

Chapter II

CHAPTER II

REVIEW OF LITERATURE

The review of literature broadens knowledge about the topic and they provide a foundation for a new research. It seeks to describe, review, appraise, clarify and put together the content of earlier studies. Literature review helps to avoid reinventing the wheel by identifying the gap in the literature, to identify information, ideas, and method that could be relevant to the project, to carry on from where others have already reached so that to construct on the platform of existing knowledge and ideas.

This chapter presents, the background of Innovation and Creativity and the need for increasing interest in Innovation and creativity among organizations, the historical developments of Innovation and creativity in India is conferred followed by case studies regarding Innovation and creativity. Later, theoretical frame work for the study is presented.

2.1 OVERVIEW OF INNOVATION AND CREATIVITY

Creativity and Innovation are used interchangeably but there is marginal difference between the two terms. But Creativity and Innovation are perceived to be so closely linked that these terms are often used interchangeably (Ford, 1996; Cokpekin & Knudsen, 2011). For example, King (1995); Amabile et al. (1996); Shalley & Gilson (2004) and McLean (2005) states that Creativity is closely related to Innovation and the two concepts do overlap, but they are not interchangeable concepts. Hence, the identified distinction between the two concepts is elaborated.

It is often said that all Innovation begins with creative ideas (e.g. Amabile, 1988; Amabile et al., 1996; George & Zhou, 2001). Such a notion has long been noted in the management literature. Creativity is the seed of Innovation. To complement on Amabile et al. (1996) statement West & Farr (1990) and Shalley et al. (2004) explains creativity is a first step in the innovation process. One step ahead of the above statement Munoz-Doyague & Nieto (2012) highlights that Creativity is an ingredient for Innovation. For simple understanding, Amabile et al. (1999) defines, Creativity as “creation of novel and beneficial ideas and effects” and Innovation as the “successful implementation of ideas which are creative in an organization”. To add on to the Amabile’s view Shalley &

Perry-Smith (2008) states creativity is associated with innovation, and is a major indicator of Innovation, but they are different concepts. Similarly, Shalley & Gilson (2004) and Miller (2005) states, "Creativity differs from Innovation in that Innovation refers to the implementation of ideas".

Further, Anderson et al. (2004) indicate that Creativity and Innovation are closely interrelated concepts which are used to describe different stages to innovative work behaviours. Similarly, Amabile et al. (1996); Oldham & Cummings (1996) and Cokpekin & Knudsen (2011) demonstrated that Creativity kindles Innovation because characterization of Innovation is in the successful application is what creativity produces in organizations. Some researchers have reasoned creativity, rather than Innovation, that is the true source of competitive advantage for organizations, as it is the basis of their innovative potential (Woodman et al., 1993; Amabile, 1996; Amabile et al., 1996; Ford, 1996; Cummings & Oldham, 1997). Many authors debate that Creativity leads to Innovation (e.g. Bharadwaj & Menon, 2000; Soo et al., 2002; Puccio & Cabra, 2010). Potecea & Cebuc (2010) emphasis that, Innovation is inseparably linked to creativity; therefore it is seen as the cornerstone of Innovation (Klijn & Tomic, 2010). Innovation and creativity processes are interrelated because finding a solution to the problems in the process of Innovation requires creativity. By considering the above testimonials the present research considers Creativity and Innovation as different terms and adopts Amabile et al. (1999) view.

Innovation and Creativity is the spark that makes good companies great. This study consolidates a number of definitions from the literature regarding Creativity and Innovation in different stages of 20th and 21st century, since Creativity and Innovation are subtle constructs and hence it is difficult to define with one definition. Academics do not come to an agreement on a single definition, but various definitions share a number of mutual subjects. Table 2.1 and 2.2 consolidates the definitions of Innovation and Creativity.

Table 2.1: Definitions on Innovation

Author	Definition of Innovation
Rogers (1983)	The process of bringing new products, equipment, programmes or systems into use
Woodman et al. (1993)	Successful implementation of creative ideas
Amabile et al. (1996)	Implementation of ideas
Herron (1996)	Successful implementation of creative ideas within an organization
Cowan & van de Paal (2000)	Creation, adaptation, and adoption of new or improved products, processes or services
Heye (2006)	Implementation or transformation of a new idea into a new product or service, or an improvement in organization or process

Table 2.2: Definitions on Creativity

Author	Definition of Creativity
Guilford (1950)	The creative individual has unique ideas and will yield to infrequent, and acceptable, responses
Barron & Harrington (1981)	Innovative, unique, and ambitious
Amabile (1983)	A product or response will be judged as creative to the degree which is both unique and suitable, beneficial, correct, or valuable response to the task at hand
Woodman et al. (1993)	The creation of a treasurable, beneficial innovative product, service, knowledge, practice or process by individuals working together in a complex system
Amabile (1988); Amabile (1996) and Amabile et al. (1996)	The creation of new and suitable ideas
Csikszentmihalyi (1996)	Creativity is a changing agent of existing domain or creating a new one
Sternberg & Lubart (1999)	The ability to produce work that is both novel (i.e. original, unexpected) and appropriate (i.e. useful, adaptive concerning task constraints)
Mayer (1999)	The mental process that allows people to think up new and useful ideas
Oxford Dictionary definition sited by Steve Jobs (2011)	Involving the use of imagination or original ideas to create something

Potecea & Cebuc (2010) states that, Innovation Management is the process-oriented organization, both human and practical, to procure innovative information, generate ideas leading to new processes or improving existing services and transfer the best ideas into manufacturing, marketing and distribution of services. Innovation is not limited to science and technology, in the broad sense Innovation can be social (social system), artistic, administrative, business, etc... besides Innovation is seen as a multidirectional and iterative process involving multiple actors (Rosenberg, 1986; Chesbrough, 2003; Tether, 2005). Rao et al. (2001) elucidates, Innovation as a continuous process of discovery, learning and application of new technologies and techniques from many sources. In fact, Innovation is often thought of as the “engine of growth” because of its lasting long-run effects on all processes. In the business world, Innovation is distinct since the focus is on developing new products, services, or work processes that help a firm gain competitive advantage (Schilling, 2008).

Creativity has been considered as an important factor since very long ago. For example Zelst & Kerr (1953); Hirschman (1970); Withey & Cooper (1989) alludes that creativity possibly will be an important form of voice in organisations. Goldenberg & Mazursky (2002) and Kilgour & Koslow (2009) indicate that, Creativity is widely observed as a way to solve complex problems for the benefit of firms. Adding to that, Plucker et al. (2004) explains that Creativity is the interplay between the ability and process by which an individual or group produces an outcome or product that is both novel and useful as defined within some social context. In the same way, Shalley & Perry-Smith (2003) state that creativity can include ideas associated with solving problems, new practices or new procedures, as well as ideas about new products or services. As such, creativity involves imagination and intuition that can eventually lead to inventions and innovations. In line with this view, Shalley & Zhou (2008) state that, the creative process in the work context involves “continuously finding and solving problems and implementing new solutions”.

2.1.1 Need for Innovation and Creativity in organisations

There are many compulsions behind why organisations must be innovative. Peter Drucker (1985) in his article has discussed the reasons for organisations to be innovative.

- Unexpected commercial success must be exploited in a business opportunity for innovation by developing a new product variant or a new product to be launched in the next generation
- Discrepancies between expectations and outcomes or between assumptions and reality can create opportunities for Innovation
- Improvements in processes can create new opportunities
- Increasing market demand and industry growth opens new opportunities to launch innovative processes
- Demographic changes in population
- Understanding customer perceptions of products is the key to exploit opportunities
- New knowledge of categories of inventions, patents, know-how etc... brings new products or market opportunities.

Source: Potecea & Cebuc (2010)

Carayannis & Papadopoulos (2011) in their study emphasized some of the vital reasons for organisations compulsion for Innovation, ie., Competition (Pianta 1995; Gama et al., 2007; Cooke, 2002), Efficiency / economy (Pianta 1995; Bahadir et al., 2009), Technical advances elsewhere and pure R & D (Pianta, 1995), Market share (Schoonhoven et al., 1990 and Banbury & Mitchell, 1995), Competitive advantage (Schumpeter, 1975; Porter, 1980; Maurer, 1999; Qi et al., 2000; Gama et al., 2007; Cai et al., 2015), Deal with change and Customers (more demanding / higher expectations) (Peter Drucker, 1985). Gama et al. (2007) indicates some of the other important reasons why organisations must innovate, such as organizations continuously operate in markets characterized by globalization, geo-political instability, ever smaller market segments, emergent technologies, substitute products, shorter product life cycles and bargaining power of consumer's. Further, shareholders put an increasing pressure for reducing costs and enhancing investments. Schoonhoven et al. (1990) and Banbury & Mitchell (1995) explains that, a steady stream of Innovation enables firms to gain early

cash flows, to enhance external visibility and legitimacy, and to gain market share early, thereby stimulating organisations growth (Uhlaner et al., 2013). Potecea & Cebuc (2010) states that, to accomplish competition companies must have effective Innovation process. Taylor (2006) argued that, Innovation projects can create value for the organization, and support internal processes than any others.

The above discussion brings to light the stimulants behind organisational Innovation process. These are the important compulsions that drive the organisation to take Innovation in their hands, due to the ample benefits derived by organisations due to their innovative and creative ideas.

2.1.2 Benefits of Innovation and Creativity to Organizations

“Innovation” is a magic word, since it can bring creative ideas to realities. There is significant consent in the literature is a consequence of societal and economic developments, technological development, and renovations of organizational structures and tasks, Innovations have become a crucial feature of today’s world of work (Anderson et al., 2004 and Messmann, 2012). Innovations are new and potentially useful products or processes that are applied to address the problems and challenges of a particular work context and help to maintain or improve the current state of this context (West & Farr, 1990). For organizations, Innovations are important to enhance the effectiveness of internal processes and the quality of outcomes, to achieve and maintain a competitive advantage, and to secure organization’s long-term survival (Amabile, 1988; Kanter, 1988; Woodman et al., 1993; Scott & Bruce, 1994; Oldham & Cummings, 1996; Messmann, 2012). Because of Innovation benefits and high flexible work structures, organizations increasingly expect their employees to contribute in the process of change and enhancement of work.

In organisational point of view, Innovation is the backbone of every organization and there are many motives for organisations to be innovative in their business practices. This study documents some of the imperative necessity and prominences of Innovation and Creativity through literature review. Alirezaei & Tavalaei (2008), states that the major challenge confronting organisations in the 21st century is accelerating organizational Innovation. Resounding this view, Ray et al. (2013) reaffirm that Global

competition is forcing organizations to become more innovative in their efforts. Schumpeter (1975); Maurer (1999); Qi et al., (2000) mentions that Innovation has played an important role in business and has frequently been viewed as crucial to organizational competitiveness (Amabile, 1988 and 1996; Woodman et al., 1993; Porter, 1998; Shalley et al., 2004; Hirst et al., 2009 a and b; Xia & Tang, 2011; McGrath, 2013) and success (Tesluk et al., 1997; Shalley et al., 2000; Rogers, 2004; Hausman, 2005) in the dynamic and turbulent market environment. To add on to the above statement Cooke (2002) states that Innovation is a strategic competitive weapon in the age of globalisation. The widespread agreement in the academic literature is that Innovation is essential in economic development (Bahadir et al., 2009) and competitiveness (Porter, 1980; Cai et al., 2015), for firms, regions, and nations. Shalley et al. (2000) state that, in modern business, Innovation plays a vital role in the performance of the organization and creative work atmosphere can progress employees' and organisations well-being. Tesluk et al. (1997) also emphasize Innovation as imperative to organizational survival and success.

In line to the above Porter (1980), states that the prominence of continuous Innovation will result in the competitive advantage of the organisation. Similarly Gama et al. (2007) reports that, Innovation is a strategic objective, a way to create a sustainable competitive advantage. Knudsen (2007); Lau et al. (2010); Fuchs & Schreier (2011) claim that, as business environments have become more competitive and fast paced, firms are using a variety of commercial and economic arrangements and hence increasingly look for Innovation since it will help to ensure their competitiveness. Innovation is commonly perceived as a key factor in stimulating organisations development (Mahemba & De Bruijn, 2003). Correspondingly, Cai et al. (2015) explains that Innovation has long assumed a strategic position in a firm's development and success. Innovation ranks on the top of policy forever, both in the fields of industrial and regional policy (Schumpeter, 1942 and Borowik, 2014).

Bahadir et al. (2009) in his study conclude that Innovation is one of the most consistent drivers of Economic growth as well as long term growth (Borowik, 2014) of the organisation. According to Carayannis & Papadopoulos (2011), Innovation will increasingly be needed to drive growth on employment and improve living standards. They cite that 70% of businesses consider Innovation as the most important route out of

the crisis and “Innovation equals Economic Policy for Growth”. Schumpeter (1934) pointed out in the Theory of Economic Development (1912) that Innovation is the basic phenomenon of economy’s progress.” Porter (1998) highlights that; Successful Innovation is increasingly being regarded as the central issue in economic development. Empirical studies reveal that innovating firms grow faster, have more output and highly profitable than the less innovative counterparts (Geroski et al., 1993; Roper & Hewitt-Dundas, 1998).

Innovations are becoming more and more essential for organizational existence and enlargement facing the forbidding rivalry and ambiguous competitive environment. Agbor (2008) states that Creativity and Innovation are the important driving force for organizational success in many sectors. Many researches endorse that organizational innovation has a positive impact on performance, and have established that Innovation leads to better organizational performance in industries. This conclusion has been confirmed in many kinds of industries, such as public utilities (Damanpour & Evan, 1984), industry products and consumable manufacturing (Zahra et al., 1988), service (Subramanian & Nilakanta, 1996) and high-tech enterprises (Yiping, 2001). Neumann & Holzmüller (2007) study reveals that, increased productivity has resulted in a significant increase in the competitive force on organisations and hence in this situation organisations can encounter this task by strengthening their Innovation management.

According to David Gergen, Director of Harvard’s Center for Political Leadership, the representation for organisation in this new challenging environment is not "climbing ladders" but "racing horse" (Coleman et al., 2012). According to Gu et al. (2015) employees in present days are likely to ride seven or eight different waves in their occupations. Besides, some of the waves may flop under their feet and many new waves do not occur. This representation offers the following implications: Creativity is a continuous process (Tang et al., 1987 and 1989; Tang, 2010) or a life-long marathon for both individuals and organizations (Gu et al., 2015). When everyone in an organization (employees as well as employers) is creative, it helps the organisation to become a creative organization (March, 1991). Those with the right approach for creativity will ride the current and future waves (Gu et al., 2015); those without will face the end of competitive advantage (McGrath 2013). Hsu (2013) and Diliello et al. (2011) in their study explored that Creativity has become the lifeblood of many successful organizations.

With significant and rapid technological, cultural, demographic, and economic changes in our knowledge-based economy, employee creativeness has become a high crucial challenge for organizations to develop employees, improving the core competence of the organisation (Prahalad & Hamel, 1990) and help organizations not only survive but also to continue sustainable advantage in competitive global market (Amabile, 1996; Porter, 1998; Shalley et al., 2004; Hirst et al., 2009 a and b; Xia & Tang, 2011; McGrath, 2013). Naturally, organizations increasingly seek different ways to foster employee creativity (Zhou & George, 2001; Hirst et al., 2009 a and b).

Innovation and creativity are generally deliberated to be grave proficiencies for enlightening organizational residing power (Kanter, 1983; Amabile, 1988; Woodman et al., 1993; Tushman & O'Reilly, 1997). Study by Shalley et al. (2004) emphasise that, employees' Creativity and Innovation is recognized as important performance outcomes as they enable organizations to regulate in shifting environmental conditions and yield advantage of opportunities. Study by Martins & Terblanche (2003) considers Creativity and Innovation as the most important constructs that are necessary for successful organisations. Ray et al. (2013) reported, rapidly changing business scenarios and highly competitive markets have forced companies to identify the need to be creative and innovative. The most successful organizations will have an environment where creativeness and Innovation occurs consistently at all levels of the organization, and in all functions (Vicenzi, 2000; Ray et al., 2013). On the one hand, creativity is often described as the key to organizational effectiveness and a necessity for long-term success (Porter, 1990; Hitt et al., 1997; Amabile & Conti, 1999). Goldenberg & Mazursky (2002) and Kilgour & Koslow (2009) indicated that, Creativity is widely observed as a way to solve complex problems for the benefit of firms. In fact, some suggest that creativity is the only way humans can progress (Dewett, 2002). Katz (1964); Staw (1984); Oldham & Cummings (1996); Jobs (2000) in their study highlight the importance of creativity in terms of organisational survival. Mumford et al. (2002) and Shalley et al. (2004) strongly recommend organisations to encourage creativity since creative contributions help organizations become more efficient, adapt to change, and develop new products and services. While in support of this view Eisenberger & Aselage (2009) state that Creative contributions are

imperative for organisation. Similarly, Katz (1964) state that for organizational effectiveness, employees must engage in creative and spontaneous activity beyond role prescriptions.

The above testimonials emphasize the importance of Innovation and Creativity in every organisation. For running a business successfully, the organisation needs to compete with the competition, cope up with the globalisation challenges, increase their market share, satisfy their customers, survive in the changes (due to technology or some other factors), gain competitive advantage, better organizational performance etc...which can be accomplished by having effective creativity and Innovation management practices. Making creative and innovative organisation is not a simple task needs to be putforth from both the sides. The vision can come to alive after crossing many obstacles by the organisation. For making innovative organisation, the contribution towards this task from both aside (Organisation and employee). For example the organisation should provide supportive environment for the creativity of the employee, at same time the employee also should be engaged fully towards Creativity and Innovation process of the organisation. Other than that there are many factors which influence directly and indirectly the Innovation process. Among these factors, climate of the organisation is one of the important factors which influences directly the employee creativity. Climate is a significant factor in organisational point of view, since it can control the overall activities of the organisation. Especially when the organisation seeks to produce a successful and active innovative management environment, the climate of the organisation should be supportive.

In research world there are numerous studies, researches about many factors that encourage Innovative Work Behaviour as well as Individual Creativity in work place. Numerous authors have studied the individual factors that influence Individual Creativity of the employee namely Autonomy (Axtell et al., 2000; Ramamoorthy et al., 2005), Intrapreneurship personality (Amo & Kolvereid, 2005), Education level (Hartjes, 2010; Janssen, 2000), Job tenure (Dorenbosch et al., 2005), Job control (Axtell et al., 2000), Influence in work place (Janssen, 2005), Team leader support (Axtell et al., 2000), Transactional leadership (Pieterse et al., 2010), LMX (Scott & Bruce, 1994 and 1998), Pay (Ramamoorthy et al., 2005), Desire for employee innovation (Amo, 2005), etc...Also

researchers have developed instruments to measure creative climate for example KEYS (Amabile, 1997), Creative Climate Questionnaire (CCQ) (Ekvall (1996), Situational Outlook Questionnaire (SOQ) (Isaksen et al., 1999), Multifactor Survey Instrument (Katz et al., 2004), Team Climate Inventory (TCI) (Anderson & West, 1996), Organizational Climate for Creativity and Innovation (OCCI) (Dubina, 2009).

2.2 CREATIVE CLIMATE FACTORS

As discussed earlier, Climate is one of the important influencing factors in the organisational activities, especially for promoting the Innovation of the organisation climate should be effective and supportive for the employee creativity. Cabra (1996) explain that, as a result of the intricacy and the unstable environment, the ability to be innovative becomes more than critical if an organization wants to ensure its survival. An organisation's climate refers to the recurring patterns of behaviour exhibited in the day to day environment of the organisation, as experienced, understood, and interpreted by the employees in the organisation. There are many factors which will foster organizations innovation. In this study, the factor that is considered is Creative Climate factors. Isaksen et al. (2000) states that, there are plenty of factors that describes the creative climate; however, it is essential to realise that creative climate is a complex combination of many different factors that influence ordinary and daily interactions with family, friends, and co-workers. According to Cabra (1996) Creative climate is a meaningful concept; while Turnipseed (1994) states that, it has significant inferences for understanding human behavior in organizations. Ekvall (1996) suggests that climate affects the organizational members communication, solving problems, make decisions, handle Conflicts, learn and motivate, and thus, can be noted by the efficiency and productivity of the organization and has an influence on organization members' ability to innovate. Britz (1995) (p. 16) defines creative climate as a conglomerate of attitudes, feelings and behaviors within an organization that allow, encourage and foster the creation of change by producing and implementing new or novel ideas by its members. There are numerous studies (Amabile, 1996; Geijsel, 2001; Kheng et al., 2013) regarding creative climate in the literature. According to Aspenberg & Kumlin (2012) in order to create Innovation, some element of creativity is involved. Some argue that certain individuals possess creative potential and the task is to manage their creative potential

(Cummings & Oldham, 1997) while others argue that the circumstances determine who can be creative (Amabile, 1998). However, researchers reinforces that an environment is highly important for the creative process (Amabile et al., 1996; Andriopoulos, 2001) and many organizations have practices do more destruction than moral when it comes to enabling creativity (Amabile, 1998). Turnipseed (1994) states that, Creativity is not something that can be 'turned on' all of a sudden, but rather by the result of long term exposure to an encouraging climate. Mumford & Gustafson (1988) argued that even when individuals have the capability to be creative; their willingness to do so depends on the climate. Therefore, climate becomes a changing force that can increase or decrease the effects of the organization's investments and operations and influences organizational outcomes. Considering these reasons it can be concluded that, a creative organizational climate is a prerequisite for Innovation. Barzdziukiene et al. (2010) mentioned in their study that, the concept of organizational climate was first developed by Lewin et al. (1939). The objective was to identify and consider the climatic factors that influence organizational creativity. Mumford et al. (2002) argues that today's challenge of creating organisations conditions necessary for such creativity to flourish. There are numerous studies available regarding the importance of Creative Climate (e.g. Rhodes, 1961; Scott & Bruce, 1994; Furman, 1998; Andriopoulos, 2001; Martins & Terblanche, 2003; Barrett et al., 2005; Al-bahussin & El-Garaihy, 2013).

Amabile & Gyskiewicz (1989) state that organizational climate, has a crucial effect on employees' creativity. Numerous studies (Anderson & West, 1998; Isaksen et al., 2000; Dubina & Umpleby, 2011; Beheshtifar & Zare, 2013) establish positive relationship between Creative Climate and Individual Creativity. Barzdziukiene et al. (2010) states that, organizational environment which motivates Creativity and Innovation has been the object of three large research programs during the 1980s and 1990s, two in the United States and one in Europe (Amabile & Gyskiewicz, 1989). Beheshtifar & Zare (2013) indicated that the organisation must concentrate on their climate which is the driving force of Individual creativity. According to Amabile & Gyskiewicz (1989) organizational climate, has a crucial effect on employees' creativity. Similarly, study by Brand (1998) shows that an innovative climate stimulates the individual creativity positively. Regarding empirical evidence, numerous studies confirmed that employees who

perceived their work climate as positive and supportive of innovation made more efforts to put their innovative ideas into practice (Scott & Bruce, 1994; Axtell et al., 2000; Kheng et al., 2013). Huang (2007) study among the employees in Taiwan's service and gold industry reveals positive correlation between the team creative climate and the individual creativity of the origination. Moreover, study by Wang & Rode (2010) shows that innovative climate is associated with employee creativity. Kuo (2002) states that, the performance of organisation depends on organizational Innovation climate. He chooses 27 advertising companies as subjects and finds that the correlation between the organizational Innovation Climate and the Organizational Innovation performance is significantly positive. Further, Leung et al. (2014) indicates that innovative climate promotes and encourages innovative behaviour of employees. Likewise, a study by Kheng et al. (2013) state that, innovative climate had been found to be the most significant predictor of innovative work behaviour. In the study, Amabile et al. (1996) provides empirical evidence that the perceptions of an employee's work atmosphere and creativity environment directly affects the creativity of projects. Leung et al. (2014) in their study clearly explains that, when creative climate is great, failures committed by individuals are fewer problematic, as the climate highlights creativity and the acceptance of failure, thereby mitigating the fear about failure. Literature has reasoned that organizations with creative climate are open to Innovation, in which members are willing to take risks, and discuss innovative ideas to improve the organization are highly successful at implementing actual Innovations than organizations with less innovative climates (Geijsel, 2001).

Barzdžiukienė et al. (2010) states that, since creativity is an indispensable element in an increasingly competitive world, the ability to develop a climate that nurtures creativity is crucial. There are many studies that highlight creative climate induces the creativity of employees. Further researchers based on their studies here developed a plethora of instruments to measure the Creative Climate. For example, Amabile (1997) has extensively researched creativity and innovative environments, and along with colleagues (Amabile et al., 1996) developed KEYS. "KEYS" measures the level of Encouragement of Creativity, Freedom, Resources, Pressures and Organizational Impediments in a firm. Ekvall (1996) developed "Creative Climate Questionnaire"

(CCQ) for assessing the level of support for creativity. “CCQ” includes Challenge, Freedom, Idea-Support, Trust and Openness, Humor/Playfulness, Debate, Conflicts, Risk-taking, Dynamism and Idea-time. Isaksen et al. (1999) developed the instrument called Situational Outlook Questionnaire (SOQ) where factor Dynamism removed with previous CCQ (Péter-Szarka, 2012). Multifactor Survey Instrument developed by Katz et al. (2004) consist of Risk- taking, Rewards, Empowering, Objective measurement, Feedback, Turbulence, Interdependence, Decentralisation and Cosmopolitan. The Team Climate Inventory (TCI) developed by Anderson & West (1996), is a four-factor theory consists of Vision, Participative safety, Task orientation and Support for Innovation. Another important Organizational Climate questionnaire is Organizational Climate for Creativity and Innovation (OCCI) which includes 4 main categories and 17 factors developed by Dubina (2009). The four main categories are Condition for creative initiatives, inspired co-operation/Team work, administrative and managerial support for creative initiatives and Creative ideas implementation. Analysis of the instruments reveals that although the dimensions may vary by name and description there exist a commonality among the instruments used to measure the Creative Climate in organisation and that creative climate supports and enables individual creativity.

According to the survey by Dubina & Umpleby (2011), the best known and most used instruments are CCQ and KEYS. For example Hsu (2013) used KEYS instrument for his study. Likewise Porzse et al. (2012) preferably used CCQ instrument. Besides Barzdziukiene et al. (2010) used both KEYS and SOQ instrument. These instruments are developed to identify and quantify the degree of creativity stimulants in the firm`s work environment. The present study considers the factors from CCQ and KEYS. Major factors taken from CCQ are Involvement/ Challenge, Autonomy/Freedom, Trust and Openness, Humour/Playfulness, Debate, Conflicts, Risk-taking and Idea-time. For stimulating individual creativity resources availability is important since to try and evolve the new product or processes resources are required. Hence providing the necessary resources is likely to favour Individual Creativity. By considering the importance of the Sufficient Resources, this study includes this dimension from KEYS. Another important dimension this study considers is Supportive environment. Support factor is necessary in creativity point of view, since creativity involves more risks and uncertainty. Without

support the employee cannot develop new ideas or implement it. Moreover, support should be from all sides of the organisation. Therefore this study considers three different support dimensions under the Supportive Environment namely Supervisor Support (Saunders et al., 1992), Organisational Support (Scott & Bruce, 1994) and Work Group Support (Amabile et al., 1996). This study also considers, Creative Self-Efficacy (Dorner, 2012) dimension a personal factor, since, to become a creative person an employee should have the belief that he is a creative person. Based on the above discussions this study considers twelve important factors under the Creative Climate that influence individual creativity namely; Involvement/Challenge, Autonomy/Freedom, Openness, Idea-time, Humour/Pleasantry, Conflicts, Debate, Risk-taking, Sufficient resources, Supportive environment which consist of i) Supervisor Support, ii) Organisational Support and iii) Work-group Support. This study characterises Creative Climate to be challenging enough to keep the motivation of employees high to accomplish a task, offering a certain degree of freedom to indicating the ways of completing the task, encouraging a healthy level of risk-taking, supporting generation of ideas, allowing some free time to try new things, giving sufficient resources and openness to share ideas and there by nurturing individual creativity among the employees.

Scott & Bruce (1994); Oldham & Cummings (1996) and Henker et al. (2015) states that, creativity is beneficial for organizational success. Consequently, one major concern of research on creativity is to identify the factors that promote employee creativity (Henker et al., 2015). Considering the above reasons this study considers the factors mentioned above as the Creative Climate Factors, which influences the Individual Creativity. Discussed below are the Creative Climate Factors considered for this study.

2.2.1 Involvement / Challenge

Challenge is the degree to which members of the organization are involved in the competitive situations in their daily operations and long-term goals. High challenging people are basically motivated to make contributions; they find joy and meaningfulness in their work and invest much energy. Normally, challenge will trigger the activities to reach out the goals soon. For example, one student in a class is always the top performer but when the faculty challenges another student to compete and obtain first rank, the

challenged student will get the first rank. The challenge triggers that student when compared with another student. In support of the above point, Barzdziukiene et al. (2010) states that, a challenge brings out the best in people and stimulates an individual's motivation to succeed. Further, Amabile (1988) explains that, challenge has been identified as a vital component in creative performance. It makes transformation what a person can do and what a person will do. This is common in organisational point of view. Challenged worker will do their work more effectively compared to others. In terms of creativity also challenge has taken a very significant role. Numerous researchers have studied the importance of Challenge in the workplace (Amabile & Gryskiewicz, 1989; Amabile et al., 1996; Oldham & Cummings, 1996; Amabile, 1997; Sutton, 2001 and 2002; Shalley & Gilson, 2004; Coleman & Deutsch, 2006; Jaskyte & Kisieliene, 2006; Hsu, 2013; Henker et al., 2015).

Lauer (1994) and Richards (2002) states that, challenge creates the atmosphere to be “lively and full of positive energy”. Barzdziukiene et al. (2010) conducted a study on student’s creativity in a classroom setting. He states that the challenge is at the soul of a creative classroom at all stages of education. It provides open-ended problems that encourage creativity and motivates students to do their best and students are to be involved in setting learning goals and perspectives since challenging problems motivate them to be creative. Their finding reveals that challenge positively influences student’s creativity. Amabile & Gryskiewicz (1989); Oldham & Cummings (1996); Amabile (1997); Jaskyte & Kisieliene (2006) believes that, challenge is an influencing factor in individual creativity. Many researchers found that challenge has a positive influence on individual creativity (e.g. Amabile, 1988; Amabile & Gryskiewicz, 1989; Oldham & Cummings, 1996; Jaskyte & Kisieliene, 2006; Baucus et al., 2008; Barzdziukiene et al., 2010). There is also a controversy opinion; Smith (2003) and Kheng et al. (2013) states that, if a work context is characterized by problems and challenges, it impedes the accomplishment of work tasks.

Challenges in life, makes the person perfect and fully involved, since it elicits the persons interest towards the task. In organisational set up, bringing new idea is filled with the challenges and challenge positively induces employees to reach out to their goals. From the literature review, the present study considers Challenge as an important factor for employee creativity in work place. The employees should challenge each other’s

positively for creating an innovative environment in the organisation. Ekvall (1996) states that, in Creative Climate Challenge/Involvement have taken imperative role, since it is basic need for Individual creativity. By reviewing the importance and need of challenge/involvement factor for individual creativity, the present study consider that there is a positive relationship between Challenge/Involvement and Individual creativity.

2.2.2 Autonomy/Freedom

Freedom is indispensable for a common man to run his daily life. From the organisational point of view freedom also termed as Job Autonomy is essential for an individual employee, even to do his routine work. Job Autonomy has been defined by researchers in different dimensions. Turner & Lawrence (1965) define autonomy in terms of "the discretion the worker is expected to implement in carrying out the task which are assigned" (p. 21). Hackman & Oldham (1975) (p.162) defined autonomy as "the degree to which the job affords considerable freedom, independence, and discretion to the individual in scheduling the work and in defining the measures to be used in carrying it out" (p. 162).

In terms of creativity, freedom (Autonomy) is unavoidable since it stimulates employee creativity (Barron & Harrington, 1981; Amabile & Gryskiewicz, 1989; Amabile et al., 1996; Oldham & Cummings, 1996; Jaskyte & Kisieliene, 2006; Gu et al., 2015). Jaskyte & Kisieliene (2006) in their study explain that numerous job aspects influence an individual's work outcomes of which job autonomy is vital. Hackman & Oldham (1980) states that, autonomy is the degree of discretion employees have over significant decisions in their work and Joo et al. (2010) identifies Autonomy as a significant feature of work design for employee outcomes. Studies have suggested that giving autonomy to individuals encourages higher motivation, satisfaction, and performance in a variety of settings (Garcia & Pintrich, 1996; Troyer et al., 2000) and boosts up the employee creativity. Various researchers (e.g. Barron & Harrington, 1981; Amabile & Gryskiewicz, 1989; Woodman et al., 1993; Amabile et al., 1996; Amabile, 1996; Oldham & Cummings, 1996; Jaskyte & Kisieliene, 2006; Paul et al., 2007) have identified that Autonomy is essential for individual creativity and they found positive relationship between individual creativity and Autonomy. Moreover, Axtell et al. (2000) and Ramamoorthy et al. (2005) find that job autonomy has a positive influence on individual innovative behaviour.

Creativity is cherished when employees have legitimately high level of autonomy to do their work and a sense of ownership and control over their own work and their own ideas (Anderson & West, 1996). These results are in line with the findings of Pelz & Andrews (1996) which reveals that creativity is promoted while individual employees and teams have comparatively high level of autonomy in the day-to-day conduct of their work. Fried & Ferris (1987) in their study through meta-analysis unveiled that autonomy is strongly associated with internal work motivation. Amabile (1997) claim that, the motivational component turns creative potential into creative ideas. To add on to the above findings Hong et al. (2003) explains that from an environmental perspective, creativity seems to be enriched when the work place is borderless, as this aids interactions and free discussion among team members which will induce their creative performance. According to Amabile & Gitomer (1984) employees harvest more creative work when they perceive themselves to have freedom on how to go about achieving the tasks that they are given with. In support of the above points, Alencar & Bruno (1997) in their study states that, a rigid, bureaucratic structure and rigid norms can inhibit creativity among employees of the organisation. In line with the above statement Giugni (2004) discusses four components of climate which influence the creativity of employee of which Autonomy is one of the essential factors. Amabile & Grysiewicz (1987) suggest that increased autonomy permits individuals freedom from rigid work rules and the capacity to follow novel thoughts.

Amabile (1983) have recommended that in order to be creative, employees need freedom (Autonomy) hence they can create more ideas and increase the range of possibilities and materials from which a solution may arise. Corresponding to Amabile, many authors have considered the importance of autonomy for the creativity facilitation (e.g. Abbey & Dickson, 1983; Mumford & Gustafson, 1988; Scott & Bruce, 1994; Shalley et al., 2000; Dewett, 2002). Amabile & Grysiewicz's (1987) interview study of R&D scientists note that the most regularly stated relative factor characterizing high creativity events is freedom. Likewise, the most repeatedly mentioned factor in low creativity events is a lack of freedom. These authors recommend that autonomy is important since highly permanent work procedures can limit the way in which an individual reason about a task. Paul et al. (2007) strongly believe that freedom to select and organize one's work is essential for creativity.

On the negative side, researchers have discussed the relationships between job autonomy and outcome variables (creativity) are linear or nonlinear in nature (Parkes, 1991). Previous studies examining job autonomy have shown support for both linear (e.g. Parkes, 1991) and nonlinear (e.g. De Jonge & Schaufeli, 1998) points of opinion. For example, while middle levels of job autonomy are believed to be more necessary than low levels, high levels of job autonomy are possibly harmful since it involves trouble in decision making and high responsibility on the job. Other researchers, however, have assumed a linear relationship between job autonomy and creativity: the more autonomy a worker experiences, the more satisfied he/she is with the job (Hackman & Oldham, 1980) which will stimulate their creativity. Further, Cokpekin & Knudsen (2011) in their research find that, higher levels of freedom or autonomy decrease the probability of being innovative which is the controversy result of Ekvall (1996); Amabile (1988) and (1997) which discusses freedom or autonomy as one of the most important characteristics of creative climate.

On the whole, the freedom to do one's job provides people space to try out new ideas even if they will ultimately fail. Hence, job autonomy authorises the employees to engage in 'trial and error' and to find more effective and efficient ways of doing their creative work in their work place. Regarding Creative Climate Factors, Autonomy is one of the important factors which can create more effectiveness on Individual creativity. This factor is used by many authors (e.g. Amabile et al., 1996; Ekvall, 1996; Fleur Lamers, 2007) for their own climate instrument, the above discussion bring to light the importance of Job Autonomy for bringing in effective creativity among employees in the work place. Therefore, the present study considers there is a positive relationship between Autonomy and Individual Creativity.

2.2.3 Openness

To maintain a healthy relationship in the society between various relations, Trust and Openness is a very important factor. This factor will enhance the relationships for a better future. In organisations also trust and openness among employees is important. Especially, in terms of Innovation and Creativity process there is an essential need for this. Trust and transparency refers to the emotional safety in relationships. When there is

a strong level of trust everyone in the organization come forward to put forward ideas and opinions. Initiatives can be taken without fear of punishments teasing situations of failure and the communication is open and straight forward. There are studies (Dellas & Gaier, 1970; Mumford & Gustafson, 1988; Amabile, 1988; George & Zhou, 2001; Baer & Oldham, 2006; Niu, 2014) which highlights that Trust and Openness will enhance employee creativity positively.

George & Zhou (2001) examine openness to experience and conscientiousness as related to creative behaviour. Likewise, Mumford & Gustafson (1988) states that, creativity can be promoted by creating an open, fun, trusting, and caring environment where new understanding is valued. Niu (2014) explains openness is one of the Big Five Personality Traits, and an individual with high levels of honesty is typically more creative and engages in more innovative thinking. Dellas & Gaier (1970) pointed out that highly creative people share a number of traits and openness is a very important trait. Likewise, George & Zhou (2001) and Baer & Oldham (2006) found that openness and individual creativity have a significant, positive relationship with each other. Andrews & Smith (1996) and Burke & Witt (2002) argue that, openness may vary according to contextual condition and they discover weak relationship with employee creativity. Similarly, George & Zhou (2001) find non-significant relationship between openness and employee creativity, but they revealed that it interrelated with feedback and the nature of tasks to affect creativity.

Openness among employees will lead to feedback by other employees or Co-workers. An employee with a creative idea, only when he/she opens to his/her colleagues gives a chance for providing feedback to his colleagues or group members. Farr & Ford (1990); Zhou & George (2001) and Schaffer et al. (2012) states that useful feedback may signal interest in improvements and change to the feedback receiving employee, who then feels supported and motivated to generate and implement creative ideas. More precisely, useful feedback may cause an employee to perceive creativity and innovative work behaviour as more effective than in a situation without feedback, thereby positively influencing the perceived effort-utility and performance-utility functions and ultimately increasing the employee's willingness to engage in work behaviours that involve creativity (Zhou & George, 2001; Schaffer et al., 2012). Since feedback is

primarily a way of supplying employees with information about his/her performance on the job (Zhou & George, 2001) feedback may also increase the feedback receiving employee's perceived psychological empowerment. This is important because empowered employees have been found to display higher levels of creativity and innovative work behaviour (Schaffer et al., 2012). Specifically, empowered individuals feel less constrained and more efficacious and autonomous, which leads to higher levels of creativity and innovative work behaviour in return (Amabile, 1988; Redmond et al., 1993; Schaffer et al., 2012). Within the Innovation context, co-workers are a good source for useful and informational feedback (Zhou & George, 2001). Studies by many authors (e.g. Zhou & George, 2001; Schaffer et al., 2012) have highlighted that; less feedback environment will hamper employee's creativity and Innovative Work Behaviour of the organisation.

From the literature review, this present study understands that openness among employees as well as management has a vital role in the context of Creativity and Innovation. Literatures insist that feedback from others is essential for creating new ideas. Until and unless the employee is open, no one will be ready to give feedback to him/her. Especially, for the success of creative process the employee needs to discuss with supervisors, co-workers and management. The management should create an environment and culture of Openness among employees; it will lead the organisation in the successful way. By seeing the importance of Openness in reviews, this study considers Openness as an essential factor in Creative Climate for an employee to exhibit creativity effectively. Therefore, the present study considers there is a positive relationship between Openness and Individual Creativity.

2.2.4 Idea Time

A well-known saying goes like this, "A stitch in time save nine". Even more, time is a priceless wealth in our life. It is one of the powerful factors. Human life is measured in terms of time. As a human, we grow in time, live in time and expire in time, it is passing, and changing, never stops and it will not wait for anyone. It is the most prevailing factor in human life. It is the time which gives the opportunity to make use of it; those who make best use of time and benefit these opportunities, grow and rise in life

and those who waste their time lag behind in their life journey. Proper use of time brings attainment and accomplishments to human beings. Once missed time will not come again. Many a time, time factor will fix the victory and at times might give negative results. For example for finishing the project, time limit will be given by the management. Time limit may urge the employee to finish the project in time; hence there is a chance of reduction in the quality of the project. Sufficient time is needed for doing and for finishing any activity successfully. Especially for doing creative ideas Idea time is essential, since bringing new ideas is not an easy task. It involves lot of energy, skills, resources etc, likewise, creating a new idea demands sufficient time or idea time. Gu et al. (2015) says that, allocating time for new ideas to emerge is essential, for example, setting separate time for brainstorming and arranging discussion among team outside the company. The employees involved in a brainstorming session are likely to be more effective than those who not.

Harvard Business School Professor Teresa Amabile et al. (2002) states “when time pressures increase in the life of corporate, the necessity for creative thinking has never been greater”. Moreover she says time pressure should be avoided if organisations want to foster creativity on a consistent basis. Additional, Edland & Svenson (1993) noted that people under time pressure, have a tendency to filter (processing some parts of the information more, and others less), accelerate, and omit (ignoring particular parts of the information). For example, Ben Zur & Breznitz (1981) find that, in a gambling simulation study individuals under time pressure maximum feel negative information (i.e. probability of losing) and faster in the decision making process and prefer to avoid Risk Taking. Barzdziukiene et al. (2010) explains that, creativity takes time to process and it is not a magical inspiration which come instantly. Innovation suffers when challenging work environment obstacles increase (Amabile & Conti, 1999). Amabile et al. (2002) and Gu et al. (2015), states that having relatively unstructured, unpressured time to create and develop new ideas may lead to higher creativity. Coleman & Deutsch (2006) emphasises that “Create a time-space oasis for creativity”. Andrews & Farris (1972) find positive relationship between scientists’ time pressure which is perceived to finish their work and their creativity at work place. Conversely, Andrews & Smith (1996) showed the result that Product managers exhibit low creativity in their marketing programs because of time pressure. However Amabile & Gryskiewicz (1989) find a non-significant

relationship between time pressure and employees creativity in five different groups (e.g. government lab, educational institution). This is known as time space oasis, a compulsory condition for creative production. Amabile et al. (1996) strongly state that time demands negatively affect individual creativity. Further, Cokpekin & Knudsen (2011) in their study found that, idea time is positively associated with creativity and innovation. In support of the above, Gu et al. (2015) made a research on student's creativity in a class room environment. The research confirms that there is a need to give students more time to think creatively. There is no need to rush if the students are expected to exhibit the highest creative performance. The results could be better if certain amount of extra time is allotted.

These above reviews emphasises that importance of Idea time in the Creative Climate for the effectiveness of employee creativity. Today's world is filled with full of heavy competition. The organisations are in a position to safeguard their place in the market. Employee creativity is one of the important tools to reach out their goals. Hence, it is the responsibility of the organisation to give sufficient time for employee to think and act on the creative process. Therefore, the present study considers Idea time as a prerequisite for Creativity and Innovation. Organisation should make a policy regarding Idea time so that employees exhibit more creativity. Hence, this study considers that there is a positive relationship between Idea time and Individual creativity.

2.2.5 Humour/Pleasantry

“Humour”- it's been an energy tonic to everyone's life. Age is not a barrier for enjoying humour or making humour, everyone can make humour and enjoy it. Humour plays a very significant role in humans' day-to-day life. Playfulness and Sense of humour is one of the most powerful tools human have for coping with any source of stress in his/her life. For example, in cinemas and circuses, humour part takes an imperative role to avoid boredom of people and to reduce their stress. Playfulness and humour refers to the spontaneity and ease that is displayed. Fry (1994) defines humour as a “genetic, biologic characteristic of the Human race” (p.112). A relaxed atmosphere with jokes and laughter characterizes the organization which is high in this dimension. Additionally, Morreall (1991); Miller (1996) explains that, humour is a sensation that relieves tension, helps people to integrate socially and it can be used to control people. Trumfio (1994, p. 95) states,

“the most recognisable benefit of good sense of humour at work is its ability to help minimize the effects of stress”. In support of the above Smith et al. (2000) explains, with the help of Humour, an employee can reduce angry and stress in the workplace among group members and also reduce the level of fear commonly associated with that moment. One step ahead, Lynch (2002) state that humour is a communicative activity between Humans. Moreover, “when someone has to analyse an old skill or acquire a new one, there is a fear of making mistakes; using humour in training programme can reduce fear and promote clarity” (Morreall, 1991, p. 367).The importance of playfulness among human is widely recognized (Barnett, 1991). Moreover, nowadays certain companies no longer want to express themselves in such a traditional and hierarchical way (Miller, 2005). Since, in organisations humour and playfulness is needed to avoid boringness, boosting energy and being relax. Further, Amabile (1996); Ricchiuto (1996) and Baucus et al. (2008) argue that playfulness can increase flexibility, new ideas, and liveliness in the organisation. Yu et al. (2003) in their study refer, Playfulness as a kind of spontaneous, imaginary, expressive, funny, and indulgent attitude that can spur individuals’ work and creativity and bring work satisfaction and positive moods. Duncan et al. (1990) state that, there is comparatively less studies regarding benefits of humour in the workplace and the long history of research reveals that, humour may have useful managerial applications. Further, Duncan et al. (1990) in their study state that the use of humour in organisations is likely related to individual differences namely sex, sense of humour, as well as interpersonal relationships and organisational culture. Study by Dunn (2004) reveals that the characteristic of playfulness consists of imagination, emotion expression, taking the initiative exploring new effects, curiosity, clarity and communicating capability, which trigger employees creativity. Playfulness makes work interesting and lifts up one’s performance. In line with the above, Ma et al. (2013) indicates that playfulness can positively affect creativity in workplace.

Anderson & West (1998) consider group playfulness as the independent and relaxing atmosphere that the group members build by everyday interaction in workplace, which make people feel the work interesting and supportive and these situations stimulates their creativity. The emergent trend headed for making work fun is evident in an editorial Industry, (Cabra, 1996). He expressed regret that in his on-the-job training

(by the Corporate Management Development School), he was directed to avoid humour and fun on the job training but in the coming years of experience, he was able to realise it is a wrong advice. He used his April 1st editorial to invite all the employees to use a starting point on April Fools' Day to begin making work fun (McGhee, 2000). Miller (2005) state that, various companies everywhere in the country have in recent years changed their views about the value of humour in the workplace. This shift has happened for the broader notion that work should be fun and have fun. It is not very long ago that nearly every company in the country drew a sharp distinction between the notion of work and play. Having fun, joking, laughing, or showing a "playful attitude" on the job, is viewed unprofessional, immature, and not taking work seriously. Over the past two decades, however, with the pace of change, the way business is done which escalates around the world, companies have cleared out many of their old assumptions about how businesses should be run. "Jovial people" are viewed by their colleagues as intelligent, energetic, hardworking, friendly, competent, easy going, and flexible. It is precisely because of these qualities that so many companies now seek employees with the good sense of humour. The influence of humour on students' creativity is examined in a study by Isen et al. (1987). In their research, 65 psychology class students were given a task that could be solved through creativity. This involved using a group of everyday objects to solve a specific problem. Earlier to the task, half the students watched a funny film, while the other half watched a neutral film. Subjects exposed to the humorous film produced significantly more creative results than those who watched the neutral film. Miller (2005) states that, "Have fun", being jovial plays a vital role in the success of any business, smiling a little more, talking a little more and spending more time together discussing what makes employees feel good about their job they are doing. Moreover, Williams & Emich (2014) highlight that; humour has been shown to decrease the social distance between people.

Miller (2005) in his study states that, fun at the workplace is a relatively new concept, whereas numerous studies suggest the importance of playfulness for improving employee creativity and productivity (Barron & Harrington, 1981; McGhee, 2000; Williams & Emich, 2014). There are several studies regarding playfulness and creativity (e.g. Amabile, 1996; Yu, 2004; Ma et al., 2013) that establishes a positive relationship between these two factors.

Safferstone (1999) argues that humor can promote creativity among employees and explain that “humor, when used cleverly, is likely to develop the performance of work in both individuals and work units” (p. 103). Ma et al. (2013) tested the hypothesis between playfulness of students and their creativity and they found positive relationship between both the terms. Further, Barzdziukienė et al. (2010) states that, being comfortable and aware of limits in terms of student jokes or playfulness is a useful attribute in developing the creative climate in class atmosphere by teachers. Yu (2004) has proposed that playfulness not only brings fun but also helps break old rules, relax the employees, and bring in more creative performance in the workplace. Moreover, there is a belief that having playfulness qualities can make people become pleased with their work and have more creativity (Ma et al., 2013). Anderson & West (1998) specify that the group playfulness climate that is of a creation soothing and enchanted atmosphere among the group members will make the people feel their work is more interesting and they are supported. A study by Amabile (1996) finds out that playfulness will increase creativity of the employee in the workplace. Humour and playfulness reduce nervousness and thus make the employees more open to new approaches in their workplace. Miller (2005) indicates that, a number of successful companies pledge to the idea that having playfulness at work can improve factors such as employee satisfaction, performance, individual creativity, and retention comparing with those who do not. Ma et al. (2013) explain another view that, Playfulness and humour also help to sophisticate divergent thinking and solve creative problems. Besides, Berg (1995) considers that playing is one of the ways to explore oneself, allowing removing the current boundary, using novel approaches to absorb new skills. Moreover, Williams & Emich (2014) states that, humour plays an important role in the creation and maintenance of interpersonal relationships. While seeing the positive side of the humour, there is negative side of the Humour too. Meyer (1997) states that sometimes humour can cause serious problem for both employee and organisation. Further, Grugulis (2002) explains that because of its nature of ambiguity humor can creates stress potentially. Berryman-Fink (2001) state that, employees sometimes use humor to manage with sexual harassment issues. The above reviews emphasize on the negative side of the humour at work place. But by seeing overall, humour at work place bring lot of benefits to the organisation especially during creative and innovative process of the organisation.

Literature supports that, playfulness helps in increasing the commuting opportunities for the members to open their mind and share their visions. Bringing playfulness and having a sense of humour on the job (when appropriate) energizes the workplace and it stimulates the employee creativity positively. Reduced job stress, greater enjoyment of work, and sustaining a frame of mind conducive to effective working makes a major contribution to increasing creativity and these can be brought about by playfulness. By reviewing foreign authors study results, the present study concludes Humour at work is one of the important factors under the Creative climate. According to Indian corporate culture, Humour at the work place is not fully accepted and adopted. But there is a hope that Indian companies also will bring fun at work culture in future days, while few companies' boosts being jovial at a work place. Considering the importance of sense of humour at work place, the present study considers that there is a positive relationship between Humour at work place and Individual Creativity.

2.2.6 Conflicts

Conflicts is a common term in life of human beings and arises naturally in every arena of daily life. This will result in loss of relationships in personal life as well as in professional life. Conflicts is natural and unavoidable especially in organizational set up. Conflicts refer to the presence of personal, interpersonal and emotional tensions in organisation. It is state of opposition between ideas, interests, etc. and disagreement or controversies between individuals as well as groups. The workplace could be filled with Conflicts. In every organization, individuals have different opinions and viewpoints, since; people are from different society, places, languages, status, states and even countries which can create Conflicts among employees. Personality clashes and different personal values add up and the organisation becomes a vessel of professional rivalry. Sometimes it can become a destructive point to the organisation as a whole. In the organisational point of view, Conflicts will end in negativity like breakup in relationship among employees, reduced productivity, sales and ability to pay loans, employee turnover, reduced turnover, etc... and result in lost business as well as customers. For example, if sales department plans to offer 90-day credit limit to customers to maximize sales, but accounting department needs receivables within 60 days to pay for materials or wages; this creates a Conflicts between both the departments. At this

situation, Conflicts can be a triggering point to creativity. For example, if organisation cannot offer customers 90-days credit limit on payments but expects an increase in sales; they could try innovative term like considering offering lower sales price, advance payment of part of the invoice or reduced interest rates to keep those sales. So, it is up to the organisation as well as the individual employees, who conceive Conflicts in such a way and hence managers ensure that Conflicts is at the minimum because Conflicts will affect trust, co-operation and creativity.

When the level of Conflicts is high, groups and single individuals will hate each other and the work climate can be characterized by “warfare”. In some situation Conflicts is unavoidable. Especially in bringing new ideas, there are more problems connected to it, since it may disturb the existing process. The nature of Human being is resistance to change. At this situation the probability of getting Conflicts between employees is high. To support the above view Janssen et al. (2004) states that Innovation and creative process is often associated with Conflicts. In Ekvall’s ten creative climate dimensions the only negative dimension is Conflicts. More precisely Richards (2002) explains that Conflicts occur in any organisation or situation where humans interact with each other and that too, in the Innovation process Conflicts is unavoidable one, since it leads to changes in routine. In support of the above point, Janssen (2003) and Leung et al. (2014) states that, employees who participate in Innovation processes may also run the risk of Conflicts and resistance of colleagues or supervisors who want to avoid changes of acknowledged work patterns and norms. Moreover, in Innovation processes often cross departmental boundaries (Kanter, 1988), the pioneering worker may caught up in Conflicts with co-workers ranging across different work groups or departments of the organization (Janssen, 2003).

According to Janssen (2003) because of the emerging Conflicts, taking creative initiatives can cause frustration, bitterness and animosity, and may therefore lead the creator to have less positive feelings about the relationships with others. Ross (1989) states that, dissatisfaction is a typical reaction to disagreement and scepticism and it will demolish creativity, since Conflicts will lead to dissatisfaction towards creative ideas. In support of this, Jehn (1995) found Conflicts to be negatively related to affective responses such as liking other group members and intention to remain in the group, in

spite of the degree of Conflicts resolving. Furthermore, Conflicts about innovative ideas uncover and emphasize dissimilarities between the creative worker and the resisting co-workers. These experiences of dissimilarity are likely to hinder the creative worker in developing and maintaining satisfactory relations with co-workers who obstinate Innovation.

George (1998) writes in his book that Conflicts is a major negative term which negatively influences classroom settings among students. Numerous researchers (Amabile, 1996; Ricchiuto, 1996; Sutton, 2001 and 2002) have studied Conflicts in the work place and there are some research outcomes that encourage Conflicts in the work place (Ricchiuto, 1996; Sutton, 2001 and 2002; Baucus et al., 2008) for increasing innovative and creative activities among employees. They argue that Conflicts will trigger individual creativity in a positive manner. In line with the above, Baucus et al. (2008) in their article states that, creating Conflicts, competition and stress increases innovative actions among employees. Sutton (2002) recommends managers to find happy or contented employees and provoke them to fight with one another with the objective of shaking up overly agreeable employees by causing interactions that trigger debate of opposing ideas and perspectives. At the other extreme, managers and employees view Conflicts as a failure to find the co-operative solutions as they seek to enact “either-or” or “win-lose” solutions (Ricchiuto, 1996). Baucus et al. (2008) states that, clearly, Conflicts may be used to foster creativity and Innovation which would result in novel solutions that benefit both organisation and its stakeholders. Managers and employees may behave unwisely or do the opposite of that which is expected. Studies by Sutton (2001) and (2002) and Baucus et al. (2008) shows that some creative companies intentionally hire people who seem disagreeable in the belief that these fresh employees increase Conflicts to decision-making processes, spur competition for fresh concepts, which forces the present employees to think and perform uniquely. These approaches are designed to introduce new viewpoints, illustrate a variety of strategies that can be used to enhance creativity by increasing Conflicts, competition and stress among employees.

Janssen et al. (2004) explain clearly about how to handle Conflicts when the innovator does not have willingness to deliberate and resolve the differences, since Conflicts is likely to disturb the further development and implementation of the

innovative ideas propagate and harm the quality of relationships. Lee (2015) said that, predictable thinking says that Conflicts is not a good for organisations, but placing individuals in a conflictual state of mind can enhance their creativity. Even the management identifies which of their employees are bullies, complainers, leaders, problem solvers, problem makers, mediators, deviators and quitters. This helps the management to find potential employees for promotion or demotion. Conversely, Conflicts might be less detrimental or even bring in beneficial outcomes when the innovator is able to identify and scrutinize the disputes at stake and find ways to assimilate the diverse perspectives and interests needed to produce high quality implementations of innovative ideas (Jehn, 1995). Furthermore, Wilmot & Hocker (1998) list the benefits of Conflicts from an organisational point of view.

- Conflicts fosters an awareness that problems exist
- Discussing Conflict issues views can lead to better solutions
- Conflicts managing is faster and more effective than letting Conflictss irritate
- Challenging old assumptions will lead to changes in old practices and methods
- Conflicts requires creativity to find the best outcomes
- Conflicts rises awareness which is important to employees
- Management Conflicts will suitably help in building self-esteem
- Managing Conflicts well is a sign of maturity
- Conflicts are challenging
- Conflicts are exciting
- Conflicts encourage people to grow
- Conflicts create opportunity

Kokemuller (2015) state that, generally Conflicts carries a negative connotation, however it is vital to productivity and growth in the organizations. At the same time, when Conflicts is managed poorly or taken personally, conversely, it causes tensed work relationships and it will lead to deprived organizational morale. According to Kelly

services, Conflicts in conversations and work team interaction contributes to greater Innovation and creative development. Furthermore, Kelly Services points out that it supports the improvement of managers and employees equally in an organization. Sharing of ideas, stressed discussion on important topics and passionate perspectives causes' Conflicts; however they portray that employees are also involved in alternative ways of looking at things. Over a period, employees shape their Conflicts-resolution skills in a way that makes them more efficient in turning Conflicts into strong creative ideas. Further, Kokemuller (2015) points out some of the negative side of Conflicts. He states that, sometimes it is time consuming and costly. For example, some management spend majority of time to resolve Conflicts, it contributes to about half of resignations, according to BPIR. Employee turnover resulting from Conflicts is costly, such as the new employees should be recruited, hired and trained in the companies. Further, there is lost knowledge that goes with the resigning worker and Conflicts can have harmful effects in an organization. It may be destructive to individuals, fade or terminate a group, upsurge pressure or tension between groups as well as group members and interrupt normal channels of co-operation. In some extreme cases, Conflicts can lead to violence, and causes obstacles for employees of an organization from focusing on tasks and goals. Redmond et al. (1993) state that, Conflicts could force the employees to rethink on their goals for better improvements and make better sense of problems, which has been connected to well and more original solutions.

No work place could totally devoid of Conflicts. It is a natural outcome in an environment where employees working with varied priorities, ideas and behaviours and must work together towards a common goal. Conflicts is more related to personal, expensive and basic problem in organisations. When the employee deals with the Conflicts usefully, it can pave way to achieve goals. The Conflicts in the workplace can lead to good and bad outcomes. Still, if the employees understand the nature of Conflicts, then it is possible to connect with positive energy and direct it towards the problem solving and organisational improvement. The above reviews reinforces that Conflicts in the work place will lead to bad as well as good situation depending on how the employees treat the Conflicts among them and also it reinforces that Conflicts is one of the vital factor in Creative climate which can influence individual creativity negatively as

well as positively depending on the employees attitude towards Conflicts. In line with above "Conflicts are neither good nor bad all depends on how it's managed," says Mir (2012) author of Wars at Work: An Action Guide for Resolving Workplace Battles. If the employees deal effectively with the Conflicts, definitely it will positively influence the employee creativity in the work place. By considering above points the present research takes Conflicts as a positive factor which influences Individual creativity positively.

2.2.7 Debates

In a competitive world, a successful human need to debate for enduring his/her views. Debate is extremely important for survival in the civilized world. It is all about, issues and trying to figure out how to solve them, it is not only makes the world go round but also makes people smarter and makes it easier to handle issues when they arise but it has also been used in this millennium as a way of passing on and changing cultural norms, laws and even mind sets. Normally for withstanding views and ideas, people engage in debate and are normally formal discussion among colleagues. Corey Lecey the famous debater says "Debates enhances you critical intellectual skills. It opens you up to different aspects of the world". Normally debate comes under the positive side of the arguments between people. Regarding employee creative ideas, it is one of the vital ways, which will gives the different dimensions, ideas, negative and positive angles of matters. It involves encounters, exchanges often clashes among viewpoints, ideas and differing experiences and knowledge. Debate as a critical skill is more important now because the present age is the information age, where information is power, and debate is all about how to turn information into power. By Debating an idea or issue the employees will get learning opportunity to look at information and separate out the good from the bad, the relevant from the irrelevant. Regarding employee creativity debate has taken an imperative role, since it can bring positive as well as negative side of the new ideas put forth by an individual employee. He or she can get different views regarding their creative ideas and it can help the employees to do further modification to it.

In the organizations many voices are debated and people are eager on putting forward their ideas. Where debates are missing, people will follow authoritarian style without questioning. Debate focuses on issues and ideas. Barzdzikiene et al. (2010) state

that, in spite of the fact that class discussions and debate offer opportunities for students to test their ideas and opinions against their peers. Not surprisingly students rated teachers' efforts to discuss and debate much higher compared to those who did not provide room for debates. The main aim of debate is getting and giving knowledge among employees. Moreover, Tjosvold & Yu (2007) strongly believe that, positive debate or constructive controversy among team members can facilitate risk taking that, in turn, promotes Innovation in the organisation. Richards (2002) states that, debate is difficult to separate from Conflicts. There must be a distinction made regarding whether the clash of viewpoints are personally attacking (Conflicts) or stuck to the issue at hand (debate). This study considers debate as a positive dimension which will help the employee to develop his/her creative ideas. As far as Conflicts is concerned it might bring negative result to the employee creativity but debate does not. From the literature review, this study identifies Debates is the one of the essential factor under the Creative climate and it influence Individual creativity effectively and positively.

2.2.8 Risk-Taking

“No pain, No gain” this is a universally known proverb. Human life is filled with uncertainty and risks. Uncertainty is unavoidable, but Risk Taking is avoidable in human life. But there will be some gain out of Risk Taking. Risk Taking is about taking one step ahead. It indirectly means that taking risk will give more output and good results compared to without taking risk. There exists competition amongst employees. To win or to cope up with the competition the employee should take risk and safeguard his/her position. Studies highlights the process of Innovation and Creativity risk taking is important and unavoidable (Kanter, 1983; Mumford & Gustafson, 1988; Howell, 2005; Jaskyte & Kisieliene, 2006; Tjosvold & Yu, 2007; Baucus et al., 2008; Yidong & Xinxin, 2013) since it includes uncertainty of results. Dewett (2002) states that, new ideas represent changes from the established order and invite evaluation and offers potentially negative consequences for the idea offered by the employee. It is difficult to separate ideas from people who generate them (Albrecht & Hall, 1991). Many researchers (e.g. McLean, 2005; Jaskyte & Kisieliene, 2006; Pratoom & Savatsomboon, 2012) accomplish that risk taking will positively influence individual creativity. For example, Amabile's (1988) qualitative research among a sample of R&D scientists tinted the role of risk orientation in the

promotion of creativity. Further, Baucus et al. (2008) explains that creativity requires risk taking as employees test new ideas and approaches. Robinson (2011) (p.184) states that, if organizations offers freedom to take risks, provide support for risk taking and tolerance of mistakes or failures, it will induce creativity. These researchers statement highlights and bring out the relationship between creativity and Risk Taking.

According to Caldwell & O'Reilly (2003) when groups develop the norm to take risk in both recognised and encouraged, where those mistakes are expected when trying new things; creative employees will propose new and creative solutions to problems. This argument is supported by Miron et al. (2004) study which found that creative employees who worked in an innovative culture characterised by high autonomy, risk taking and tolerance of mistakes reached higher level of creativity. In support of the above opinion, Pratoom & Savatsomboon (2012) study reveals that the levels of innovative performance will differ according to innovative culture. Wongtada & Rice (2008), states that in the Thai context, Innovation of Thai employees is impeded because of the culturally low acceptance of failure and moderately high uncertainty avoidance. Shalley (1995); Tesluk et al. (1997); Zhou & George (2001) and Dewett (2002) explains that, risk has often been noted as a defining characteristic of creativity. Amabile (2012) explains creativity-relevant skills. In that she discovers many skills of which risk taking is the one of the important skills which is needed for creativity. Risk taking encourages organisational Innovation (Tjosvold & Yu, 2007). Steve Jobs (2011) states that taking risks and accepting failure is a part of the creative process and being willing to confront the barriers that arose when they challenge the status quo is necessary to succeed in new initiatives. Creative persons are more able to tolerate ambiguity, understand that in the process of getting lost they might discover new pathways. Intellectually they continue to grow rather than allowing their skills and knowledge to stagnate. Further, one of the creativity's greatest enemies is the fear of failure, criticism and judgement. However a creative process or expression may invite any or all of these. Some of modern history's great inventions reveal that the telephone is not invented overnight, nor was air travel, the light bulb or the television. They could not have been produced without trial and error, conviction and persistence; however some of the organisations and individual employees avoid taking risk. Indeed, it is well- documented that the fear of failure is a major barrier

to Innovation by discouraging innovative attempts (Leung et al., 2014). Ekvall (1996) argue that the perception of risk-taking and failure as non- threatening is conducive to creative behaviour. Dewett (2002) explains that the focus on risk in creative performance is well justified and has deep roots in management occurrences and he highlight on a point that, one vibrant prescription for victory is to push out fear from the organization and take risk. Pfeffer (1998) state that, fear ruins a crucial tricky problem in many workplaces. Their research highlights the “knowledge-doing gap” in organizations and find big gap between employee’s knowledge and their performance. This is due to several obstacles among which fear being the most vital of these obstacles. Dewett (2002) states that employees will not act on creativity based on the knowledge they possess if they fear that they will be punished for doing so. Further, Leung et al. (2014) state that, it is well-recognized that fear of failure is a major barrier to Innovation since fear of failure discourages innovative attempts. For example, Caldwell & O’Reilly (2003) find that group members who shared that failure is normal part in the innovative process are more likely to engage in innovative behaviour.

Amabile (1997) strongly believe that Risk Taking will influence employee creativity positively. To add on to the above Jaskyte & Kisieliene (2006) state that Risk Taking can stimulate employee creativity. Several authors (McLean, 2005; Pratoom & Savatsomboon, 2012) suggested that individual creativity can be boosted in the culture where Risk Taking is supported. The above reviews reinforces that Risk Taking ability is the first step for Creativity and Innovation. Organisation promote that a culture of Risk Taking among its employees are likely to be more creative and innovative both in their products and processes compared to their counterparts. Risk Taking factor is used under creative climate by many authors (e.g. Ekvall, 1996; Hunter et al., 2007; Fleur Lamers, 2007). Hence this study considers Risk Taking as an important factor under Creative climate and has a positive relationship with Individual creativity.

2.2.9 Sufficient Resources

In organisation, for employees to do his regular job effectively, resources are needed regularly. Especially, in terms of Individual creativity, resources play a vital role, since for making creative ideas resources is essential. Since new ideas may demand

different resources compared with the existing resources. For example, if an employee wants to try out making a new process in manufacturing unit he needs related machineries, sufficient raw materials and so on for the trial. Without all these resources he/she may not be able to work out that new idea. To support the above points, numerous authors (e.g. Amabile et al., 1996; Amabile, 1997; Barsade, 2002; Shalley & Gilson, 2004; Miller, 2005; Hsu, 2013; Gu et al., 2015) have discussed the importance of sufficient resources for the Creativity and Innovation process in the organisation.

Amabile (1997) and Wang & Tsai (2014) states that, organizations with sufficient resources and an environment that encourages Organizational Innovation can increase the level of employee creativity at work. Resources and skills among employees stimulate creativity and, in turn, creativity feeds Innovation if the firm is motivated to transform, it provides resources for doing Innovation, and ensures appropriate managerial practices to support the smooth flow of the Creative and Innovation process (Amabile, 1997). Moreover, Cokpekin & Knudsen (2011) in a survey of 147 firms from a particular region of Denmark studies whether organizational creativity leads to Innovation in small firms. They find sufficient resources are positively associated with Creativity and Innovation. Resources and skills are the basic tools an organisation have at its disposal to complete its business. These can include the people, capital, machines, equipment, materials, patents, and copyrights that an organisation has acquired for use in its operations. In line to the above Wang & Tsai (2014) states that, organizations with appropriate resources, such as facilities or funds, are better able to have an environment that encourages employees to take creative initiatives. Isaksen et al. (2000) states that, the quantity and quality of intellectual assets available to the organisation is also a key resource. Resources and technology can impact the feelings and attitudes of people in organisations by either enhancing or inhibiting appropriate creative behaviours. Further, lack of vital resources aggravate and provide barriers to creative thinking and limit initiative. Access to, and effectively using the resources can be a stimulus for Creativity and Innovation. A study by Oukes (2010) found that, sufficient resources act as a stimulant factor in organisational Innovative work behaviour. Amabile et al. (1996); Carayannis & Coleman (2005); Wang & Tsai (2014) strongly believes that, by providing sufficient resources to employees the organisation can eliminate impediments to creative and innovative

processes. Study by Shalley et al. (2004) and Valentine et al. (2011) reveals that, lack of resources tend to have negative effects on employees' creativity. According to Amabile (1988) Theory of componential organizational Creativity and Innovation, the influences of social environment can be summarized as having three major elements: namely resources, management practices, and organizational motivation. In this context, she highlights that, resources are everything that is available in an organization that assists the performance of Innovation and Creativity of the employees.

The above reviews reinforces that sufficient resources is a pre requisite for Creativity and Innovation. Organisation should give more attention to the resources available for employees. There is no point to encourage and support an employee to bring out creative ideas without giving resources. Hence, the organisation needs to confirm the availability of resources to right employee on right time, since such situations will trigger the employee to be more creative. This kind of culture will lead the organisation to get more success in their business. Hence the study considers sufficient resources as vital factor under the Creative climate for the effective employees' creativity and innovation and considers positive relationship with the Individual creativity.

2.2.10 Supportive Environment

For running a successful life as a human being we need to be depends on others. We are living in a society depending on each other and for whatever we do in our life, support from our family members, friends, colleagues as well as society is needed. Until and unless we have a supportive environment we cannot succeed in our personal and professional life. In organisational point of view, support is an important factor in the context of bringing in new ideas and changes by employees in the work place. Since bringing new ideas and new processes is not an easy task because it is likely to change the existing processes. Normally many people will resist changing since it might affect their routine work and environment at times. At this situation employee requires lot of support for bringing new ideas. Hence, this study considers supportive environment as one of the major influencing factor that influences individual creativity. Literature reveals that many studies (e.g. Kanter, 1983; Barsade, 2002; Hunter & Cushenbery, 2011) focused on the significance of a Supportive environment for creativity and maximum

studies establish positive relationship between Supportive environment for creativity and Employee creativity. In the same vein, Kheng et al. (2013) suggests that implementing innovative ideas requires an organisational environment that encourages and supports 'stepping out' beyond the norm. Further, new ideas are risky because they represent disturbances in practices, associations, power balances, and job security (Albrecht & Hall, 1991). Without support the employee cannot move on in the creativity process further. For Creativity to flourish and the spirit of Innovation to develop in any organization, it must be supported by the management, supervisors and work-group. According to Pfeffer (1998), management can completely support employees' creativity and innovation by fostering an environment that is favourable for creativity to flourish, supervisors can build friendly and inclusive working conditions for the employees, which will make a free atmosphere to discuss their creative ideas, Work-group can foster employee creativity by giving valuable tips and advice (Amabile et al., 1996). Likewise, Woodman et al. (1993), state that, "individual, group, and organizational supportive characteristics have an impact on the creative process and situation, resulting in the creative product for the organization". Kahn (1990) states that, when individuals feel their organisation, co-workers and their supervisors, support them to be creative in their work it triggers their creative ideas in a right path. Woodman et al. (1993) strongly believes that the degree of which a person generates new and useful ideas depends on the support that is received from the work environment. Moreover, a high level of support for creativity indicates that generating, communicating, and implementing creative thoughts are accepted socially and may even result into appreciation and rewards (Baer & Oldham, 2006). Empirical proof on the relationship between supportive environment for creativity and employee creativity. Several studies found a positive relationship between supportive environment for creativity and employee creativity; however other studies failed to support the relationship (Shalley et al., 2004).

Furthermore, support for creativity may create a climate of psychological safety that may encourage employees to propose and discuss new ideas which will result in increased creativity (Kahn, 1990). As highlighted by Abbey & Dickson (1983), employees who believe their work is supported are more willing to expend additional efforts and time on generating creative ideas. Creativity therefore may be viewed as occurring within

a social system, not just within the individual. This is related to a constructivist opinion of learning in which the social context is emphasized. Csikszentmihalyi (1996) illuminates “Creativity does not happen inside the head of the people, but in the interaction between a person’s thoughts and a socio-cultural framework. It is a systemic phenomenon rather than an individual. A supportive work environment helps employees feel interested and excited about the content of their work and this excitement translates into increased creativity (Oldham & Cummings, 1996 and Shalley et al., 2004). DiLiello & Houghton (2006) in their study finds that, individuals who have innovation and creativity potential will be more likely to practice Innovation and Creativity when they perceive strong support from the workplace than the individuals who recognise weak support from the workplace. Amabile (1998) writes that creativity is truly enriched when the entire Organisation is giving support. Further, creative ideas provide a basis for Innovation emergence, but for Innovation to be successfully implemented, it is necessary to have in place or to obtain a wide range of supportive environment. Support factor is considered as one of the significant factor in many climate instruments. For example all the instruments CCQ, SOQ, KEYS, OCCI and Multi factor survey have support factor as one of the main factors. Hence, this study considers supportive factor as one of the essential factor under Creative climate. Further, this study considers three levels of support needed for individual creativity i.e. Supervisor Support, Work-group support and Organisational Support, each of which is elaborately explained below.

2.2.10.1 Supervisor Support

“Without a supervisor support, creativity may blossom, but it will be misplaced” –
(Unknown author)

In an organisation supervisors are the first high cadre person, who moves with the employee closely and daily. Whatever problem or any other important news or issues, the employee first goes to his/her supervisor, then only to others. Supervisors act as a bridge between management and employees. Therefore, whatever new ideas are brought by the employee, the supervisor need to approve first then only it will go to the next person in the hierarchy. In terms of Employee Creativity and Innovation Supervisor Support is essential. Since he/she should encourage and support the employee regarding the creative work only

then it will reach the next level in the hierarchy. Supervisors are the first and close leaders for an individual employee. Therefore, Supervisors play a key role in supporting or inhibiting employee creativity (e.g. Oldham & Cummings, 1996; Shalley et al., 2004; Gupta & Singh, 2013). Leadership is one of the most significant predictors of creative employee behaviour (Mumford et al., 2002). Many research studies shows that Supervisor Support is positively related to the Individual creativity in terms of Organisational Innovation (e.g. Amabile, 1988; Woodman et al., 1993; Oldham & Cummings, 1996; Mumford et al., 2002; Shalley et al., 2004; DiLiello & Houghton, 2006; Hammond et al., 2011; Beheshtifar & Zare, 2013); Gupta & Singh, 2013). Support for creativity from supervisors, refers to the extent to which supervisors encourage employees to develop and refine creative ideas (Madjar et al., 2002). Study by Wongtada & Rice (2008) explains, supportive superiors show concern for the feelings of the employee, needs, encourage employees to voice their own concerns, provides positive, mainly informational opinion, and facilitate employee skill development. Oldham & Cummings (1996) and Shalley et al. (2004) claims that supervisors can deliver support for creativity by presenting concern for employees' approaches or problems and by giving non-judgemental, informational opinion and spots that, leaders (supervisors) have traditionally been theorized as an important contextual factor that cultivates or suffocates employee creativity. Since creative ideas differ in organizational routines (Lee et al., 2012) and may not be favoured by other members in an organization (Janssen, 2003; Lee et al., 2012), strong support from superiors built on mutual trust and respect may inspire employees to produce creative ideas more frequently and develop the performance of creativity as perceived by supervisors (Lee et al., 2012). Supervisors could provide prompt performance feedback and demonstrate appropriate behaviours, and it increases the competency of the employees. Further, DiLiello & Houghton (2006) states that, employees having potential in Innovation and Creativity are more likely to use Innovation and Creativity, when they observe supervisor strong support than the employees who perceive weak support from the supervisor. Oldham & Cummings (1996) reported that controlling supervision negatively affects employee creativity. In line with the above, Cummings & Oldham (1997), p. (28) state that, Leader oversight should be loose and non-controlling because "controlling supervisor behaviours change an employee's focus or attention gone from his/her own ideas and towards

external concerns". In essence, organizational supervisor is a most important aspect for organizational Creativity and Innovation dynamics. No organization can transform or renew itself unless the supervisors put the process in gesture and sustain it. Therefore, organizations need supportive supervisors to manage the employee creativity.

Amabile (1988) express that componential theory is undoubtedly the most widespread theory conveyed in the literature that describes the finest perceived work environment for creativity. It recommends that positive support of supervisors' aids in setting appropriate goals, recognizes individual contributions to project work projects, provides positive feedback, and raises an environment that is open to creative ideas (Amabile, 1997). Amabile (1983) discusses another dimension of support which is open supervisory interactions and perceived supervisory support drive on creativity. Under these circumstances, employees are less likely to experience the fear of negative criticism that cannot undermine their creative ideas. To add on to the above view Oldham & Cummings (1996) and Madjar et al. (2002) states that Supervisor Support for creativity provides an employee with instrumental and expressive support when generating, collaborating and implementing creative ideas. Beheshtifar & Zare (2013) argued that, for creativity to occur in organizations, supervisors must support and promote it. Study by Scott & Bruce (1994) and Oldham & Cummings (1996) found that more an employee is supported by supervisors, the more expertise they possess and with the availability of social networks and material resources employees tend to develop creative ideas. In addition, Supervisor Support for creativity involves emotional support, i.e., showing concern for an employee's doubts and fears (Oldham & Cummings, 1996; Madjar et al., 2002) which will stimulate employee creativity.

Supportive leadership is critical for enhancing employees' creativity (Oldham & Cummings, 1996; Lee et al., 2012). Shalley & Gilson (2004) and Jaskyte & Kisieliene (2006) states that, leadership has been repeatedly recognised as playing a critical role in fostering, nurturing and supporting employee creativity. Leaders may increase the possibility of innovative output by creating proper organizational structure, climate, culture, and human resource practices. In support of the above points, numerous studies have found transformational leadership to be positively related to employee creativity (Gong et al., 2009; Lee et al., 2012; Henker et al., 2015). Phoocharoon (2011) summarises

the basic character of transformational leadership, the important character of a leader is supportive character to his/her subordinates. He states that transformational leadership positively influences individual creativity. Barsade (2002) indicate that Leaders (supervisors) of the organisations can provide their expertise, resources, skills, and motivation to and share them with their subordinates to support creativity in organizations. Studies by, Scott & Bruce (1994); Oldham & Cummings (1996); Zhou & George (2001) and Madjar et al. (2002) explain that, receiving supportive feedback involves sharing knowledge, expertise and resources with others. Knowledge sharing positively affects individual creativity. Therefore, the developments of creative ideas are directly facilitated by support for creativity from supervisors (Scott & Bruce, 1994). In the second instance, useful feedback may signal interest in improvements and change to the feedback receiving employee, who then feels supported and motivated to generate and implement creative ideas (Farr & Ford, 1990; Zhou & George, 2001).

In the toss's negative side, Zhou & George (2001) have argued about Supervisor Support for employee creativity. They state that, supervisor feedback can be equally as useful and informational as co-worker feed-back; however, such cross- hierarchical feedback can also create problems. For example, employees may not dare to critically analyse or even challenge their supervisors' words. Supervisor feedback that is meant as and input for further thoughts may be understood as an order; employees are unwilling to pose follow-up questions because they are afraid to "lose face". Fundamentally, supervisor feedback runs the risk of being interpreted as supervisor close monitoring. This refers to supervisors keeping a close check on their employees and making sure that they do exactly what they are told. As a consequence of close supervisor monitoring, employees feel constantly watched, evaluated, and controlled, which may undermine their intrinsic motivation for innovative work behaviour and the motivation to acquire domain-specific knowledge. However, maximum of empirical results consistently support the assumption that employees who felt supported by their supervisor were more likely to exhibit creative and innovative behaviour at work (Oldham & Cummings, 1996; Janssen, 2005).

From the literature review the present study has cited both negative and positive sides of the Supervisor Support with regards to employee creativity in work place.

But majority of the studies highlights that Supervisor Support is positively related to employee creativity. Normally, a human being needs a person to guide and support during critical or any dissimilar situation. Similarly in organisations the employees need a person to guide and support to take forward for his/her creative ideas. Besides, in organisational set up every activities goes on according to the hierarchy. This system itself explains the importance of Supervisor Support to the employee, until and unless the employee gets support from the supervisor, the new idea will not pass to the next level. By considering the vital role of the supervisor in employee creativity, the present research considers Supervisor Support as one of the important factors under the Creative climate and considers there is a positive relationship between Supervisor Support and Individual Creativity.

2.2.10.2 Work-Group Support

In relationship hierarchy, after the family members, friend's role have taken an imperative role, since happiness and sadness are discussed and shared with friends, seek support and guidance from friends during any important decision making. Similarly, in working environment co-workers act as friends in work place and very close members involve in similar working process. In the budding stage of new ideas, an employee first discusses with co-worker(s) informally. According to the views of co-worker the new idea gets the next step. For each and every activity the first stage is important and should be positive. By considering these points co-worker support is very much important for employee creativity. Numerous researchers (e.g. Amabile, 1988; Woodman et al., 1993; Amabile, et al., 1996; Shalley et al., 2004) have emphasised that Work Group Support is essential for individual creativity. Amabile et al. (1996) in the study has shown the Work Group Support fosters creativity. Hammond et al. (2011) in their study discusses about prior empirical studies and cited that there is meta-analytical evidence for a positive effect of Work Group Support on Creativity and Innovation. Woodman et al. (1993) in their study explored that Work Group Support appears to have an influence on individual creativity. Scott & Bruce (1994) and Jaskyte & Kisieliene (2006) states that, in a work group condition individuals will have high opportunities for idea sharing and feedback. Such coverage has been confirmed to have a positive influence on creative thinking. Oldham & Cummings (1996) and Madjar et al. (2002) claim that, work-group support for

creativity is essential for an employee, when implementing creative ideas. Further, work group and co-workers promotes creativity through helping and supportive behaviour.

Support for creativity from work-group provides the possibility to share and benefit from the knowledge and expertise of others (Oldham & Cummings, 1996 and Madjar et al., 2002). The organization that is focused on leveraging Innovation and Creativity requires knowledge sharing. In work- group set up it shall be possible since work-group support is mainly about knowledge sharing. Peers provide emotional support and help each other with job-related problems. In particular, task feedback from co-workers, in the form of knowledge-sharing has been found to help employees' further attention on responsibilities (Zhou & George, 2001). Furthermore, suitable feedback from co-workers may indicate that they change value, prompt employees to believe the search the innovative ways of doing things is supported by co-workers (Zhou & George, 2001). Similarly, Cummings & Oldham (1997) emphasize that, the interaction with co-workers may further increase employee motivation by promoting wider interests and create positive pressure for team members to introduce novel ideas. Further, co-workers can generally observe their peers and provide work-related feedback, which helps the employees to expand their knowledge and hone their skills.

Scott & Bruce (1994) state that, creativity consistently involves linking previously dissimilar objects or events in unusual and useful ways, and needs substantial motivation and support to insistently tackle problems when faced with hurdles. Frequently, co-workers and work group are exposed to the same work environment as the pivotal employee, and they interact frequently with the employee. Mainly if the employee's co-workers are helpful and supportive, it would be relatively easy for the employee to use co-workers as a sounding board for new ideas. Further, Woodman et al. (1993) explain that, the employee may also acquire task-relevant knowledge and expertise from co-workers, which may make creating new ways of doing things possible which will lead to enhanced creativity. Scott & Bruce (1994) and Cummings & Oldham (1997) emphasize that, if the employee obtains valuable comments from co-workers it will increase the employee's attention and is likely to be focused towards learning and making progress on the job, in the process of which he or she may be motivated to understand things from different views and come with new and useful ways of doing things.

Correspondingly, Farr & Ford (1990) reported that, useful feedback from co-workers may gesture that co-workers are interested in improvements and variation. Therefore, the employee who receives valuable feedback from co-workers may believe that there is a high likelihood that his/ her search for doing things in new ways will be supported by co-workers and subsequently successfully implemented. They assuredly said that when an employee is bounded by work-group who is able and eager to share expertise and afford encouragement, he or she may consider that creativity is possible to be effective, through the assisting hands of co-workers, there is a good chance that useful new ideas will be spawned, heard, and successfully implemented. Zhou & George (2001) and Schaffer et al. (2012) describes, within the Innovation context that co-workers are a good source for useful and informational feedback, which is an essential element for Individual Creativity.

Co-workers working within the same group or team spend working time together and probably have a good understanding of the different tasks within the team. Compared to supervisors and management the co-worker give comfort zone to the employee to discuss freely. The friendly atmosphere makes the employee to feel more comfortable to discuss and may lead to good result. Besides, chances are high that their language is well understood by their colleagues and that the feedback they provide is relevant, at the appropriate level of abstraction, and comprehensible. Because co-workers often work within the same hierarchical level and hence employees can pose follow-up questions and engage in a real feedback-exchange without having to fear sanctions from his/her boss and this situation will stimulate the employee creativity. Based on the discussion from the literature review the present study considers Co-worker support as a positive factor to the employee creativity in workplace and also perceive as a significant factor in the Creative climate, since it bring all the positive results to Individual Creativity.

2.2.10.3 Organisational Support

In employee creativity, as like Supervisor Support and Co-Worker Support, Organisational Support also has taken very important role. Since, support and encouragement from supervisors and co-workers certainly fosters creativity, but creativity is truly improved when there is support from the entire organization. Moreover, they are the

people who have full authority to permit the employees new ideas into implementation. Supervisor Support and Co-Worker Support will help the employees in the budding stage and middle stage of novel ideas. But formal authorisation and implementation is in the hands of the management. Without Organisational Support and approval the employee cannot take his new ideas for further developments. Innovation inevitably starts with creativity. Many of employees in the organisation have some creativity and it is the organizations role to provide a supportive environment where the employees are challenged to be creative. Innovation is basically an “enterprise of enterprise”. It is a risky effort that must be stood by the organization. For Innovation implementation the whole organization has to take ownership of it. In the same vein, Leong & Rasli (2014) state that, organizations need to instruct an creative mind set among the employees to bring high value creation in order to sustain its longer term survival and success. According to Baer & Oldham (2006) receiving support from the organisation for individual or employee creativity endorses that creativity is a required behaviour in the organization that is valued by the organization and may even be rewarded. Organisational Support has taken vital role in terms of employee creativity (Paul et al., 2007). Hsiao et al. (2011) states, employee creativity will be more when they perceive strong support from their organization. According to Agbor (2008) organizational creativity mainly depends on how organisation encourages and supports their employees to be creative. Hirschman (1970) explains creativity is indirectly involved with cost for an organisation since it contains implementing new things rather than existing, and also creativity attempts to suggest changes and new approaches into an existing system that are certainly not easy, and affirming different and beneficial ways of doing things may or may not be successful. At this situation employees will only do so when they perceive support from their organisation. In line with the above point, Kriegesmann et al. (2007) explain that, innovative behaviour goes away from the usual path of what is accepted and is often linked with complexity and ambiguity. Therefore, employees are unlikely to display innovative behaviour unless they are lured and supported. Furthermore, Janssen (2005) explains if an employee makes a mistake when displaying innovative behaviour, it is important for them to understand that this will not damage their career or reputation otherwise employees will be concerned about the consequences to think creatively.

Therefore, the more an organisation supports an employee's creativity and listens and trusts their judgement, the more effort employees will put into being creative. Xerri et al. (2009) states that, it is essential for an organisation to encourage and facilitate innovative behaviour creating a culture of trust and support and an environment where mistakes are a part of the learning curve. For the effective Innovation organisations should support and harness the creativity to manage its Innovation processes. Strategic design, cultural values, and organizational strategy shall be able to bring the creativity among employees into the organisation but for sustaining the same support is needed from the organisation.

The top management of the organization usually has the power and authority to accept creative ideas of the employees (Agbor, 2008), which means to be a creative person or not depends on individual employee and needs support from the management. Pfeffer (1998) clearly explains, organisation can create a sense of worth, security, and acceptance by generous support that allows them to give additional talents and creativity to the organization. Many organizations have barriers that prevent people from contributing their knowledge, skills, and creativity to the organization's success. Amabile (1988) and Woodman et al. (1993) beyond doubt state that, in order to enhance the chances of long-term survival, organizations should focus on supporting individual creativity in the workplace.

Scott & Bruce (1994) argued that the extent to which an employee identifies that the organization encourages, respects, rewards, support and recognizes employees who reveal creativity, they may attempt more to be creative under these circumstances and the potential risk associated with creativity is minimized and the perception of creative ideas being effective should be high. Amabile & Grysiewicz (1987) and Scott & Bruce (1994) states that if employees identify that management systems and practices in an organization supports creative activities, that management allows, welcomes, and accepts suggestions for improvement, and that employees' inputs are meaningful and influential. Under these conditions, it is worthwhile for employees to put forth efforts and find innovative and suitable ways to improve the work situation or procedures. Moreover, one possibility is organizational support for Innovation, which can buffer against the effects of negative antecedent variables on creative performance (Zhou & George, 2001).

Reviews reiterate that, Organisational Support is essential for employee creativity, like Supervisor Support and Co-Worker Support. In employee creative process, without Organisational Support, the Supervisor Support and Co-worker support to the employee is meaningless. The creative process will not go to the end process without Organisational Support, since they are people who authorise all the process including creative process. Therefore, the present study considers Organisational Support as a vital factor in the Creative climate and considers positive relationship with Individual Creativity in workplace.

2.2.11 Creative Self –Efficacy

Whatever actions an individual undertakes it will not get success until and unless the individual possess self-confidence. Janssen (2000) states that, Innovation and Creativity is usually not directly included in employees' standard job, however it is frequently seen as additional role behaviour. Hence, employees should feel self-assured about carrying out their work role, which leads to the notion of self-efficacy. Self-efficacy is a concept labelling the self-assurance of an individual in their own capabilities. This could be perceived as the capability to continue and a person's ability to flourish with a task. Different authors have given different definitions with the same meaning. Self-efficacy according to Bandura (1997) is a critical condition for creativity and the discovery of new knowledge. Self-efficacy refers to an individual's believe in his/her ability to perform in the job and people who think they can perform better those who think they will fail (Bandura, 1997; Maurer, 1999). One step ahead, Spardello (2012) explains Self-efficacy as a more valuable belief for employees to develop because it focuses not only on their feelings but on their beliefs about their abilities.

Self-efficacy is an important concept because it motivates a person to achieve a goal or a complete task. Self-efficacy is the belief that one is capable of accomplishing something successfully. Self-efficacy as a concept has been studied among teachers predominantly. There are different types of self-efficacy. Social self-efficacy- individual's perception of his abilities in reaching social criteria and social communications; Educational self-efficacy- individual's perception about his ability in learning, problem-solving and achieving educational success; Emotional self-efficacy- individual's perception of his ability in controlling and managing emotions and negative thoughts;

Physical self-efficacy- perception of physical ability, confidence in doing physical activities; Communicative self-efficacy- is viewed as the belief that one is able to communicate effectively; Leadership self-efficacy- is believed that one can be an effective leader, likewise Creative Self-Efficacy is viewed as the belief that one is able to develop creative ideas.

Amabile (1988) states that, self-efficacious employees invest more effort, are more persistent, and make more innovative contributions such as critically addressing problems, suggesting new ideas, or promoting alternative solutions. In numerous empirical studies it is demonstrated that self-efficacious employees are more likely of taking charge and performing creatively (Choi, 2004). Numerous studies have observed the importance of self-efficacy on various factors. For example Hsiao et al. (2011) establish that there is a positive relation between teacher self-efficacy and their innovative work behaviour. This outcome is in line with the study by Gibbs (2003) which reveals that higher the teachers' self-efficacy, higher their readiness in expecting to participate in innovative practices. Celik (2013) have stated that teachers who have a high sense of efficacy are more exposed to new ideas and are more eager to implement innovations and experiment with new methods to accomplish the needs of their students. Studies on self-efficacy at work place have also been carried out and it has been established that employees with high creative self- efficacy exhibit higher work performance, higher employee creativity and higher work solutions. Hsiao et al. (2011) states that, self-efficacy forecasts task performance and research has consistently shown that subjects with higher self- efficacy tend towards higher work performance as compared to subjects low in self- efficacy (e.g. Taylor et al.,1984; Dewett, 2002). Further Flora et al. (2012) argued that lack of self-efficacy hampers task completion, and a high level of self-efficacy accelerates it.

Spardello (2012) states that Creative Self-Efficacy is a facet of the greater concept of self-efficacy. Several researchers have given various definitions regarding Creative self-efficacy, which is presented below;

Table 2.3: Definitions on Creative Self-efficacy

Author	Definition
Bandura's (1997)	A person's belief that he or she can successfully perform creative behavior in a particular setting
Tierney & Farmer (2002), p. (1141)	Employees' beliefs in their ability to be creative in their work, perceived behavioral control in the context of creative performance
Beghetto et al. (2011)	A self-efficacy belief regarding one's ability to think, act and produce in creative ways
Yu (2013)	Is the belief in one's capacity to successfully take off new or existing ideas and turn them into action

A Study by, Schack (1989) concludes that Creative Self-Efficacy is a noteworthy predictor of students' start of independent projects. Equally, Choi (2004) reveals that a positive relationship happens between undergraduate students' Creative Self-Efficacy and teachers' assessment of the students' creative performance. In terms of individual creativity, Creative Self-Efficacy has taken an imperative role, since it is a strong predictor of employee creativity (Tierney & Farmer, 2002). Many researchers (e.g. Barron & Harrington, 1981; Axtell et al., 2000; Tierney & Farmer, 2002 and 2004; Choi, 2004; Gong et al., 2009; Yu, 2013; Leung et al., 2014; Momeni et al., 2014) explains the importance of Creative Self-Efficacy on individual creativity. Further, various studies (e.g. Tierney & Farmer, 2002 & 2004; Choi, 2004; Hsiao et al., 2011; Momeni et al., 2014) have found that employees with stronger Creative Self-Efficacy are expected to engage in advanced level creativity in their work and they found positive relationship between both. Mumford & Gustafson (1988) and Redmond et al. (1993) state that, Creative Self-Efficacy can also aid as a measure to forecast creative performance of employees. Further Tierney & Farmer (2004) and Hsiao et al. (2011) explains that, with increased creative self-efficacy, employees are inspired to solve work problems, generate new ideas, and reformulate work solutions which lead them to become a more creative person in their work place. Redmond et al. (1993) confirmed that increases in Creative Self-Efficacy are associated with a higher quantity and divergence of ideas which will lead to creativity. Further, Farr & Ford (1990) have theoretically connected Creative Self-Efficacy and creativity. Tierney & Farmer (2002),

who involved two samples of employees from a manufacturing division and an operation division, found that Creative Self-Efficacy considerably predicted supervisors' ratings of employee creativity. A parallel relationship is found in a study carried out by Tierney & Farmer (2004) involving R&D unit of a chemical company. Creative Self-Efficacy has proven relations with creativity among individual employees and across varied settings such as education, manufacturing, operations, financial, and insurance services, as well as research and development (Tierney & Farmer, 2002 and 2004; Choi, 2004; Gong et al., 2009). Research by Gong et al. (2009) recommends that Creative Self-Efficacy serves as a vital moderator between a variety of individual and employee creative performance. Therefore this study considers Creative Self-Efficacy is an important major factor which influences the individual creativity positively in an organisational context.

2.2.12 Individual Creativity

Employers + Employees = Organisation. As discussed in the introduction part, Creativity and Innovation are involving the life of the organisation; it becomes employees and employers duty since they are the people who bring in Creativity and Innovation. In the same vein, Van de Ven (1986) and Scott & Bruce (1994) state that, in organisational innovation process individual creativity has taken a vital role since individuals or teams who eventually generate, promote, and/or implement innovative ideas. Howell (2005) indicated that the achievement of innovative ideas is based on "champions", "individuals who promote informally occur the idea with persuasion, resolve, and willingly risk their position and reputation to ensure the innovation's success". Ahlin et al. (2014), mentions that only a handful of studies examine the direct impact of an individual's creativity on innovation. Amabile (1998), p. (77) note that, successful creativity at work is more than just doing things differently. Further, Fillis (2002), p. (388) states that, an idea must be appropriate, beneficial, and actionable that affects the way business gets done, by improving a product or opening up a new way to approach a process. Employee creativity is the only way to accomplish Amabile's and Fillis's view. Woodman et al. (1993) define employee creativity as the creation of valuable, useful new products, services, ideas, procedures, or processes by employees working together in a social system. According to conventional wisdom, creativity is something that creative people have or do (Amabile, 1997). Further, Amabile (1996); Oldham & Cummings (1996);

Zhou & George (2001); Shalley et al. (2004) defines employee creativity to be the production of ideas, products, or procedures that are new or original and beneficial to the organization. Ultimately individual creativity will contribute to the innovation and the creativity process in the organisation. In support of the above statement Im & Workman (2004) explains that innovation is an increasingly important management function to ensure a firm's growth. Though, firms need to have creative employees to initiate organizational innovation. Shalley et al. (2004), state that not surprisingly, employee creativity is recognized and crucial for making a competitive advantage. Similarly, Kilgour & Koslow (2009) explain that organizations are constantly searching for original and appropriate solutions to problems, and as individuals are the makers of creative ideas. A Study by Prahalad & Hamel (1990) reveals that, due to essential and hasty technological, cultural, demographic, and changes in economy in the knowledge-based economy, employee creativity has become progressively a more pivotal challenge for organizations. Organizational creative theorists (e.g. Scott & Bruce, 1994) argue that individual's creativity is significant and can be conceptualized as a necessary first step or precondition required for innovation and creative employees are critical in order to enhance the creativity in organizations (Hirst et al., 2009a and 2009b and Munoz-Doyague and Nieto, 2012). An organization's ability to be innovative or creative depends on its employees and their creative potential. To add on to the above statement Ray et al. (2013) state that, employees are the ones who discover new technologies by giving upsurge to powerful economic growth. This reinforces the view that, an individual's creative potential forms the base for an organization's capital creativity. Creativity exhibited by employees within the organization is often in response to finding solutions to organizational problems. All Innovation begins with creative ideas (Amabile et al., 1996, p. 1154). Successful implementation of novel ideas, new programmes, any new product introductions in the market, or any new services depends on an employee who creates good ideas. According to Amabile et al. (1996); Shalley et al. (2004) and Wang & Tsai (2014) individual creativity is the seed for Innovation and successful Organizational Innovation depends on the accomplishment of the novel ideas produced by individuals. Further Anderson et al. (2004), states that organisational innovations mainly stem from individuals creativity. Therefore, it will be fruitful to concentrate on individual creativity by the organisation. Phoocharoon (2011), states that over the past fifty years,

scholars in many fields, globally have developed a vast body of research on academics and case study on employee creativity to increase innovation. Numerous traits of Innovation such as Product Innovation, Process Innovation, Service Innovation and Strategic Innovation require a strong contribution from Employee Creativity. Hence, enhancing Employee Creativity has received considerable research attention over the years. Studies establish that to maintain or improve their competitive positions, it is necessary for organizations to enhance their employee creativity (Amabile, 1988; Shalley, 1995; Amabile, 1997; Lee et al., 2012; Hsu, 2013; Leung et al., 2014) since creativity by individuals is the starting point for innovation (Amabile et al., 1996). The Innovation of organisation will show the correct path to the organisation to maintain as well as to remain in competitive positions.

Creativity and Innovation are the “creation of the future”, whereas, Individual Creativity is the building block for organizational innovation and performance (Amabile, 1988). At the individual level, several authors suggest that Individual Creativity (Heye, 2006; Schilling, 2008; Phoocharoon, 2011; Pratoom & Savatsomboon, 2012) is an important antecedent of innovation. Shalley et al. (2009) state that, due to the hastily changing economy and continuing globalization of business, employee creativity, has become gradually more essential for the existence and effectiveness of organizations today. Further studies by Janssen et al. (2004) and Pratoom & Savatsomboon (2012) report that in the age of globalization, Individual Creativity and Innovation within the workplace is the foundation of high-performance. It has been a key source of firm innovation that may improve firm’s competitiveness (Schilling, 2008 and Pratoom & Savatsomboon, 2012) and foster long-term success (Smith, 2002 and Pratoom & Savatsomboon, 2012). Wang & Tsai (2014), states that Individual Creativity is one of the most vital ingredients in modern organizations. According to Amabile et al. (1996) and Wang & Tsai (2014) organizations with talented employees, who have creative ideas can successfully implement new programs, introduce new products, provide new services, and create additional value for stakeholders and cope up with global competition. Employee creativity is the surety of the profitability in the organizations (Wyer et al., 2010). However, innovation is a complex process due to the fact that it does not arise from any one actual source, involves a linkage between multiple sources (Schilling, 2008), both at the firm

and the individual levels. Amabile (1996) suggests that Individual Creativity feeds organizational innovation and, reciprocally, the work environment influences Individual Creativity. Many researchers also suggest that Individual Creativity is essential to Organizational Innovation (Rhodes, 1961; Woodman et al., 1993; Barrett, et al., 2005), and is imperative to long-term organizational survival and success (Kanter, 1983; Nonaka, 1991; Amabile, 1996; Amabile et al., 1996; Oldham & Cummings 1996; Tushman & O'Reilly, 1997; George & Zhou, 2001). Further, Industrial psychology researchers emphasize that facilitating Individual Creativity in organizations is of vital importance in releasing an organization's creative and innovative potential (Ahlin et al., 2014).

Amabile et al. (1996) and Tesluk et al. (1997) emphasize the requirement for top-level management to go beyond just talking about creative values and follow through with their actions. Innovation is imperative to the survival of organisation and success in this VUCA era and Individual Creativity is the seed for Organizational Innovation. Management must ensure that the organizational environment is conducive to enhancing the Individual Creativity. Amabile (1996); Porter (1998); Shalley et al. (2004); Hirst et al. (2009a) and (2009b); Xia & Tang (2011); McGrath (2013) assuredly state that employee creativity is essential not only for survival of organizations but also to maintain sustainable competitive advantage in the global market. Shalley (1995), states that creative individuals are contributory to achieving sustainable competitive advantage in organizations. Unsurprisingly, organizations increasingly seek different ways to foster employee creativity (Zhou & George, 2001; Hirst et al., 2009a and 2009b). A Study by Scott & Bruce (1994); Oldham & Cummings (1996) and Henker et al. (2015) reveal that creativity is beneficial for organizational success. Therefore, one major concern of research on creativity is to recognise factors that encourage employee creativity (Henker et al., 2015). A Study by Shalley et al. (2004) provides evidence that employee creativity can fundamentally contribute to organizational innovation, effectiveness, and survival. Further, Oldham & Cummings (1996) states that creative individuals not only identifies opportunities for new products or new potential uses for existing methods or equipment, they come up with innovative solutions to problems and champion ideas to others, and implement new ideas. In doing so they may as well create a spillover effect by serving as role models to the rest of the organization (Shalley & Gilson, 2004).

Consequently, employee creativity is a significant treasure trove of innovation and hence firms are highly struggling to encourage Individual Creativity (Hirst et al., 2009a and 2009b) in order to be remaining competitive (Munoz-Doyague & Nieto, 2012). Yuan & Woodman (2010) (p.323), state that ‘a variety of factors have been studied as important antecedents to Individuals’ Creativity.

As discussed in Chapter 1, Individual Creativity is the main pillar in building Innovation. To compete with the global competition, organisations need to innovate their products services and processes. At this situation, every employee of the organisation should concentrate on their own creativity and on the whole it will lead to the innovative organisation since Creativity is the first step to Innovation. From the literature review, the present study reinforces that employee creativity is an essential factor for the organisation’s innovation process. Organisations should promote their employees creativity in all possible ways.

2.2.13 Innovative Work Behaviour

In today’s world, there is growing attention to innovation, which is a way to react to the worldwide rivalry and forces from the environment. Boyer & Blazy (2014) explains that innovation is the source of economic development, and as such has a positive effect on firms’ growth (Drucker, 1985; Tushman & O’Reilly, 1997; Isaksen & Akkermans, 2011) and survival. Van de Ven (1986) also states that for organizations that compete in turbulent and environments which are uncertain, innovation – emerging, reacting to, and modifications of ideas– becomes an acute engine for evolution, affluence, and feasibility. Janssen (2003) states that an innovative behaviour is contributed to long-term organizational effectiveness. Further, Imran & Anis-ul-Haque (2011) explains that business scenarios developed over the last two decades have increased challenges for the organizations and this situation demands Innovation. Drucker (1985) mentioned that perceived work-related problems, incongruities, discontinuities, and trends are emerged is often initiators of the generation of novel ideas leading to innovation. Organizations are now facing the threats of increased global competition, technological changes, and increasing customer expectations. The circumstances have increased the significance of promoting innovative workplaces for the long-term survival of the organizations.

Momeni et al. (2014) report other important reasons for innovation namely accessibility to technology, forceful competition on technology development, globalizing markets and commercial competition, hasty growth in technology accessibility, change in salary and job skills, environmental responsibility and resources limitations and increasing customers' expectations. Xerri et al. (2009) state that the unstable and often chaotic environment within organisations is forcing organisations to be dynamic and innovative to remain competitive. Employees play a vital role in the process of innovation because it is the foundation for all ideas. Therefore, Innovative Work Behaviour (IWB) of the employee is of interest when organizations aim at innovation.

The concept of Innovative Work Behaviour is defined in a number of ways which is presented in chronological order (Table 2.4).

Table 2.4: Definitions on Innovative Work Behaviour

Author	Definition
Farr & Ford (1990)	As an individual's behaviour to achieve the initiation and intentional introduction (within a work role, group or organization) of new and useful thoughts, processes, products and actions
West & Farr (1990)	The sum of work activities employees carries out to accomplish a set of interdependent tasks required for innovation development
Scott & Bruce (1994)	Goes beyond creativity which includes the approval, production, and implementation of novel and useful ideas
Janssen (2000)	Discretionary employee actions which go beyond prescribed role expectations
Subramaniam & Youndt (2005)	Innovative behaviour as a knowledge management process that involves recognising a problem, and finding solution for the problem and creating support for the solutions
De Jong (2006, p. 19)	Individual's behaviours focused toward the initiation and the planned introduction of new and useful ideas, processes, products, or procedure within a role of work, group or organization.

Researchers, Kanter (1988); Woodman et al. (1993) and Scott & Bruce (1994) define Innovative Work Behaviour as the intended generation, promotion and realization of new ideas within a work role, work group or the organisation. Besides, individual innovative behaviour refers not only about creative behaviour but also includes sufficient promotion and implementation of creative ideas. Hence, this study considers Innovative Work Behaviour as an important variable since it could be measured as the outcome of Individual Creativity.

Numerous studies have shown the importance of Innovative Work Behaviour, in which they stressed out one point universally, that organizations with superior innovative abilities have been able to perform considerably better than those who do not (e.g. Martins & Terblanche, 2003; Manohar & Pandit, 2014). Further, in times of dynamic change and delicate competition, organizational innovativeness is one of the major drivers of organizational performance (Kleysen & Street, 2001; Janssen, 2005; Isaksen & Akkermans, 2011). Scott & Bruce (1994), highlights that individuals' innovative work behaviour's in the workplace is the foundation of high performance in the organization. Garcia-Morales et al. (2006) study the antecedents and consequences of organizational innovation in entrepreneurship with 408 Spanish CEOs. The study reveals that organizational innovation is positively related to organizational performance. Given the daunting global challenges of change, competition, and complexity, senior managers also identify innovation as the most important quality to improve organizational performance (IBM, 2010).

Chuang & Tsai (2014), mentions about the research finding of Nonaka (1991). Nonaka examines the secrets behind the success of the names of the brand including Honda, Canon, and Panasonic, reporting that the key to the success of these companies called "Innovation management". Niu (2014) strongly stated that Creativity is energetic to the health of firms in today's knowledge economy, as only by nurturing the innovative work behaviour of their employees they can obtain and uphold competitive advantages. In addition, Amabile (1997) state that an enterprise must always change in order to meet the needs of shifting dynamic environment, with research and development of new products and services being an important part of innovation. Pfeifer & Wagner (2014) in their study prove that Innovative Work Behaviour on its own has a positive outcome on organisations growth. Valentine et al. (2011) and Leong & Rasli (2014) stated that

innovative organizations have a comparative advantage to survive in the marketplace during times of economic stress. Wongtada & Rice (2008) strongly believe that organisational long-term success depends on the capacity of the firm to innovate their activity. From a practical perspective, management surveys consistently find that most senior managers (70%) innovation is identified as a key strategic priority for their organizations (Isaksen & Akkermans, 2011). Chuang & Tsai (2014), claim that businesses that are more innovative are better able to attain the essential capabilities to upsurge performance than their competitors. For instance, the development of new products through innovation allows an organization to increase profitability and retain their market share. In addition, Oukes (2010) states that the focus on the speed of innovation can result in a larger market share which enables businesses to create higher turnover and profitability.

The interest in leading and managing for Creativity and Innovation is growing among experts and academicians (Isaksen & Akkermans 2011). Schaffer et al. (2012) mention that research on innovation and its facilitators is been carried out extensively over the past decades. For example, Scott & Bruce (1994) show how leadership, individual problem-solving style, and support for innovation are related to innovative work behaviour. In a more general review of the literature, Oukes (2010) summarize the major facilitators of Innovative Work Behaviour into different categories.

Table 2.5: Facilitators of Innovative Work Behaviour

Category	Factors
Individual	Intrapreneurship personality (Amo & Kolvereid, 2005)
	Self-efficacy (Farr & Ford, 1990; Axtell et al., 2000)
	Taking initiative (Hartjes, 2010)
	Proactive personality (Amo, 2005)
	Employability (Stoffers & Heijden, 2009)
	Education level (Hartjes, 2010; Janssen 2000)
	Problem- solving style (Scott & Bruce, 1998)
	Expected performance outcomes (Yuan & Woodman, 2010)
	Expected image outcomes (Yuan & Woodman, 2010)

Category	Factors
Job	Job autonomy (Axtell et al., 2000; Ramamoorthy et al., 2005)
	Job demands (Janssen, 2000; Hartjes, 2010)
	Functional flexibility (Dorenbosch et al., 2005)
	Role orientation (Axtell et al., 2000; Dorenbosch et al., 2005; Hartjes, 2010)
	Job tenure (Dorenbosch et al., 2005)
	Job control (Axtell et al., 2006)
	Obligation to innovate (Ramamoorthy et al., 2005)
	Influence in place of work (Janssen, 2005)
	Psychological empowerment (Knol & Linge, 2009; Pieterse et al., 2010)
	Structural empowerment (Knol & Linge, 2009)
Team	Team leader support (Axtell et al., 2006)
	Team method control (Axtell et al., 2000)
	Team role breath (Axtell et al., 2000)
	Team support (Axtell et al., 2000)
Relationship	Participative leadership (Axtell et al., 2000)
	Supportive leadership (Axtell et al., 2000)
	Transformational leadership (Pieterse et al., 2010; Janssen, 2005)
	Transactional leadership (Pieterse et al., 2010)
	Influence-base leadership (Krause, 2004)
	Leader-member exchange (Scott & Bruce, 1994 and 1998; Stoffers & Heijden, 2009)
	Stimulating-leadership behaviors (De Jong, 2007; Hartjes, 2010)
	External work contacts (De Jong, 2007)
Organizational	Organizational climate (Solomon et al., 2002; Hartjes, 2010; Imram et al., 2010)
	Corporate entrepreneurship strategy (Amo & Kolvereid, 2005)
	Support for innovation (Scott & Bruce, 1994)
	Knowledge structure (Ong et al., 2003)
	Pay (Ramamoorthy et al., 2005)
	Desire for employee innovation (Amo, 2005)

Source: Oukes (2010)

The majority of the studies on the concept of IWB theoretically distinguish several stages or dimensions, because the stages are argued to require different activities, behaviours, and skills of an employee (e.g. Scott & Bruce, 1994; De Jong, 2007). The literature on innovative work behaviour reveals that innovation is a multistage process (Kanter, 1988; Scott & Bruce, 1994; Kheng et al., 2013; Leong & Rasli, 2014). Different models are proposed by various authors namely one-dimension model by Janssen (2000), two-dimension model by Krause (2004) and Dorenbosch et al. (2005), three-dimensional model by Kanter (1988) and Reuvers et al. (2008) and four-dimensional model by De Jong & Den Hartog (2010). Oukes (2010) states that, even though IWB is theoretically treated as multi-dimensional, most of the studies uses a one-dimensional measure of IWB. In particular in early research, IWB is operationalized as a one-dimensional model. Later studies attempt to try and develop a multi-dimensional measure. For example by De Jong & Den Hartog (2010) who anticipated that a multi-dimensional measure would better reflect the domain of the concept. Utmost scholars found strong correlation between the dimensions which indicates that the distinctiveness of the stages is weak (Oukes, 2010). Scholars concluded that the dimensions can be combined and used as a single additive scale (e.g. Janssen, 2000; Kleysen & Street, 2001; De Jong & Den Hartog, 2010; Oukes, 2010). Although researchers recommend that IWB may theoretically be best understood if one assumes the dimensions of IWB as distinct stages. In practice, the IWB process appears to be reciprocal with overlapping stages where individuals can be expected to be simultaneously involved in (De Jong & Den Hartog, 2010; Oukes 2010). For these reasons – as it better reflects reality – the concept of IWB is considered to be one-dimensional in this research.

Meanwhile, this study aims to study the influence of employees' creativity on innovative work behaviour. Individual Creativity can be seen as a crucial component of IWB (Sharifirad, 2013), most evident in the beginning of the process of innovation when problems or gap in performance are recognised and ideas are generated in response to a perceived need for innovation (West, 2002). Numerous studies have contributed to creativity and innovation concepts together (e.g. Amabile, 1988; Kanter, 1988; West & Farr, 1990; Scott & Bruce, 1994; Kleysen & Street, 2001; Dorenbosch et al., 2005; Janssen, 2005; De Jong, 2007; Wang & Tsai, 2014). The review reveals that Creativity is

the first step towards overall Innovation (Wang & Tsai, 2014). Further, numerous studies mention that there is an extensive consensus that there is a reciprocal relationship between Innovation and Creativity and may exist simultaneously (Woodman et al., 1993; Ford, 1996; Carayannis & Coleman, 2005). Further, there is a widespread harmony among scholars that Innovation and Creativity have positive effects on each other (Woodman et al., 1993; Ford, 1996; Carayannis & Coleman, 2005; Wang & Tsai, 2014). For example, Amabile (1983); (1988) and (1997) explains that Organisational Innovative Work Behaviour in the work environment has been identified as a fundamental factor that positively influences individual creativity. In other words, a company with innovation can have a positive influence on the motivation of employee to be creative, and creative employees can help the long-term success of the firm (Drazin & Schoonhoven, 1996). In this vein, Organisational Innovation and Individual Creativity are both critical ingredients in the strategic context of developing new professional and qualified services (Czarnitzki & Spielkamp, 2003; Wyer et al., 2010). Wongtada & Rice (2008) noted that, employee creativity is increasingly conceptualised as a necessary prerequisite and initial point for Innovation. Innovation originates from within the individual, that is, from his/her new ideas (Scott & Bruce, 1994; Zhou & George, 2001; Rickards, 2003; Shavinina & Seeratan, 2003). A study by Wongtada & Rice (2008) found that individual employee creativity is positively associated with workplace innovative activity.

As discussed earlier Innovation is an influential force for changing the world. It can drastically impact the growth of organisations, and empower them to introduce developments in products, services, and management styles. Innovation can encompass new life into mature products and services; it opens the doors for new products and services and for better ways of doing business. It is widely recognised as a critical element that enables organisations to maintain a competitive edge and individual creativity which will pave a way for the success of innovation process.

2.2.14 Employee Engagement

“Engagement” it is a positive word in all aspects. People are living in a busy world today. Busy in the sense, more commitments and more responsibilities in the day to day life and in other words it is “Engagement”. Engagement gives a meaningful life to

Human beings. For example, if a person is fully engaged in a day, that will give more satisfaction and more energy compared with a disengaged day for him/her. Normally engaged people will be more enthusiastic and more energetic persons. In support of the above point, Huhtala et al. (2015) state that engaged workers have high levels of energy and mental resilience while working, they are strongly complexed in and passionate about their work, and often get immersed in their work activities. The concept of Employee Engagement (EE) is first introduced in the socio-psychological work of Kahn (1990) (Kumar & Pansari, 2014) who proposed that personal engagement occurs when “people bring in or leave out their personal selves in work-role performances.” Kahn (1990) and (1992) and He et al. (2014) explains employee engagement as the real-time investment of physical, intellectual, and emotional energy in work- related performance as a means of self-expression. Normally Employee Engagement describes employees who display a passion for their work and organisation, which reflects in commitment and contribution to organisational success (Ayers, 2008; Carter & Baghurst, 2014).

Bakker & Schaufeli (2008) states that, more than ever before, managers would agree that employees make a critical difference when it comes to innovation, organisational performance, competitiveness, and thus ultimately business success. To attract and keep creative and dedicated employees who make organisations flourish, it is the duty of organisations to inspire its employees to be engaged, give their best, go the extra mile, and persist in the face of difficulties. As a replacement of traditional organisational structures that deeply rely on management control and economic principles for cost reduction, efficiency, and cash flow, the focus in modern organisations is on the management of human capital. Currently, organisations are expecting the employees to be proactive and show initiative, collaborate smoothly with others, take responsibility for their professional development, and to be committed for high- quality performance standards. In other words, organisations seek employees who are energetic, dedicated and less engrossed in their work. To put in a nutshell, organisations need engaged workers. This is supported by Ulrich (1997), who writes in his pivotal book "Human Resources Champions"; " Contribution of the employee becomes a critical issue in business because in trying to produce more output with input of the employee, companies have no choice but then to try to engage not only the body but the mind and soul of every employee" (p. 125).

In an organisational point of view, engaged employees will give more advantages to the organisation. It is well recognized that employees are a key stakeholder (Freeman, 1984; Donaldson & Preston, 1995; Matten & Crane, 2005; Slack et al., 2015) and employees are the greatest assets for organisations (Carter & Baghurst, 2014). Further, The Chairman of Southwest Airlines says “You put your employees first and if you take care of them, then they will take good care of u, and then your customers will come back, and your shareholders will like that, it is the unity” (CBS News, 2009; Kumar & Pansari, 2014). Saks (2011) and Roof (2015) in their study have stated that, over the last 20 years, there has been increasing interest by researchers and practitioners in employee engagement within the workplace. Further, Joshi & Sodhi (2011) states that ‘Employee Engagement’ is a new term in HR literature and came into prominence from 2000 onwards. The term finds a place in Workforce Magazine (Wellins et al., 2005), Harvard Business Review (Fleming et al., 2005) and also on the websites of many human resources consulting firms such as Perrin (2003) and Development Dimensions International (DDI) (2005). Various researchers (Kahn, 1990; Harter et al., 2002; Schaufeli et al., 2006; Avery et al., 2007; Hakanen et al., 2008; Christian et al., 2011; Saks, 2011; Carter & Baghurst, 2014; Nimon et al., 2016) have explained about the importance of employee engagement in organisational point of view. Kumar & Pansari (2014) states that employee engagement is a crucial management construct. Baumruk (2006) and Woodruffe (2006) states that, employee engagement is the key to retention of talent and is an area where lead has been taken by practitioners and Kumar & Pansari (2014) explains that, employees are the face of the organization, networking with customers at every touch point. Although employee engagement is not directly visible in manufacturing companies, its impression can be seen in the quality of the products, abridged training costs, abridged labour barbarities, and better profits.

Plethora of definitions has been proposed by authors over the last decade of which few are overlapping.

Table 2.6: Definitions on Employee Engagement

Author	Definition
Kahn (1990, p. 694)	The harnessing of organisational members' selves to their work roles; in engagement, people employ and direct themselves physically, cognitively, and emotionally during role performances
Maslach et al. (2001, p.416)	Engagement is characterised by energy, involvement, and efficacy
Harter et al. (2002, p. 269)	The individual's participation and satisfaction as well as enthusiasm for work
Perrin (2003, p. 1)	Employees' willingness and ability to contribute to the success of the company by setting "discretionary effort into their work, in the form of extra time, brainpower and energy.
Robinson et al. (2004)	A positive attitude carried by the employee towards the organisation and its values.
Wellins & Concelman (2005)	The illusive force that motivates employees to higher levels of performance
Saks (2006, p. 602)	A distinctive and unique concept consisting of intellectual, emotional, and behavioural components associated with individual role performance
Right Management (2006)	Every person in the organisation understanding and being committed to the success of the business strategy
Chartered Institute of Personnel and Development (CIPD) (2007)	A combination of obligation to the organisation (i.e. About the concerned growth of the company) and its values plus a willingness to help out colleagues
Kowske et al. (2009)	The extent to which employees are motivated to contribute to success of the organisation and are preparing to apply discretionary effort to accomplishing tasks important to the achievement of organisational goals
Gallup study (2010)	The emotional connection an employee has with his/her firm.
Shuck & Wollard (2010, p.103)	Individual employee's intellectual, emotional, and behavioural state directed towards desired organisational outcomes
Parker & Griffin (2011) and Shuck et al. (2013)	An active, work-related positive psychological state

Employee Engagement it is not an isolated factor. That means it is influenced by some of the factors and as well it is influencing some of the factors. For the clear understanding Blake Frank (2016) in his study states that, there are numerous authors have highlights different models that suggest employee engagement is an intermediate process, having antecedents/facilitators/drivers and outcomes (e.g. Christian et al., 2011; Albrecht et al., 2015; Barrick et al., 2015). There are numerous factors that influence Employee Engagement positively as well as negatively and there are numerous outcomes from Employee Engagement. Blake Frank (2016) has discussed elaborately on drivers and outcomes of Employee Engagement.

Table 2.7: Drivers and Outcomes of Employee Engagement

DRIVERS OF EMPLOYEE ENGAGEMENT		
1) Organisational culture (Shuck et al., 2011; Lee, 2015; Manish Gupta et al., 2015)	I)	Fairness (MacLeod & Clarke, 2010)
	II)	Trust (May et al., 2004; Ivey et al., 2015)
	III)	Psychological safety (May et al., 2004; MacLeod & Clarke, 2009; Burke et al., 2013)
	IV)	Socialisation (Saks & Gruman, 2011)
	V)	Individual differences (Kahn, 1990)
	VI)	Good fit with job and Organisation (May et al., 2004; Shuck et al., 2011)
	VII)	Leadership (Christian et al., 2011; Peccei, 2013; Anitha, 2014)
2) Job demand and Resources of job (Demerouti et al., 2001; Bakker & Demerouti, 2014)	I) Job resources	a) Task variety (Christian et al., 2011; Peccei, 2013; Zaniboni et al., 2014)
		b) Task significance (May et al., 2004; Christian et al., 2011; Peccei, 2013)
		c) Social support (Xanthopoulou et al., 2007; Christian et al., 2011; Peccei, 2013; Bakker, 2014; Sarti, 2014)
		d) Supervisor Support (Christian et al., 2011; Freeney & Fellenz, 2013; Airila et al., 2014)
		e) Autonomy (Hallberg & Schaufeli, 2006; Christian et al., 2011; Bakker & Xanthopoulou, 2013; Peccei, 2013)
		f) Performance feedback (Christian et al., 2011; Peccei, 2013)
		g) Personal resources ex. Self-Efficacy (Alessandri et al., 2015)

	II) Job demands	a) Challenge demand (Bakker et al., 2007; Crawford et al., 2010)	
		b) Hindrance demand (Crawford et al., 2010)	
OUTCOMES OF EMPLOYEE ENGAGEMENT			
1) Financial performances	I) Annual revenue	Harter et al. (2002); Macey et al. (2009); MacLeod & Clarke (2009); Xanthopoulou et al. (2009); Barrick et al. (2015)	
	II) Operating income		
	III) Return on assets (ROA)		
	IV) Diluted earnings per share		
	V) Profitability		
	VI) Shareholder value		
2) Employee performances	I) Task performance (Halbesleben, 2010; Christian et al., 2011)		
	II) Contextual performance (Christian et al., 2011; Peccei, 2013)		
3) Other outcomes	I) Fewer absenteeism (Wellins et al., 2005; Shantz & Alfes, 2015)		
	II) Lower turnover and longer retention (Harter et al., 2002; Wellins et al., 2005)		
	III) Less intention to leave (Saks, 2006; Burke et al., 2013; Ivey et al., 2015)		
	IV) Higher OCB (Saks, 2006; Saradha & Patrick, 2011)		
	V) Health and well-being (Demerouti et al., 2001)	1) Better handling of stress (Bakker and Sanz-Vergel, 2013)	
		2) Lower depression and anxiety (Innstrand et al., 2012)	
		3) Feel psychologically safe (May et al., 2004)	
		4) Fewer workplace safety incidents (Harter et al., 2013)	
		5) Fewer workplace accidents and injuries (Nahrgang et al., 2011)	
		6) Promote general health (Freeney & Fellenz, 2013)	
		7) Better physical and mental health (Laschinger & Finegan, 2005)	
	VI) Customer loyalty (Harter et al., 2013)		
	VII) Customer engagement (Fleming et al., 2005)		
VIII) Service climate (Salanova et al., 2005)			
IX) Customer experience (MacLeod & Clarke, 2009)			

Regarding drivers of Employee Engagement there are few other important drivers of factors researched by various authors i.e. HR policies (Jenkins & Delbridge, 2013; Albrecht et al., 2015; Manish Gupta et al., 2015), Job profile (Van den Broeck et al., 2012; Jenkins & Delbridge, 2013; Manish Gupta et al., 2015), Time pressure (Zivnuska et al., 2002), Recognition and Reward (Maslach et al., 2001), Individual creativity (Bagheri et al., 2013), Job crafting (Petrou et al., 2012; Tims et al., 2013), Openness, Conscientiousness, Extraversion (Akhtar et al., 2015). Likewise, for the outcomes of Employee Engagement Right Management (2009) and Swaminathan & Rajasekaran (2010) states some of the other important factors, i.e. Increased profits (profitability), productivity and performance gains, improved customer satisfaction, customer loyalty and service, personal initiative on the job, enthusiasm to go the extra mile, motivation to perform to the highest standards, increased employee retention (decrease in turnover), decreased accidents (increase in safety behaviour), more creativity and revolution, creative ideas to work, builds passion, commitment and alignment with the organization's strategy and goals, increases employees' trust in the organization, creates a sense of loyalty in a competitive environment, provides a positive working environment, boosts business growth, vested interest in the success of the company, co-operation in the organization to high standards of performance, makes the employees effective brand ambassadors for the organization, consistently deliver beyond expectations, employee performance efficiency and good customer service, customer satisfaction, loyalty and retention (Source: Gichohi, 2014)

Harter et al. (2002), state that Employee Engagement has a positive relationship with important business outcomes such as customer satisfaction-turnover, safety, productivity, and profitability. Numerous results (e.g. Brayfield & Rothes, 1951; Ho et al., 2011; Zigarmi et al., 2014; Nimon et al., 2016) reveals that there is positive relationship between employee engagement and job satisfaction. Employee Engagement can foster the development of an organisational ecosystem that delivers superlative solutions to customers. In support of the above point, Carter & Baghurst (2014) states that engaged employees are involved, provides the best customer service, and protects the company through ethical and focused input. Miller (2012) and Kumar & Pansari (2014) note that, around 71 % of senior human resource (HR) leaders report Employee Engagement as a key metric which is to be included in HR scorecard for executives. Study by Sejits &

Crim (2006) posits that, 84% of highly engaged employees believe, they can positively impact the quality of their organization's products, compared with only 31 % of the disengaged, 72% of highly engaged employees believe they can positively affect customer service, versus 27% of the disengaged and 68% of highly engaged employees believe they can positively impact costs in their job or unit, compared with just 19 % of the disengaged. Shuck et al. (2011) and Godkin (2015) states that, it is a strategic asset and a source of tactical power to drive performance (e.g. Harter et al. 2002; Saks, 2006). Joshi & Sodhi (2011), states that an engaged employee is aware of the business framework, which helps the colleagues to improve performance in the job for the benefit of the organisation. The organisation should develop and cultivate engagement, two-way relationship between the employer and the employee".

Schaufeli et al. (2002) claim that work engagement plays a vital for modern organisations given the many challenges they face, while Macey et al. (2009) state that organisations can increase their competitive advantage through employee engagement. They have proven that among a sample of 65 firms in different industries, the top 25% on an engagement index had a larger return on assets, a greater profitability, and more than double the share-holder value compared to the bottom 25 %. (Schaufeli et al., 2002). The Scotland, N.H.S (2010) and Snowden & MacArthur (2013) states that where employees are engaged organisational performance is improved and where employees are disengaged care fails. Christian et al. (2011) and Ho et al. (2011) strongly states that employee engagement is an important interpreter of employee job performance, both in terms of in- role and extra-role performance. Joshi & Sodhi (2011), states that employee engagement has a direct relationship with employee performance and business results. To add on to the above Roof (2015) states that, the Employee Engagement has been viewed by both practitioners and researchers as critical to global competitiveness, and has been empirically connected to positive organizational outcomes including increased productivity, customer satisfaction, profitability (Luthans, 2002), job satisfaction, and commitment (Saks, 2011). Further, the "Gallup-12" questionnaire operationalizes employee engagement in this way. A meta-analysis of studies using this measure in almost 8000 business units of 36 companies (Harter et al., 2002), shows that levels of employee engagement were positively associated to business-unit performance (customer

satisfaction and loyalty, profitability, productivity, turnover and safety). Likewise, a study by Anitha (2014) observed the influence of employee engagement on employee performance and she finds that there is a positive impact of Employee Engagement on employee performance.

Engagement is a part of the positive organisational behaviour literature (Segers et al., 2010; Godkin, 2015). Further, employee engagement is a remedy for disengagement and alimentionation (Saks & Gruman, 2014). Ayers (2008) and Carter & Baghurst (2014) have proposed employee engagement as a key link to organisational success. A study by Echols (2005); Right Management (2009) and Abraham (2012) reinforces that employee engagement results in productivity, better customer service, low staff turnover, innovation, work commitment, readiness to put extra time in the job and pride in their work. Further, Employee Engagement is connected with concrete outcomes such as job satisfaction and organisational citizen behaviour and encompasses a more holistic connection with work, a connection that reflects the need for greater fulfilment in life (Saks, 2011; Roof, 2015). Further, Hakanen et al. (2008) and He et al. (2014) explains that more engaged employees are more likely to take the personal initiative at work, and therefore enhance overall unit innovativeness. At the combined level, Employee Engagement boosts the bottom line of an organisation (Harter et al., 2002; Avery et al., 2007). Due to these positive performance outcomes, Avery et al. (2007) and He et al. (2014) states that examining what drives Employee Engagement is by itself a significant issue.

A Gallup study conducted in 2010 among 47,000 employees over 120 countries indicates that 11 % of workers are engaged, 62 % are not engaged, and 27 % are actively disengaged. Further, the Gallup survey of 2013 (Weber, 2013) also brings some other alarming statistics to the notice. It specifies the highest incidence of engaged employees was only 37 % (in Panama) and the global employee disengagement rate was as high as 63 %. Employee disengagement invariably causes to lose firm productivity and increase costs due to employee absenteeism, turnover, and other factors. Organisations are regularly trying to find solutions that motivate the employees to be more highly engaged in their work (Avery et al., 2007; Cole et al., 2012; He et al., 2014). Schneider et al. (2009) and Carter & Baghurst (2014) states that the numerous articles and research are available on

employee engagement, but all generally pursue the link between employee commitment and performance in the workplace, which translates often into profits for the company. As noted above, today's organisations are in need of engaged employees. This is not only illustrated by best-selling books that convincingly make this case (Gratton, 2000; Covey, 2004) but also by the fact the keyword "Employee Engagement" yields for over 2 million hits the World Wide Web.

The present scenario of organisations is filled with heavy competition; employees are the main pillars to compete with the global competition. Employee contribution towards organisations goal should be an effective one. Until and unless the employee is fully engaged towards his/her organisation and work he/she may not do the work effectively. Making an employee engaged is not an easy task for the organisation. In this VUCA world, the employee turnover is increasing among employees. To retain these kinds of employees and to make them engaged is a very big task for the organisations today. As this study discussed in earlier part, Individual Creativity and Innovation of organisation becomes essential to cope up with the heavy competition. Innovative Work Behaviour of the employee will positively influence Employee Engagement. A study by Bagheri et al. (2013) states that creative employees can adjust their time so that it results in more Employee Engagement at work. Once the employee is fully committed to his/her creative work and the end result is positive, the employee will feel more committed towards his/her work. And this situation will lead to engagement of employees towards the organisation. Moreover, Innovative activities of organisation can make the environment interesting. Nowadays, employees expect the environment, to be full of interest and not the same tedious work every day. The creativity of employee and innovation can create an interesting environment to work for the employees. A study by Bagheri et al. (2013) finds that the positive relationship between Employee Creativity and Employee Engagement. Regarding Organisational Culture and Climate, many authors (Shuck et al., 2011; Lee, 2015; Manish Gupta et al., 2015) argued that without the support of the culture and climate, employee engagement is not possible in the organisation. Further, Sakovska (2012), state that Organizational culture and innovativeness are important factors to maintaining employee engagement, as this maintains their work as both interesting and challenging. Likewise, self-efficacy also has

taken a vital role in the employee engagement. Numerous studies (Bakker & Xanthopoulou, 2013; Alessandri et al., 2015) have supports that Self-Efficacy of the employee will lead to better Employee Engagement. The mentioned above reviews regarding employee engagement reinforces that Organisational Culture and Climate, Individual Creativity, Innovative Work Behaviour and Self-Efficacy of employees will positively influence Employee Engagement.

By considering the importance of Employee Engagement in the present scenario and the impact of Creative Climate, Creative Self-Efficacy, Individual Creativity and Innovation of organisation has on Employee Engagement, the present study considers that there is a positive relationship between Creative Climate, Creative Self-Efficacy, Individual Creativity and Innovative Work Behaviour on Employee Engagement.

2.3 THEORETICAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT

Understanding the significant relationship of Creative Climate Factors and Creative Self-Efficacy on Individual Creativity, Individual Creativity on Innovative Work Behaviour, Innovative Work Behaviour and Employee Engagement in the organisational context, lays the base for proposing the theoretical model and developing hypotheses.

As this study discussed in Chapter I & II Innovation is inseparable with the organisational context. For making an Innovative organisation there is a need for employee creativity. In-depth literature review reveals that there are many factors that influence the Individual creativity of the employee in the organisation, among them Creative Climate is an important factor. When the organisation supports Innovation, the organisational climate should be supportive and effective to nurture the creativity of the employees, since employee creativity is the pillar of the organisational innovation process. At same time employee's Creative Self-Efficacy also take a vital role. Since only with Creative Climate the organisation cannot accomplish Innovation, for the creation of ideas and implementation of innovative process employees' participation is essential. For the effective involvement in creative process, the employee should be efficacious. Until and unless the employee is efficacious towards his/her creative process, there will not be any effective result in the innovation process in the organisation. By considering

the importance of creative climate and Creative Self-Efficacy towards individual creativity, the present study considers the factors equally essential and influences the Individual Creativity in the organisational context.

Background of the study

The root for this research is the Social exchange theory. The Social Exchange Theory was proposed in the late 1950s and early 1960s by the psychologists John Thibaut & Harold Kelley (1959), sociologists George Homans (1961) and Peter Blau (1964) (Cherry, 2016). According to Blau (1964) social exchange theory suggests that “the exchange association between two parties often goes beyond pure economic exchange and entails social exchange“. Accordingly, organisational researchers argue that the exchange between employers and employees not only consists of impersonal resources such as money, services, and information, but also certain socio - emotional resources such as regard, respect, and support (Eisenberger et al., 2001). Blau (1964) was among the first to differentiate between social exchange and an economic exchange. Blau suggested that social exchange is different from economic exchange, as it refers to relationships that involve unspecified future obligations. In addition, social exchange is not based on calculations. Economic exchange is based on transactions, but the social exchange relationship is based on the trust in the other parties to fairly do their obligations in the long run (Holmes, 1981). According to researchers (Blau, 1964; Rousseau & Parks, 1993), “macro motives” such as trust, loyalty, and commitment are playing a vital in maintaining social exchange relationships. Holmes (1981) describes macro motives assets of attributions that envelopes people’s feelings and beliefs about their partners in exchange.

Further Cherry (2016) explains that this theory intends that social behaviour is the effect of an exchange process between one and another. The determination of this exchange might to be maximising the benefits and minimise the costs involved in. According to this theory, people strongly consider the benefits and risks of social relationships. When there are risks overshadow the rewards, people may give a full stop to that relationship. Normally, Human relationships are based on giving and take between humans. Especially in the organisational setup, this concept is 100% true. Since, if there is no give and take between them their organisations cease to exist. Between employees

and employers there should be effective give and take process, otherwise, both the parties will meet nothing. From the employer side they should give effective working environment, supportive culture, effective remuneration etc. likewise, from the employee side they have to put their full effort to do their job, honest towards their organization etc.

The present study also believes that effective exchange between employers and employees pave the way to go beyond success and developments of the organisations. This study highlights that there is effective creative climate provided to the employees by the employers, there will be more individual creativity among the employees. This will lead to the effective innovative work behaviour in the organisation and also this kind of environment will lead to effective employee engagement among the employees. Here, creative climate includes some vital factors given by the organisations to the employees for their effective creativity and innovation i.e. Autonomy, Idea Time, Humour, Sufficient Resources and Supportive Environment. As Social Exchange Theory explained, this study also emphasizes on an effective exchange between employers and employees in the organization.

Figure 2.1 gives a better understanding of the antecedents and outcome of Individual creativity, a framework is established which describes the relationships between the Creative Climate Factors and Creative Self-Efficacy, Individual Creativity, Innovative Work Behaviour and Employee Engagement. The basis underlying this research framework is straightforward and sequential. The first sequence is the Individual creativity is facilitated by Creative Climate Factors such as Involvement, Autonomy, Openness, Idea time, Humour, Debates, Conflicts, Risk Taking, Sufficient resources, Supervisor Support, Organisational Support; and Work Group Support and Creative Self-Efficacy. The second sequence is a higher level of Individual creativity will lead to Innovative work behaviour. The third sequence is a relationship between Innovative work behaviour and Employee engagement. Most of the previous studies usually link any one or two sequences of the above-mentioned sequence. By considering the essential need of Individual creativity, Innovative Work Behaviour and Employee Engagement the study examines the above-mentioned sequence.

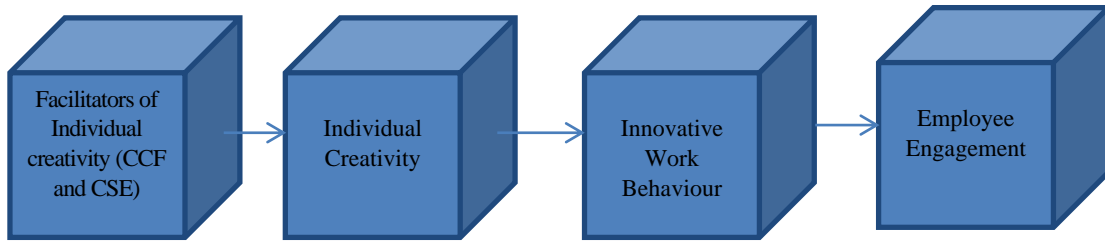


Figure 2.1 Sequential effects of study variables

By considering the impact of each facilitating factor respectively and including sub-dimensions of facilitators of creative climate construct, the framework in Figure 3.1 can be expanded to the one represented in following figure 2.2, which depicts the proposed relationships between the five constructs discussed earlier in this chapter 2. The numbers next to each arrow correspond to the five hypotheses.

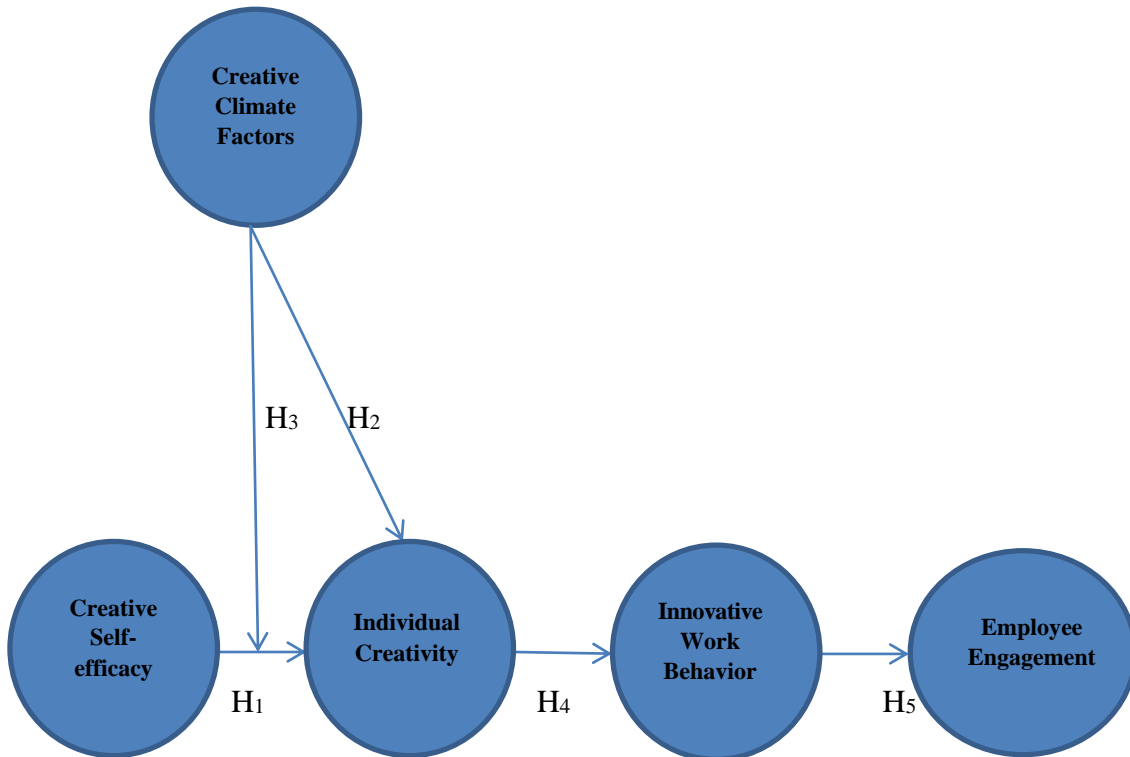


Figure 2.2 Theoretical framework

Figure 2.2 shows that influence of Creative Climate Factors and Creative Self-efficacy on Individual Creativity, direct influence of Individual Creativity on

Innovative Work Behaviour and further Impact of Innovative Work Behaviour on Employee Engagement. Moreover, it is hypothesised that of Creative Climate Factors moderates the relationship between Creative Self-Efficacy and Individual Creativity. The following section provides the theoretical support for each hypothesis.

Research Hypothesis 1- (Creative Self-Efficacy and Individual creativity)

For doing any kind of activity the person should be efficacious regarding the particular activity, and it well applies for innovation and creativity also. To support the above view Bandura (1997) states that Creative Self-Efficacy is a critical condition for creativity and the discovery of new knowledge in the organisation. Further, Amabile (1988) states that self-efficacious employees invest more effort and are persistent in their efforts. Hsiao et al. (2011) states that, self-efficacy forecasts task performance and research has consistently shown that subjects with higher self- efficacy tend towards higher work performance as compared to subjects low in self- efficacy (e.g. Taylor et al., 1984; Dewett, 2002). Further Flora et al. (2012) argued that lack of self-efficacy hampers task completion, and a high level of self-efficacy accelerates it which is more important for individual creativity. Considering the above-mentioned points it can be concluded that Creative Self-Efficacy is essential for Individual Creativity and organisational innovation. Based on the literature discussion and theoretical framework, hypothesis 1 is proposed.

H₀₁: “Creative Self-Efficacy does not have a positive significant influence on Individual Creativity”

H₁: “Creative Self-Efficacy has a positive significant influence on Individual Creativity”

Research Hypothesis 2- (Creative Climate Factors and Individual Creativity)

There are plenty of research studies which highlights the relationship between Creative climate and Individual creativity. Amabile (1998) argues that environment/climate determines who can be creative in organisations. By reviewing the above statement the study analyses the importance of Creative climate on Individual creativity. Mumford et al. (2002) today’s organisations face stress and the challenge in creating the conditions necessary for such creativity to flourish. In line with above there are numerous studies available (e.g. Rhodes, 1961; Scott & Bruce, 1994; Furman, 1998; Andriopoulos, 2001; Martins &

Terblanche, 2003; Barrett et al., 2005; Al-bahussin & El-Garaihy, 2013) which highlight the importance of creative climate. A study, by Brand (1998) shows that an innovative climate stimulates the individual creativity positively, similarly, Beheshtifar & Zare (2013) reveal that positive relationship between creative climate and individual creativity. Considering above mentioned reasons it can be concluded that, a creative organizational climate is a prerequisite for individual creativity and organisational innovation. Based on the literature discussion and theoretical framework, hypothesis 2 is proposed.

H₀₂: “Creative Climate Factors do not have a positive significant influence on Individual Creativity”

H₂: “Creative Climate Factors have a positive significant influence on Individual Creativity”

Research Hypothesis 3- (Creative Climate Factors, Creative Self-Efficacy, and Individual Creativity)

Numerous researchers have studied about the importance of Creative climate, Creative Self-Efficacy and Individual creativity separately and with some combination. For example Amabile & Grysiewicz (1989) state that organizational climate, has a crucial effect on employees' creativity. Further, Andriopoulos (2001) reinforces that a climate is highly important for the creative process of the organisation. Likewise, Mumford & Gustafson (1988) argued that through individuals are really creative but their willingness to do so depends on the climate. Similarly, a number of studies explain the positive relationship between Creative Self-Efficacy and Individual creativity i.e. Hsiao et al. (2011) finds a positive relation between teacher self-efficacy and their innovative work behaviour. Likewise Gong et al. (2009) recommends that Creative Self-Efficacy serves as a vital moderator between a variety of individual and employee creative performance. The present study considers Creative climate factors as a moderator on the relationship between Creative Self-Efficacy and Individual Creativity (Figure 2.2). Based on the literature discussion and theoretical framework, hypothesis 3 is proposed.

H₀₃: “Creative Climate Factors does not moderate the relationship between Creative Self-Efficacy and Individual Creativity”.

H₃: “Creative Climate Factors positively moderates the relationship between Creative Self-Efficacy and Individual Creativity”.

Research Hypothesis 4- (Individual creativity and Innovative work behaviour)

The main variable of the present study is Individual creativity since it is the base for the organisational innovation which leads to Innovative work behaviour among employees. In line with above view, Van de Ven (1986) and Scott & Bruce (1994) state that in organisational innovation process individual creativity has taken a vital role since it is individuals or teams who eventually generate, promote, and implement innovative ideas. Further, Anderson et al. (2004) states that, organisational innovations mainly stem from individuals creativity. There are a number of studies i.e. Heye (2006); Schilling (2008); Phoocharoon (2011); Pratoon & Savatsomboon (2012) which reveals that there is a positive relationship between Individual creativity and Innovative work behaviour of the employees. Pratoon & Savatsomboon (2012) report that in the age of globalization, individual creativity and innovation within the workplace is the foundation of high-performance. It has been considered as a vital source of firms innovation that may improve firm’s competitiveness (Schilling, 2008 and Pratoon & Savatsomboon, 2012) and foster long-term success (Smith, 2002 and Pratoon & Savatsomboon, 2012). Considering the above-mentioned arguments it can be determined that Individual creativity is a prerequisite for Innovative work behaviour. Based on the literature discussion and theoretical framework, hypothesis 4 is proposed.

H₀₄: “Individual Creativity does not have a positive significant influence on Innovative Work Behaviour”

H₄: “Individual Creativity has a positive significant influence on Innovative Work Behaviour”

Research Hypothesis 5- (Innovative work behaviour and Employee engagement)

“Innovation” it is a continuous process in all aspects. Especially in organisational point of view innovation in product, process and services are must compete with the global competition. In line with the above Boyer & Blazy (2014) in their study explains that innovation is the source of economic development, and as such has a positive effect on firms’ growth (Drucker, 1985; Tushman & O’Reilly, 1997; Isaksen & Akkermans, 2011) and survival. At the same time in the present scenario, employee engagement is equally

important since organisations are finding it a great challenge in engaging their employees. Huhtala et al. (2015) state that engaged workers have high levels of energy and mental resilience while working, they are strongly involved in and enthusiastic about their work, and often get immersed in their work activities which are important for making the organisations innovation activities successfully. Further, the term Employee Engagement has been attractive for the major reason that it has been shown to have a statistical association with productivity, profitability, employee retention, safety, and customer satisfaction (Buckingham & Coffman, 1999; Coffman et al., 2002). A study by Bagheri et al. (2013) finds that the positive relationship between employee creativity and employee engagement. Above review regarding employee engagement reinforces that employee creativity and innovation is likely to have a positive influence on employee engagement.

With regards to employee engagement, there are numerous studies which relate employee engagement with performance, job satisfaction, performance outcomes and so on. With regards to innovative work behaviour, there are very few. Hence this research intends to explore the relationship between innovative work behaviour and employee engagement since engaged employees exhibiting Innovative work behaviour is likely to be a challenge for organisations. Based on the literature discussion and theoretical framework, hypothesis 5 is proposed.

H₀₅: “Innovative Work Behaviour does not have a positive significant influence on Employee Engagement”

H₅: “Innovative Work Behaviour has a positive significant influence on Employee Engagement”

Furthermore, review of literature also reveals gender differences with respect to the study variables. Extensive studies on demographic differences are available which have been discussed in the above sections. Present study also examines gender differences with regard to the study variables. Hypothesis has been framed to analyse demographical differences with regard to the study variables.

H₀₆: “There is no significance difference in the perception of respondents across varied demographic profile with regard to the study variables”

H₆: “There is a significance difference in the perception of respondents across varied demographic profile with regard to the study variables”

2.4 CONCLUDING REMARKS

To conclude Individual Creativity and Innovation in organisations are gaining a reputation in terms of globalisation, survival of an organisation, to meet customer satisfaction and so on. There is a sequential relationship between Creative Climate Factors, Creative Self-Efficacy, Individual Creativity and Innovative Work Behaviour, since until and unless the employee is creative the organisational innovative activities will not happen. Further, there are many facilitators available for individual creativity like autonomy, supportive environment, humour at the work place, pay, culture factors and so on. Likewise, the creative climate has taken an important role in the individual creativity as well as organisations innovation process. Similarly, the role of Creative Self-Efficacy in terms of individual creativity is imperative. Since lack of efficacy is likely to lead failure of creative activity in organisations. At the same time, in the present scenario, the organisations are more concentrating on employee engagement since employers are the blood of organisations. Based on reviews the study proposes a theoretical framework and relevant hypothesis are framed to examine the significant relationship between Creative Climates Factors and Creative Self-Efficacy on Individual Creativity; Individual Creativity on Innovative Work Behaviour; Innovative Work Behaviour on Employee Engagement.

The following chapter discusses the Research Methodology adopted for conducting this study.