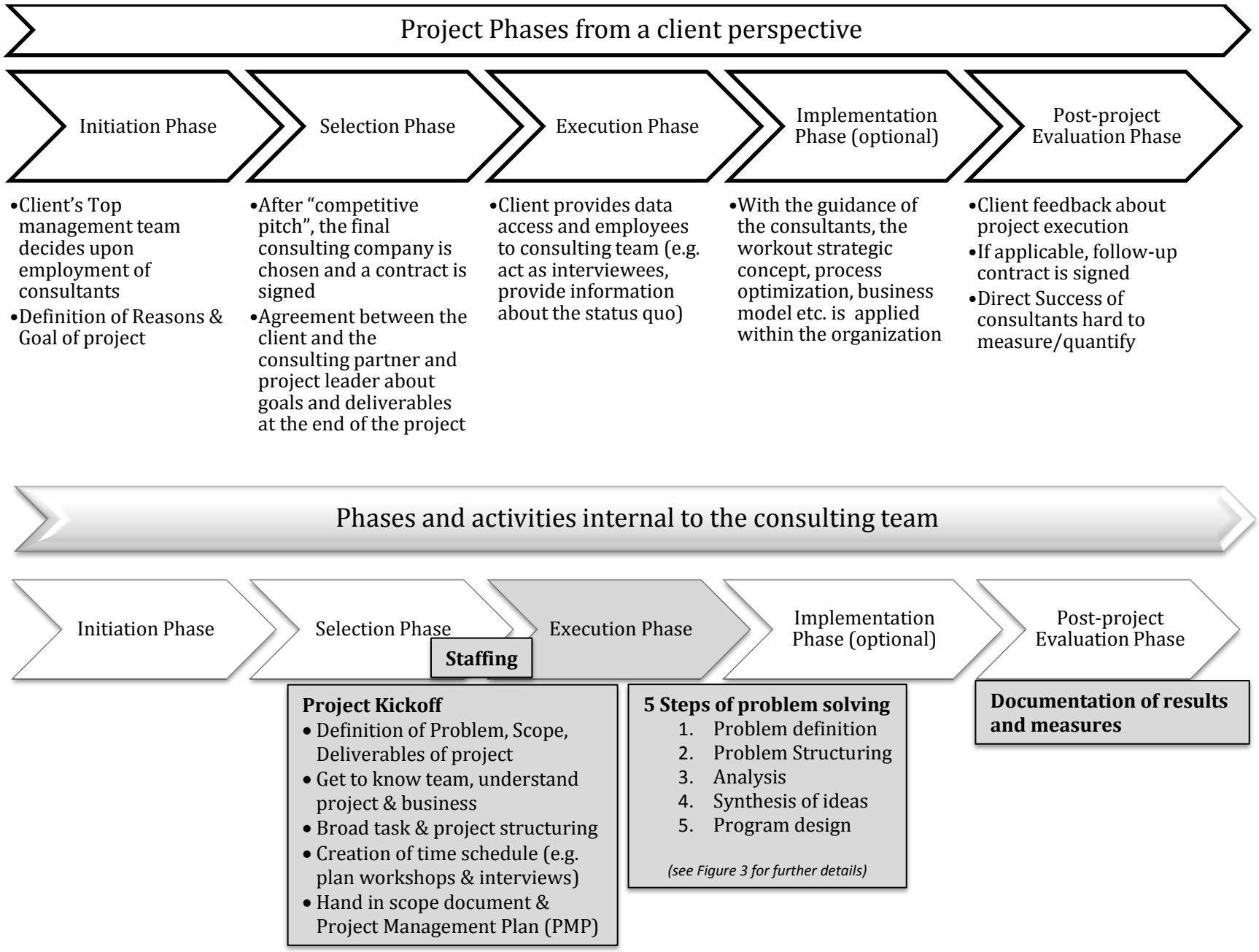

Figure 2: Exemplary process and phases of a consulting project from a client's perspective and internal to the consulting team (author's illustration, adopted by Fritz & Effenberger, 1996 and Siemens Management Consulting, 2012)

5 Steps of problem solving as key activities along the execution stage internal to the consulting team

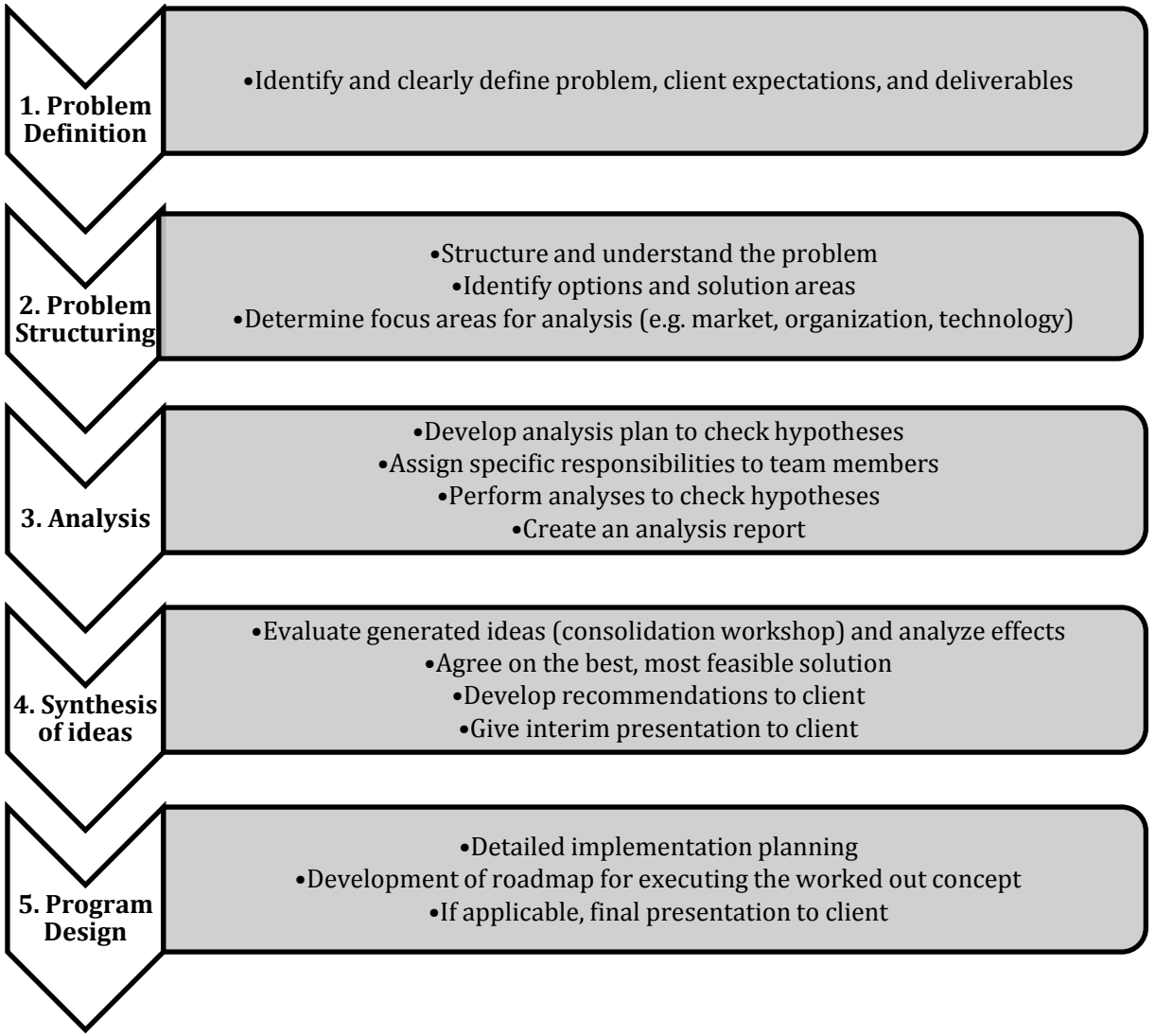

Figure 3: Key Activities of Consultants' work throughout the implementation phase (author's illustration, adopted by Siemens Management Consulting, 2012)

LINKING THE CONSULTING WORK TO THE INNOVATION PROCESS

As a result of the above mentioned role of consultants as key source of innovation, for the purpose of the study the described phases will be understood as exemplary phases of the innovation process. Also, as indicated in the argumentation above, the consulting project consists of generating ideas as well as implementing them, which corresponds to the theory that the innovation process consists of creativity phases as well as of implementation phases (Anderson et al., 2004; Sheremata, 2000;).

Summarizing, the goal of the consulting project is associated with the following definition of innovation:

- *"innovation is the process of making changes to [large and small, radical and incremental, to products, processes, and services that results in the introduction of] something established by introducing something new… for the organization…that adds value to customers…and contributes to the knowledge store of the organization."* (O'Sullivan, 2008, p.5)

CONSTRAINTS MEASURING INNOVATION IN CONSULTING CONTEXT

Despite the elaborated role of consultants for innovation and the linking of a consulting project to the innovation process as described in literature, the study is subject to the following constraint, namely that the "innovative outcome of the consulting team" can neither be quantitatively measured nor precisely qualitatively assessed. This is the case with regard to the following reasons. First, the economic success of the strategic measures is only shown on a long term basis. Secondly, the results of consultants' work are often not quantitatively measurable. Thirdly, the causal relation is in general hard to determine. Not being able to assess the impact of consultants is even more challenging if the implementation occurs without engaging the consultant team. In this respect, literature aims at identifying the reasons for why still consultants are increasingly demanded in today's society and world of business. More precisely, as Avakian and Clark (2012) conclude from their study, "although some people

may not directly experience the work of consultants the indirect impact of their advice on citizens or employees is hard to avoid" (p.5). In fact, the direct consequences by employing consultants might be outrun by the indirect impact of consultancy work. In this regard, Sturdy (2011) found that there is a relative difficulty of evaluating quality in a largely ambiguous activity such as consulting, which represents one of the main factors why consulting has not developed yet into a closed form of profession.

For the scope of the study at hand, innovation will thus be defined according to West and Farr (1990 as cited in Rosing et al., 2011) as a team's capability to generate novel and original ideas (i.e. creativity) as well as the capability to put these ideas into practice such that they yield beneficial outcomes (i.e. implementation). Therefore, the innovation is associated with "the development and implementation of creative ideas (Baer, 2012). In the case of management consultants, innovation can therefore be achieved through providing a priori agreed deliverables "on time, on budget, on quality" or in form of achieving client satisfaction so that the contract for a follow-up project is signed. Taking the practice of the consulting business into account, the "innovativeness" of the final outcome and the creativity of the team members are always constrained by the boundary conditions of the project in form of time and budget, as well as the demand and expectations by the client. Therefore, even if the consultants implement a concept which would be radically innovative, the client could be in favor of a product line extension or process optimization (incremental innovation). In consequence, the degree of displayed opening leadership behaviors and the creativeness of the generated ideas is always pushed into a frame of boundary conditions.

TRANSITION TO METHODOLOGY

In summary, this study considers management consultancy projects as example of an innovation process consisting of phases of idea generation and idea implementation. As no literature on the effect of project leadership on team outcome or innovation could be identified at the example of management

consultancy, there is no research that could be referenced investigating on the role of the project leader in consulting projects. The same applies to the proposition that the consulting process symbolizes an exemplary innovation process, which could for this reason also not be confirmed with existing literature.

Consequently, the following conducted qualitative study addresses this gap by exploring how opening and closing behaviors displayed by the project leader of the consulting team evolve over the course of such a project and which factors lead to a switch between those contrasting behaviors. As a result, expectations about how the flexible switching between opening and closing leadership behaviors affects the innovative team outcome and team performance are extrapolated.

3. METHODOLOGY

The qualitative study conducted explores the role of project leaders' behavior of management consultancies in order to understand the importance of project leadership for innovative team performance. The literature review conducted in the preceding chapter revealed that literature does not provide a final conclusion which exact leadership behaviors best predict and contribute to innovation. Besides, none of them has addressed leadership in the context of management consultancies. This gap was the motivation to carry out such a study for this particular industry. In addition to that, even though Bledow et al. (2011) and Rosing et al. (2011) examined various aspects concerning the role of ambidextrous leadership for innovation, they left unanswered questions regarding the evolvement of the respective leadership behaviors in specific situations along the innovation process. Therefore, the purpose of this qualitative study was to explore the dynamics of opening and closing leadership behavior in the context of management consulting projects (Sub-question 1) and at the same time to identify the factors that are mainly responsible for project leaders to change their behavior along the project (Sub-question 2). In the end, deriving a broad conclusion about the effect of ambidextrous leadership on innovative team performance has been attempted (Sub-question 3).

All in all, by dealing with subjective experiences in contextual situations for which research yet has been scarce, the study at hand targets to add new knowledge concerning the relationship of leadership approaches and successful project management in consultant teams. While the applications are of particular importance for business-related research in the consultancy field, they also show relevance from an academic perspective (Hitt et al., 2007).

Chapter 3 presents the methodology used for conducting the research to answer the outlined central research question as well as the sub-questions. Those research questions were derived from the problem and purpose statements to allow for expanding the theory on ambidextrous leadership in the innovation

context and therefore contribute to the knowledge of successful project leadership in management consultancies. In the following, Chapter 3.1 will describe the research design and provide a justification of the phenomenology and method applied. Afterwards, Chapter 3.2 describes the selection and constitution of the sample, followed by the elaboration of the data collection method. This part is followed by a description of the data analysis technique applied, viz. template analysis, and an in-detail explanation of the analysis process (Chapter 3.3). Last, actions taken by the researcher to ensure a high degree of validity and reliability of the study are addressed in Chapter 3.4.

3.1. Research Design

Despite the fact that ambidextrous leadership is not completely new to academic research (e.g. Bledow et al., 2011; Probst et al., 2011), Rosing and colleagues (2011) are the first to propose a theoretical model of ambidextrous leadership. Initial support for their study has been provided (Zacher & Rosing, 2015). However, the authors identified numerous possibilities for future research, whereas especially the claim for further developing the existing model was emphasized. For this reason, the study at hand responds to this call to provide more detailed insights about the phenomena for opening and closing leadership behaviors. For such cases, Creswell (2013) propose a qualitative research design.

The claim for qualitative research is confirmed as the main character of the study shall be explorative in order to investigate phenomena that are not well understood (Edmonson, 2002) and to gather in depth details and insights (Creswell, 2013). In addition, as stated by Lee et al. (1999), a qualitative research approach is appropriate to elaborate a new theory or concept, which is in the present study to get an idea about the effect of switching between opening and closing leadership behaviors on the innovative team performance in management consultant projects. Also due to the rare previous research on the

relationship between ambidextrous leadership and innovation, as well as with regard to the lack of empirical studies on Rosing et al.'s (2011) innovation-oriented leadership style and the inductive nature of the study at hand, a qualitative approach appears reasonable (Thompson &Walker, 1998). In addition to that, the focus was not on quantification as appropriate approach for investigating on the topic at hand due to the limited number of samples. In this respect, as argued by Creswell (2007), while quantitative research describes trends and the correlation of variables, a large number of quantifiable, or numeric, data ought to be collected from a large research population in order to provide meaningful results. On the other hand, the intent of a qualitative study is not on generalizing information but "to elucidate the particular, the specific" (ibid. p.126).

In accordance to that, a phenomenological approach was identified to best suit the intended research. As described by Creswell, (2013), a phenomenological study derives "a common meaning for several individuals of their lived experiences of a concept or a phenomenon" (p.76). In this respect, Kvale (1996) states that the chosen phenomenological perspective aims at understanding the social phenomena as experienced by the study participants, highlighting the focus on the life world, an openness to the experiences of the subjects, and a primacy of precise descriptions. Therefore, as the research objective of the present study requires the understanding of a project leader's actions and the situational conditions of a consultancy project, the chosen method is that of a qualitative study.

3.2. Data collection & sample selection

In order to engage in in-depth exploration of the participant's views, the conducting of individual interviews has been considered an appropriate method (Broom, 2005; Kvale, 1996; Petty, Thomson & Stew, 2012). According to Creswell (2013) as well as Cassell and Symon (2004), interviews are the most

common form for collecting data in qualitative research. Besides, they especially suit phenomenological studies (King, 2004a). Interviews can either be structured, semi-structured, or unstructured (Berg, 2004; Petty et al., 2012). For the purpose of this study, a semi-structured approach has been chosen. A semi-structured interview is similar to a normal conversation guided by a narrative line in form of the research questions. This approach has especially been favored with regard to the possibility to adapt the questioning. This is allows to further investigate emerging themes and explain the question if it was not understood right away, which would not be possible with a survey (Yeung, 1995). Therefore, theory development is facilitated and real live situations from the perspectives of multiple participants in the same situation can be explored (Bolderston, 2012).

3.2.1. Case Selection and Sampling

Participants were chosen for inclusion according to various criteria, whereas the most relevant one was the participant's status as project leader of a management consulting project. Interviewing project leaders of management consultancies ensured direct contact and the collection of real world information. Participants were selected based on their ability to contribute to the research by answering questions regarding the efficient leadership over the course of innovation-oriented projects, about changes in their leadership behavior, and the role of leadership behavior on team innovative outcome.

In order to ensure a broad range of diverse personalities, selecting interviewees was first the result of non-probability and heterogeneous purposive sampling method (Bolderston, 2012). In this case, the researcher selected potential participants who represent the group that is to be studied. A reasonable cross-section of people is thereby targeted. After the first seven interviews have been conducted, further interviewees have been identified and chosen as a result of snowball sampling. In this case, some of the first participants pointed out other persons whom they considered potentially suitable respondents and

recommended them to the researcher (Marshall, 1996). For this reason, further participants have been selected who have been working as project leaders for a minimum of 12 months. Those have been working in companies for which the first participants were also working for. This enabled the researcher to have a base of comparison and similarities among the interviewees. By doing this, evolving codes and assumptions could be tested. This method was used until saturation could be achieved. This second step of selecting participants was closely related to convenient and accessibility factors (Symon & Cassell, 2012).

The number of participants was determined by the level when theoretical saturation was achieved in the data analysis (Thompson & Walker, 1998). Saturation means that no new codes were developed and the derived categories have thoroughly been explored so that additionally collected data will not provide any new information or insights (Rakow, 2011; Symon & Cassell, 2012). Theoretical saturation was achieved after conducting around two thirds of the interviews. The additional interviews strengthened existing results without adding much information about the leadership activities displayed by project leaders (Creswell, 2013). Therefore in the end, 12 interviews were conducted until no new information could be identified in order to sufficiently describe the analyzed concepts and investigate the developed categories. However, as two of the conducted interviews have been declared not to provide any additional valuable information and have been interrupted by technical problems and work-related aspects of the participants, they have not been transcribed and ignored from the data analysis process. In the end, a total of 10 semi-structured interviews have been selected for analysis. This represents a reasonable size for phenomenological studies (Creswell, 2013).

3.2.2. Sample description

All of the participants work for external management consultancy firms, which range in their number of employees from 1100 to almost 20000. Most projects they have been engaged in were related to creating strategic concepts to

generate increases in revenue of certain business units, manage turnaround projects of businesses, plan for merger and acquisitions, and optimize existing process and infrastructure in order to achieve an increase in revenue and profitability. Companies to which they provide advice are generally multinational major corporations with more than 1000 employees in industries such as energy economy, financial services, aviation, and automotive.

The final participant sample consists of nine German and one Dutch participant. The group was mainly composed of men, as nine of the participants were male and only one female. For reasons of simplification and confidentiality, this study does not distinguish between masculine and feminine project leaders during the following chapters. On average, participants were 40 years old, ranging from 25 to 67 years. They have been engaged as a project leader in a consulting team between one and ten years, whereas they all had experience in working as a consultant for six years. One of the participants has not only been working as project leader for several years, but at the same time has been working as self-employed project management coach for ten years, which makes him a very valuable expert in providing information how to successfully lead projects. In addition, one of the participants became self-employed after working in electronics and sales for more than 40 years and is now using his expertise to consult enterprises in the same branch.

3.2.3. Description of conduction of the interviews

The interviews lasted between 45 and 80 minutes. Half of the interviews were conducted in form of videoconferences due to geographical separation of the researcher and the interviewee as well as due to time constraints on the part of the participants. Due to similar reasons, another two interviews were held via phone. Therefore, four interviews have been conducted face-to-face. Both those methods were chosen to save travel time and costs for the researcher as well as for the interviewees (Musselwhite, Cuff, McGregor & King, 2007). There was no perceived difference of interviewee behavior or answers between the interview

instruments, as for example telephone interviews are considered as effective for conducting research as personal meetings (ibid.). In order to generate more detailed and in depth information, ten of the conducted twelve interviews were conducted in the participants' and researcher's mother tongue (viz. German), while the remaining two interviewees were held in English.

In order to stick to the purpose of the conversation and to focus on the subject at hand, an interview guide had been created. This guide has also been created for the purpose of retrieving answers to the identified research questions from the interviews.

3.2.4. Description of the interview guide

As described above, the interview guide serves as the narrative to ensure that the conversation is focused on answering the research questions and directing the conversation towards the subject of interest. The main questions were based on the literature review (Chapter 2). In order to avoid bias, interview questions in general were neutral and non-suggestive without implying an already established thought onto the interviewees (Broom, 2005).

In order to prepare for the conversation, participants were asked to choose one exemplary project with a high degree of required innovative outcome about which they can provide information about duration, team members, and their leadership behavior. A short description of the purpose of the study and the focus on leadership behavior throughout the project has been communicated to them via e-mail or verbally prior to the interview.

The interview guide has been created following the instructions about semi-structured interviews proposed by King (2004a). The interview guideline has been attached in German and English in Appendix A and B. In order to ensure the comparability of German and English interview guidelines, while the English translation has been reviewed by a native speaker. The initial interview guide was based on existing literature about ambidextrous leadership theory, personal

conversations with Dr. Kathrin Rosing and was further modified through its use during the interviews. The questions focused on leadership behaviors with regard to the leader-follower relation throughout different stages of the innovation process or consulting project.

The interview guide has been categorized in three broad categories.
In the first block, questions aimed at obtaining essential information about the interviewee such as academic background, previous work experience, current employer, position, and tenure. Also questions were asked to gain more information about the kind of projects that the interviewee is leading, e.g. if projects relate to concept or implementation consulting. Beyond that, the question was posed to explain how success or a successful project is described in the context of consultant projects.
The second set of questions addressed their general leadership behavior for managing consultancy projects and how they believe their behavior as executive influences overall team performance and project outcome. After that, specific questions concerning Rosing et al.'s (2011) ambidextrous leadership concept have been addressed. Respondents were thus requested to assess whether they try to actively influence the variance of follower's activities with their behavior. Besides, in order to inductively get information about demonstrated opening leadership behaviors, questions were posed about describing their behavior in phases in which they aim at generating ideas in the team. Similarly, questions were targeted to find out how respondents behave when they need the team to implement ideas. Those questions were asked in form of a critical incident interview question to get in-depth insights about the project leaders' generally displayed opening or closing leadership behaviors (Chell, 2004; Flanagan, 1954). In order to acquire further details on potential changes in leadership behavior, interviewees were demanded to explain factors that caused them to swop their behavior. On top of that, respondents were required to elaborate the phases of the exemplary consulting project and describe their behavior in the respective phases, as well as in comparison to previous phases.

As a third section, in form of another critical incident analysis, participants were required to assess key success factors in terms of project leadership behavior. Project leaders were requested to evaluate which behavior they consider essential for team innovation, which has been paraphrased by “Coming up with new ideas,” “Working to implement new ideas,” “Finding improved ways to do things,” and “Creating better processes and routines”. Those explanations are based on the reliable and well-validated 4-item innovative performance scale developed by Welbourne, Erez, and Johnson (1998). Among others, questions were thereby aimed at drawing conclusions about whether a rather flexible or constant leadership behavior is considered beneficial for leading consulting projects. As a conclusion, questions were posed about the characteristics of their personal leadership style and character traits which they consider beneficial for a successful project outcome.

3.2.5. Interview Commandments and Ethical Issues

When conducting the interviews, the researcher aimed at respecting the 10 commandments for interviewing as suggested by Berg (2004). Among others, the interview was started with some small talk and a short introduction of the researcher and of the purpose of the study at hand in order to create an open and warm atmosphere. Besides, the investigator made use of the interview guide as described in Chapter 3.2.4 in order to concentrate on the topic of interests and questions to be answered, while the questions were still naturally and spontaneously asked in order to ensure a comfortable rapport. In case of conversations via telephone or video conferencing, verbal expressions have been used to show agreement. On the other hand, when the interview was conducted face-to-face, non-verbal expressions as smiles and nods were applied to also demonstrate active listening to the interviewees’ explanations. The researcher adapted the appearance to the setting and occupation of the participant appropriately in order to show respect and secure a better connection. The medium as well as the place for meeting has been chosen by the interviewee, which ought to guarantee a comfortable atmosphere so that they

were willing to openly share their experience and thoughts. Specifying follow-up questions to probe answers and silence was used to encourage participants to elaborate monosyllabic answers. (Berg, 2004)

Besides corresponding to interview commandments, the investigator also ensured that this research matches ethical standards in terms of confidentiality, consent, and privacy (Bolderston, 2012). In this respect, the ethical principles of the Belmont report, the "standard for protecting human research subjects" (p.4) outlined by Zimmermann (1997), were respected. Besides, in order to value confidentiality issues (Kvale, 1996) all participants received a written letter of informed consent which they needed to sign and date before the interview could start. The template of the letter has been attached in Appendix C. To protect the privacy of all participants and to maintain confidentiality, the signed letters were stored in a secure location. A copy of each participant's signed informed consent letter will be made available to that participant upon request for up to five years after the completion of the study. However, conducting meaningful research by using confidential information in line with a with non-disclosure agreements (NDAs) without violating the business interests of the sponsors represents a significant challenge (Burckhardt, 2012).
According to those agreements, interviews have been recorded and transcribed. The transcription occurred in accordance with the transcription guidelines provided in Appendix D.

3.3. Data Analysis

Data collection and analysis occurred in an iterative manner, meaning that the analysis has already started while data where still collected. Therefore, instead of the linear process of quantitative research, the iterative flow with the qualitative approach makes it possible for the researcher to develop constructs and concepts which expose and describe the theoretical frameworks of individuals, while at the same time subjecting these to the theoretical

orientation developed by the researcher (Cassell & Symon, 2004). In this respect, the collection and type of raw data were aligned with the focus of the intended study. The large amount of data collected by means of 10 interviews were evaluated, simplified, and reconstructed in order to allow for a better understanding of the collected empirical evidence (Lee et al., 1999). This study applies a template analysis as an approach to phenomenological studies which lies between the common top down and bottom up approach (King, 2012). As a result, a combination of iterative techniques from the grounded theory approach as well as the template analysis has been applied to cluster and seek patterns in the collected data. This combination was considered appropriate in order to handle the great amount of data collected and to take into account the diverse viewpoints of different participants.

3.3.1. Template Analysis

The template analysis has been applied due to the fact that one of the most problematic issues for researchers who conduct qualitative research is the large quantities of rich data. In the past this has often led to fairly unmethodical approaches to analysis and therefore qualitative business and management research has been viewed as insubstantial and unworthy of consideration (Waring & Wainwright, 2008). For this reason, a template analysis as a rather recent analytical and interpretative tool has been made use of. King (2004b) defined template analysis as "a varied but related group of techniques for thematically organizing and analyzing textual data" (p.256). The focus is on applying a template (categories) to "sorting text segments with similar content into separate categories for a final distillation into major themes" (DiCicco-Bloom and Crabtree, 2006, p. 319). Due to the use of tentative a priori codes, which are some themes defined by the researcher in advance of the analysis process, the template analysis represents an approach that balances pure induction against early structure (Clarke et al., 2010; Langley, 1999). There are four major issues when it comes to analyzing data with the template approach, viz. defining themes and codes, applying hierarchical organization of codes to

indicate relationships between themes, the use of parallel coding, and the revision of the initial template through inserting additional codes, changing the scope, and deleting codes (King, 2012).

In consequence, the template analysis is subject to high flexibility of application and can therefore be adapted to the needs for any study within a range of epistemological positions (Waring & Wainwright, 2008). In this respect, the flexibility of the coding structure in the template analysis allows the researcher to explore the richest aspects of data in real depth (Brooks & King, 2012). Its exploratory nature has so far been widely applied in the field of health and social sciences, but also education, clinical psychology and sports science (King, 2012). With regard to the above mentioned phenomenology, interview answers are interpreted as being partially influenced by the interview context, while at the same time there are generally reflecting the subjective impressions of the participants' real life-world (Cassell & Symon, 2004).When template analysis is applied within a broadly phenomenological perspective, it shows significant similarities to interpretative phenomenological analysis (IPA) (Brooks & King, 2012; Smith, Flowers and Larkin, 2009). However, template analysis is applicable for a larger sample size and balances between case analyses and was thus considered more suitable for the study at hand.

3.3.2. Initial Template

Concerning the first research sub-question investigating the evolvement of opening and closing leadership behaviors throughout the project, the initial template consisted of codes derived from academic literature (King, 2004b). More precisely, it includes a list of opening and closing leadership behaviors derived from the papers by Rosing and colleagues (2010 & 2011) as well as by Zacher and Rosing (2015) about ambidextrous leadership. As theoretical foundation for describing the evolvement of behaviors and demands by the innovation task throughout the innovation process, the research by Oke et al. (2009) as well as Cheng and Van de Ven (1996) have been referenced.

For the second sub-question, which aims at identifying factors that cause leaders to switch between opening and closing leadership behaviors, existing literature provided an orientation about how factors can be categorized in clusters (Adair, 2006; Fiedler as cited in Michaelsen, 1973; Shalley et al., 2004; Yukl & Mahsud, 2010). However, as existing theories on contingency leadership only provide findings about which contextual factors impact leadership behavior in general, but not specifically refer to triggers that cause a temporary switch from opening to closing leadership behaviors (K. Rosing, pers. Communication, 27 Jan 2015), the first four interviews have been used to derive a priori codes.

The same applies for the creation of the initial codes for addressing the third sub-question, which attempts to develop an idea about the role of opening and closing leadership behaviors for team innovative outcome. Those codes were found by applying a three-step-coding procedure based on a grounded theory approach. According to Corbin and Straus (1990) this includes open, axial and selective coding. In the first place, a categorization has been developed and text passages have been labeled (open coding). The researcher ensured that this categorization was exhaustive, yet mutually exclusive and appropriate to the research problem and purpose (Meuser & Nagel, 2002). Secondly, categories were interconnected through axial coding. Thereby relationships between the categories were identified and rearranged hierarchically. As the third step, selective coding was used to build a story that connects the categories. Thereby categories were integrated to produce a central core theory, to which the other categories were then related (Corbin & Strauss, 1990; Länsisalmi, Peiró & Kivimäki, 2004). As a result of those three coding steps, which occurred in an iterative manner, data have been compared and a framework could be developed to visualize the role of the findings of this study. As a result, the initial template contains a first ranked list of factors that are causing the project leader to change his or her behavior along the project (Sub-question 2), as well as functions that allowed drawing conclusions about the role of the project leader for the team innovative outcome (Sub-question 3). The initial template is attached in Appendix E.

3.3.3. Analysis Process

As briefly mentioned above, the data analysis has already started simultaneously to the continuation of collecting data in order to improve the questionnaire for the subsequent interviews. As a result, the comprehension of the subject at hand increases and the appropriateness of the generalizable results is ensured (Meuser & Nagel, 2002). In the first place, interviews were transcribed and then simply read through without taking notes or marking quotes in order to get a general impression about the gathered information and the subjects' interview context. As a next step, the different interview sections and topics of interest were labeled (e.g. introduction, project phases, general link between leadership and project success).

After that, different leadership behaviors were identified and categorized within the initial template of opening and closing leadership behaviors. The template was then further developed and modified throughout the interview analysis by using measures of insertion, changing scope, and deletion as proposed by King (2012). For example, additional codes were *inserted* when actions of opening and closing behavior described by the interviewee could not be matched to the existing set of codes (e.g. "Empower team members and delegate task"). *Changing scope* took place when codes were too narrowly defined (e.g. "show high tolerance for failure" was refined to "show a high tolerance for failure and admit own mistakes"). Four of the pre-existing codes were deleted in this study (e.g. "motivate team members to take risks" and "punish error and failure").

In addition to inserting, modifying and deleting codes from the initial template, additional examples of opening and closing behaviors were created when the researcher was not able to allocate the behaviors to existing clusters. The resulting bundles of different behaviors assigned to the different examples of opening and closing leadership were analyzed and grouped when they were barely distinguishable. On that account, the number of opening and closing behaviors could again be reduced. Beyond the analysis of opening and closing

behaviors, statements with relevance to the context of leadership behaviors contributing to the innovation performance of the team were coded and clustered into different categories. As proposed by King (2004b), analysis software has been used in order to better organize the coding process. For this reason the software "Atlas.ti" was selected to categorize, analyze and store the interviews. In addition, memos were used for example to note additional information and make further descriptions of people or the setting of the interview. The grouping of memos, codes and documents additionally facilitated the analysis process and allowed for hierarchical structuring. As a result of the iterative coding process, a final template addressing all three sub-questions was created and is attached in Appendix F.

3.3.4. Coding scheme: Opening and closing leadership behaviors

The following table provides an overview about the resulting coding scheme listing new, existing, and modified items as well as their description. The specific coding scheme has been used to ensure the conceptual development (Länsisalmi et al., 2004). For referencing the respective behaviors, opening and closing leadership behaviors are indicated by the letter O (opening) and C (closing) to which the reference number indicated in Table 4 and Table 5 is attached. Pre-existing codes, which have been adapted during conducting the study, are labeled as modified (abbreviated as mod.) while additionally created codes are indicated by the term "new". Existing codes, which have been taken over from the initial template, are not explicitly indicated as such.

Abb.	Name of item	Description
O1	Create an open atmosphere	Establish a climate within and around the team that encourages cooperation, equality, error learning and cheerfulness in order to enhance team member motivation
O2	Give room for independent thinking and acting	Provide freedom to experiment, enhance diversification, arise followers' curiosity
O3	Encourage followers to challenge the status quo and be critical of how things have been done in the past	Critically reflect about how things are currently done, encourage followers to show a reasonable degree of skepticism

O4 (mod.)	Stimulate generating own, new ideas and thinking outside of the box	Tease subordinates directly to come up with ideas and to evaluate current practices
O5 (new)	Empower team members and delegate task	Give subordinates sufficient autonomy to determine relatively independently how to do a job
O6 (new)	Establish flat hierarchies	Remove differences in hierarchical levels, place yourself on the same level, execute similar tasks, act as partner and colleague rather than supervisor
O7 (new)	Listen carefully to and demonstrate openness towards team members' new ideas and support innovation	Have a sympathetic ear and behave in an open-minded way when team members are presenting thoughts or reasoning to you, acting friendly to innovative employees, being patient and helpful, listening, looking out for someone's interests if problems arise
O8	Create a culture of allowing for mistakes and error learning	Consider mistakes as experience and necessary for the human learning process, introduce informal feedback sessions
O9 (mod.)	Show a high tolerance for failure and admit own mistakes	Show a high degree of acceptance about the human trait if error making, also a project leader is just a human being, discuss errors on one-to-one basis
O10 (new)	Stimulate knowledge diffusion through enhancing open discussion and communication	Stimulate open and transparent communication, introduce supportive communication structures like informal work meetings
O11 (new)	Encourage idea generation as entire team	Enhance group discussion, provide constructive feedback, openly develop a concept and discuss advantages and potential risks with the entire team
O12 (new)	Stimulate team members' creativity through applicable moderating techniques	Showing appreciation for innovative performances, apply brainstorming, mindmaps, techniques that lead followers' thinking into diverse perspectives and which encourage group interaction
O13 (new)	Enable information exchange between team members and customers	Provide relevant information to the respective involved team members or external stakeholders, enhance interaction and knowledge exchange between team members and module responsibles

Table 4: Coding scheme of opening leadership behaviors (author' depiction)

Abb.	Name of item	Description
C1 (mod.)	Underline the reliance on well-trained competences, established routines and standardized approaches and	Emphasize routines, allow only the application of well-known and tested methods and actions, underline the necessity to act by default and stick to stress-tried, tested routines
C2	Promote efficient acting and sticking to rules	Avoid "wattles" power and indirect routes: emphasize that only actions and behavior is desired which leads to the goal attainment in the most efficient way, controlling by being efficient in terms of getting maximum results from minimum resources
C3	Take corrective actions	Interfere as soon as things do not go as planned, eliminate actions that do not comply with the standard, checking-up on people about the status and correctness of their carried out tasks

C4	Monitor and control goal attainment	Ensure effectiveness and efficiency, make sure every action serves the achievement of the objective, get others to concentrate on the deliverables of a particular task or project
C5 (new)	Prioritize and filter relevant information	Carefully select and hand on only those information which are crucial for achieving the goal and are absolutely relevant knowledge for other team members
C6 (new)	Give general view of project and provide sense of direction	Communicate an explicit vision about the role and preferred types of innovation, provide directions for future activities
C7	Strive for uniform task accomplishment	Rely on thoroughly tested routines and actions that have successfully been applied in the past, ensure sticking to routines and acting by default among all team members
C8 (mod.)	Pre-structure tasks & provide structure throughout project, and take staffing decisions	Provide employees with challenging tasks, make allowance for employees' commitment when assigning tasks
C9 (mod.)	Define particular work goals	Set and communicate clearly the objectives and deliverables of the project, formulate precisely the client expectations and desired outcomes
C10 (mod.)	Set guidelines and give concrete instructions about how tasks are to be carried out	Provide concrete orders about the way and the framework within the tasks are to be carried
C11 (new)	Create and monitor time schedule	Clearly provide a timely structure for the entire project, schedule deadlines and milestones
C12 (mod.)	Stick to plans, meet deadlines and milestones	Ensure that team members act according to the schedule, fulfil targets and deliver results on time

Table 5: Coding scheme of closing leadership behaviors (author's depiction)

3.4. Reliability and Validity Concerns

Research methodologists agree that the quality of research depends on the degree of validity and reliability. Especially with regard to its less structured and open approach, qualitative research can be subject to lower degrees in both dimensions. Therefore, in the following insights are provided about how this study dealt with reliability and validity aspects.

3.4.1. Reliability

Reliability has been defined as "the extent to which data collection technique or techniques will yield consistent findings, similar observations would be made or conclusions reached by other researchers" (Saunders, Lewis & Thornhill, 2009, p.600). In other words, when the methods used for collecting and analyzing data

are reliable, then the replication of the research would yield similar results. A high degree of reliability is therefore desired in order to counteract haphazard subjectivity (Kvale, 1996). For this reason, the researcher aimed at avoiding multi-interpretability, whereas transcribing and coding of the interviews has only been done by one person, viz. the researcher herself. Beyond that, throughout the interviews, leading questions have been evaded and the questions were posed in a way that the same words and descriptions of phenomena have been used in order to yield the same understanding over the span of different participants (Kvale, 1996).

3.4.2. Validity

In addition to achieving reliable results, the researcher also aimed at achieving a high degree in validity for the results of the study at hand. Validity generally refers to the aspect of whether an interview study measures what is actually intended to be investigated (Kvale, 1996; Saunders et al., 2009). As validity generally deals with the extent to which research findings are really to what they profess to be about, seven stages were identified in which validity must be ensured by the researcher, viz. thematizing, designing, interviewing, transcribing, analyzing, validating, and reporting (cf. Kvale, 1996, p. 237). Consequently, the researcher paid attention to the following aspects: in the first place, the soundness of the theoretical presuppositions and the logic of the derivations from the theory to research questions have been ensured by personal communications between the researcher and the founder (i.e. Dr. Kathrin Rosing) of the theoretical model upon which the research was based. In addition, the adequacy of the explorative qualitative research design for the subjective manner and for the purpose of the study has been elaborated in Chapter 3.1. Among others, the researcher continually checked the information obtained through the interview in order to ensure a high quality of the data collection. Besides, in order to guarantee a valid translation from oral to written language, a uniform linguistic style for the transcript has been chosen, whereas linguistic curiosities as accent or dialect have been taken into account to the

largest possible extent. In terms of the derived findings from the study, a sound logic of the interpretations was ensured by always applying the same procedure of analysis and at all times taking the context and subjective experience of the participant into account. (Kvale, 1996)

With regard to validity especially for phenomenological studies, the researcher attempted not to influence the content of the participants' descriptions. As a result, the descriptions fully reflect the participants' experience. At the same time, the interviewer aimed at articulating the questions and descriptions of the phenomenon in a concise way among all participants, and displayed a high reflexivity through the collection as well as during the analysis of the data. In terms of the data analysis, the researcher also applied a clearly outlined procedure (i.e. template analysis) for analyzing all interviews. (Creswell, 2007)

All in all, the interview report was created in a way that it is a valid and reliable account of the main findings of the study and by conveying the overall essence of the experience of the participants.

4. RESULTS

The following chapter presents the research findings within three blocks addressing the sub-questions.

Chapter 4.1 covers the results with regard to opening and closing leadership behaviors which could be identified and also lists interviewees' statements about the evolvement of those behaviors throughout the project. In Chapter 4.2 the results about the various factors inducing a leader to change his leadership behavior are itemized. In order to address the third research sub-question, Chapter 4.3 lists the interviewees' statements about the role of opening and closing leadership behaviors for the project outcome.

The terminology "his" behavior has been used for both female and male respondents. For this reason no conclusion about the gender of the participant can be drawn.

4.1. Results about the dynamics of opening and closing leadership behaviors

The following chapter deals with the response to sub-question 1. The structure of Chapter 4.1 is in alignment with the theoretical concept of ambidextrous leadership proposed by Rosing et al. (2011). More precisely, opening and closing leadership behaviors as shown in Table 2 in Chapter 2.2.3 have been used as a theoretical basis to create an initial template (see appendix A). This template has been modified throughout the course of conducting and analyzing the interviews.

In this regard, findings relating to single leadership items, i.e. opening and closing leadership behaviors, will first be presented. Secondly, statements will be listed which provide information about the timely occurrence and progressing of opening and closing leadership behaviors along the consulting project.

4.1.1. Opening and closing leadership behaviors (Single Items)

OPENING LEADERSHIP BEHAVIORS (VARIANCE INCREASE)

Opening leadership behaviors that were most often mentioned are an existing item, i.e. 'Create an open atmosphere' (O1), while the majority belongs to newly created items, i.e. 'Establish flat hierarchies' (O6) and 'Stimulate knowledge diffusion through enhancing open discussion and communication' (O10).

With regard to create an open atmosphere (O1), it is highlighted among several respondents that an atmosphere needs to be established by the project leader which allows for cooperation, supports innovation, and stimulates equality.

> *The most important thing is creating an atmosphere which allows the team to work together rather than to work against each other. […] And I think that is the most important thing: to ensure that there is such a special atmosphere, so that everyone has the feeling it is worth working for the attainment of the goal (Interviewee 1, 04 September 2014, 225, author's translation)*

In terms of flat hierarchies (O6), participants share the opinion that the project leader needs to act as a partner and colleague rather than a superior in order to create an atmosphere of equality. Such an atmosphere contributes to team members' motivation and allows them to get the feeling of equal treatment in order to come up with innovative ideas.

> *[…] that you and the people you work with are on the same level and that everyone can openly give voice to their thoughts. […] From my point of view creating an atmosphere of equality is the most important aspect (Interviewee 1, 04 September 2014, 123, author's translation)*

When it comes to the item 'Stimulating knowledge diffusion through enhancing open discussion and communication' (O10), findings reveal that in most cases ideas are not created by an individual person, but are rather the result of thorough group discussions. In this respect, discussions should be encouraged by the project leader and constructive feedback should be provided among the

team members. This has been found to be critical for the generation of valuable ideas as well as for the exchange of information.

> *Nobody let others forbid them to speak. We discussed until the sparks flew (Interviewee 1, 04 September 2014, 120, author's translation)*

Linked to this item (O10) is the behavior of allowing for a continuous exchange of information between the team members, as well as among the team and the client (O13). This is especially relevant with regard to the fact that responsibilities of team members are usually assigned to separate work packages or modules. For this reason team members need to be up-to-date about the results and about critical information generated by their other colleagues.

All in all, the major difference of the final template compared to the theoretical base provided by Rosing et al. (2011) is that several items have been added which are about enhancing the team feeling and emphasizing that ideas are mainly generated in the team rather than by individual team members. This is for example the case for the identified items 'Encourage idea generation as entire team' (O11), 'Stimulate team members' creativity through applicable moderating techniques' (O12), and 'Stimulate knowledge diffusion through enhancing open discussion and communication' (O10).

CLOSING LEADERSHIP BEHAVIORS (VARIANCE DECREASE)

The items related to closing leadership behaviors which respondents have mentioned most frequently and most consistently are 'Monitor and control goal attainment (C4)', 'Give general view of project and provide sense of direction' (C6), 'Pre-structure tasks & provide structure throughout project' (C8), 'Define work goals' (C9), and 'Stick to plans, meet deadlines and milestones' (C12).

In the first place, project leaders carry a significant responsibility in terms of defining the work goals of the project (C9) together with the client, and as a consequence they need to define the project outcome and deliverables.

Besides defining the goals, the item 'Monitor and control goal attainment' (C4) is claimed by numerous respondents to be one of the most significant tasks attributed to the project manager. Focusing on the achievement of the goal closely relates to the required control and involvement of the project manager in order to ensure that team members are on the right track in accomplishing their assigned tasks. This is essential in order to respond to the client expectations on the one hand, and is connected to the promotion of efficient acting (C2) and 'give a general view of the project, provide a sense of direction and goal orientation' (C6) towards the team members on the other hand. Numerous participants claim that the goal orientation of the project manager is decisive for effective team work and also for the success or failure of a project.

> *For example if the project manager is not able to provide orientation or on the other hand if he is able to provide it but he does not do so, that would be a situation in which the efficiency of the team would be significantly influenced. (Interviewee 6, 19 September 2014, 75, author's translation)*

> *As a project manager you have to be output-driven, so someone/ on the one hand it is all fine and well, that you integrate many ideas to be innovative. But on the other hand it is also important that in the end there will be a result. You cannot always look to the left and right randomly, but instead you always have to keep an eye on the goal attainment. (Interviewee 2, 05 September 2014, 67, author's translation)*

Besides goal orientation, the project leader's activities to 'pre-structure tasks and provide structure throughout the entire project' (C8) have been among the most often coded items. Most interviewees assign a significant meaning to it in terms of general team performance.

> *His ability to provide a clear structure has pushed the whole team forward. […] And he organized and shared it in such a wonderful manner, so that the project worked out outstandingly well. (Interviewee 1, 04 September 2014, 196, author's translation)*

More precisely, this responsibility of task structuring is related to the creation of work packages, the assignment of particular responsibilities to the followers, and ensuring transparency about the project and processes towards the team members as well as towards the client. The necessity of task structuring in the context of consulting is also related to the responsibility of staffing the project with specialists. However, interviewees claimed that the staffing responsibility varies upon the consulting company and the project whether or not project leaders can choose team members by themselves or whether they are assigned to the project from the consulting company or partner.

Before actually the pre-structuring and assignment of tasks is possible, interviewees argue that the sticking to those pre-defined work goals and plans (C12) is of the utmost importance for a good project leader. This is also related to meeting deadlines and milestones. Sticking to goals and plans is therefore especially relevant with regard to communicating the client the image of professionalism, experience, and expertise of the consulting team. This in turn impacts the (perceived) quality of the generated results.

> *We have to push this project through now. That's out of the question. We have decided upon it, now we have to act in accordance to it. If we terminate now or regress, we will lose credibility and the whole project, the presentation, is jeopardized. (Interviewee 5, 16 September 2014, 188, author's translation) {...} And you have to push it through, because if you fail to meet the objectives, you also fail as project manager (ibid, 314, author's translation).*

SUMMARY SINGLE ITEMS OPENING AND CLOSING LEADERSHIP BEHAVIORS

Generally spoken, for both opening and closing leadership items it can be stated that all of those behaviors are linked to each other in some way and therefore they cannot clearly be separated from each other. For example, monitoring goal attainment (C4) is mutually dependent on the leader's goal orientation and

sense of direction (C6), while at the same time a precise goal definition (C9) and task structuring (C8) is required.

4.1.2. Evolvement of opening and closing leadership behaviors

With regard to the evolvement of opening and closing leadership behaviors, respondents could not describe their behavior along the separate phases of the consulting project. They rather described a general leadership behavior which they display throughout the entire project.

Only when it comes to which behavior is most suitable at the project beginning, respondent demonstrate different opinions about when they display which type of behavior along the project.
On the one hand, some participants argue that for the point of time when the project starts you have to be extremely open and tolerant by encouraging people to come up with numerous ideas and by providing them with a high degree of autonomy.

> *I think when you want to create ideas you need to be more open minded. Rather bottom-up. And when you want to implement ideas, you already know the concepts and where it is going. Then I think what matters more is to implement the ideas top down. (Interviewee 10, 08 October 2014, 92, author's translation)*
>
> *I think it is inevitably like this. The degree of freedom, which you [have] at the beginning of such projects, if we are talking about innovative projects, has to be much higher than at a later stage, when you have the appointments, the milestones, which a project brings along and which have to be met. (Interviewee 3, 05 September 2014, 37, author's translation)*

In this respect, one participant illustrated the need to filter ideas in form of an information funnel, and therefore allowing many ideas at the beginning and few ideas in later stages of the project.

> *It can be thought of as a funnel, metaphorically speaking. At the beginning of a project phase or a project this funnel is still quite large, all possible ideas can be used. […] Then you move toward the first steering committee, the first commission, and then the funnel becomes increasingly narrow, which of the possible ideas are then still considered to be useful. (Interviewee 2, 05 September 2014, 55, author's translation)*

On the contrary, respondents argue that at the beginning tight control and involvement of the project leader is required in order to make the goal clear, provide a project overview in terms of time schedule and structure, and also communicate clear instructions about how the task is to be executed.

> *Sometimes the structures are given top-down. […] the perfect project is the given in the case in which at the beginning the offer within the project is partially thought through. That does not have to proceed in this way one-to-one; however it gives you at least a rough idea. (Interviewee 2, 05 September 2014, 37, author's translation) […] Well, you could imagine a theoretical process. Idea generation: strong influence of the project manager, then delegation of tasks in order to implement the idea: less influence of the project manager (ibid, 51, author's translation)*

In spite of the fact that in theory different phases can be assigned to a consulting project (e.g. problem definition, data analysis and idea development, synthesis; cf. Figure 2) neither opening nor closing behaviors could be attributed to certain phases. Interviewees indicate that this is due to the fact that phases of idea generation and application are not clearly distinguishable from each other and are often overlapping. In consequence, it is rather the case that changes between idea generation and implementation are occurring frequently, unconsciously and not uniformly or consistently across projects.

GENERAL PREFERENCE FOR CONSTANTLY-DISPLAYED BEHAVIOR

In line with the finding that phases are hardly differentiable from each other, several interviewees mentioned that although in certain situations they are

forced to change their behavior, leadership behavior that is constant in its nature is generally preferred and expected. Reasons for this are multifaceted: in the first place, behavior which is demonstrated in a rather permanent manner makes a project leader predictable. Interviewees claimed that this would increase the employees' satisfaction and motivation to work together with the project leader and accept him as such. Secondly, with regard to the team members as well as regarding the client, the project leader is requested to be consistent in his behavior as this is associated with professionalism.

> *That's what I am trying at least. I think this is also when/ but it think this is a good thing to be constant because that makes you predictable (-) and people know= the people know how you react. (Interviewee 7, 25 September 2014, 167)*
>
> *I consider it to be very important; also that you/ you cannot act like a blade of grass blending in the wind. Of course you can change your mind once in a while, but it is not only consistency in behavior but also consistency of decision-making, I think that is also important (Interviewee 4, 11 September 2014, 242, author's translation)*

Table 6 lists a collection of identified opening and closing behaviors that were identified as being permanently present throughout the entire project.

Constantly-displayed opening Leadership behaviors	**Constantly displayed Closing Leadership behaviors**
Empower team members and delegate tasks (O5)	Monitor goal attainment (C4)
Establish flat hierarchies (O6)	Prioritize and filter relevant information (C5)
Create a culture of allowing for mistakes and error learning (O8)	Give general view of project and provide sense of direction (C6)
Stimulate knowledge diffusion through enhancing open discussions and communication (O10)	Pre-structure tasks and provide structure throughout entire project (C8)
Enable information exchange between team members and customer (O13)	Create and monitor time schedule (C11)
	Stick to plans, meet deadlines and milestones (C12)

Table 6: List of opening and closing behaviors that were identified to be continuously demonstrated throughout the processing of the entire project

However, several interviewees claimed that it is not always possible for them to be consistent in their behavior which can be due to numerous reasons. As one respondent claimed, as soon as things do not go as planned, a project leader is forced to change his behavior. This can for example occur if a content-related mistake occurs or when you are confronted with counteraction among the team or the client.

> *When you are faced with resistance which is not justified in any way, then your behavior will change in any case. (Interviewee 5, 16 September 2014, 282, author's translation)*

In this respect, there are other factors causing a change in a leader's behavior, which are described, summarized and clustered in the following section (Chapter 4.2).

4.2. Results concerning factors causing a project leader to switch between opening and closing leadership behaviors

This section addresses sub-question 2 by covering the listing and clustering of factors that have been derived from the interviews to act as triggers causing a project leader to change between opening and closing leadership behaviors. Findings from the interviews lead to the grouping of the identified factors into the following categories:

a) team-related variables (codes are abbreviated as TM#),

b) project leader-related triggers (items are referenced as PL#),

c) task and project-related factors (termed as TP#), and

d) client-related aspects (items are referenced as CL#).

In each of those clusters, sub-factors have been identified that lead to a switch in the leader's acting. All in all, a total of 24 factors including all categories have been identified.

Table 7 summarizes the identified clusters of factors as well as the respective sub-factors.

4.2.1 Team-related factors	**4.2.2 Project-leader related factors**
TM1 Team member characteristics TM1.1 Hard facts TM 1.1a Academic background & Work experience TM 1.1b Experience as consultant & Hierarchical level TM 1.1c Content –related expertise & skills TM 1.1d Team Members' Ability to accomplish the tasks and deliver required results TM 1.2 Soft facts TM 1.2a Team member motivation & commitment TM 1.2b Team Member attitude towards project (innovation – orientation) TM 1.2c Team members' working style **TM 2 Relationship between team members and project leader** TM2.1 "History of co-working" TM 2.1a Established trust TM 2.2 Respect and acceptance demonstrated towards project leader TM 2.2a Team members' willingness to be guided **TM 3 Involvement of team members from client organization**	**PL1 Need for team member support** **PL2 Personal stress level** **PL3 Project Leader Characteristics** PL3.1 Confidence and willingness to take decisions PL3.2 Not being afraid of getting on somebody's bad side PL3.3 Personality-type who likes control
4.2.3 Task & Project related factors	**4.2.4 Client-related factors**
TP 1: Budget and time constraints **TP 2: Clarity of project goal and client expectations** **TP 3: (Innovation-oriented) Work environment & project setup**	**CL1 Client company culture** CL1.1 Innovation-orientation of project context CL1.2 Client's willingness to change **CL2 Relationship between client and consultants** CL2.1 Trust established towards consultants CL2.2 Willingness to cooperate with consultants

Table 7: Final Template of identified factors causing a change in leadership behavior

4.2.1. Team-related variables

The identified team factors have been hierarchically structured and clustered, resulting in the creation of three final sub-categories, viz. team member characteristics, the relationship between the project leader and the team members, and the involvement of client employees in the team. Based on the answers provided by the interviewees, sub-factors for each of those clusters were identified. Those sub-factors are explained in more detail in the following section.

TM1: TEAM MEMBER CHARACTERISTICS

This first category of factors refers to hard and soft facts concerning the team members, which were found to have an influence on the project leader's behavior.

TM 1.1: HARD FACTS

In the first place, hard facts have been identified which mainly relate to a follower's content-related expertise and skills. Findings indicate that next to the followers' academic background and previous work experience (TM1.1a), team members' experience as consultant and their hierarchical positions (TM 1.1b) have a significant influence upon the project leader's acting. Findings provide support for the statement that the experience as consultant has an even higher impact than the follower's academic background. Exemplarily, towards an intern a much higher level of closing leadership behaviors is displayed compared to a senior or junior consultant. Both work experience and experience as consultant result in a content-related expertise (TM1.1c) that is relevant for the project at hand. This content depth of the team members has a significant influence on how tight or loose a project leader manages the individual team members.

> *Probably there won't be a one-to-one process how it is perfectly done. But there has to be a compromise between control and autonomy. And this*

depends again on the performance alternatively the content-related depth of the team member [....] On each [hierarchical] level there are individuals where you have that feeling as the project leader that these individuals are more involved in the subject e.g. someone who has been working on a project for a very long time compared to someone who joined the project just recently. Consequently it depends on the content-related depth of the project team member, I would say. [...] So the less the follower is embedded in the topic, the higher should be the control. (Interviewee 2, 05 September 2014, 39-43, author's translation)

Expertise and content depth is linked to the fact that the deeper team members are embedded in the topic and the more experienced they are, the more they are anticipated to being able to accomplish assigned tasks and deliver results (TM 1.1d). This leads to a higher degree of opening leadership behaviors, e.g. in form of more empowerment (O5).

Well I think that is relatively simple. You could say now, you need something like empathy; you need to evaluate the employees and something like that. But in the end it is all very simple: either you have a delivered result or you don't. And if you don' have a result or interim result, then I realize that there is something wrong. And if there is a project manager who is able to assess his team members well, or if you have a project manager who cannot assess his employees well, I think both of them see that the result is missing, and then he knows that he has to interfere. (Interviewee 2, 05 September 2014, 69, author's translation)

TM 1.2: SOFT FACTS

Besides hard facts such as education and work experience, interviewees claim that soft facts as team member motivation and commitment (TM1.2a) are one of the key triggers determining a leader's behavior with regard to the required degree of opening and closing leadership behaviors. For example, high motivation and high education allow for a high degree of opening leadership

behaviors (e.g. O5, O2). On the contrary, low motivation and low education require more closing leadership behaviors (i.e. C4, C10)

> *The higher the motivation and the education, the less you have to give instructions. And the lower the motivation or the education are, the more directive you have to become; the more stronger and narrower you need to manage […] If you need to specify every detail to a XYZ consultant, what he has to do and how he has to do it, then he is the wrong man, or then / he will resist and revolt against such narrow leadership. (Interviewee 1, 04 September 2014, 51, author's translation)*

In addition to the motivation on working towards achieving the desired goal, also their innovation orientation (TM1.2b) and thus their willingness to create something new represent a decisive aspect about the displayed project leader behavior. The higher the team members level at those aspects, the higher is the degree of opening leadership behaviors.

> *One factor is, […] what do people think about the project? If I (...) / in some cases I have project team members who are absolutely keen to try something new. With those employees I can sit together for ages and discuss things and make plans. It is a completely different level as with someone, who (…) is completely closed up and who wants to have it this way. (Interviewee 11, 10 October 2014, 76, author's translation)*

Beyond that, team members are different in the way they are working (TM1.2c), for example how they are approaching problems, whether they generally prefer to work autonomously or under a tighter control of their supervisor, or whether they are in general more skeptical and constantly trying to make things differently. Those aspects force a leader to adapt his behavior accordingly.

> *All human beings are different. Some people might need the popular firm hand, which may be utterly unsuitable for someone else. Well this is= it is very much dependent on the situation and the mind and the/ (--) well*

dependent on every individual. (Interviewee 3, 05 September 2014, 84, author's translation)

There are people who see things the way they are and consider them as good. And they do the things in the way we always did. And there are people who see things and question them: is there a better way to do these things? And who scrutinize everything. (Interviewee 5, 16 September 2014, 219, author's translation)

TM 2: RELATIONSHIP BETWEEN PROJECT LEADER AND TEAM MEMBERS

As a second identified sub-category from the template analysis the relationship between team members and the project leader has been identified. The general relationship has an influence on the team members' motivation.

TM 2.1: "HISTORY OF CO-WORKING"

In fact, the item "History of co-working" (TM 2.1) has been mentioned most often and most consistently during the interviews. It describes whether the project leader has been working with the respective team members before and thus if they have already known each other prior to the current project. This aspect of knowing one another refers not only to the way in which team members are working (cf. TM1.2c), but also relates to the fact whether the project leader is already able to assess the followers' competences, strengths and weaknesses. Respondents state that whether the project leader already knows the team members decides upon the degree of opening and closing leadership behaviors displayed towards them.

At the beginning you have to imagine, you do not know the whole team. The whole team will be newly created. It consists of specialists of various fields. […]/ With some of them, you need to support the whole thing. You have to tear the ideas, or whatever this person wants to say, you have to tear nearly every idea out of them. Those people need to open up during the course of the project in the first place. Then there are the others who are of course

(not understandable) very, very active. [..] And this changes a bit over time. If you have got to know the whole team, then you know how to deal with the individual persons in order to achieve the highest possible performance. (Interviewee 8, 25 September 2014, 112, author's translation)

The relationship is also characterized by the establishment of trust (TM 2.1a) between the project leader and the team members. In most cases trust mainly occurs in the later stages of the project. The more trust project leaders think they can give, the more they are willing to provide empowerment and decision-making autonomy to their followers. Therefore, the more trust has been established, the more opening behaviors increasing the followers' behavior variance are demonstrated.

When I notice that I can the person / that the results / that I can be confident that the results will be satisfying, I think then I would loosen the leash. (Interviewee 4, 11 September 2014, 153-154, author's translation)

TM 2.2: RESPECT AND ACCEPTANCE DEMONSTRATED TOWARDS PROJECT LEADER

The second component with regard to the relationship between team members and project leader refers to the degree to which team members accept and respect their project leader (TM2.1), what in turn influences the behavior of the project leader. Interestingly, the fact whether a leader will be accepted or not does not necessarily depend on his education or age, but rather on his qualifications as project leader and competences with regard to the topic at hand.

Similarly, what causes changes in the project leader's behavior is the fact whether team members are willing to be guided by their project leader (TM2.2a). This is also related to team members' motivation (TM1.2a) and their attitude towards the project (TM1.2b) as explained above.

Concluding, the relationship determined by mutual trust, a common working history and the acceptance of the project leader also affects how a project leader can deal with irrelevant or wrong ideas of the team members.

TM 3: INVOLVEMENT OF CLIENT EMPLOYEES IN TEAM

The last factor identified in terms of team-related variables is whether the team also comprises people who are not part of the consulting team, but are assigned to join the project as representatives of the client company. This represents an additional source of stress for the project leader due to two reasons: on the one hand they do not accept the authority of the project leader, and secondly the project is usually not part of their everyday working activities which makes it hard to integrate the client's employees in the project schedule.

> *And another problem is now 'cause currently, actual with a budget, we are unique people to run this project and we need to make people free for that. And a big problem is that you have to/ (-) you have to pretty much allocate hours to that, but (-) nobody now really wants it (Interviewee 7, 25 September 2014, 112)*

Based on their behavior and their motivation, the established trust and the forth (the items of category TM1 and TM2 apply in the same manner to the client team members), the project leader adapts his degree of opening and closing behaviors displayed towards them.

4.2.2. Project-leader related factors

In comparison to the initial template, project leader hard facts as academic background and previous work experience have not been found to play a significant role in impacting the project leader's behavior. Some interviewees mentioned that project leaders are naturally required to be deeply integrated into the topic and must always be well-prepared in order to assist team members in their tasks. However, it was not explicitly claimed by any of the respondents that their behavior would be influenced by hard facts. For this reason, the initial distinguishing between project leader hard facts and soft facts has been removed from the final template. Instead, an agreement could be found

about the following factors: realized need for team member support (PL1), personal stress level (PL2), and project leader's characteristics (PL3).

PL1: NEED FOR TEAM MEMBER SUPPORT

Most interviewees reasoned at some point throughout the interview that an important trigger causing them to switch from a sympathetic to a demanding leader is the realized need for team member support (PL1). Especially when the project leader is dependent upon information of them, he needs to display a more cooperating and open behavior instead of a demanding or restrictive behavior. This is also linked to the project leader's awareness and about admitting his dependency on the followers' competencies.

> *That is a fairly good trigger, that I am giving you as a project team member the feeling that I am dependent on you, that I am dependent on your help. Ideally that is how it should be anyways. That you do it that way, I am dependent on you giving your best and (--) I want to know your ideas. (Interviewee 4, 11 September 2014, 301, author's translation)*

PL 2: PERSONAL STRESS LEVEL

In addition to the need for support, numerous interviewees argued that their perceived stress level (PL2) influences the way in which they act towards their employees. One participant claimed in this respect that stress would keep him from displaying a constant behavior and idol function towards the followers, but leads him to display a higher degree of closing leadership behaviors.

> *I would say no (5), because I cannot ignore my level of stress. That means during stressful stages, for instance: if tomorrow would be a Roll Out, then I would probably be more stressed right not and I would not be that generous. I mean I am actually/ Of course I am trying to be generous towards my team members and also to display a certain role model function, but that is not easy for me in stressful times. (Interviewee 4, 11 September 2014, 125, author's translation)*

PL3: PERSONAL CHARACTERISTICS

Besides the ability to deal with stress, the main factor influencing leadership behaviors in the category of project leader-related variables is general characteristics and personality traits of the project leader (PL3). More precisely, the most important facts in this regard have been the project leader's willingness to take decisions and the boldness to stick to them (PL3.1) rather than trying to please everybody. Thus, the consistency in decision-making is related to the aspect that the project leader is not afraid of getting on somebody's bad side (PL3.2). Besides, the project leader's personally preferred level of control (PL3.3) was found to be predominant for deciding upon his displayed opening or closing leadership behavior.

> *Then you actually have to go along and slaughter different holy cows so to speak. And then you have to work on a roadmap together with the executives of the client company, how you can achieve this in a fairly cost-efficient way. (Interviewee 5, 16 September 2014, 248, author's translation)*

> *Well, of course this is also matter depending on the type whether or not project managers control a lot or very little. That is the topic leadership styles. (Interviewee 2, 05 September 2014, 39, author's translation)*

All in all, respondents agree that above all other components, the personal attributes of the project leader has the most significant impact on the way he is acting towards all stakeholders (i.e. team members, client, consulting partner etc.). Those characteristics are however not attributable to a certain project phase, but have an influence throughout the entire project and task.

> *On the one hand he has to notice his behavior, (--) and he has to realize how his behavior influences the other people. So let me say it this way, what is critical about this behavior or what is remarkable. […] that depends on the person himself in the first place (Interviewee 6, 19 September 2014, 188-194, author's translation)*

4.2.3. Task & project related factors

Interviewees also attributed a significant role to project variables which would be influencing their behavior. The final clustering of those items led to the finding that task-related factors mainly refer to the constraints presented by time and budget (TP1), the clarity of the goals (TP2), and the present work environment (TP3).

TP1: TIME AND BUDGET CONSTRAINTS

The existing project boundaries in form of budget and time constraints were mentioned as the main trigger triggering project leaders to swop their behavior from opening to closing. In this respect, numerous interviewees stated that there is a continuous time pressure accompanied by pre-defined budget throughout the entire project, which forces them to cut idea generation processes. Time pressure was claimed to be the main indicator for primarily displaying closing leadership behaviors. This implies that the goal has to be achieved quickly (C4, C2), although the idea that is implemented might not be the optimal solution for the client. Also, time pressure can be considered the reason why team members and project leader do not take the time to get to know each other at the beginning, since the short time period and frequent deadlines require them to act quickly.

> *Since we are employed as consultants, we have to make sure that we are on schedule and monitor our budget throughout the entire time. I think that is the biggest conflict that I see: we do not have the freedom to say "this is the problem, we will think about it until we get optimal results. And when we got the results we stringently try to implement that result." It has always been the case that we have to work under time pressure. I always knew this has to be completed by the 3rd July, there is no way avoiding that. (Interviewee 11, 10 October 2014, 88, author's translation)*

> *The people need the opportunity to implement their own ideas. You have to tolerate mistakes – of course, this is all true. But in such a project context you have to be aware of the fact that everything has to be paid for, and it certainly has to be accepted by the client. (Interviewee 8, 25 September 2014, 194, author's translation)*

In terms of the time constraints, deadlines and milestones along the project process act as "tangible" triggers that cause project leaders to demonstrate more closing leadership behaviors. This is especially the case as they have to display more control and ensure an efficient acting (C3) and enhance the monitoring of goal attainment (C5). Concluding, the process of idea generation is always limited by time and budget constraints as well as client expectations, which represents a significant challenge and conflict to the project leader.

TP2: CLARITY OF PROJECT GOALS AND CLIENT EXPECTATIONS

This trigger is related to the pre-defined project outcome. Interviewees claim that their behavior drastically shifts depending on whether the goal has been clearly defined and client expectations have been undoubtedly stated. Opinions about the optimal behaviors that ought to be displayed vary among the participants: while some claim an unspecified goal requires a high degree of idea generation of the team members to come up with the best possible option for an outcome to be achieved, others state that a high goal uncertainty requires from him the promotion of efficient acting (C2) and sticking to the rules (C12) to an even higher extent.

TP3: (INNOVATION-ORIENTED) WORKING ENVIRONMENT & PROJECT SETUP

Participants also highlighted that their behavior changes according to the environment or project setup (TP3); more precisely whether the project takes place in an innovation-oriented or rather conservative environment. The more innovation-oriented the environment is presumed to be, the more opening

leadership behaviors are displayed to allow for team member empowerment and thus creativity.

> *For this reason I would say (---) in an innovative setup or in a (normal) setup, you actually should give more freedom in order to not restrict the team members, because I am also dependent on their creativity so to say. And when you make this too formal or if you sort of push that too much into administrative processes, then you will be too busy fulfilling the formalities, that you don't have the (--) motivation or the freedom any longer to be creative. (Interviewee 4, 11 September 2014, 192, author's translation)*

4.2.4. Client-related factors

In addition to the project-related variables which are partially already related to the client (e.g. clarity of goals and expectations, work environment, time frame and budget), results from the interviews indicate that there is other variables associated with the client, viz. the client company's culture (CL1), and factors linked to the relationship between the client and consultants (CL2). Although several participants identified attributes of the project leader and the team (people related) as most significant and dominant triggers to cause a change in leadership behavior, other respondents stated that the client has the strongest effect on their behavior.

> *Well, every client is somehow different, and you need to try to respond to their needs or you need to try to deal with them the way they are and indeed, you need to adjust your behavior (Interviewee 2, 05 September 2014, 61, author's translation).*
>
> *Well, since we are working in a client-driven environment as a consultant, the origin of the stress is mostly given by the client. (Interviewee 4, 11 September 2014, 129, author's translation)*

CL1: CLIENT COMPANY CULTURE

With regard to client variables, the respondents asserted that they would generally have to adapt their behavior according to the context and culture in which the project is embedded (CL1.1), or more precisely to the working environment that is present in the client company, in order to achieve a successful project progress. Especially when the team involves employees from the client company, their existing working culture was found to be more dominant than for example the project leader's behavior towards tolerating or punishing mistakes.

> *That is exactly the aspect of how to deal with mistakes or something like that. This is depending with the= on the structure of the company, which is existing there. So if I am in a client team and then the client's company culture is such that [errors are punished]/ I can't change it, neither can a project leader in any way. (Interviewee 6, 19 September 2014, 103, author's translation)*

In addition, several respondents argued that the context and working environment would affect the willingness of the client to implement new ideas and be open to changes (CL1.2). In more detail, they claim that in an innovative setup or innovation-oriented environment, people would be more stimulated to come up with new ideas and willingly adapt to changes.

> *Again I think it depends on the people you work with. Because I think in a more innovative project, in a more innovative environment actually, you are working with more innovative people, who are less reluctant to change. The reason why I talk to my stakeholders all the time is because they actually don't want to change anything. (Interviewee 7, 25 September 2014, 171)*

In this regard, one interviewee argues that it is only the minority of the people in the client organization that are actually interested in creating improvements and

establishing innovations. Besides, the longer people are working for a company, the less willing they are to change.

> *And I believe this is always the area of tension. […] In most cases you have two or three contractees who want to push [the project] forward, since they are realizing the problem, (-) and all the others in the organization don't. Nobody jumps at the chance to do everything from scratch. (Interviewee 11, 10 October 2014, 84, author's translation)*

Therefore, the leader's behavior is also influenced by the resistance shown by the client. This results in a higher degree of closing leadership, especially monitoring goal attainment (C4) and providing a sense of direction (C6).

CL2: RELATIONSHIP BETWEEN CONSULTANTS AND CLIENT

Linked to the potential resistance and the client's willingness to change is the aspect of trust (CL2.1) that needs to be shown by the client towards the consultant team. In order to earn trust by the clients, participants express the need to act more sensitively and openly towards the client's wishes at the beginning, and to be more restrictive and straightforward in implementing ideas when the project is in later stages. Findings indicate that the more autonomy and freedom should be given to the consultants, the more trust they have to earn from the client in the first place.

> *You have to identify: what does the customer want and when may I present something new and innovative to him. And then I simply have to come up with a modest idea which is comprehensible and tangible for the customer. In fact my experience is that you have to start with something very simple, and then once the client has established trust, then he also gives more freedom to you where you can really develop those ideas. (Interviewee 8, 25 September 2014, 180, author's translation)*

Another aspect that has been mentioned by several interviewees is that project leaders have to change their leadership behavior in accordance to the client's

willingness to cooperate with the consultants (CL2.2) and thus to what extent they are motivated to work at the project.

Concluding, one of the interviewees claimed in the end that despite the changes resulting from the characteristics of the client, this would not yield a drastic change in his behavior but only to incremental or gradual adaptations. This is in line with the finding elaborated above in Chapter 4.1.2 that constant behavior needs to be demonstrated towards the client as this reflects a professional image and high quality performance of the consulting team.

4.2.5. Findings spanning across all clusters

Despite the separation between client -, project leader- and team-related variables on the one hand and project-related factors on the other hand, interviewees agreed that in most cases factors are occurring in a combined manner, meaning that factors from two or more clusters jointly lead to a certain behavior.

For example, the continuous time pressure results in an even more drastic change from opening to closing leadership behaviors when the project leader has insufficient experience and skills for the respective project task.

> *That means you are always under time pressure and (--) and when you also deal with topics in this relationship, or in this environment, for which nobody has a certain experience or a special expertise/ Even it is new or unknown to you in some situation (--)/ then I would approach this in a completely different way. Then I would be more (---), well maybe this is not the optimal way, but then I would be way more stringent because you are so tied to this = to those final deadlines, to those deliverable moments. (Interviewee 4, 11 September 2014, 180, author's translation)*

Similarly, the more experience a project leader has, the more he will act pragmatically and enhance efficient acting (C3) in order to find the shortest and

fastest way to achieve the goal and client satisfaction. Pragmatic acting is thereby also enhanced by the given time and budget constraints.

> *I would say that others, who have been working in the practical field for a longer time, act way more practically. Then everything would go much faster, (-) they are also not that open-minded towards new (methods). Something has to be simply implemented very quickly. (Interviewee 8, 25 September 2014, 108, author's translation)*

In addition, according to the above elaborated findings it is shown that the main aspects are associated with the people involved (team members, project leader, and client). Therefore, results from the interviews suggest that the phases of the project are only of secondary importance in terms of deciding upon the behaviors displayed by the project leader. Participants independently from each other agreed that people-related variables have a more decisive impact on their behaviors than task- or project- linked variables. In this respect, they argue that projects are different according to their goals, and the goal must be achieved, regardless of whether the team at this point needs to create or execute ideas.

4.3. Results relating to the impact of opening and closing leadership behaviors on team innovative outcome

The third research sub-question aims at getting an idea about the role of the flexible switching between opening and closing leadership behaviors for the team innovative outcome. This question will be addressed by taking the answers of Chapter 4.1 about the single items of opening and closing leadership behaviors into account. Thereby generalizable results on the role of ambidextrous leadership on innovation in the consulting context are derived.

As described in Chapter 3.2.4, one part of the interview guide consisted of gaining subjective experience of the participants about relevant key success factors for leadership in the context of management consulting projects. To those statements, opening and closing leadership behaviors as indicated in the final coding scheme (cf. Section 3.3.4) have been assigned. In this respect,

interviewees were required to qualitatively assess the impact of flexibly changing between variance-increasing and variance-decreasing behaviors.

The identified items have been abbreviated with the term "OCL#". Table 8 summarizes the final list of key success leadership factors that were found to be required for a high innovative team outcome.

No.	Description of Item
OCL1	Content expertise
OCL2	Ability to structure tasks and focus on the goal to ensure the feasibility of the project outcome
OCL3	Project leader serving as information hub and contact person
OCL4	Accompany a moderator function
OCL4.1	Ability to deal with boundary conditions to enable team members' creativity
	Ability to balance team members' strengths and weaknesses
OLC4.2	
OCL5	Balance control and empowerment

Table 8: Identified project leader functions for successful leadership of management consultant projects

4.3.1. OCL1: Content expertise

As first critical feature for a project leader, the expertise and qualifications with regard to the content of the project at hand has been identified. In this respect, one of the interviewees claimed that it is absolutely crucial to be deeply embedded into the content and act as an expert for the project with regard to the team members and the client.

> *The thing is that if you are working as a consultant they always expect you to know it. (Interviewee 7, 25 September 2014, 100)*

In terms of the client, the project leader represents the competence of the entire team as well as of the consulting company. With regard to the team members, they expect the project leader to be extremely well informed and knowledgeable about the project outcome in order to steer the team into the right direction and

take decisions that yield the desired outcome. This expertise also relates to the fact that the project leader is found to have a critical function to define the work goals and desired project outcome (C9) together with the client. Therefore, the project leader has a drastic influence on the definition of the outcome right at the beginning of the project before the other team members get involved.

> *And then at the end you have the customer who also wants to a have a highly competent project leader who is giving him the feeling that he can assign him topics or information […]. Well, someone who also gives him the feeling that he has got someone who brings along a solid competence. (Interviewee 2, 05 September 2014, 47, author's translation)*

ATTRIBUTED OPENING OR CLOSING LEADERSHIP BEHAVIOR(S) TO OCL1:

- ➔ C3: Take corrective actions
- ➔ C5: Prioritize and filter relevant information
- ➔ C6: Give general view of project and provide sense of direction
- ➔ C9: Define particular work goals

4.3.2. OCL2: Ability to structure tasks and focus on the goal to ensure the feasibility of the project outcome

Besides monitoring the correct task accomplishment, interviewees indicate that the project leader's ability to structure the project, create a time schedule, and closely monitor the goal attainment represents one of the key success factors to efficient project leadership.

> *And in the end the leadership task is then to say: Good guys, we go in this direction because this is (--) this is what comes out of what everybody, or what most people think. And this is the thing to leadership and (--) the feasibility you have to create I think is a leadership task, too […] Creating this feasibility requires a structure and that structure is what I am shaping*

like I set up the meeting cadence, and the reporting for example is what I do. (Interviewee 7, 25 September 2014, 45-49)

This is also related to a strong communicator function towards the client and the team member. Ensuring the transparency and clear structuring of the project was found to have a tremendous effect on the project success.

For every week we have created a plan about what we want to achieve in the upcoming week and what not (---). […] And for this reason it was essential to make everything transparent to the client: what are we currently working on? How does it look like? And this I have to communicate to the team = well this is like a constant component that we also try to make clear towards the team: what are the next steps? What are we working on? (Interviewee 11, 10 October 2014, 105, author's translation)

ATTRIBUTED OPENING OR CLOSING LEADERSHIP BEHAVIOR(S) TO OCL2:

- ➔ C4: Monitor and control goal attainment
- ➔ C6: Give general view of project and provide sense of direction
- ➔ C8: Pre-structure tasks & provide structure throughout project, and take staffing decisions
- ➔ C9: Define particular work goals
- ➔ C11: Create and monitor time schedule
- ➔ C12: Stick to plans, meet deadlines and milestones

4.3.3. Project leader serving as information hub and contact person

Interviewees agreed upon the fact that one of the most significant functions that the leader needs to fulfill is to be well-informed and be always up to date about the status of the project. This is especially relevant to be able to supply team members with the critical information needed in order to satisfactorily execute their attributed tasks. This role is claimed to be even more significant than soft

facts such as team members' motivation. This relates however not only to the team members, but also with concern to keeping the client on track about the project progressing. At the same time, the project leader must act as a contact person who is always open to the team members' problems when executing their tasks and who is always approachable to new ideas and opinions.

> *The bundling of the information, well so to speak being the junction as project leader, is crucial or has been crucial in order to always have the content and information ready on demand in a way that you can always reflect them with the client. […] The most important thing is to be the contact person for everyone who is involved in the project. And then to, well not create, but always allow for the exchange of the information and of course based on those information to lead the project into the right direction. (Interviewee 2, 05 September 2014, 45, author's translation)*

ATTRIBUTED OPENING OR CLOSING LEADERSHIP BEHAVIOR(S) TO OCL3:

- ➔ O7: Listen carefully to and demonstrate openness towards team members' new ideas and support innovation
- ➔ O13: Enable information exchange between team members and customer
- ➔ C5: Prioritize and filter relevant information

4.3.4. OCL4: Moderator Function

Another highly significant feature that was cited by several interviewees to be critical for project success is the aspect of being able to deal with the boundary conditions of the project. This ability is mainly crucial to path the way for the team members to become creative. In this respect, a project leader is not necessarily required to become creative himself, but rather leave the generation of creative ideas to the specialists in his team. In order to reduce stress and ambiguity for the team members, the project leader takes over the role of dealing with cost and time issues, focus on goal accomplishment as well as integrating the clients' expectations into the team members' solution generation.

In many cases I have only set up the guidelines and formulated the principles. And I paid attention that everything would conspire together and that rules are kept. But the actual work and the creativity is coming in most cases, or in 99%, from the team members. (Interviewee 3, 05 September 2014, 49, author's translation)

Well the project has to (.) really be able to step back and to say: "Okay I keep an eye on the concept as a whole, but I will leave the implementation to the specialists". This is the reason for which you have a team. And I think that it is important that in those cases the team performs (Interviewee 8, 25 September 2014, 160, author's translation)

ATTRIBUTED OPENING OR CLOSING LEADERSHIP BEHAVIOR(S) TO OCL4.1:

- ➔ C2: Promote efficient acting and sticking to rules
- ➔ C4: Monitor and control goal attainment
- ➔ C6: Give general view of project and provide sense of direction
- ➔ C10: set guidelines, and give concrete instructions about how tasks are to be carried out
- ➔ C11: Create & monitor time schedule
- ➔ C12: Stick to plans, meet deadlines and milestones

In correspondence to the finding that creativity is primarily coming from team members rather than from the project leader, respondents claimed that a qualitatively high outcome is never the result of the project leader's own skills and content expertise, but that it is rather the complementary skills of the team members which the project leader has to realize and balance. This is also associated with the ability to identify the strengths and competences of the team members and delegate tasks accordingly. When team members are given tasks matching their competences, in consequence they can generate creative solutions. Accordingly, besides content-related expertise and technical skills, the project leader needs to evaluate team members with regard to their way of approaching problems and finding solutions. Therefore, the project leader must

realize and act in a way that supports team members in their creative efforts, while the project leader is assigned the role of a moderator (or enabler) taking care of the boundary conditions, for which especially closing leadership behaviors are crucial.

> *As a rule you are of course not the expert, or the head of department or whatever. Therefore you are dependent on the team […] and thus I would try to work on that with the entire group. (Interviewee 4, 11 September 2014, 159, author's translation)*

> *And when you know the field of expertise of this person, then you can for example say: Well this solution which we have recently worked on, could be supported from a technical perspective. And then he (the team member) is in a situation in which he says: "Wow, my knowhow is being demanded!" And with that you would basically also enhance his idea generation (Interviewee 8, 25 September 2014, 144, author's translation)*

ATTRIBUTED OPENING OR CLOSING LEADERSHIP BEHAVIOR(S) TO OCL4.2:

- ➔ O10: Stimulate knowledge diffusion through enhancing open discussion and communication
- ➔ C8: Pre-structure tasks & provide structure throughout project, and take staffing decisions
- ➔ C10: Set guidelines, and give concrete instructions about how tasks are to be carried out

4.3.5. Ability to balance control and empowerment

In the first place, what interviewees claimed to be an important feature for project success is the fact that the project leader should avoid micromanagement if possible. In the same context, respondents argue that the project leader should not interfere if things go according to the plan. As a result of a rather passive leadership approach, the project leader does not kill creativity by strict control.

> *You cannot say that exclusively it is one approach or the other, but it is rather a combination. That includes that the project leader gives instructions to a certain extent, but which he might also keep to himself at the beginning in order to listen to the ideas of the team members in the first place. […] The team members always want a strong project leader who is giving him clear instructions, but who is not restricting him in his, maybe subjectively perceived, innovation capability at the same time. (Interviewee 2, 05 September 2014, 37-47, author's translation)*

Similarly, the participants repeatedly stated that it is crucial for a project leader to find the right balance between granting freedom to the team workers to execute their tasks on the one hand and exercise control in order to lead the project into the right direction and focus on the goal attainment on the other hand. Finding this balance allows team members to become creative and come up with ideas that solve the problem proposed at the beginning.

ATTRIBUTED OPENING OR CLOSING LEADERSHIP BEHAVIOR(S) TO OCL5:

- ➔ O2: Give room for independent thinking and acting
- ➔ O5: Empower team members and delegate task
- ➔ C6: Give general view of project and provide sense of direction

4.3.6. Overview of identified key leadership behaviors for high team innovative outcome in management consultancy projects

Table 9 lists the key roles which need to be displayed by a management consultancy project leader in order to ensure an innovative team outcome of the management consultancy project. Those key tasks are complemented by assigned opening and closing leadership behaviors which were found to be critical for enacting and communicating those functions.

No. of item	Assigned opening and closing leadership behaviors
OCL1: Content expertise	➔ C3: Take corrective actions ➔ C5: Prioritize and filter relevant information ➔ C6: Give general view of project and provide sense of direction ➔ C9: Define the work goals and desired project outcome
OCL2: Ability to structure tasks and focus on goal to ensure feasibility of project	➔ C4: Monitor and control goal attainment ➔ C6: Give general view of project and provide sense of direction ➔ C8: Pre-structure tasks & provide structure throughout project, and take staffing decisions ➔ C9: Define particular work goals ➔ C11: Create and monitor time schedule ➔ C12: Stick to plans, meet deadlines and milestones
OCL3: Project leader serving as information hub & contact person	➔ O7: Listen carefully to and Demonstrate openness towards team members' new ideas and support innovation ➔ O13: Enable info exchange between team members ➔ C5: Prioritize and filter relevant information
OCL4: Moderator Function	➔ O11: Stimulate knowledge diffusion through enhancing open discussion and communication ➔ C2: Promote efficient acting and sticking to rules ➔ C4: Monitor and control goal attainment ➔ C6: Give general view of project and provide sense of direction ➔ C8: Pre-structure tasks & provide structure throughout project, and take staffing decisions ➔ C10: Set guidelines, and give concrete instructions about how tasks are to be carried out ➔ C11: Create & monitor time schedule ➔ C12: Stock to plans, meet deadlines and milestones
OCL5: Ability to balance control and empowerment	➔ O2: Give room for independent thinking and acting ➔ O5: Empower team members and delegate task ➔ C6: Give general view of project and provide sense of direction

Table 9: Summary Key Success Factors for Project Leadership in Consulting and associated opening and closing leadership behaviors according to Rosing et al. (2011)

SUMMARY - PROJECT LEADER AS NODAL POINT AND CONNECTOR

According to the summary provided in Table 9, both opening and closing leadership behaviors are of significance for a successful project leadership. At this point it needs to be underlined that opening and closing behaviors are necessary to communicate and execute the underlying key success factors of leadership in the context of achieving a high team innovative outcome of management consultancy projects. Therefore displaying both opening and closing behaviors enables the leader to fulfill the consultant function as key source of innovation for the client firm.

Beyond that, the majority of assigned opening and closing leadership behaviors are congruent with the list of constantly displayed leadership behaviors identified in Chapter 4.1.2 (cf. Table 6). This is especially the case for a larger number of closing leadership behaviors (i.e. C4, C5, C6, C8, C11 and C12) as well as for several opening leadership behaviors (i.e. O5, O10, and O13).

Taking into account the identified key success factors, interviewees correspond in their statements that there is a tremendous responsibility for the project outcome related to the project leader. In consequence, the status as a central figure and nodal point of the consulting project can be assigned. Findings further reveal that displaying both opening and closing leadership behaviors enable him to act as connector and front man.

Those results are contrasted with existing literature in the following chapter.

5. DISCUSSION

The following chapter initially covers the interpretation of the findings presented in Chapter 4 by referring back to the ambidextrous leadership theory as well as existing research examining the link between leadership and innovation. The discussion of the findings does at this point not aim at drawing generalizable results. Instead it points out relevant suggestions for which findings provide support. Thereby a broader approach towards research in the field of ambidextrous leadership is chosen and areas of going deeper into the topic are indicated, which will also be addressed in the future results section in Chapter 6. The composition of this chapter follows partially the structure applied in the results chapter as some key findings relating to each sub-question are discussed and set in relation to existing literature. Beyond that, the interpretation of the findings occurs in an overlapping manner, spanning across all three sub-questions.

5.1. Dynamics of opening and closing leadership behaviors

In this section, findings relating to answering sub-question 1, viz. the evolvement of opening and closing leadership behaviors along the innovation process, are discussed.

5.1.1. Preference of closing leadership behaviors

In the first place, results from the interviews provide strong support for the assumption that there is a general preference for closing leadership behavior throughout the entire project. At first sight, this suggestion represents a contradiction to the finding by Zacher and Rosing (2015). They found in their quantitatively designed research that team innovation was high when leaders displayed a high degree of open leadership behaviors, while no significant relationship for high closing leadership behaviors and team innovation could be concluded (ibid.). Despite those findings, the suggested preference for continuously displayed closing leadership behavior can first be explained with

arguments from the ambidexterity literature, secondly with referring to the subject of managing for innovation in general, and taking into account the consulting context as a last point of reference.

In the first place, as argued in Chapter 2.2.3 about Rosing et al.'s (2011) ambidextrous leadership concept, there is a strong association between closing leadership behaviors and exploitative activities such as implementation (Rosing et al., 2011). This relationship is explained by the fact that the decrease of variance, which is to be achieved by displaying closing behaviors, is the core of exploitation (Gupta et al., 2006; March, 1991). Due to the fact that engaging in explorative and exploitative activities is linked to resource allocation decisions and dealing with paradoxes, firms generally show a tendency towards exploitation (Andriopoulus & Lewis, 2010; Venkataraman et al., 2007; cf. Chapter 2.1.3). Similarly to a firm's preference for exploitation, a leader might be in general in preference for closing leadership behaviors.

Secondly, concerning the subject of managing for innovation, several interviewees pointed out the high degree of randomness in the context of innovations. As a result, they raise the question whether it would generally be possible to have a leadership style that is particularly targeted to realize innovation. Findings from the interviews rather provide support for the conclusion that it is a leader's organizational skills which are relevant in this context. More precisely, this means that a leader ought to take care of the administrative tasks and boundary framework such as controlling the attainment of the goals, pre-structuring tasks, creating schedules and milestones, distributing tasks according to the strengths and competences of the team members etc. in order to allow for a high team innovative outcome. As a result, team members are enabled to become creative when executing the assigned tasks. This aspect can be related to a functional leadership approach.
The functional perspective on leadership according to Adair (2006) notes key functions for which the team leader is responsible. Those functions are related to task, team, and individual variables. Some of those can be linked to items of

the final template of closing leadership behaviors (cf. Table 5) derived from the interviews as well as initially proposed by Rosing et al. (2011). This is for example the case for Adair's function *"defining the task"* (meaning to set clear objectives through SMART goals), which can be associated with 'Define particular work goals' (C9). Alternatively, the function *"controlling the quality and rate of work"*, described by Adair as "controlling by being efficient in terms of getting maximum results from minimum resources" can be considered as equivalent to the items 'Promote efficient acting and sticking to rules' (C2) and 'Monitor and control goal attainment' (C4). Accordingly, there is a significant functional role which is assigned to a project leader of management consultancy projects

Last-mentioned, another reason for this general preference for leadership behaviors that aim at decreasing the follower's range of behaviors can be explained by taking into account the context of management consulting projects. With regard to the usually given strict time schedule, tight budget, and often imprecise client expectations about the project outcome, project leaders might feel hindered to display opening behaviors such as stimulating followers to generate own, new ideas and think outside the box (O3), and to provide them with the freedom of independent thinking and acting (O2). As Kathrin Rosing (pers. communication, 27 Jan 2015) claims in this respect, this might be different in other branches or practical contexts such as advertisement or marketing. In those settings the outcome might be more loosely defined at the beginning and therefore team members could be encouraged to think in different and not previously defined directions. In contrast to that, applying another approach in the consulting context might yield more innovative results, for example by allowing more time for the team members to think in completely different ways and by not permanently steering the idea generation in a certain direction. By not communicating an outcome-oriented vision, project leaders might allow team members to come up with abstract ideas, which can be linked to the desired outcome in a second step. More room for creative thinking and

independent acting would then be provided (ibid.). However, as of today, consultants' behavior is tightened to given constraints in form of a pre-set budget, time frame, and stipulated project deliverables. Therefore, displaying closing leadership behaviors focusing on achieving the goals and accomplishing tasks in a pre-defined manner appears to be significant and essential for a high team innovative outcome

5.1.2. Overlapping phases

In face of the boundary conditions present in the consulting context, results from the interviews do neither indicate a possible distinction between the phases in the consulting process as described in Chapter 2.3.3, nor according to idea generation and implementation phases (cf. section 2.1.2) along the project or the innovation process, respectively. This allows for the claim that the phases along the consulting project are overlapping and cannot be distinguished.

Existing literature supports this suggestion of overlapping phases. Among others, Anderson et al. (2004), King (1992) and Van de Ven, Polley, Garud and Venkataraman (1999) conclude that creativity and implementation are inherent parts of the innovation process. According to their summary, those phases do neither proceed in a linear fashion, nor can they be split into separate stages. Similarly, support could be found with this study for the statement by Rosing et al. (2011) that "there are no distinct phases in neat succession, but rather events that unfold in sequences that are often unpredictable" (p.966). For this reason, their proposition that it is unfeasible to separate exploration and exploitation can be considered true and their ambidextrous leadership concept can be assigned to the form of contextual and simultaneous ambidexterity. According to the definition of contextual ambidexterity, teams involved in innovation show both exploration and exploitation in an unpredictably alternating sequence (Rosing et al., 2011). Similarly, as concluded by Blount and Janicik (2001), the timing of events cannot be easily planned. Instead, events emerge within the process and time plans will need to be incessantly adapted to the unfolding events. All of those statements go along with the findings of the present study.

DEGREE OF INNOVATIVENESS

Besides the suggested finding that leaders do neither adapt their behavior according to idea generation and implementation phases nor according to the respective stages of the consulting process, summarized statements from the interviews did not provide any support that they change their behavior according to the project outcome's related degree of innovativeness. More precisely, interviewees did not indicate in that matter that they would select their behavior according to whether the outcome of the project was supposed to be an incremental innovation (e.g. process optimization or business streamlining) or a radical innovation, for example in form of the development of a new business model or product line. Instead, the success of the project was tied to the fulfillment of the client's expectations and the achievement of the pre-defined project goals. This can be set in correspondence to the claim by Day and Antonakis (2012) that leadership is associated with defining subordinates' tasks and directing and guiding followers' in conformity with the organization's strategies in order to ensure that the demands of the external environment are met. Therefore, the degree of innovativeness is only of minor importance to determine the leader's behavior, but it is the achievement of the deliverable in time, budget and quality which is significant for a successful project outcome. In consequence the degree of innovativeness of the project was not found to be an indicator for a leader's behavior within the scope of the present study.

APPLICATION OF PROCESS MODELS

In addition to that, those findings are in line with the results of Visscher's (2001) research about design methodology in management consulting. Although the International Council of Management Consulting Institutes states that "the professional management consultant *moves through a prescribed set of steps* [italics added] bringing objectivity, independence and problem solving skills to the particular requirements of the client" (ICMCI, 1999, p.7 as cited in Visscher, 2001), Visscher (2001) concludes that "consultants generally do *not* follow standardized phase-models, but that their actions are contingent and situated" (p.76). In this respect he also draws the conclusion from this research that phase

models mainly serve an external function, viz. a social function in order to be able to communicate the current working packages and progresses to the client on the one hand, and a managerial function for project management purposes on the other hand.

PROJECT STARTING PHASE

Although phases are overlapping, the beginning of the project represents a point of time for which respondents explained their behavior in great detail. However, results were of controversial nature.

On the one hand, some respondents claim that at the beginning a project leader should provide a high degree of freedom and stimulate the team members to generate numerous ideas which are evaluated and selected in later steps (comparable to an information funnel). Those statements would be in line with the findings by Cheng and Van de Ven (1996), Oke et al. (2009) and West (2002). They concluded that a general need for creativity and explorative activities in the beginning phases is indicated, while in later stages implementation and exploitative activities are needed. According to the theory proposed by Rosing et al. (2011), this leads to a higher need for opening behaviors at the beginning and more closing leadership behavior towards the end of the innovation process or end of the project.

On the other hand, interviewees indicate the need to be very restrictive and demonstrate tight control at the beginning to ensure that the goal is well understood and tasks have been clearly communicated. In this case team members would be able to accomplish tasks in a way that the goal is achieved. As a result, the project leader would need to be less involved in later stages.

In consequence to this controversy, the findings of the collected and analyzed data do not allow drawing a final conclusion in this matter and leave room for future research. This matches the findings by Cheng and Van de Ven (1996) who showed in their research that especially the beginning of the innovation process follows complex patterns. Similarly, whether a project leader demonstrates more opening or closing behaviors at the beginning are two different

approaches of managing the project and the team. Therefore, leadership at the project beginning can be dependent upon numerous moderating conditions (K. Rosing, pers. communication, 27 Jan 2015). Some of such moderating conditions are those addressed in sub-question 2, whereas factors as 'history of co-working' (TM 2.1) and 'goal clarity' (TP2) can especially influence the behavior demonstrated by the leader in the starting phase. However, with this suggestion for moderating factors the presumption by Rosing et al. (2011) is rejected that idea generation would always demand opening leadership behaviors.

5.1.3. Preference for displaying behaviors in a constant manner

Considering the indicated finding that behaviors have not been demonstrated according to idea generation and idea implementation phases and that generally phases can be considered overlapping, interviewees' claim for behavior which is displayed in a constant manner arises for the context of innovation.

This statement is especially relevant with regard to the list of both constantly displayed opening and closing leadership behaviors illustrated in Table 6 in section 4.1.2. For example the need to 'Create a culture of allowing for mistakes and error learning' (O8) can be linked to the general characteristics of the transformational leadership style. In this respect, the permanent demand for allowing error learning is in accordance with the findings by Nemanich and Vera (2009) who concluded from their research that transformational leadership positively contributes to the achievement of organizational ambidexterity directly or indirectly through the establishment of a learning culture. This provides also an explanation why the item 'punish error and failure' has been removed from the initial template of closing behaviors. Besides, for the item 'Empower team members and delegate tasks' (O5) it is reasonable to conclude that this behavior ought to be displayed constantly as according to Jansen et al. (2009) transformational leadership enhances followers' creativity via enhanced empowerment.

ADDITIONAL PROJECT MANAGEMENT ACTIVITIES

In this respect, there are also permanently demanded behaviors which can neither be classified as opening nor as closing behaviors. More precisely, they cannot be related to an increase or decrease of the followers' range of behavior as suggested by Rosing et al. (2011), but can rather be set in relation to general project management activities.

This is for example the case for the identified items 'provide support to team members in executing their tasks', 'align the interests of various stakeholders', 'show willingness to take decisions and stick to them" and 'bundling and coordinating content'. In this case, Rosing argues that 'it is just natural that the project leader has to take care of a lot of different things; but of course not all of those behaviors and activities can be assigned to opening or closing behaviors" (K. Rosing, pers. communication, 27 Jan 2015; author's translation).

However, findings suggest that those identified skills can be considered essential for consultants to fulfill their role as source of innovation for the client firms. For example, the need for bundling and coordinating contents as well as to align the interests of various stakeholders is related to the consultants' function of diffusing knowledge through scanning, gathering and communicating information (Lynn et al., 1996; Wolpert, 2002). Besides, as explained in Chapter 2.3, to align the interest of various stakeholders matches the consultants' role as "key bridging intermediary" and "marriage broker" (Bessant & Rush, 1995). For this reason, the permanent role of the project leader to serve as information hub and contact person (OCL3) can be derived. This is also linked to the function of the project leader as connector between the team members and the client on the one hand, but also as networker between different responsible stakeholders within the client firm in order to get relevant information needed for a successful project completion. This becomes reasonable with regard to the finding by Tilles (1961, as cited in Rincón-Argüelles et al., 2013) who states that consultants contribute to the establishment of valuable intra-organizational relationships within their clients. Related to the function as information hub there is also the need for a project leader to continuously demonstrate content-

related expertise. This required expertise is underlined by the finding that consultants are attributed the role of providing expertise (Sturdy, 2011) and transferring specialized, expert knowledge to the user (Bessant & Rush, 1995). In consequence, the findings of the interviews confirm the claim that consultants act as key generator and distributor of knowledge (Wright et al., 2012). As a result, the function of management consultants as key source of innovation has been shown in the scope of the present study's findings.

SUMMARY - PREFERENCE FOR CONSTANTLY DISPLAYED BEHAVIORS

All in all, as none of the respondents could unambiguously define when exactly they demonstrate which behavior in the different phases of the consulting project, and due to the fact that several researchers claim that the overlapping of idea generation and implementation makes it hard to identify which behavior to demonstrate at which point in time (Bledow et al., 2009; Cooper, 2014), findings provide support for the conclusion that changes in the leader's behavior are not required for a successful project outcome and even are not desired by the client or by the team members.

For this reason, in contrast to the theory proposed by Rosing and colleagues (2011), a leader should demonstrate behaviors on a more constant basis. This approach corresponds to the presumptions of numerous leadership theories (e.g. transformational and transactional leadership) and seems more suitable in the context of managing for innovation compared to continuously switching between controversial leadership behaviors. In accordance for the preference of constantly-displayed behavior, it can also be reasoned that normally behavioral changes do not occur in a volte-face (or backflip), but in an incremental (or gradual) manner.

However, results from the interviews also point towards the fact that it is not always possible for project leaders to behave constantly. In this respect selected factors causing leaders to switch their behavior were identified. Those are addressed in the following chapter.

5.2. Factors causing a project leader to switch between opening and closing leadership behaviors

Several factors have been identified that lead to a switch in the leader's acting. The derived clusters to which the identified triggers could be assigned (i.e. team, project leader, client, and project-related variables) partially correspond to the factors identified by contingency theories. According to those theories, leadership behavior is dependent upon numerous variables in terms of subordinates characteristics (e.g. skills, expertise, and motivation), task characteristics (e.g. stress, complexity) and leader-subordinate relations (e.g. shared goals, mutual trust) (cf. Fiedler, 1967 as cited in Michaelson, 1973; Yukl & Mahsud, 2010).

In the following, the factors which were identified throughout the interviews to play a more decisive role in influencing the project leader's behavior of management consultancy teams will be contrasted with existing literature.

5.2.1. Project-related factors

In general, the findings of the interviews provide support for the conclusion that in the context of a consulting project, in which the outcome (deliverables) is pre-defined and a tight cost budget and time window is given, it is time pressure, deadlines, and client expectations playing a decisive role in determining the behavior of the project leader.

As already indicated in Chapter 4.2.3, time pressure does not allow for endlessly searching for and finding the optimal solution. For this reason consultants have to start working with first potentially valuable ideas and then develop it from there step by step. Due to those time and budget constraints, project leaders mainly display closing leadership behaviors as explained in Chapter 5.1.

However, when the goal is not precisely defined by the client sponsor, project leaders should display more open leadership behaviors in order to benefit from the creativity, knowledge and skills of the team members. This complies with the findings by Cheng and Van de Ven (1996), Oke et al. (2009) and West (2002) who suggest that opening behaviors support follower's idea generation.

In this respect, in order to optimize project results project leaders should be motivated to straighten out goals and client expectations to the largest possible extent at the beginning of the project in order to allow for a high degree of goal clarity among the team and therefore establish a high focus on achieving those goals. This becomes relevant with regard to the fact that ambidexterity and thus achieving innovation was found to be highly dependent on goal clarity as "nothing retards ambidexterity like confusion about basic goals, objectives, and models. Indeed, leadership coaches stressed repeatedly that when top management stumbles over decision making and communication, the downstream consequences are often enormous."(Vey, Stergios & Thomas, 2005, p.6)

5.2.2. Client characteristics

This argument about fulfilling the client's expectations is linked to another significant aspect impacting a leader's behavior, viz. the characteristics of the client. Especially with regard to the displayed client's willingness to change and to cooperate, team outcome is significantly influenced. This argument is confirmed by the statement by Rosing and colleagues (2010) that it is not individual, but rather variables that "reside on higher organizational levels, such as management support and organizational support for innovation" (Rosing et al., 2010, p.196) which predict implementation. Similarly, the role of organizational support for innovation as moderating factor on leadership behavior is suggested by the results to be significant. This corresponds to the findings by Jung, Chow and Wu (2003) that transformational leadership would be particularly predicting organizational level innovation via enhanced support for innovation. More precisely, if the organizational climate is perceived as such that the company facilitates the implementation of new products, processes, and the like, organizational innovation is enhanced (ibid.). In this respect it is also shown in literature (and has also been expressed by interviewee participants) that the approach to the project and thus the behavior of the consultants is always dependent on the respective client involvement in the consultants'

project. In this respect, Hislop (2002) showed that the consultants' standard implementation model is adapted according to the degree of client intervention, which in turn is leading to divergent patterns of management as well as technological innovations.

5.2.3. Team-member related factors

With regard to the identified team variables, the most significant one determined throughout the interviews was related to the established trust relationship between the project leader and the individual team members. As a result, the more established and the deeper this relationship was, the earlier project leaders can delegate tasks, provide higher task autonomy and transfer more responsibility to their followers. Experience represents an important impacting factor on leadership behavior and its impact on followers' ambidextrous behavior since "individuals' prior work experience affects their actual behaviors towards exploration and exploitation" (Bonesso et al., 2014, p. 402). Similarly, Mumford et al. (2002) conclude that leading creative people is dependent on the team leader's expertise.

LEADERSHIP SUBSTITUTES

In terms of the relationship between team members and project leader, the 'history of co-working' factor can be seen in relation with the substitutes-for-leadership theory developed by Kerr and Jermier (1978). In this model, the authors analyzed 13 characteristic variables which displace the leader in output effectiveness (Xu & Zhong, 2013). Accordingly, factors such as the characteristics of the subordinates, tasks, and organization might substitute for, or supersede, leader's behavior. Those factors are assumed to interact with leader behaviors or may influence subordinates' job satisfaction, morale, role perceptions, and performance (Wu, 2010). According to their theory, leaders can reduce the need for some types of behavior by increasing "substitutes" for it. One option to reduce for example the need for direct supervision would be to select experienced subordinates and delegate authority to them for resolving problems in their work (Yukl & Mahsud, 2010).

Linking this theory back to the concept of ambidextrous leadership by Rosing et al. (2011) and taking the findings of the interviews into account, findings provide support for the conclusion that less closing leadership behaviors would be needed if project leaders and team members have already established a trust relationship through a prior common working history. In consequence, the deeper the trust relationship, the more opening leadership behaviors can be displayed without losing the focus on achieving goals and compromising on project outcomes as team members would independently take care of a uniform task accomplishment and stick to the rules. On the other hand, this trust relationship could become beneficial in the context of an innovation-oriented project: In such a case, displayed closing leadership behavior would not kill followers' creativity and innovation when trust has been established before.

5.2.4. Project leader's variables

Results suggest another driving factor which is influencing the demonstrated leadership behavior, viz. the personal stress level of the project leader. Interviewees confirmed that stress (or the perceived stress level) of the project leader has a drastic influence on the way in which he is acting, whereas no uniform conclusion could be drawn about the origins of the stress. Interviewees' statements reveal that main triggers can relate to upcoming milestones and deadlines, the client's pushiness, the clarity of the client's expectations about the deliverables, the project leader's own expertise as well as the team members' skills and motivation. In this manner, interviewees uniformly stated that the stress is especially critical to the project leader as he carries the responsibility for the entire project. All in all, interviewee statements allow for the conclusion that stress is the main trigger why leadership behavior cannot be constant.

For this reason, the stress for the project leader must be reduced to the largest possible extent as managers suffering from occupational stress were found to be less productive in comparison to managers with lower stress levels. Stress reduction can for example occur in form of support from the supervisors and

peers, i.e. through work-group support and goal clarity (Bliese & Castro, 2000) and perceived organizational support (Stamper & Johlke, 2003).

With regard to the key factors identified from the various clusters, the conclusion is proposed that stress can among others be reduced if trust has already been established between team members and project leader in the first place; secondly if the client expectations and project goals are clarified; and thirdly if the client demonstrates willingness to cooperate and change.

Based on those identified factors and the corresponding arguments found in literature and the following conclusions can be drawn:

The idea by Rosing and colleagues (2011) that flexible behaviors are more suitable in the context of innovation due to the fast-changing and conflicting demand of the innovation task cannot be entirely confirmed with the findings of this study. Instead, it is rather the case that project leaders ought to display a fairly constantly displayed leadership behavior throughout the entire project and only adapt it to contextual changes, however to the smallest possible extent. All in all, project leaders should therefore be as constant in their behavior as possible, but as adaptive to the situation as necessary.

5.3. Role of opening and closing leadership behaviors for innovative project outcome

Based on the findings elaborated in Chapter 4.3, in which the need for both opening and closing leadership behaviors for a successful project outcome has been pointed out, the argument by Zacher and Rosing (2015) is confirmed who suggest that "leaders need to be able to support and encourage both exploration and exploitation behaviors on part of their followers as these are the essential activities in the innovation process. Opening and closing leadership behaviors serve this function." (p.57)

However, while Rosing et al. (2011) define ambidextrous leadership as the ability "to foster exploration by opening behaviors and exploitation by closing

behaviors and flexibly switching between these behaviors according to situational and task demands" (Rosing et al., 2010, p.199), the results of the study at hand do not support the need to flexibly switch between controversial behaviors. As an alternative approach, findings allow for drawing the following conclusion: Rather than flexibly switching between opening and closing leadership behaviors, which implies behaving either in an opening or closing manner at a time, the results of this study indicate that the project leader should rather be balancing those controversial leadership behaviors in the sense that both kinds are simultaneously present at the same time, but to a different degree and contingent on the situation.

This suggested statement can be verified and affirmed by numerous studies and findings in the ambidexterity literature. In the first place, this supposition is consistent with the statement by Lavie and colleagues (2010) that distinguishing exploration and exploitation is a matter of the degree rather than the kind, and therefore "exploration-exploitation should be treated as a continuum rather than a choice between discrete options" (p. 114). Based on this argument, modifying Rosing et al.'s (2011) model of ambidextrous leadership from the flexible switching to the continuous balancing of opening and closing leadership behaviors would also correspond to the approach of contextual and simultaneous ambidexterity. As defined in Chapter 2.1.3, contextual ambidexterity is obtained through the behavioral capacity to simultaneously achieve alignment and adaptability. Gibson and Birkinshaw (2004) claim in this respect that contextual ambidexterity is best achieved through building a set of processes or systems that enable and encourage individuals to make their own judgments about how to divide their time between conflicting demands for alignment and adaptability. As a result, a higher degree of innovation can be achieved in comparison to structural ambidexterity and the argument is underlined that both exploration and exploitation are essential in order to keep up with the pace and complexity of innovation (Tushman & O'Reilly, 1997). Correspondingly, results point towards the conclusion that the ambidextrous

leadership approach seems well suitable for managing for innovation in the consulting context.

In addition to that, another reason why this suggested approach corresponds to the ambidexterity concept is presented in the argumentation that creativity and implementation cannot be entirely attributed to exploration and exploitation, respectively. More precisely, although creativity is generally associated with explorative activities and idea implementation with exploitation (as shown in Chapter 2.1.2), creativity at the same time requires some degree of exploitation as ideas must not only be new, but also useful and thus in need of exploiting existing knowledge. On the other hand, idea implementation involves some sort of exploration (Rosing et al., 2011).

In the last place, as the initial ambidextrous leadership model referred to balancing transformational and transactional leadership (cf. section 2.2.3), the proposition of balancing opening and closing leadership behaviors would also be in line with this balance. This statement can be confirmed with the suggestion by Bass (1999) that transformational leadership actually is an extension of transactional leadership, and "therefore, a leader can simultaneously be both or neither" (Bucic et al., 2010, p.232). Consequently, the claim for a rather constantly displayed leadership style instead of switching between contrasting leadership behaviors is underlined.

Summarizing, with regard to the statements that both opening and closing leadership behaviors need to be demonstrated to achieve team innovation, and also that behaviors ought to be shown in a rather permanent manner, the conclusion appears reasonable that both opening and closing leadership behaviors have to be demonstrated at all times but in a varying degree, and also behaviors which neither target to increase nor decrease variance, are essential for management consultants to fulfill their role as source of innovation for the client's firm. For this reason, an integrative model of ambidextrous leadership can be comprehended as constantly balancing rather than flexibly switching between opening and closing leadership behaviors in order to achieve a high team performance in the innovation context.

6. CONCLUSION

Comparing the existing research studies and the findings of the study at hand, it becomes obvious that most of the findings were at least partially supported by the already established body of knowledge. Nevertheless, the present study's results extend this existing knowledge by shedding light on the role of opening and closing behaviors of project leaders in the context of management consultancy projects.

The first two research sub-questions were answered in the findings section (Chapter 4) and contrasted to the knowledge of existing research studies (Chapter 5). The first research sub-question was answered by pointing out in the first place the dominance of closing leadership behaviors, which was explained by the strict and constrained nature of the consulting context and the general preference for exploitative activities, as well as by the overlapping of the phases along the project with respect to idea generation and implementation processes. Therefore, as idea generation and implementation could not be identified as factors causing a leader to change his behavior from opening to closing behaviors and vice versa, the identification of other triggers was addressed in the second research sub-question.

This second question was also answered both in the findings and the contrasting with existing theories section. Aspects relating to team members, the client, the task and project as well as characteristics concerning the project leader himself have been identified. The most relevant triggers have been set in relation to existing literature which confirmed the findings of the study.

The answers to the last research question concerning the role of opening and closing leadership behaviors for team innovative outcome was also addressed in the findings section. However, derived conclusions could not be fully elaborated with existing research studies. In consequence, this points out the need for future research in this field of interest.

The following illustration (Table 10) offers an overview about the proposed sub-questions and the respective conclusions derived from the interviews:

1. How do the dynamics of opening and closing leadership behaviors evolve throughout the process of management consultancy projects?
➔ A general tendency towards closing leadership behaviors has been observed. This allows for the proposition that the project leader is especially assigned to functional leadership and administrative tasks in the management consulting context. ➔ No differentiation between idea generation and implementation phases could be observed. For this reason, no uniform conclusions can be drawn towards the dynamic evolvement of opening and closing leadership behaviors throughout a consulting project, or the innovation process respectively. ➔ Findings rather point towards the preference of constantly-displayed leadership behaviors (both opening and closing). This aims at ensuring predictability for the team members and demonstrating professionalism towards to client.
2. Which are the factors causing a project leader to change his behavior along the innovation process?
➔ Identified triggers causing a project leader to switch between opening and closing leadership behaviors were clustered in terms of variables relating to the team, the project leader, the task or project, and the client. ➔ Findings indicate that the factors with the most significant influence on the project leader's behavior are related to human aspects, such as: o the trust relationship between project leader and team members, o the project leader's personal characteristics and his personal stress level, as well as o certain client characteristics such as willingness to cooperate ➔ Those factors do not lead to a radical backflip of behavior, but rather to a gradual change.
3. How do opening and closing leadership dynamics affect the innovative outcome of the project?
➔ Five key success factors for leadership actions to yield an innovative team outcome at the example of management consultant projects have been identified to which previously defined opening and closing leadership behaviors were assigned. ➔ The conclusion is derived that both opening and closing leadership behaviors are relevant for a superior team performance, but that closing behaviors are dominant. Therefore, both types of leadership behaviors must be present at all times, but in a varying degree which is to be flexibly adapted. There is also a critical role assigned to behaviors that can neither be attributed to closing nor opening leadership behaviors, but which are essential for consultants to fulfill their role as key source of innovation

Table 10: Summary of research sub questions and corresponding findings

As a result, Table 11 summarizes the key aspects in terms of how the central research question can be addressed:

Central Research Question:
What is the role of ambidextrous leadership for innovative team outcome in the case of management consultancy projects?
When ambidextrous leadership is understood as the balancing of opening and closing leadership behaviors, then the conclusions of the present study indicate a positive relationship between leadership behavior of the project leader and the innovative team performance in the case of management consultant teams.

Table 11: Summary of the central research question and main conclusion of the present study

In the following, recommendations to management of the consulting firms are formulated (Chapter 6.1), limitations of the present study are pointed out (Chapter 6.2), and areas of future research are identified (Chapter 6.3).

6.1. Managerial Implications

Based on the key findings of the present study, there are several implications for project leadership in management consultancies. The findings show that a nodal role is attributed to the project manager, who has to accompany numerous functions and responsibilities for the initiation, progressing, and the outcome of the project. As stated earlier, leadership has been described as "the glue that holds organizations together, especially in periods of change" (Longenecker et al., 2007, p. 151). Similarly, as one of the interviewees of this study phrased it when asked about the influence of the project leader on the team outcome and project success:

> *That is absolutely relevant in this respect. As a project leader, if I do everything wrong what can be done wrong then I can easily bang a project against a brick wall. (Interviewee 6, 19 September 2014, 73-75, author's translation)*

Accordingly, it is obvious that ambidextrous leadership is challenging for business leaders. Despite their role in defining goals, structuring tasks,

influencing team members' and the client's acting, as well as representing the quality and professionalism of the consulting company, in most cases the respective person is hardly sufficiently prepared and trained. In consequence, there is a significant role attributed to the consulting company. This is especially associated with its Human Resource (HR) department in terms of providing project leaders with the skills and competences to act as ambidextrous leaders. As Probst et al. (2011) already conclude from their research, HR plays an active role in promoting and developing ambidextrous leadership. For this reason the HR department needs to train and develop individual employees to become ambidextrous leaders. From the present study, the conclusion can be drawn that this training must especially develop a project leader's task structuring abilities, extend content and industry-relevant expertise, progress the ability to motivate people to come up with creative outcome-oriented ideas and convince them to work together on the achievement of the respective project goal. Besides, project leaders should be educated in their ability to evaluate the team members' strengths and weaknesses, and how to successfully cope with work-related stress. Especially relevant for the consulting context is the need to train a project leader's forecasting skills. They become crucial with regard to the consultants' diagnostic capabilities which might positively impact the clients thriving for innovation as consultants can help users to define their need in innovation (Howells, 2006) and provide them with the strategic framework for change (Bessant & Rush, 1995).

Another implication for the consultancy business is the idea of rethinking their time scheduling mechanisms in the sense that at the beginning more time should be allowed. This is suggested due to numerous reasons: first, to clearly define the desired project outcome and deliverables; secondly to allow the project leader and the team members to get to know one another and establish the basis for a trust relationship, thirdly to better structure the tasks and create a precise time schedule, and as a result enable the project leader to be able to better assess the subordinates competences and strengths. Allowing a longer time

window for a project would on the one hand give the team the time to generate more and better ideas by vividly exchanging ideas and thoughts in the group. On the other hand it would also reduce time pressure and thus the stress level for the team. Therefore, the establishment of an official initial phase for defining the project and allowing team members to get to know each other should be considered.

Another aspect that would diminish the stress level for the project leader would be given in the case that more decision-making power is given to the project leader with regard to staffing decisions. As of today, projects are generally staffed according to team members' specializations and availability. However, providing more staffing empowerment to the project leader would benefit the team work. Among others, this would be advantageous as trust relationships would have already been established and team members' strengths would have already been assessed. Also, evaluation schemes about the team members' skills and experience should be expanded by assessing factors as team work quality, ways of approaching problems and how they generate ideas.

Last but not least, HR and the consulting partner should more carefully match the upcoming project with the characteristics of the project leader, i.e. his skills, content expertise, and working style. This is due to the fact that the findings of the study at hand point towards improved project outcomes when the person matches the context. Accordingly, the role of the organization for leadership executed on a team-level is highlighted by the statement by Frank Groll, who is the former Head of the Strategy Business Area, Industrial Solutions & Services Division of Siemens AG. He claims that "any general statements about leadership need to be placed within an organizational context that gives substance and direction to them" (as cited in: Brodbeck, Frese & Javidan, 2002, p. 30).

6.2. Limitations

The findings of the present research extend the knowledge about the field of ambidextrous leadership and project leadership in management consultancies. However, due to the focus on personal perceptions and experiences of project leaders of different management consultancy firms, this study could oversimplify the complexities and dissimilarities involved in the project management context.

Other limitations concerning the present study can be assigned to methodological issues, content-related aspects, and limitations of the leadership concept by Rosing and colleagues (2011) which serves as a theoretical foundation for the study at hand.

METHODOLOGICAL LIMITATIONS OF THIS STUDY

With regard to the applied methodology, Lee, Mitchell and Sablynski (1999) note that qualitative research is not able to produce generalizable results, but that it is rather particularly suitable for the elaboration of a theory. In this regard, conclusions are specific to the studied events and need to be interpreted with regard to the individual context. Therefore, the results of the study are only conditionally generalizable and applicable to other contexts. Consequently, for example the indicated dominance of closing leadership behaviors might be only applicable for the management consulting context as leaders are expected to display behavior on a constant basis by the client and their team members, and thus they might be seeking consistency in their behavior. Contrary findings could be possible for different contexts, such as new product development teams or startups.

Another constraint is represented by the moderate number of the interviews and the focus on project leaders, whereas results are self-rated and potentially subject to bias. Future research in this area should for this reason take the opinions of both project leaders and followers into account. By including also followers, and potentially also the client, into the study population, statements by the interviewed project leaders could have been verified or contradicted and

therefore the reliability of the findings would have been improved and chances for self-reported bias would have been minimized.

On top of that, another limitation of this study is linked to the fact that it does not apply triangulation due to the fact that it solely relied on the information collected during the interviews. Conclusions are thus based on the self-reported information filtered through the interviewees' individual perception (Creswell, 2013). As a result of the iterative process of the qualitative research, whereas first data are already analyzed while still collecting data, the researcher's interpretation of the data might be based on his choice of paradigm assumptions, and therefore the study's results might be subject to multi-interpretability (Freebody, 2003). Besides, as it is generally one of the general limitations represented by qualitative research, the results of a might be low in validity and reliability due to the open and less structured approach. This is especially the case as the results might not be reproducible, but could only be tested and verified since all the conditions of the original study cannot be reproduced (Corbin & Strauss, 1990). On top of that, employing the instrument of interviews for the study posed various challenges, such as the possibility of a low participation rate, the possibility of missing data, and the errors that could be caused by these issues. Accordingly, this study faces the general limitations of interview research.

In addition, despite the fact that most interviews have been conducted in the interviewees' native language, participants may have had difficulties to articulate the situation as it was perceived. Also, participants seemed to have difficulties at some occasions to exactly describe their displayed behavior. Besides, results are only applicable for the Western-European management consulting context and might therefore be only partly generalizable for other industrial or cultural contexts.

Other methodology-related restrictions to generalize the results are represented by the issue that the "innovative outcome" or "team innovativeness" have not been quantitatively measured, but only qualitatively assessed. As indicated above, project success is evaluated by soft facts as customer satisfaction or the

signing of contracts for follow-up projects, whereas contributions of the consultants to the client's profit and growth can only be indirectly associated. This aspect becomes also critical by reflecting on the motivation of the project leader to execute a successful project. More precisely, the idea of achieving innovative team outcome becomes limited when the project leader is only interested in incentive payments achieved through follow-up projects with the client. Therefore, the skills of a project leader might be limited to the ability of convincing and persuading others rather than successfully managing for an innovation. Beyond that, as concluded from this study, changes in leadership behavior do not occur in a radical but rather in a gradual way. For this reason, a change in leadership behavior can only be qualitatively and subjectively evaluated, whereas conclusions about varying behaviors are not based on numerical findings.

CONTENT-RELATED LIMITATIONS OF THIS STUDY

The first boundary with regard to the content is the fact that interviewees might not have well-understood the underlying model and the descriptions of opening and closing leadership behaviors. Throughout the interviews, sometimes the feeling arose to the researcher that opening behaviors have been equalized with transformational leadership style and closing behaviors with the established transactional leadership behaviors. As explained in Chapter 2.2.3, this is not explicitly the case. Beyond that, when describing opening behaviors as behaviors which increase the followers' range of behaviors, interviewees sometimes seemed to exclusively explain whether and to what extent they are providing empowerment and job autonomy to their subordinates, which does not completely correspond to Rosing et al.'s (2011) definition of opening leadership behaviors. Correspondingly, similar observations have been made for describing behaviors that decrease the followers' range of behaviors, which sometimes appeared to be associated with controlling subordinates' task accomplishment rather than exactly referring to closing leadership behaviors.

Another aspect in terms of content-related boundaries can be seen in the linking of the innovation process (understood to consist of idea generation and implementation phases) with the exemplary phases of consulting projects. This is problematic with regard to two issues: in the first place, this linkage has never been addressed before in literature and the understanding of the consulting process as innovation process is ambiguous. As a result, no confirmation or counterarguments could be identified in literature and therefore the conceptualization of the study as well as its results requires approval and validation in form of future studies. Secondly, phases of a consulting process mainly exist in theory but are in most cases not observed and taken into account in practice. Therefore, the exemplary projects described by the interviewees are hard to compare and represent different approaches and topics of management consulting projects.

As a last aspect to critically reflect on, the understanding of "idea implementation" might be ambiguous among the participants. As described in literature, idea implementation is associated with any form of application and execution of an idea, which can simply occur in form of "formulating and committing one's thought to paper" (K. Rosing, pers. communication, 27 Jan 2015; author's translation). However, at the same time the understanding of "implementation" among consultants can be associated with the execution of generated concepts in the client's organization. However, in some cases consultants are not even involved in the actual execution of their developed concepts as they are only employed for the creation of a strategic concept or business model. In consequence, there is a dual understanding of implementation and "implementation phases": the first type of implementation occurs when generated ideas are formulated and a concept applicable to the company is worked on, while the second type of implementation is the case when the formulated concept is set into practice (only optional that this is together with consultants). However, when Rosing et al.'s (2011) ambidextrous leadership model has been explained to the participants at the end of the

interview, they could identify with the differentiation of the two meanings of implementation and did not revise their answers.

LIMITATIONS OF UNDERLYING THEORETICAL CONCEPT

As this study is exclusively based on expanding the knowledge on the ambidextrous leadership concept as described by Rosing, Frese and Bausch (2010 & 2011), several boundaries of the study at hand have to be considered which can be attributed to the underlying theoretical model.

In the first place, the concept lacks the process or action of evaluating the generated ideas in terms of their feasibility or consideration for implementation. More precisely, the concept needs to be expanded by leadership behaviors by which a decision can be made about the selected idea that should be implemented in the end. The results of this study allow for the assumption that this should be a behavior that encourages decision taking on the one hand, but a critical reflection and evaluation of the generated ideas on the other hand.

Secondly, the question arose during the interviews whether it is possible at all to specifically manage or lead for innovation. In this respect, the statement of one of the interviewees criticizes the idea of developing a leadership model especially for the innovation context.

- *"Innovation cannot be forced. Innovation actually means that you are in need of your team when seeking possibilities for improvement. And if you're lucky, something innovative will result. […] You can't tell people: "I want you to be innovative now", but you have to agree about what you want to achieve. And then you can try to find new approaches. […] But innovation cannot be demanded according to a time schedule. Innovation is very likely to occur only by chance and is characterized by a high degree of hazard and coincidence. […] Therefore you can only create an atmosphere that is supportive" (Int 1, 132-138)*

This raises the question to what extent innovation management or innovation-oriented leadership is possible at all, or if leading for innovation is a simple expansion of context-specific project management tasks.

6.3. Future research

As this present study represents the first attempt to qualitatively assess the impact of ambidextrous leadership comprehended as switching between opening and closing leadership behaviors, the derived conclusions should not only be quantitatively tested and confirmed, but also expanded with regard to the several aspects which are elaborated in the following section.

PRACTICAL CONTEXT

In the first place, the concept of ambidextrous leadership should be expanded to other industries and environments, as in the case of management consulting the context is rather constraining idea generation and innovation by pre-defined deliverables, time and budget. For this reason the management consulting context might demand a more restrictive leadership. Future studies could take Rosing et al.'s (2011) ambidextrous leadership concept to more innovation-oriented setups, for example new product development teams or start-ups. In addition, future studies should take the organizational and team context into account would when studying the effect on individual and team innovation. This might be relevant as the organizational strategy might be in favor of either exploration or exploitation, which in turn could have an impact on the frequency of demanded explorative and exploitative activities at the team level. Hence, the required leadership behavior might also be influenced by the organizational strategy to achieve ambidexterity, as well as by the fact whether the firm chooses the approach of structural or contextual ambidexterity.

Beyond that, neither by the initial study by Rosing and colleagues (2011), nor by the present study, the generated innovative outcome has been distinguished between the degree of innovativeness, viz. radical and incremental innovations.

Therefore, future studies can address the evolvement and role of opening and closing leadership behaviors for different degrees of innovativeness of the targeted project outcome.

ALTERNATIVE APPROACHES TO METHODOLOGY (RESEARCH DESIGN)

Besides the chosen semi-structured interviews, future studies should be conducted both in form of quantitative as well as longitudinal studies. In case of the first, a quantitative design is required to numerically assess the occurrence of displayed opening and closing leadership behaviors. By including a larger study population, results will most likely yield results that are generalizable and transferable to other practical contexts.

Beyond that, also according to the claim by Rosing and colleagues (2011), more studies are needed that take the complexity of the innovation process as well as situational contingencies into account. Among others, this need can be addressed by diary studies, through which daily fluctuations of situational requirements and leadership behaviors as well as oscillations in followers' behaviors would be exposed. Similarly, studies applying methods of situational-dependent measurements such as situational judgment tests or situational interviews might be applicable to yield more generalizable results (McDaniel, Morgeson, Finnegan, Campion & Braverman, 2001; Motowidlo, Dunnette & Carter, 1990). Another option would be the conduction of a study in which information are gathered through observation by the researcher. All those methods indicate the need for more longitudinal studies, through which the assessment of leadership variability and temporal flexibility would be possible, which can be considered the core of ambidextrous leadership theory.

In addition to that, future research should not only focus on the experience of the project leaders, but should also take followers' and potentially also the client's perspective about the displayed behavior by the project leader into account.

PROJECT LEADER CHARACTERISTICS AND TEAM VARIABLES (MODERATING FACTORS)

Also, besides the above mentioned factors as goal clarity and project leader's stress situation, the relationship between ambidextrous leadership and innovation should take into account the effect e.g. of the manager's support for innovation and his locus of control, or the team member's organization-based self-esteem. The effect of ambidextrous leadership on innovation can also be examined taking into account variables such as team structure and top management team support for innovation.

FEASIBILITY TO ACT AMBIDEXTROUSLY

Another gap that can be addressed by future research is represented by the aspect of whether the competence of leading ambidextrously and thereby constantly balancing between opening and closing leadership behaviors can be trained or whether it is a trait that is inherent to a person. As suggested by Rosing et al. (2011), a person's emotional intelligence, behavioral complexity, integrative thinking and forecasting skills can be beneficial for acting ambidextrously. Future research should expand and confirm the list of relevant character traits. Results would then reveal important implications for management and HR about the selection and development of project managers beyond the consulting context. Similarly, participants of the present study expressed their skepticism about the need for a leader to switch their behavior from opening and closing. They stated in most cases that this would not be possible for an individual to display such controversial behaviors, or at least not in a natural and authentic way, but only by displaying good actor skills. Rosing et al. (2011) similarly pointed out in their study that the innovation context might ask for multiple leaders in order to allow for the best performance of the team members in both idea generation and idea implementation phases.

MANAGEMENT – LEADERSHIP DEBATE

A completely different area of expanding the present concept of ambidextrous leadership by Rosing et al. (2011) is to investigate the extent to which opening leadership behaviors can be set in relation to the term of "leadership", while

closing leadership behaviors relate to the term of “management” as defined in the evolutionary perspective of leadership (c.f. Chapter 2.2.1). In this respect, research could be conducted to find out to what extent the follower’s range of behavior is increased through “leadership” as defined by leadership theory. Among others it describes leaders as visionary and innovation- oriented, with a clear focus on creating new opportunities. As leaders often have charismatic personalities and provide their subordinates with significant autonomy, it would be interesting to see to what extent this can be considered an equivalent for opening leadership behaviors (Probst et al., 2011; Verma & Wideman, 1994). On the other hand, leadership theory describes managers as pragmatic and efficiency-oriented leaders who seek stability and control. They are reasoned to have deep functional expertise and establish formal processes and clear targets for their subordinates. Managers establish processes and communicate clear objectives in order to reach stability and control. By scheduling meetings, reminding employees of sticking to deadlines and communicating clear targets and rules to their employees, managers are deeply involved in the decision-making process and generated solutions (Probst et al., 2011). As those characteristics can be interpreted as decreasing the follower’s range of behavior and showing similarities to various closing behaviors, future research can address the issue whether the terminology of “ambidextrous manager” is more applicable instead of “ambidextrous leader”, especially for projects and in contexts in which mostly closing leadership behaviors are demanded. With regard to the fact that an ambidextrous leader should be able to balance opening and closing leadership behaviors, or leadership and manager behaviors according to the leadership theory definitions, the need for a new term indicating the balance between management and leadership arises. This claim becomes relevant with regard to the behavioral complexity theory which is based on the idea that effective leaders have to manage and lead simultaneously in order to be able to adjust their behavior in a way that it best supports each employee’s individual role to guarantee success (Denison et al., 1995).

CULTURAL DIFFERENCES

The present study has been conducted exclusively with German and Dutch participants; therefore their statements and the following interpretations are coined by a Western-European work mentality and attitude towards leadership. Also, the concept by Rosing et al. (2011) has been derived from different leadership concepts (e.g. Leader-member-exchange theory, transformational and transactional leadership styles) which have all been created in different cultural contexts. Similarly, Steers et al. (2012) argue that much of what is written proposes or deals with a particular leadership model which has been constructed based on largely Western values, models, and beliefs. In this context, Rank et al. (2004) argue that "little attention has been devoted to international issues related to creativity and innovation" despite the fact that "cultural values likely influence if and how creativity and innovation are enacted and cultivated in different countries" (p.524). For this reason, future research can address the issue whether cultural differences (e.g. assertiveness, uncertainty avoidance and power distance as examples of the GLOBE project which defines cultural values and practices of a country, e.g. Brodbeck et al., 2002) impose different effects of ambidextrous leadership on team outcome. As an example, Nakata & Sivakumar (1996) found that individualism, power distance, masculinity, and uncertainty avoidance appear to bear positively and negatively on new product development, depending on the stage of the project. In this respect it might be worth investigating whether for example a German leader characterized by high performance orientation, low team orientation, high autonomy and high participation (who is claimed to be generally in favor of participative leadership; Brodbeck et al., 2002) is better able to balance opening and closing behaviors. Future research could also address to what extent the German leadership context might be in favor of the promotor model or championing concept as some researchers claim that leadership roles as gate keeping, sponsoring/coaching and entrepreneuring/championing are essential in the R&D context (Elkins & Keller, 2003).

OUTLOOK

Concluding, the model of ambidextrous leadership as proposed by Rosing, Frese and Bausch (2011) is still in its infancy and offers numerous possibilities for evolvement, confirmation, and critical reflection. However, as addressed in the following statement, leadership might always be hard to capture and to be quantified.

> "Leadership is like beauty; it's hard to define, but you know it when you see it"
>
> (Bennis, 2009, p.xxx)

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VI. APPENDICES

A. Interview Guideline (German version)

1. Introduction (Information about participant and projects)

Ich würde gern das Interview damit beginnen, einige Hintergrundinformationen zu Ihnen und Ihrem derzeitigen Job als Projektleiter zu bekommen.

- Wie lange arbeiten Sie schon bei Ihrer derzeitigen Firma?
    - Wie viele Jahre arbeiten Sie schon als Berater?
    - Wie lange sind Sie dort schon als Projektleiter tätig?
- Welchen Beruf haben Sie vorher gemacht?
    - Was haben Sie studiert?
- Was ist die genaue Bezeichnung für Ihre derzeitige Position?
- Wer ist Ihr unmittelbarer Vorgesetzter?
- Wie viele Team-Mitglieder haben Sie in der Regel?
- Bitte beschreiben Sie die Haupttätigkeiten, die mit Ihrem Job verbunden sind.
    - Welche Unterschiede gibt es im Verhältnis zu einer Position bspw. als Junior Consultant oder Business Analyst.
    - Inwiefern beinhaltet Ihre Position Führungsaufgaben (e.g. delegieren, Verantwortung übernehmen, planen etc.?
- Bitte schildern Sie anhand eines Beispiel-Projekts den typischen Ablauf eines Beraterprojekts.
    - In welchen Projekten sind Sie vorrangig (als Teamleiter) beteiligt?
    - Welche Personen sind in der Regel an einem solchen Projekt beteiligt?
    - Wie lange dauert ein solches Projekt in der Regel?
    - Versuchen Sie bitte chronologisch aufzulisten in welchen Phasen Ideengenerierung und Ideenimplementierung der Teammitglieder im Vordergrund stand.
- Können Sie mir ein Beispiel geben wie der Erfolg eines solchen Projekts definiert wird?

2. Leadership Issues for managing innovation

- Inwiefern beeinflusst Ihr Verhalten als Führungskraft/Projektleiter Ihrer Meinung nach die (Innovations-)Performance Ihres Teams?
- Versuchen Sie durch Ihr Führungsverhalten entlang des Projektes bewusst die Handlungsfreiräume Ihres Teams zu verändern?

A: Opening leadership behaviors

- In Situationen, in denen die Kreativität und die Generierung von Ideen erwünscht ist und im Vordergrund stehen, welches Führungsverhalten haben Sie gegenüber Ihren Teammitgliedern demonstriert?
    - Welche Verhaltensweisen waren dabei besonders vorteilhaft (bzw. von Nachteil?)
- Um zu erreichen, dass Ihr Team Ideen findet bzw. kreativ ist, waren Sie daran interessiert, dass Ihre Mitarbeiter nicht dem Standard entsprechende, neue Verhalten ausprobierten? *(variance increase)*
    - Haben Sie Ihre Mitarbeiter ermutigt, neue Verhaltensweisen auszuprobieren/selbstständig neue Lösungswege angewendet haben, um kreativ zu werden und Ideen zu finden?
    - War es Ihnen wichtig, dass Ihr Teammitglieder "outside the box" gedacht haben und über den Tellerrand geschaut haben?

Critical Incident Analysis:

- Können Sie mir eine Situation beschreiben, in denen einige der folgenden Verhaltensweisen relevant waren?
  Inwiefern haben Sie...
    - unterschiedliche Wege zugelassen, eine Aufgabe zu erledigen?
    - Ihr Team ermutigt, mit unterschiedlichen Ideen zu experimentieren? Raum für eigene Ideen gegeben?
    - motiviert, eigene Risiken einzugehen?
    - Möglichkeiten für eigenständiges Denken und Handeln eingeräumt?
    - Fehler toleriert?
    - Ihr Team ermutigt, aus Fehlern zu lernen?
    - war es relevant für Sie die Autonomie/Eigenverantwortung Ihrer Mitarbeiter zu erhöhen?
    - offene Kommunikation gefördert?
    - Standards/Routine/Bürokratie abgelehnt?
    - improvisiert?

B: Closing Leadership Behaviors

- Auf der anderen Seite, in Situationen, in denen Sie Ideen implementieren/umsetzen mussten, wie haben Sie sich als Führungskraft verhalten?

    - Gehe Sie dabei bitte auf Situationen ein, in denen der Fokus auf Effizienz, Zielorientierung, reines Ausführen und Erledigen von Aufgaben im Vordergrund stand.
- Inwiefern war es relevant für Sie, dass sich ihre Teammitglieder in solchen Situationen standardgemäß verhalten und nicht von gewohnten Verhaltensmustern abweichen? *(variance decrease)*

Critical Incident Analysis

- Beschreiben Sie mir bitte eine Situation, in der einige der folgenden Verhaltensweisen für Sie entscheidend waren?
    - Zielerreichung überwachen und kontrollieren
    - Routinen etablieren
    - korrigierend eingreifen
    - die Einhaltung von Regeln überprüfen
    - auf eine einheitliche Aufgabenerledigung achten
    - Fehler/Scheitern sanktionieren
    - sich an Pläne halten
    - neue, disruptive Informationen ignoriert werden

C: Flexibly switching behaviors between opening and closing leadership behaviors

- Bestehen Ihrer Meinung nach grundsätzliche Unterschiede zwischen Ihrem Führungsverhalten zu Beginn des Projekts im Vergleich zu dessen Ende?
    - Wenn ja, können Sie mir bitte beispielhaft erläutern, wie sich diese Unterschiede in Ihrem Führungsverhalten äußern?
    - entlang der verschiedenen Phasen - welche Führungsverhalten sind für die jeweiligen Phasen typisch?
    - gibt es konkrete Unterschiede zur vorherigen Phase?
- Betrachten Sie ihr Verhalten eher als konstant oder variabel?
    - Wenn sich Ihr Führungsverhalten eher wandelt, welche Indikatoren/ Faktoren bewegen Sie dazu Ihr Verhalten zu ändern?
- Sind Sie der Meinung, dass das Ändern des Verhaltens positiv auf die Innovationsperformance auswirkt?
- Wie haben Ihre Teammitglieder diese Veränderungen wahrgenommen?

3. **<u>Key Success Factors (Critical Incident Analysis)</u>**

Bitte schildern Sie mir ein (besonders originelles) Projekt (ein Projekt in dem die Entwicklung eines komplett neuen Konzepts im Vordergrund stand, welches besonders erfolgreich war und warum.

Ein „originelles“ Projekt dürfen Sie in dem Sinne verstehen, inwiefern haben Ihre Teammitglieder neue Ideen entwickelt, Prozesse optimiert, an der Implementierung neuer Ideen gearbeitet, und bessere Wege gesucht?
Wie hat Ihr Team die Ideen und Konzepte umgesetzt? Inwiefern war Ihr Team engagiert neue und bessere Wege der Lösungsfindung zu suchen und zu nutzen, als auch bessere Prozesse und Routinen in den Arbeitsabläufen zu entwickeln?

- Welches Verhalten hat sich dabei als besonders vorteilhaft erwiesen und hat zum Erfolg beigetragen?
- welche Rolle haben Sie als Projektleiter dabei gespielt?
- Welche Verhaltensweisen sind Ihrer Meinung nach als Projektleiter für die Erreichung einer guten Innovationsperformance besonders wichtig?
- War Ihr Verhalten dabei weitestgehend konstant oder haben Sie es vorwiegend angepasst und variiert?
- welche Führungsqualitäten zeichnen Sie aus?
- Welche Charaktereigenschaften denken Sie sind Ihnen in Ihrer Rolle als Teamleiter von Nutzen/ besonders relevant und fördernd für die Arbeit Ihres Teams?

B. Interview Guideline (English version)

1. Introduction

I would like to begin the interview with getting some background information about you and your current job as project leader.

- How long have you already been working in your current company?
    - How many years have you been working as a consultant?
    - How long have you been acting as a project leader?
- What was your previous job?
    - What have you studied at university?
- What is the correct term of your current position (or hierarchical level) in the consulting company?
- Who is your immediate supervisor?
- How many team members are usually in your team?
- Please describe the main activities that are related to your position as project leader.
    - Which are the main differences in comparison to a position for example as junior consultant or business analyst?
    - To what extent does your job relate to leadership tasks (e.g. (do you take responsibility for personnel, delegate tasks etc.)?
- Could you please explain to me a typical progress of a consulting project at the example of one of your recent projects in which you acted as a project leader?
    - In which projects are you usually engaged (*industry, duration, concept vs. implementation projects etc.*)?
    - Which roles and functions are usually involved in such a project?
    - Please try to list chronologically when you desired idea generation and idea implementation activities of the team members.
    - How long is the duration of such a project as a rule?
- Can you give me an example of how success of such a project is defined?
- How and to what extent is your job related to innovation?
    - Are you executing/implementing/deciding upon innovations?

2. Leadership Issues for managing innovation

- In your opinion, to what extent does your behavior as project leader (or team executive) affect the innovative performance of your team?

- Do you attempt to actively influence the variance of followers' behavior with your leadership behavior?

A: Opening Leadership Behaviors

- In situations in which the focus lay on the generation of ideas and creativity, which leadership behavior did you demonstrate towards the team members?
    - Which of those behaviors were advantageous or disadvantageous in the end?
- In order to achieve that your team generates ideas or is creative, was it relevant to you that team members tried out new behaviors which did not correspond to the standard? (variance increase)
    - Have you encouraged your team members to try new behaviors, to experiment in order to become creative or generate ideas?
    - In such situations, was it important to you that team members were thinking outside of the box?

<u>Critical Incident Analysis (CIA)</u>

- Can you describe a situation to me in which the following behaviors were relevant to you? To what extent have you…..
    - allowed for alternative ways to reach a goal and get a task done
    - encouraged followers to experiment? Given room for own ideas?
    - motivated to take risks and act independently and autonomously
    - provided opportunities to followers to come up with own and new ideas?
    - tolerated mistakes?
    - To increase the empowerment/autonomy of your followers?
    - encouraged error learning?
    - Enhanced open communication?
    - Rejected standards, routine, burocracy?
    - Improvised?

B: Closing leadership behaviors

- On the other hand, in situations in which you had to implement or execute ideas, how did you behave as team leader?
    - Please refer to situations in which the focus laid upon efficiency, orientation, getting things done.

- To what extent was it relevant to you that your team sticks to patterns and does not deviate from standard behaviors and routines? (variance decrease)

Critical Incident Analysis (CIA)

- Please elaborate on a situation in which some of the following behaviors seemed appropriate to you? To what extent did you…..?
    - monitor and control goal achievement
    - establish routines
    - take corrective actions
    - control that followers are sticking to rules
    - focus on routine, standard task execution
    - punish mistakes and failure
    - stick to plans
    - ignore new, disruptive information

C: Flexibly switching between opening and closing leadership behaviors

- In your opinion, are there generally differences in your leadership behavior at the beginning of a project in comparison to its end?
    - If so, could you please explain how those differences are expressed in your leadership behavior?
    - Along the different phases of the project: which leadership behaviors are typical for the respective phase?
    - Are there concrete differences to the previous phase?
- In general, do you consider your leadership style/behavior constant or varying?
    - if varying, which situations did cause you to change your behavior (which indicators/ triggers caused you to change your behavior)?
- do you believe that it has a positive influence to change your behavior towards your followers, especially with regard to the (team) performance/ the outcome of the (innovation) task at hand?
- how did your followers perceive that change in leadership behavior?

3. Key Success Factors (Critical Incident Analysis)

Please describe a project (if possible: highly innovative project) to me, for example whose objective it was to develop a complete new concept/come up with creative ideas/implement process optimizations etc. To what extent was

your team engaged to seek and use new and better ways of finding solutions, as well as to develop better processes and routines?

To what extent did you team come up with new ideas, worked to implement new ideas, found improved ways to do things, and created better processes and routines?

- Which behavior proofed to be advantageous and has contributed to the success of the project eventually?
- Which role did you play as a project leader for the success of the project?
- Which behaviors do you think are especially important for a project leader in order to ensure a high innovation performance of the team?
- Was your displayed behavior rather constant or variable throughout the course of the project?
- Which leadership qualities are applicable to you?
- Which character traits of the project leader do you think are beneficial for the innovative team outcome?

C. Letter of Informed Consent (Template)

Anna Schindler
Carmerstraße 12
10623 Berlin
Tel: +49 17638663480
E-Mail: a.schindler1810@gmail.com

Berlin, 01.09.2014

Letter of Informed Consent

Dear participant,

Thank you very much for your interest in my interview study. My name is Anna Schindler and I am a student at the Technical University of Berlin participating at a master program in Innovation Management and Entrepreneurship in cooperation with the University of Twente in the Netherlands.
I am conducting a research study about ambidextrous leadership, or more precisely, the role of flexibly changing between opening and closing leadership behaviors of project leaders in consulting teams. The purpose of this study is to derive insights about the indicators influencing a leader to change his or her leadership behavior along the process of a consulting project.

In this research, there are no foreseeable risks for you. However, as a participant you should understand the following:

- Your participation in this study is voluntary. You are allowed to stop the interview or to refuse to answer questions at any time without giving reasons. Also, if you choose not to participate or to withdraw from the study at any time, you can do so without penalty or loss of benefit to yourself.
- The results of the research study may be published, but your identity will remain confidential and your name will not be disclosed to any outside party.
- The interviews will be recorded and stored by the researcher. The information recorded from the interviews may be transcribed and analyzed. Your responses are treated in a confidential manner and will be anonymized in any research reports.
- You will receive a summary report about the results of the study and some additional information about the topics of the study if you provide your e-mail address below.

Please confirm with your signature that you would like to participate in the interview and have been informed about the points elaborated above. If you have any questions concerning the research study, please e-mail me at a.schindler1810@gmail.com or call me at +4917638663480.

Date/Signature of Interviewee _____

Print name of interviewee _____

Optional: E-Mail Address _____

Thank you very much for your interest and participation.

Sincerely yours,

Anna Schindler 

D. Instructions for transcription

Hinweise zur Interviewtranskription

BESONDERS	=	Großschreibung bei besonderer Betonung eines Wortes
(.)	=	Mikro-Pause
(-)	=	sehr kurze Pause von unter 1 s
(--)	=	längere Pause (1 s)
(---)	=	lange Pause (2 s)
(6)	=	ca. 6 s Schweigen
<<lacht>>	=	nonverbale Äußerungen wie zögern, gähnen, lachen
(lacht/Nacht)	=	unklares, schlecht verstandenes Wort
(geht)	=	unklares, schlecht verstandenes Wort
Und=so	=	undeutliche Worttrennung, schnelles zusammenhängendes Aussprechen von 2 Worten
Konkre=präzise	=	ein Wort beginnen, aber sich dann für ein anderes Entscheiden
Nein, weil…	=	begonnener, aber nicht beendeter Satz
(unverständlich)	=	max. 2 Wörter wurden überhaupt nicht verstanden
(unverständliche Passage)=		3 bis 5 Wörter wurden überhaupt nicht verstanden
(unverständlicher Satz) =		mehr als 5 Wörter wurden nicht verstanden
[ja]	=	paralleles Sprechen beider Personen
[okay]		

Folgende Aspekte der Sprache wurden nicht mit transkribiert:

- Wiederholte Wörter
- „ähms", die zwischen den Worten auftauchten, aber keine Pause darstellten (→ wenn „ähm" als Lückenfüller gebraucht wurde: (--) oder (.) je nach Länge; → wenn „ähm" transkribiert wurde, dann wurde es vom Sprecher bewusst als Wort benutzt um Unsicherheit oder Ironie auszudrücken)
- „mhm" oder „aha" vom Zuhörenden, wenn sonst kein anderes Wort gesagt wurde (→ zustimmendes „mhm klar" wird nur als „klar" transkribiert)

E. Initial Template

Sub question 1: How do the dynamics of opening and closing leadership behavior evolve throughout the process of the consultancy project?

1. *Single items opening and closing*

- *derived and combined from literature (Rosing et al., 2010; Rosing et al., 2011; Zacher & Rosing, 2015)*

Opening leadership behaviors

o1	• **Create an** open atmosphere
o2	• encourage generating **own, new ideas and thinking** outside of the box
o3	• give room for **independent thinking** and acting
o4	• Encourage followers to **challenge the status quo** and be critical of how things have been done in the past
o5	• motivate employees to **take risks**, break up rules in order to search for solutions outside the safe grounds
o6	• Create a culture of allowing for mistakes and error learning
o7	• show a **high tolerance for failure**

Closing leadership behaviors

c1	• **Underline the reliance on well-trained competences and** established routines
c2	• Promote **efficient acting** and sticking to rules
c3	• Pre-structure tasks, define particular work goals, **set guidelines**, and give concrete instructions about how tasks are to be carried out
c4	• Monitor and **control goal attainment**
c5	• take corrective action
c6	• Meet deadlines, stick to plans, **punish errors** and failure
c7	• Strive for uniform task accomplishment
c8	• Enhance strict **hierarchies**

2. *Evolvement of opening and closing leadership behaviors along the consulting project (as equivalent to innovation process)*

➔ *statements for initial template derived from existing literature (West, 2002; Cheng & Van de Ven, 1996; Oke et al., 2009)*

- opening leadership behaviors are required in order to support complex explorative activities and thus idea generation and creativity at beginning phases

- In later stages, more closing behaviors are needed as more implementation and exploitative activities are occurring

Sub question 2: Which are the factors causing a project leader to change his behavior along the innovation process?

➔ *Broad clusters of categories oriented at existing literature of leadership contingency theories (e.g. Fiedler, 1967 in Michaelson, 1973; Shalley et al., 2004; Tierney et al., 1999; Tierney & Farmer, 2002; Mumford et al., 2002), ambidextrous leadership (e.g. Bonesso et al., 2014) and existing studies about management consulting (e.g. Nikolova, 2006)*

➔ *Sub-categories of factors causing a change of leadership behaviors derived from first 4 conducted and analyzed interviews*

1. Team related variables

a. Team composition (consultant team)
   i. Hard facts
      1. Content depth/topic-specific expertise & skills
         a. Academic background
         b. Work experience
      2. Experience as consultants
   ii. Soft facts
      1. Team member motivation, attitude, commitment
      2. Team member goal orientation
      3. Team member reliability
         a. Ability to deliver required results
      4. Respect and acceptance of project leader
         a. Team member's willingness to be guided

b. Involvement of team members from client organization
   i. Tenure and age of client team members
   ii. Acceptance towards project leader
   iii. Willingness to cooperate

c. Relationship between team members and project leader
   i. "history of co-working"/ degree to which they already know each other
   ii. Established trust

d. Team climate

2. Project Leader

a. Hard facts

i. Academic background
ii. Experience as project leader
iii. Expertise related to topic at hand/project-content

b. Soft facts
i. Personal stress level
ii. Personality
1. Control orientation
2. Assertiveness
iii. Recognizes need for support by team members

3. <u>Task-related factors (client-related)</u>

a. Definition of Goal/ Results/Task/Deliverables
i. Clarity of client's goal expectations
ii. Complexity and difficulty of project task
1. Degree of innovativeness
iii. Budget Constraints
iv. Time Constraints
1. Total project duration
2. (Frequency of) Deadlines

4. <u>Other Client-company related variables</u>

a. Company culture
i. Willingness to change
1. Hierarchical position of sponsor
ii. Working environment
1. Pressure and stress pushed on team

b. Acceptance of external consultants
i. Decision-making power assigned to project leader
ii. Degree of management attention

c. Complexity of client company

<u>Sub question 3: Role of opening and closing leadership behaviors for team innovativeness</u>

➔ *Derived from existing literature is the definition of team innovation which was provided to participants*
- *team innovation can be defined as a team's capability to generate novel and original ideas (i.e., creativity) as well as the capability to put these ideas into practice such that they yield beneficial outcomes (i.e., implementation) West and Farr (1990)*

- ➔ *based on reliable and well-validated 4-item innovative performance scale developed by Welbourne, Erez, and Johnson (1998), team innovation was paraphrased with the following items to the participants:*
  - *"Coming up with new ideas," "Working to implement new ideas," "Finding improved ways to do things," and "Creating better processes and routines."*
- ➔ *First four interviews to derive conclusions about role of project leader*

1. Both behaviors are needed as an innovation requires both idea generation and implementation
2. Project leader as networker
3. Project leader as information hub
4. Stress tolerance of project leader
5. Ability to balance empowerment and control
6. Ability to assess strengths and weaknesses of team members

F. Final Template

Sub question 1: How do the dynamics of opening and closing leadership behavior evolve throughout the process of the consultancy project?

1. *Single opening and closing leadership items*

Abb.	Name of item
O1	Create an open atmosphere
O2	Give room for independent thinking and acting
O3	Encourage followers to challenge the status quo and be critical of how things have been done in the past
O4	Stimulate generating own, new ideas and thinking outside of the box
O5	Empower team members and delegate task
O6	Establish Flat hierarchies
O7	Listen carefully to and Demonstrate openness towards team members' new ideas and support innovation
O8	Create a culture of allowing for mistakes and error learning
O9	Show a high tolerance for failure and admit own mistakes
O10	Stimulate knowledge diffusion through enhancing open discussion and communication
O11	Encourage idea generation as entire team
O12	Stimulate team members' creativity through applicable moderating techniques
O13	Enable information exchange between team members and customer

Abb.	Name of item
C1	Underline the reliance on well-trained competences, standardized approaches and established routines
C2	Promote efficient acting and sticking to rules
C3	Take corrective actions
C4	Monitor and control goal attainment
C5	Prioritize and filter relevant information
C6	Give general view of project and provide sense of direction
C7	Strive for uniform task accomplishment

C8	Pre-structure tasks & provide structure throughout project, and take staffing decisions
C9	Define particular work goals
C10	Set guidelines, and give concrete instructions about how tasks are to be carried out
C11	Create & monitor time schedule
C12	Stick to plans, meet deadlines and milestones

2. *Evolvement of opening and closing leadership behaviors along the consulting project (as equivalent to innovation process)*

- Beginning requires opening leadership behaviors:
  - support complex explorative activities and thus idea generation and creativity at beginning phases
  - display tolerance and openness to encourage people to come up with new ideas
  - provide them with high degree of autonomy
  - comparison to information funnel
- Beginning requires tight control and project leader involvement
  - Clear goal communication
  - Provide project overview, structure tasks, communicate clear instructions about how to accomplish tasks
- Behaviors not attributable to any concrete phases
  - Changes occur subconsciously
  - Idea generation and idea implementation not distinguishable
- Constant behaviors throughout project preferred
  - Ensures predictability
  - Associated with consultants' professionalism

<u>Sub question 2: Which are the factors causing a project leader to change his behavior along the innovation process?</u>

4.2.1 Team-related factors	**4.2.2 Project-leader related factors**
TM1 Team member characteristics	**PL1 Need for support of team members**
TM1.1 Hard facts	**PL2 Personal stress level**
TM 1.1a Academic background & Work experience	**PL3 Project Leader Characteristics**
TM 1.1b Experience as consultant & Hierarchical level	PL3.1 Confidence and willingness to take decisions
TM 1.1c Content –related expertise & skills	PL3.2 Not being afraid of getting on somebody's bad side

TM 1.1d Team Members' Ability to accomplish the tasks and deliver required results	PL3.3 Personality-type who likes control
TM 1.2 Soft facts	
TM 1.2a Team member motivation & commitment	
TM 1.2b Team Member attitude towards project (innovation – orientation)	
TM 1.2c Team members' working style	
TM 2 Relationship between team members and project leader	
TM2.1 "history of co-working"	
TM 2.1a Established trust	
TM 2.2 Respect and acceptance demonstrated towards project leader	
TM 2.2a Team members# willingness to be guided	
TM 3 Involvement of team members from client organization	

4.2.3 Task & Project related factors	***4.2.4 Client-related factors***
TP 1: Budget and time Constraints	**CL1 Client Company culture**
TP 2: Clarity of Project Goal and Client Expectations	CL1.1 Innovation-orientation of Project Context
TP 3: (Innovation-oriented) Work environment & project setup	CL1.2 Client's Willingness to change
	CL2 Relationship between client and consultants
	CL2.1 Trust established towards consultants
	CL2.2 Willingness to cooperate with consultants

Sub question 3: Role of opening and closing leadership behaviors for team innovativeness

No.	Description of Item
1, Content expertise	
2, Ability to structure tasks and focus on goal to ensure feasibility of project	
3, Project leader serving as information hub & contact person	
4, Ability to deal with boundary conditions, enable Team members' creativity, moderator function, balance team members' strengths and weaknesses	
5, Balance control and empowerment	

G. Authors' Translation of Quotes (German to English)

Sub-question 1- Single leadership items

Native language (German)	English translation by author
• *also das A und O ist einfach, man muss eine Atmosphäre schaffen, die es gestattet, dass das Team zusammen arbeitet und nicht gegeneinander. Und dass das Team gemeinsam an der entsprechenden Zielsetzung, was immer sie ist, arbeitet. Und das ist glaube ich das allerwichtigste: man muss sicherstellen, dass eine Atmosphäre besteht, die/ wo die (.) Menschen einfach das Gefühl haben: es lohnt sich daran mitzuarbeiten. (Int 1, 225)*	The most important thing is creating an atmosphere which allows the team to work together rather than to work against each other. And that the team works together according to their set objective... And I think that is the most important thing: to ensure that there is such a special atmosphere, so that everyone has the feeling it is worth working for its attainment (Interviewee 1, 04 September 2014, 225, author's translation)
• *du dann mit den Leuten, mit denen du zusammen die Idee entwickeln willst, eben dich auf ein Level stellst und dass jeder Gedanke sozusagen frei geäußert werden kann. (Int 10, 104) […] Das Schaffen einer Atmosphäre der Gleichberechtigung ist aus meiner Sicht ganz wichtig. (Int 10, 123)*	[…] that you and the people you work with are on the same level and that everyone can give voice to their thoughts. […] from my point of view creating an atmosphere of equality is the most important aspect (Interviewee 1, 04 September 2014, 123, author's translation)
• *Da hat sich keiner den Mund verbieten lassen, da haben wir also diskutiert bis die Fetzen fliegen (Int 1, 120)*	Nobody let others forbid them to speak. We discussed till the sparks flew (Interviewee 1, 04 September 2014, 120, author's translation)
• *Zum Beispiel, oder aber wenn der Projektleiter nicht in der Lage ist, Orientierung zu geben, oder er wäre in der Lage Orientierung zu geben und tut es nicht, das ist auch so eine Situation, wo man die Effizienz des Teams deutlich mit beeinflussen kann (Int 6, 75)* • *Dann muss man als Projektleiter ergebnisorientiert sein, also man/, auf der einen Seite ist es schön und gut, dass man viele Ideen aufnimmt, um möglichst innovativ zu sein, letztendlich ist es aber auch wichtig, dass das Ergebnis dann steht, da darf man nicht beliebig lange links und rechts gucken, sondern man muss das Ergebnis auch immer fest im Blick haben. (Int 2, 67)*	For example if the project manager is not able to provide orientation or on the other hand if he is able to provide it but he does not do so, that would be a situation in which the efficiency of the team would be significantly influenced. (Interviewee 6, 19 September 2014, 75, author's translation) As a project manager you have to be output-driven, so someone/ on the one hand it is all fine and well, that you integrate many ideas to be innovative. But on the other hand it is also important in the end that there will be a result. You cannot always look to the left and right randomly, but instead you always have to keep an eye on the goal attainment.

	Interviewee 2, 05 September 2014, 67, author's translation)
• *seine klare Fähigkeit zu strukturieren [hat] das ganze Team vorwärtsgebracht. […] Und der hat das in einer wunderschönen Art und Weise (-) gegliedert und geteilt, sodass eigentlich (.) das ganz hervorragend lief dieses Projekt. (Int 1, 196)*	His ability to provide a clear structure has pushed the whole team forward. […] And he organized and shared it in such a wonderful manner, so that the project worked out outstandingly well (Interviewee 1, 04 September 2014, 196, author's translation)
• *wir müssen das Projekt jetzt durchziehen, gar keine Frage, wir haben es beschlossen, es muss jetzt gemacht werden, wenn wir jetzt hier abbrechen, oder Rückschritte machen, dann verlieren wir Glaubwürdigkeit und das ganze Projekt, die Präsentation, ist gefährdet dann. (Int 5, 188)* • *und du musst auch, naja, durchziehen, weil wenn du diese Objectives nicht einhälst, selbst nicht einhälst, hast du als Führungskraft versagt. (Int 5, 314)*	We have to push this project through now. That's out of question. We have decided upon it, now we have to act according to it. If we terminate now or regress, we will lose credibility and the whole project, the presentation, is jeopardized. .(Interviewee 5, 16 September 2014, 188, author's translation) And you have to push it through, because if you fail to meet the objectives, you also fail as project manager.(ibid., 314, author's translation)

Sub-question 1 – Evolvement of opening and closing leadership behaviors

Native language (German)	**English translation by author**
• *ich glaube wenn man Ideen generieren will, dann muss man ein bisschen offener rangehen an die ganze Sache. Eher wahrscheinlich bottom-up. Und wenn man dann Ideen implementieren will, dann weißt du ja schon was die Idee ist und wo es hingeht. Dann kommt es glaube ich auch eher darauf an, das dann von oben eben durchzusetzen. (Int 10, 92)* • *Das ist glaube ich zwangsläufig so. Den Freiheitsgrad, den man am Anfang eines solchen Projekts, wenn man mal jetzt von einem Innovationsprojekt redet, der muss natürlich sehr viel größer sein, als wenn es dann darum geht, zu einem späteren Zeitpunkt, die Termine, die Meilensteine, die ein Projekt ja mit sich bringt, dann auch wirklich einzuhalten. (Int 3, 37)*	I think when you want to create ideas you need to be more open minded. Rather bottom – up. And when you want to implement ideas, you already know the concepts and where it is going. Then I think what matters more is to implement the ideas top down. (Interviewee 10, 08 October 2014, 92, author's translation) I think it is certain like this. The degree of freedom, which you [have] at the beginning of such projects, if we are talking about innovative projects, has to be much higher than at a later stage, when you have the appointments, the milestones, which a project brings along and which have to be met. (Interviewee 3, 05 September 2014, 37, author's translation)
• *Naja das kann man sich als Trichter vorstellen, wenn man da mal bildlich denken möchte. Am Anfang von einem*	It can be thought of as a funnel, metaphorically speaking. At the beginning of a project phase or a project this funnel is still

Projektabschnitt oder von einem Projekt ist der Trichter noch recht groß, da können alle möglichen Ideen noch genutzt werden. Das heißt auch im Raum, also sozusagen so ein Projektstart ist das möglich, dann läuft man halt auf das erste Steering Committee, den ersten Ausschuss zu, und dann wird sozusagen der Trichter immer schmaler, was dann an noch möglichen Ideen gemacht werden kann. (Int 2, 55)	quite large, all possible ideas can be used. […] Then you move toward the first steering committee, the first AUSSCHUSS, and then the funnel becomes increasingly narrow, which of the possible ideas are then still useful (Interviewee 2, 05 September 2014, 55, author's translation)
• *Manchmal werden Strukturen top-down vorgegeben. […] Das perfekte Projekt ist dann eigentlich so, dass man dann das Angebot im Projekt mit einmal ein stückweit durchdacht hast, das muss dann nicht eins-zu-eins so ablaufen, aber man hat dann zumindest eine grobe Vorstellung (Int 2, 37)* • *also man könnte sich da ja so nen theoretischen Prozess vorstellen, Ideengenerierung: starke Einflussnahme des Projektleiters, dann Aufgabenverteilung zur Umsetzung dieser Idee: weniger Einflussnahme des Projektleiters (Int 2, 51)*	Sometimes the structures are given top-down. […] the perfect project is the case in which at the beginning the offer within the project is partially thought through. That does not have to proceed in this way one-to-one; however it gives you at least a rough idea. (Interviewee 2, 05 September 2014, 37, author's translation) […] Well, you could imagine a theoretical process. Idea generation: strong influence of the project manager, then delegation of tasks in order to implement the idea: less influence of the project manager (ibid., 51, author's translation)
• *Also das finde ich schon wichtig, auch dass man seine / nicht wie so ein (-) Grashalm im Wind ist, der sich ständig dreht, sondern/ klar kann man auch mal seine Meinung ändern, aber (--), diese/ das ist ja nicht nur eine Konsistenz im Verhalten sondern auch eine Konsistenz in der Entscheidungsfindung, das finde auch wichtig. (Int 4, 242)*	I consider it to be very important; also that you/ you cannot act like a blade of grass blending in the wind. Of course you can change your mind once in a while, but it is not only consistency in behavior but also consistency of decision-making, I think that is also important (Interviewee 4, 11 September 2014, 242, author's translation)
• *Naja gut, zum einen wenn du mit Widerstand konfrontiert bist, der in keiner Weise gerechtfertigt ist, dann ändert sich das Verhalten auf jeden Fall."[Int 5, 282.]*	If you are faced with resistance which is not justified in any way, then your behavior will change in any case. (Interviewee 5, 16 September 2014, 282, author's translation)

Sub-question 2: Factors causing a project leader to switch between opening and closing leadership behaviors (team facts)

• *Da gibt's aber wahrscheinlich kein eins-zu-eins definiertes Vorgehen, wie das perfekt läuft. Aber es muss irgendwo ein Kompromiss zwischen Kontrolle und Eigenständigkeit sein.*	Probably there won't be a one-to-one process, how it is perfectly done. But there has to be a compromise between control and autonomy. And this depends again on the

Und das hängt dann nochmal ab von der Leistungsfähigkeit beziehungsweise der inhaltlichen Tiefe der Projektmitarbeiter. […] Dann hast du natürlich auf jeder Stufe einzelne Personen, wo der Projektleiter das Gefühl hat, die sind schon mehr im Thema drin, beispielsweise einer, der schon länger auf einem Projekt ist, als einer der gerade erst neu zu einem Projekt hinzugekommen ist, dementsprechend ist das abhängig von der Inhaltstiefe der Projektmitarbeiter würde ich sagen. Also desto weniger tief der Mitarbeiter drin ist, desto stärker sollte die Kontrolle sein. (Int 2, 39) • *Erfahrung ist ein Faktor, der reduziert die Kontrolle und erhöht die Eigenständigkeit (Int 2, 43)*	performance alternatively the content-related depth of the team member [….] On each [hierarchical] level there are individuals where you have that feeling as the project leader that these individuals are more involved in the subject e.g. someone who has been working on a project for a very long time compared to someone who joined the project just recently. Consequently it depends on the content-related depth of the project team member, I would say.[…] So the less the follower is embedded in the topic, the higher should be the control.[…] (Interviewee 2, 05 September 2014, 39-43, author's translation)
• *Naja, also das ist glaube ich relativ einfach. Da könnte man jetzt sagen, man bräuchte sowas wie Einfühlvermögen, muss die Mitarbeiter einschätzen können, und so was, aber am Ende ist es ganz platt: entweder ist das Ergebnis da, oder es nicht da. Und wenn das Ergebnis, oder das Zwischenergebnis, oder das Zwischenzwischenergebnis nicht da ist, dann weiß ich, da läuft irgendwas falsch. Und wenn da ein Projektleiter besonders gut seine Mitarbeiter einschätzen kann oder auch ein Projektmitarbeiter, ein Projektleiter, der das gar nicht kann, beide sehen glaube ich das Ergebnis ist nicht da, da weiß er dann, dass er da eingreifen muss. (Int 2, 69)*	Well I think that is relatively simple. You could say now, you need something like empathy; you need to evaluate the employees and something like that. But in the end it is all very simple: either you have a delivered result or you don't. And if you don' have a result or interim result, then I realize that there is something wrong. And if there is a project manager who is able to assess his team members well, or if you have a project manager who cannot assess his employees well, I think both of them see that the result is missing, and then he knows that he has to interfere. (Interviewee 2, 05 September 2014, 69, author's translation)
• *Je höher die Motivation und die Ausbildung, desto weniger gibt man vor und je niedriger die Motivation oder die Ausbildung, desto direktiver wird man; desto klarer und desto enger muss man führen.[…]Wenn man also einem XYZ Berater im Detail vorgeben muss, was er wie zu tun hat, dann ist das der falsche Mann, oder dann/ er wehrt sich und rebelliert gegen eine solche zu enge Führung. (Int 1, 51)*	The higher the motivation and the education, the less you have to give instructions. And the lower the motivation or the education are, the more directive you have to become; the more stronger and narrower you need to manage […] If you need to specify every detail to a XYZ consultant, what he has to do and how he has to do it, then he is the wrong man, or then / he will resist and revolt against such narrow leadership (Interviewee 1, 04 September 2014, 51, author's translation)
• *ein Faktor ist, (--) wie stehen die Leute zu dem Projekt? Wenn ich (---)/ Teilweise habe ich Mitarbeiter, die sind total heiß drauf etwas Neues auszuprobieren, mit denen*	One factor is, […] what do people think about the project? If I (...) / in some cases I have project team members who are absolutely keen to try something new. With those employees I

kann ich mich lange zusammensetzen und diskutieren und Pläne schmieden. Das ist aber auf einem ganz anderen Niveau als jemanden, der (-) sich komplett eingeigelt hat und eigentlich seine alte Welt so haben will. Also (--) die generelle Einstellung der Leute, mit denen ich arbeite (Int 11, 76)	can sit together for ages and discuss things and make plans. It is a completely different level as with someone, who (…) is completely closed up and who wants to have it this way. Well (…) the general attitude of the people I work with.(Interviewee 11, 10 October 2014, 76, author's translation)
• *Die Menschen sind alle unterschiedlich, und der eine braucht vielleicht die berühmte starke Hand, die bei dem anderen völlig unangebracht ist. Also das ist, das ist sehr von der Situation und der Psyche, und der (-)= ja der einzelnen Leute abhängig (Int 3, 84)* • *es gibt Leute, die sehen Sachen wie sie sind und die halten das für gut, und die machen Sachen, wie wir es immer gemacht haben. und es gibt Leute, die eben Sachen sehen und sich fragen, kann man das nicht besser machen, und alles hinterfragen. Also alles als gegeben zu akzeptieren/ (Int 5, 219)* •	All human beings are different. Some people might need the popular firm hand, which may be utterly unsuitable for someone else. Well this is= it is very much dependent on the situation and the mind and the/ (...) well dependent on every individual. (Interviewee 3, 05 September 2014, 84, author's translation) There are people who see things the way they are and consider them as good. And they do the things in the way we always did. And there are people who see things and question them: is there a better way to do these things? And who scrutinize everything. (Interviewee 5, 16 September 2014, 219, author's translation)
• *zu Beginn müssen sie sich ja vorstellen, sie kennen nicht das gesamte Team. Das gesamte Team wir ja neu formiert, das besteht aus Spezialisten aus den einzelnen Fachbereichen. […]/. Bei manchen muss das ganze ja fördern, man muss so ein bisschen Ideen, oder das was die Person ja sagen möchte, muss man ein bisschen aus der Nase ziehen. Diese Personen müssen sich erstmal im Laufe des Projekts öffnen. Dann gibt es die anderen, die natürlich dann (unverständlich.) dann sehr, sehr aktiv […]Und das ändert sich ja so ein bisschen mit der Zeit. Also wenn Sie das gesamte Team kennengelernt haben, dann wissen Sie wie Sie (mit den einzelnen Leuten) umgehen können, und da müssen Sie sozusagen (unverständlich) den größtmöglichen Performance man 'rausfordert.(Int 8, 112)*	At the beginning you have to imagine, you do not know the whole team. The whole team will be newly created; It consists of specialists of various fields. […]/ With some of them, you need to support the whole thing. You have to tear the ideas, or whatever this person wants to say, you have to tear nearly every idea out of them. Those people need to open up during the course of the project in the first place. Then there are the others who are of course (not understandable) very, very active. [..] And this changes a bit over time. If you have got to know the whole team, then you know how to deal with the individual persons in order to achieve the highest possible performance. (Interviewee 8, 25 September 2014, 112, author's translation)
• *wenn ich merke, dass ich der Person (-)/, dass ich die Arbeitsergebnisse/ (-), dass ich darauf vertrauen kann, dass die Arbeitsergebnisse gut sind, ich glaube dann würde ich*	When I notice that I can the person / that the results / that I can be confident that the results will be satisfying, I think then I would loosen the leash a little bit (Interviewee 4, 11

auch die Leine ein bisschen lösen, (Int 4, 153-154)	September 2014, 153-154, author's translation)

Sub-question 2: Factors causing a project leader to switch between opening and closing leadership behaviors (project leader-, task and project-related, and client-related facts)

• *das ist so ein ganz guter Trigger, dass ich dir als Projektmitarbeiter einfach das Gefühl gebe, ich bin darauf angewiesen, ich bin auf deine Hilfe angewiesen, was ja auch so sein sollte im Idealfall; ich bin darauf angewiesen, dass du das so machst; ich bin angewiesen darauf, dass du dein bestes gibst und (--) ich will auch deine Ideen hören. (Int 4, 301)*	That is a fairly good trigger, that I am giving you as a project team member the feeling that I am dependent on you, that I am dependent on your help. Ideally that is how it should be anyways. That you do it that way, I am dependent on you giving your best and (--) I want to know your ideas. (Interviewee 4, 11 September 2014, 301, author's translation)
• *Ich würd sagen nein (5), weil (--) ich kann meinen Stresspegel nicht ganz außen vor lassen. Das heißt in stressigen Phasen, zum Beispiel wenn morgen ein Roll-out wäre, dann wär ich jetzt wahrscheinlich gestresster und dann wär ich auch nicht mehr so wohlwollend. Also ich bin schon/ also ich versuche wohlwollend gegenüber meinen Projektmitarbeitern zu sein (oder so) und auch 'ne gewisse (--) ja, Vorbildfunktion zu erfüllen, aber das ist in stressigen Zeiten nicht immer so einfach für mich. (Int 4, 125)*	I would say no (5), because I cannot ignore my level of stress. That means during stressful stages, for instance: if tomorrow would be a Roll Out, then I would probably be more stressed right not and I would not be that generous. I mean I am actually/ Of course I am trying to be generous towards my team members and also to display a certain role model function, but that is not easy for me in stressful times. (Interviewee 4, 11 September 2014, 125, author's translation)
• *tja da musst du eben hergehen und musst eben dann verschiedene heilige Kühe schlachten, sozusagen, und musst mit den Führungskräften des Kunden gemeinsam* • *da (-) ne Roadmap ausarbeiten, wie man so was relativ kostengünstig, effizient … (Int 5, 248)* • *Und dann ist natürlich, ist es dann auch nochmal eine Typsache, ob Projektleiter viel kontrollieren oder wenig kontrollieren. Da sind wir eigentlich bei dem Thema Führungsstil. (Int 2, 39)*	Well then you actually have to go along and slaughter different holy cows so to speak. And then you have to work on a roadmap together with the executives of the client company, how you can achieve this in a fairly cost-efficient way. (Interviewee 5, 16 September 2014, 248, author's translation) Well, of course this is also matter depending on the type whether or not project managers control a lot or very little. That is the topic leadership styles. (Interviewee 2, 05 September 2014, 39, author's translation)
• *Zum einen muss er erkennen, wie er sich verhält. (--) und der muss erkennen, (-) was an dem Verhalten auf den anderen Menschen übergeht. Also was jetzt an dem Verhalten kritisch ist, sagen wir mal so, oder bemerkenswert ist. […] Das hängt erstmal von dem*	On the one hand he has to notice his behavior, (--) and he has to realize how his behavior influences the other people. So let me say it this way, what is critical about this behavior or what is remarkable. […] that depends on the person himself in the first place (Interviewee 6, 19 September 2014, 188-194,

Menschen selber ab. (Int 6, 188-194)	author's translation)
• *Wir müssen halt, da wir ja als Berater beauftragt sind, müssen wir die ganze Zeit auf ein Budget und auf einen Zeitplan achten. Das ist glaube ich der größte Konflikt, den ich sehe. Wir haben gar nicht die Freiheit zu sagen, das ist das Problem, wir überlegen so lange, bis wir was gefunden haben. Und wenn wir was gefunden haben, dann setzen wir uns stringent daran das einzuführen. […] Das läuft aber schon immer bei uns unter Zeitdruck. Also (.) ich wusste immer, am 3. Juli musste das komplett fertig sein Da führt kein Weg daran vorbei. (Int 11, 88)* • *die Leute müssen die Möglichkeit haben, auch ihre Ideen umzusetzen, Fehler müssen Sie tolerieren - natürlich, das ist alles richtig. Aber Sie müssen natürlich gucken im Projektkontext muss das natürlich auch alles irgendwo bezahlt werden und es muss natürlich irgendwo (-), ja dann auch vom Kunden akzeptiert werden. (Int 8, 194)* • *Von daher würde ich sagen (---), in einem innovativen Setup oder in einem (normalen) Setup, da müsste man dann eigentlich schon mehr Freiheiten geben, um die Leute eben nicht einzuschränken, weil ich dann auf deren Kreativität sozusagen auch angewiesen bin. Und wenn man das zu sehr in Formalie gibt, oder in administrative Prozesse quetscht, sozusagen, dann ist man so sehr damit beschäftigt, die Formalia zu erfüllen, dass man gar nicht (--) weder die Muße noch den Raum hat, kreativ zu sein (-). Von daher glaube ich ist das schon eine gewisse Voraussetzung, die erfüllt sein sollte in dem Setup. (Int 4, 192)*	Since we are employed as consultants, we have to make sure that we are on schedule and monitor our budget throughout the entire time. I think that is the biggest conflict that I see: we do not have the freedom to say "this is the problem, we will think about it until we get optimal results. And when we got the results we stringently try to implement that result." It has always been the case that we have to work under time pressure. I always knew this has to be completed by the 3rd July, there is no way avoiding that. (Interviewee 11, 10 October 2014, 88, author's translation) The people need the opportunity to implement their own ideas. You have to tolerate mistakes – of course, this is all true. But in such a project context you have to be aware of the fact that everything has to be paid for, and it certainly has to be accepted by the client. (Interviewee 8, 25 September 2014, 194, author's translation) For this reason I would say (---) in an innovative setup or in a (normal) setup, you actually should give more freedom in order not to restrict the team members, because I am also dependent on their creativity so to say. And when you make this too formal or if you sort of push that too much into administrative processes, then you will be too busy fulfilling the formalities, that you don't have the (--) motivation or the freedom any longer to be creative (--). Thus I believe that this represents a certain requirement that should be fulfilled in this setup. (Interviewee 4, 11 September 2014, 192, author's translation)
• *Also jeder Kunde ist natürlich irgendwo anders, und man muss bei jedem Kunden irgendwie versuchen, auf seine, ja, Bedürfnisse einzugehen oder versuchen ihn so zu nehmen, wie er ist, und da muss man sicherlich sein Verhalten immer wieder anpassen. (Int 2, 61* • *Naja da wir ja als Berater immer in der Kundenumgebung*	Well, every client is somehow different, and you need to try to respond to their needs or you need to try to deal with them the way they are and indeed, you need to adjust your behavior (Interviewee 2, 05 September 2014, 61, author's translation). Well, since we are working in a client-driven environment as

arbeiten, kommt der Stress meistens vom Kunden. (Int 4, 129)	a consultant, the origin of the stress is mostly given by the client. (Interviewee 4, 11 September 2014, 129, author's translation)
• *das ist ja, gerade dieses Thema Umgehen mit Fehlern oder so was, das ist ja abhängig mit der = von der Unternehmenskultur, die jeweils da ist. Also wenn ich mich jetzt in einem Kundenteam befinde und dann eben/ Unternehmenskultur, die kann ich und die kann ein Projektleiter so gar nicht ändern. (Int 6, 103)*	That is exactly the aspect of how to deal with mistakes or something like that. This depending with the= on the structure of the company, which is existing there. So if I am in a client team and then the client's company culture is such that/ I can't chance it, neither can a project leader in any way. (Interviewee 6, 19 September 2014, 103, author's translation)
• *Und das ist glaube ich immer das Spannungsfeld […] Oftmals gibt es beim Kunden zwei, drei Auftraggeber, die das vorantreiben wollen, weil die das Problem erkennen, (-) und alle anderen in der Organisation dann nicht. Also es reißt sicher keiner drum, komplett alles neu zu machen (Int 11, 84)*	And I believe this is always the area of tension […] In most cases you have two or three contractees who want to push [the project] forward, since they are realizing the problem, (-) and all the others in the organization don't. Nobody jumps at the chance to do everything new. (Interviewee 11, 10 October 2014, 84, author's translation)
• *Sie müssen identifizieren, was will der Kunde und wann darf ich ihm denn etwas Neuartiges und Innovatives vorstellen, und dann muss ich einfach eine einfache Lösung hinstellen, mit der der Kunde etwas anfangen kann. Also meine Erfahrung ist, man fängt mit so was einfachen an, und wenn der Kunde halt Vertrauen hat, dann lässt er einem auch die Freiräume, wo man dann wirklich diese Ideen auch entwickeln kann. Also das ist halt auch abhängig von der Situation da (Int 8, 180)*	You have to identify: what does the customer want and when may I present something new and innovative to him. And then I simply have to come up with a simple idea which is comprehensible and tangible for the customer. In fact my experience is that you have to start with something very simple, and then once the client has established trust, then he also gives more freedom to you where you can really develop those ideas. But this is of course dependent on the situation. (Interviewee 8, 25 September 2014, 180, author's translation)

Sub-question 2: Factors causing a project leader to switch between opening and closing leadership behaviors (Summary)

• *Das heißt man steht immer, immer unter Zeitdruck. und (--) wenn man in diesem Verhältnis, oder in dieser Umgebung auch noch Themen behandelt, für die keiner eine gewisse Erfahrung oder eine gewisse Expertise (aufm Konto hat) auch wenn's neu ist oder unbekannt zumindest, (in irgendeiner) Situation, (--), dann würde ich auch anders herangehen. Dann würde ich viel (---), das ist wahrscheinlich nicht so optimal, aber würde ich glaube ich viel stringenter vorgehen, weil man ja so gebunden ist an*	That means you are always under time pressure and (--) and when you also deal with topics in this relationship, or in this environment, for which nobody has a certain experience or a special expertise/ Even if it is new or unknown to you in some situation (--)/ then I would approach this in a complete different way. Then I would be more (---), well maybe this is not the optimal way, but then I would be way more stringent because you are so tied to this = to those final deadlines, to those deliverable moments. (Interviewee 4, 11 September

diesen= an diese Endtermine, an diese deliverable moments (Int 4, 180)	2014, 180, author's translation)
• *Weil ich kenn auch andere Projektleiter, die wesentlich pragmatischer (.) umgehen. Die sagen dann, naja wir müssen etwas für den Kunden entwickeln, hast du schon was gesehen? Das hat gepasst, dann implementieren wir das Ganze und dann ist der Kunde auch glücklich, weil er natürlich nicht weiß, es gibt vielleicht auch noch was Besseres. (-) […]Da würde ich sagen, dass andere, die wesentlich länger in der Praxis sind, wesentlich pragmatischer. Da geht es dann wesentlich schneller, (-) die sind auch nicht so offen für neue (Methoden), es muss halt schnell etwas umgesetzt werden. (Int 8, 108)*	Because I also know project leaders who act way more (.) pragmatically. Then they say, well we have to develop something for the client, have you already come up with something? This was suitable, then we are going to implement the whole thing and then the client will also be happy because of course he doesn't know that there might still be something better (-). […] Then I would say that others, who have been working in the practical field for a longer time, act way more practically. Then everything would go much faster, (-) they are also not that open-minded towards new (methods). Something has to be simply implemented very quickly. (Interviewee 8, 25 September 2014, 108, author's translation)

Sub question 3: Role of opening and closing leadership behaviors for team innovativeness

• *Und dann hat man zum Schluss den Kunden, der möchte auch einen kompetenten Projektleiter, bei dem er das Gefühl hat, dass er ihm ja Inhalte übertragen kann beziehungsweise Informationen geben kann, die dann auch genutzt werden, also bei dem er auch das Gefühl hat, er ist da bei jemandem, der irgendwie Kompetenz mitbringt. Aber Kompetenz kommt ja häufig auch über das Know-how, das man über die Projektarbeit aufbaut (Int 2, 47)* •	And then at the end you have the customer who also wants to a have a highly competent project leader who is giving him the feeling that he can assign him with topics or information respectively, which will then also be used. Well, someone who also gives him the feeling that he has got someone who brings along a solid competence. But competence is often associated with know-how which you have established throughout the work at several projects (Interviewee 2, 05 September 2014, 47, author's translation)
• *Also wir haben= für jede Woche haben wir einen Plan gemacht, was wollen wir diese Woche erreichen und was nicht? (---) Den kannte jeder und am Montag habe ich das gleich mit dem Team besprochen und bin dann zum Kunden gegangen und habe gesagt: "Lieber Kunde, hier, das ist was wir uns für diese Woche vorgenommen haben und das ist das, was wir letzte Woche vorgenommen haben, und das haben wir in der letzten Woche geschafft." […] Und deswegen ging es halt darum, so ein bisschen transparent*	For every week we have created a plan about what we want to achieve in the upcoming week and what not (---). Everybody knew it and on Mondays we always discussed that with the team and then I went to the client and said: "Dear client, this is what we have planned for the following week and that is what we have planned for the past week. And this is what we have accomplished throughout the last week. […] And for this reason it was essential to make everything transparent to the client: what are we currently working on?

zu machen, woran arbeiten wir gerade? Wie sieht es aus? Und das muss ich dem Team= also das ist eine Konstante, dass wir sozusagen immer dem Team klar machen, was sind die nächsten Schritte? Woran arbeiten wir? (Int 11, 105)	How does it look like? And this I have to communicate to the team = well this is like a constant component that we also try to make clear towards the team: what are the next steps? What are we working on? (Interviewee 11, 10 October 2014, 105, author's translation)
• *die Bündelung der Informationen, also sozusagen die Knotenstelle zu sein als Projektleiter ist da entscheidend oder war da entscheidend, also dass man jederzeit sozusagen die Inhalte, die man im Projektteam erarbeitet werden, irgendwo aufm Schirm hat und diese mit dem Kunden spiegeln kann. […] der entscheidende Punkt ist der Ansprechpartner für alle, die am Projekt beteiligt sind, zu sein. Und da entsprechend den Kontakt, nicht den Kontakt herzustellen, aber den Informationszufluss zu gewährleisten und natürlich auch in die richtige Richtung zu führen. (Int 2, 45)*	The bundling of the information, well so to speak being the junction as project leader is crucial or has been crucial in order to always have the content and information ready on demand such as you can always reflect them with the client. […] The most important thing is to be the contact person for everyone who is involved in the project. And then to, well not create, but always allow for the exchange of the information and of course to lead the project into the right direction.(Interviewee 2, 05 September 2014, 45, author's translation)
• *ich kann in vielen Fällen einfach nur die Richtlinien und die Leitlinien formuliert und darauf geachtet, dass das halt auch zusammenwirkt und eingehalten wird. Aber die Arbeit und die Kreativität kommt meistens, oder zu 99%, von den Mitarbeitern. (Int 3, 49)* • *Also der Projektleiter muss (.) wirklich auch in der Lage sein, sich manchmal auch ein wirklich einen Schritt nach hinten zu stellen und zu sagen: "Ja, ich habe das Gesamtkonzept im Blick, aber die Umsetzung, die überlasse ich dann wirklich meinen Spezialisten". Dafür ist auch das Team da. Und ich denke da ist es auch wichtig, da muss das Team auch performen. (Int 8, 160)*	In many cases I have only the set up the guidelines and formulated the principles. And I paid attention that everything would conspire together and that rules are kept. But the actual work and the creativity is coming in most cases, or in 99%, from the team members. (Interviewee 3, 05 September 2014, 49, author's translation) Well the project has to (.) really be able to step back and to say: “Okay I keep an eye on the concept as a whole, but I will leave the implementation to the specialists”. This is the reason for which you have a team. And I think that it is important that in those cases the team performs (Interviewee 8, 25 September 2014, 160, author's translation)
• *Naja ich würd schon versuchen in der Regel ist man ja, ist ja klar, da nicht so der Experte, also der Bereichsleiter oder so was, und von daher ist man ja angewiesen auf das Team, die IT Experten sind. und von daher würde ich schon versuchen, das zu erarbeiten in der Runde. (Int 4, 159)* • *Und wenn Sie wissen, wovon diese Person jetzt Spezialist*	Well as a rule you are of course not the expert, or the head of department or whatever. Therefore you are dependent on the team […] and thus I would try to work on that with the entire group. (Interviewee 4, 11 September 2014, 159, author's translation)

ist, dann können Sie ja nicht zum Beispiel sagen: Naja, diese Lösung, die wir hier gerade erarbeitet haben, die könnte man sozusagen im Technischen noch ein bisschen unterstützen. Und da ist es eher wieder sozusagen (.) ja in dieser Position, wo er dann sagt: "Wow, mein Know-how wird jetzt gerade gefordert". Und somit fördern Sie sozusagen auch seine Ideenfindung. (Int 8, 144)	And when you know the field of expertise of this person, then you can for example say: Well this solution which we have recently worked on, could be supported from a technical perspective. And then he (the team member) is in a situation in which he says: "Wow, my knowhow is being demanded!" And with that you would basically also enhance his idea generation (Interviewee 8, 25 September 2014, 144, author's translation)
• *man kann es halt nicht exklusiv sagen, das ist die eine und das ist die andere Vorgehensweise, sondern eine Kombination. Das beinhaltet dass der Projektleiter ein stückweit selbst Vorgaben macht, die dann aber teilweise vielleicht auch nochmal ein Stück zurückhält, dass er sich die Ideen der Mitarbeiter anhört, kann sozusagen in Team Meetings sein, aber auch in der täglichen Zusammenarbeit, (Int 2, 37)* • *Der Projektmitarbeiter möchte immer irgendwo immer einen starken Projektleiter haben, der ihm klare Vorgaben macht, ihn aber trotzdem nicht einschränkt in seiner, vielleicht auch subjektiv gefühlten, Innovationsfähigkeit, wenn man es mal so nennen möchte. (Int 2, 47)*	You cannot say that exclusively it is one approach or the other, but it is rather a combination. That includes that the project leader gives instructions to a certain extent, but which he might also keep to himself at the beginning in order to listen to the ideas of the team members in the first place. That can be in a meeting, but this also refers to the everyday collaboration […] The team members always want a strong project leader who is giving him clear instructions, but at the same time who is not restricting him in his, maybe subjectively perceived, innovation capability if you want to call it that way (Interviewee 2, 05 September 2014, 37-47, author's translation)

Chapter 6: Conclusion

• *Extrem. Das hat richtig was zu tun. Hat als/ ich kann als Projektleiter, wenn ich falsch mache, was ich nur falsch machen kann, kann ich ein Projekt ganz entspannt vor die Wand klatschen. (Int 6, 73-75)* •	Extreme. That is absolutely relevant in this respect. As a project leader, if I do everything wrong what can be done wrong, then I can easily bang a project against a brick wall. (Interviewee 6, 19 September 2014, 73-75, author's translation)
• *Innovation kann man nicht erzwingen. Innovation bedeutet eigentlich, dass man (-) die Mitarbeit seines Teams benötigt auf der Suche nach Verbesserungsmöglichkeiten. Und wenn man Glück hat, kommt dabei auch irgendetwas Innovatives dabei raus. Aber Innovation kann man, nach meiner*	"Innovation cannot be forced. Innovation actually means that you are in need of your team when seeking possibilities for improvement. And if you're lucky, something innovative is the result. […] You can't tell people: "I want you to be innovative now", but you have to agree about what you want to achieve.

Überzeugung zumindestens, nicht erzwingen. Man kann den Leuten nicht sagen, so ich möchte jetzt dass ihr jetzt innovativ seid, sondern man muss (.) sich nur darüber einigen, was man erreichen möchte. Und dann kann man versuchen, dort neue Ansätze anzugehen und (.) zu untersuchen oder woanders zu sammeln oder (ähnliches/irgendwelches) oder Ideenfinder zu nutzen. Aber Innovationsmanagement in der Form gibt es meiner Ansicht nach nicht. (Int 1, 132) […] Innovation kannst du nicht nach Zeitplan fordern. Innovation, das hat einen hohen Zufallscharakter. Ob man nun gerade das Innovative entdeckt oder erkennt, oder ob man (.)gerade eine Idee, du kannst Ideen halt nicht erzwingen. (.) Deswegen kann man nach meiner Überzeugung Innovation nicht erzwingen, sondern man kann ein Klima schaffen, das förderlich ist (Int 1, 138)	And then you can try to find new approaches. […] But innovation cannot be demanded according to a time schedule. Innovation is very likely to occur only by chance and is characterized by a high degree of hazard and coincidence. […] Therefore you can only create an atmosphere that is supportive“ (Int 1, 132-138)
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