



A STUDY OF FACTORS INFLUENCING CREATIVITY
IN ABC COMPANY
BANGKOK, THAILAND

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF

MASTER OF MANAGEMENT
IN ORGANIZATION MANAGEMENT

BY

TANUNCHANOKE DOUNGLOMCHUNT

GRADUATE SCHOOL OF BUSINESS
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND

OCTOBER, 2000

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in ABC Company
Bangkok, Thailand**

By


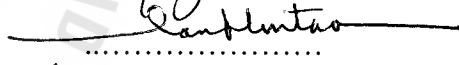

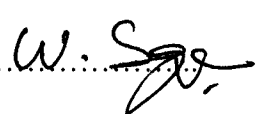
TANUNCHANOKE DOUNGLOMCHUNT

A Thesis submitted in partial fulfillment
of the requirements for the degree of

Masters of Organization Management

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October 2000

Dedication

To my parents: Pattaraporn and Sukthong Dounglomchunt, their love, support, confidence in me, and all-the-time provide a chance of lifetime learning.

To my passed away loved one: Tunrob Khayankij, his love, trust, understanding, care, and always let me be myself.



Acknowledgement

The completion of this thesis reflects relationship and connection with people in my life. It is with heartfelt love and appreciation that I acknowledge the significant contributions (both direct and indirect) made by individuals in support of this ambitious endeavor.

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Finally, to all other people who directly and indirectly make a contribution to this study. I would like to mention that the completion of this thesis is not just only the academic degree graduation but it means to me a life lesson.

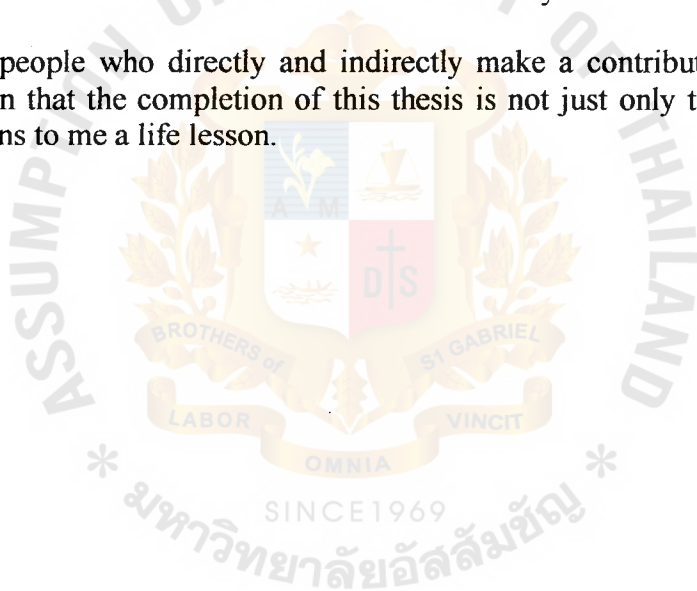


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The Abstract

As we enter the new millennium, we face the new wave of development of the 21st century. Not surprisingly, we are now in a period of unpredicted and permanent volatility and turbulence. This is why creativity and innovation are so important to today's organization. Moreover, it is the answer for Thailand to survive especially during a recovery after the Asian economic crisis.

ABC is in the business of knowledge; it serves Thailand by providing English-language brainpower, which is an essential weapon to compete with foreign companies. This research aims to study on factors influencing creativity in ABC company, Bangkok, Thailand. The purpose of research is to discover the state of the creativity in ABC and also to examine the relationship between respondents' demographic profiles and creativity influencing factors, consisting of individual creative potential and creative leader, and the organization. In addition, to provide feedback to ABC management for better understanding on the current circumstances

regarding the state of creativity in ABC.

The study is assumed that both high level of individual creative potential and high level of creative leadership will lead to creative organization. Therefore, the research focus on two major areas. Firstly, explore the existing employees' behavior and characteristics, and the existing leadership occurred in ABC together with the current organization atmosphere by *descriptive research*. In addition, the research studies on the relationship between each main variables and the degree to which they are related by *correlational research*.

The research found out that ABC employees rated their perception in terms of Individual Creative Potential (ICP) and Creative Leadership (CL) favorably. They believe that they have a high level of individual creative potential and their leaders are creative. However, regarding to the creative organization (CO), they rated their perception doubtfully which can be considered as a problem area.

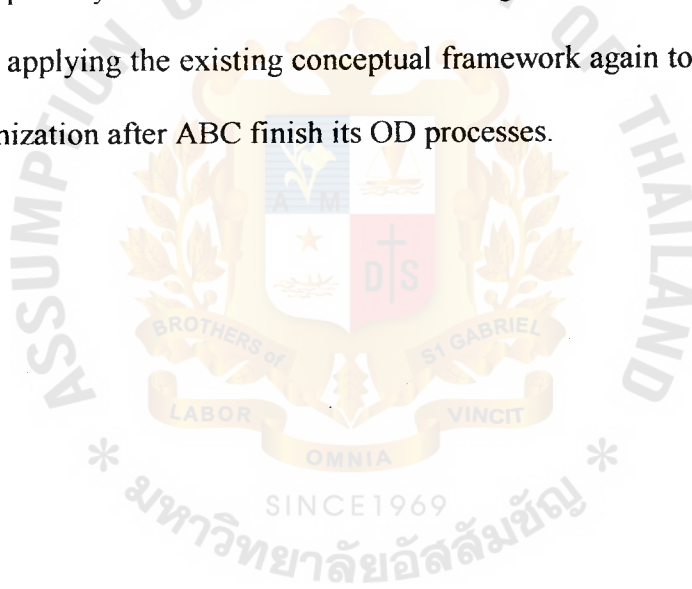
Regarding the tests of hypotheses on a significant relationship between demographic profile to Individual Creative Potential (ICP) and Creative Leadership (CL), both null hypotheses are accepted. As there is no relationship between demographic profiles to ICP and CL (considering all seven demographic items: Gender, Age, Marital Status, Education Level, Current Position Level, Work Unit, and No. of years with Company). However, when look into more detail by each attributes under ICP and CL, there are 10 relationships i.e. Current position level and Invention, Work unit and originality, Age and humor and madness, Education level and humor and madness, Education level and flexibility, Work unit and flexibility, No. of years with company and tolerance of ambiguity, Age and decisiveness, Education level and decisiveness, and Work unit and employee involvement. Two demographic profiles that do not possess relationship with any attribute under ICP and CL are gender and marital status.

In addition, three critical factors influencing creativity in the organization (ICP, CL, and CO) are significantly correlated. The strongest relationship is between CL and CO. Following

by the relationship between ICP and CL. The weakest relationship out of three major pairs is the relationship between ICP and CO.

The full analysis suggested that ABC should focus their attention to two major influencing factors: ICP and OC as they are problem areas. However, other strong areas must be reinforced to retain employees' favourable perception, and they must be explored to the higher state of creativity.

At the end, the researcher makes a recommendation for two possible further studies: 1) expand the research to explore more deeply on creative processes and to examine how each critical factor: Individual Creative Potential, Creative Leadership, and Creative Organization affects each other (especially for subvariables that have negative relationship), and 2) conduct the same research by applying the existing conceptual framework again to examine the state of creativity in the organization after ABC finish its OD processes.



CHAPTER 1

GENERALITIES OF THE STUDY

1.1 Introduction of the Study

As we enter the new millennium, we face the new wave of development of the 21st century. This new wave will affect how we should manage the organization to achieve business success. Not surprisingly, we are now in a period of unpredicted and permanent volatility and turbulence. The existing frame of 20th century global business has already been broken by the megatrends of the 21st century. As Masatoshi Naito, Matsushita Corporation said: *Everything is in a state of change: nothing endures. We do not seek permanence.*

Now, it is the information era where the world is wired by technological breakthrough. There is no existing boundary anymore because the digital world is replacing of the physical world. People contact each other through cyberspace, tons of information and knowledge can be easily downloaded from personal computers in seconds. Information is considered a source of power. Organizations today realize knowledge is essential to create company core competency. Successful organizations no longer rely on customer satisfaction; they focus on customer delight as addressed in “*The Pursuit of Wow*” by Peters, Tom. Customers are

looking for products and services that they do not expect. As a result, organizations try to make them say “wow”. The difficulty is how to achieve that goal.

To know how to meet customers' needs is to obtain knowledge of core competency creativity, which is a powerful resource for every organization. Core competencies are different from one organization to another, but each firm still has the same key elements—creativity and innovation.

Nonaka and Kenney (1991) note that to remain competitive any firm must constantly create new strategies; new products; new ways of manufacturing, distributing, and selling. In addition, Deming (1993) noted that it is necessary to be innovative, to predict the needs of the customer, to give more.

The importance of creativity in the age of knowledge and information is described by Scully, John, Chairman of the Board and CEO of Apple Computer as follows: “This is a time of profound changes in which the key economic resources in the world will no longer be capital, labor, and raw materials, but rather knowledge, individual innovators, and information. Technologies, which are emerging today, will give us the ability to explore, convey, and create knowledge as never before.”

Zari, Mohamed. (1996) also indicated that there are major forces driving the need for creativity and innovation in the organization today;

- Ease of entry to most markets
- Wide availability and affordability of technological know-how
- Transfer of technology and expertise on a more global basis
- Increased saturation in many markets
- Rampant copying
- Increased customer satisfaction and demands

- Great similarities between products and services so that differentiation is on “softer aspects”
- Time to market and speed of innovation are more and more appreciated as key competitive parameter.

In order to give a clearer perspective; the summaries of organizational paradigm shifts from the 20th century towards the 21st century are shown below:

Table 1.1 Organizational Paradigms: the Torch Passes

20th Century	21 st Century
Stability, predictability	Discontinuous change, continuous improvement
Size and scale	Speed and responsiveness
Top-down command and control	Empowerment: leadership from everybody
Organizational rigidity	“Virtual” organizations, permanent flexibility
Control by rules and hierarchy	Control by vision and values
Information closely guarded	Information shared
“Rational”, quantitative analytics	Creativity, intuition
Need for certainty	Tolerance of ambiguity
Reactive; risk-averse	Proactive; entrepreneurial
Process driven	Results driven
Corporate independence and autonomy	Interdependence; strategic alliances
Vertical integration	“Virtual” integration
Internal organizational focus	Focus on competitive environment
Consensus	Constructive contention
Domestic market orientation	International focus
Competitive advantage	Collaborative advantage
Sustainable competitive advantage	Hyper-competition, constant re-invention of advantage
Competing for today’s market	Creating tomorrow’s markets

Source: Kiernan, Matthew J. (1995). Get Innovative or Get Dead. Century Business (General Distribution Services Inc.)

From table 1.1, it is noticeable that the new paradigms of the 21st century will lead us to a world of increased complexity. Change has become part of life. There is no more stability and predictability. Organizations are forced to be structured in more flexible formats such as flat organization or even virtual organization. Cyberspace has replaced traditional commerce and global trade has no boundaries. Information and knowledge are essential for every organization as it has to compete fiercely. Reactive action is no longer enough; proactive action is needed. Today's market is dying and every organization has to create its own market of the future. It is unsurprising that creativity must be one of the core elements of every organization.

As knowledge and technology are changing rapidly, new problems are continually arising, since creativity is linked closely to productivity and competitive success; the crucial weapon for the 21st century. Today, customers expect something different and new all the time. Their demands are constantly changing which makes satisfaction hard to reach. Even when customers are satisfied, it may not enough to win over competitors because they can also serve our customer to a high level. Organizations are now looking at creating something more than customer satisfaction. It is called customer delight; or as Peters, Tom said "To make customers say WOW!". This is why creativity and innovation are so important to today's organization. They need to build up new ideas, dreams or imagination,— "creativity". And at the end they need to transfer those dreams into action, — "innovation". In a modern business context, creativity and innovation are therefore about an organization's ability to provide the extra dimension or quality that will differentiate a product or service to be original and more sophisticated. Most

importantly, they are related to everything that impacts on customer delight, thus establishing superior competitiveness.

1.1.1 Book Industry Towards a Cyber World. The book industry is one of the most expansion fields since it is concern with both knowledge creation and utilization. The most successful cyberspace company is Amazon.com, which provides customers with a wide variety of books right at their finger-tips—convenient, fast and reliable. Other big publishers and retail chains such as Barnes & Noble and Borders Books are now playing in this digital marketplace. However, the physical expansion of business through retail shops is still the key marketing function, but the direction is international.

It is inevitable that every organization will face boundaryless competition through both cyberspace and physical global expansion. Asian countries including Thailand unfortunately now face a hostile competition from strong Western players. The Asian economic crisis served as a good reminder for all Asian countries that the traditional and conventional way of doing business has ended. To strive for the survival, organizations must seek radical change. But to be a successful change leader, an enterprise has to have systematic creativity and innovation. The main reason is that it produces the mindset for an organization to be a change leader. It makes entire organizations see change as an opportunity. Creativity and innovation should be a regular part of every unit within the enterprise, and of every level of management. For the Asian organization, to survive is to utilize the organizational brain to sustain and always create new movement.

1.1.2 Asian Difficulties. However, Asian organizations are unlike Western enterprises. The issue of cultural differences must be carefully taken into consideration. Asian companies typically have a traditional way of running business, therefore it is a tough task for them to balance traditions and conventions with innovation and creativity. Thailand is not an exception. Thai entrepreneurs face the dilemma of either being creative or dead. Not only creativity needed but also innovation for organizational survival.

To sum up, creativity is vital for most of organization especially during a recovery. It is the answer for Thailand to survive the current turbulence and permanent volatility. It is now “The Age of Creativity”.

1.1.3 ABC and Thailand. There are no boundaries among countries anymore because of the digital world. Many Asian countries have faced with a serious economic crisis during the past two years, especially Thailand.

Knowledge management is well recognized as a competitive tools in today's world. People serve as a crucial resource in the company. ABC is in the business of knowledge; it serves Thailand by providing English-language brainpower, which is an essential weapon to compete with foreign companies. It is essential that ABC must be creative in order to serve Thai society during this hostile competitive period. Otherwise, the Western giants may take over the markets as they try to do in other countries and other industries.

1.1.4 Overview/History of the Organization. ABC is a major English-language books publisher, importer, agent, distributor, wholesaler and retailer. It has

been serving customers in Thailand for more than 30 years with 11 first-class branches in Bangkok: Sukhumvit, Peninsula Plaza, Thaniya Plaza, Times Square, Landmark Plaza (2 shops), World Trade Center, Central City Bangna, Seacon Square, Siam Discovery Center and The Emporium Shopping Complex. Moreover, ABC also distributes to every region of Thailand, especially in tourist areas. It has over 300 consignees, hotel kiosks, and book corners in airport duty free areas.

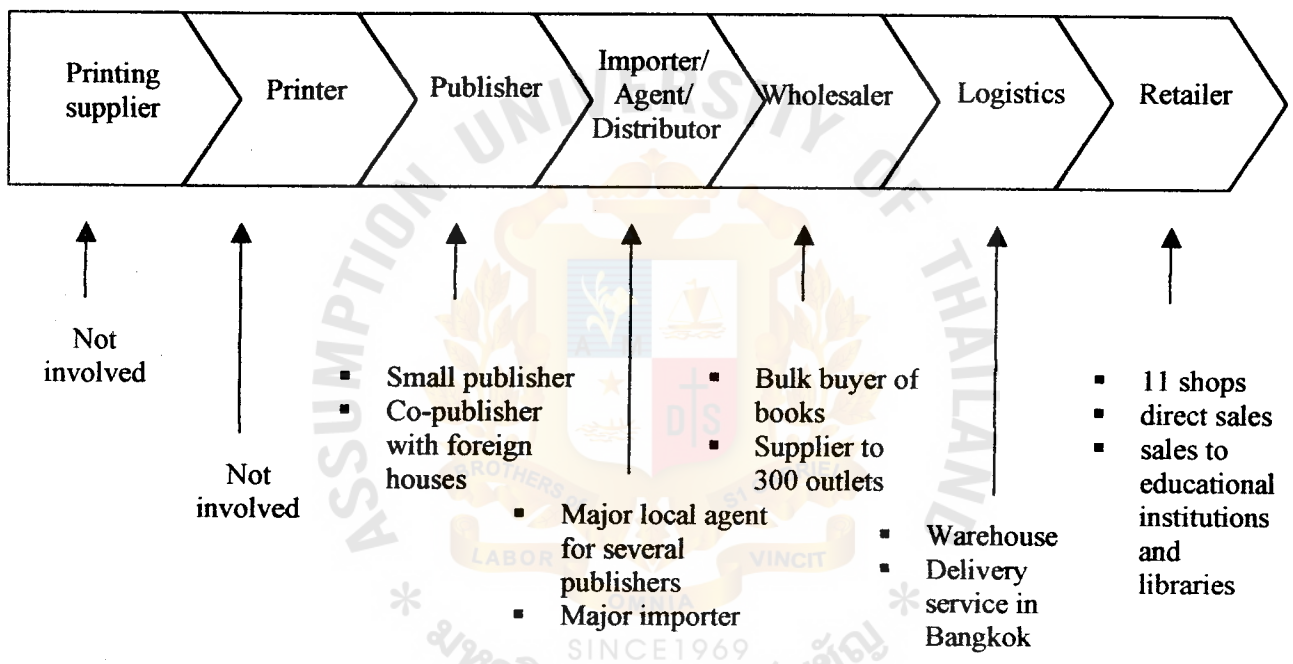


Figure 1.1.4-1 ABC's active market area

Source: ABC Company Handbook

The company is a 100% local company, privately-owned by a Thai entrepreneur. Although it is a middle-sized business, it can be considered a family business because shareholders are from the same family. Family members hold all core management positions such as Financial Director, Group Retail Division Manager, Marketing Director and Business Development Manager. In addition, the

management team are all Thai. Only 3 foreigners work there as an Editor, Creative director, and Information manager.

The organization structure of ABC is based on functional structure. It reflects the history of ABC that emphasizes centralization with a conservative way of management. The structure is both wide span, composing of various functions and vertical, with multi layers. As the company grows, the number of its employees and departments become bigger. It recently caused the company to face the slow movement of the market place. The organizational structure of ABC is shown:

Figure 1.1.4-2

There are about 300 employees working for ABC, divided into two main groups: front office and back office. The front office consists of 200 people who work in Sales and Marketing areas. There are 100 employees working in back office as the support and administration functions i.e. Accounting & Finance, IT, and Human Resources. The ratio of front office staff to back office staff is 2:1.

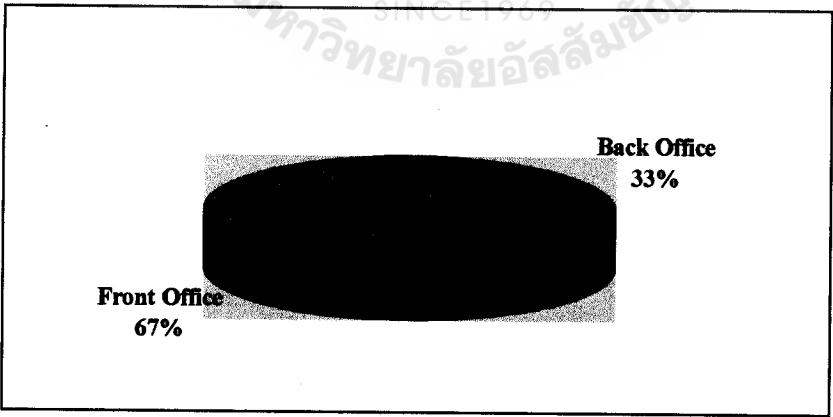
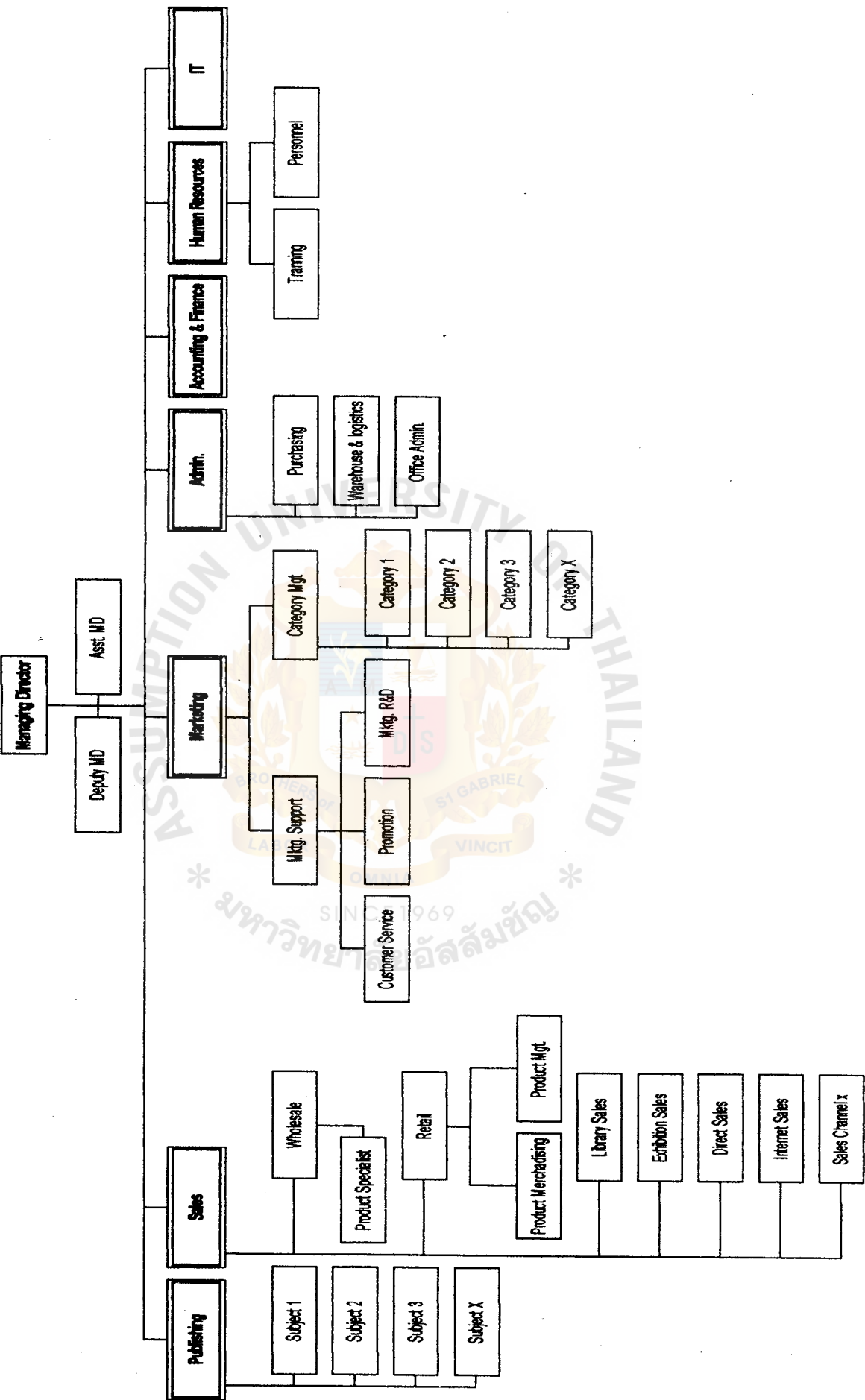


Figure 1.1.4-3 ABC's staff by group

Source: ABC Company Handbook

Figure 1.1.4-2 Organizational Structure of ABC



There are also other divisions regarding ABC's staff, shown below , which are indicated as Highest Education Level and Length of Employment.

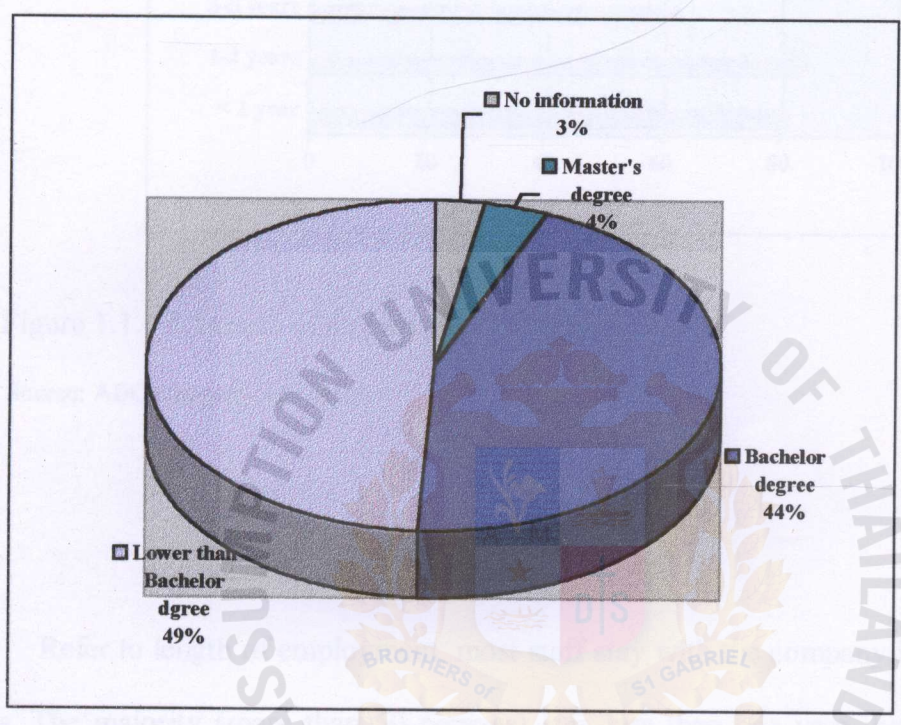


Figure 1.1.4-4 ABC's staff – highest education level

Source: ABC Company Handbook

The majority of employees have an the education lower than Bachelor degree (49%). However the second major group graduated with Bachelor degree (44%). Only 4% of a total 303 staff have a Master's degree. For the other 3%, the company has no information.

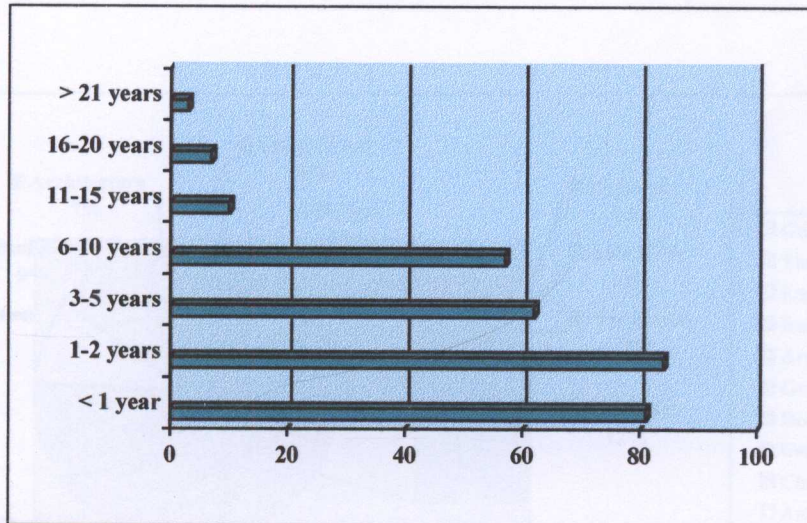


Figure 1.1.4-5 Length of employment of staff

Source: ABC Company Handbook

Refer to length of employment, most staff stay with the company less than 5 years. The majority (more than 60 persons) stay less than one year, between 1-2 years, or between 3-5 years. Fewer people stay between 6-10 years with the company. Only a few people remain more than 10 years.

ABC products are mainly English-language books, with only a few of other Thai, German or French books. Each title has a different position in the market. ABC currently has 22 book categories. The most popular in three categories which accounted for about 50 percent of total sales-- are "Thailand", "General interests" and "English Fiction".

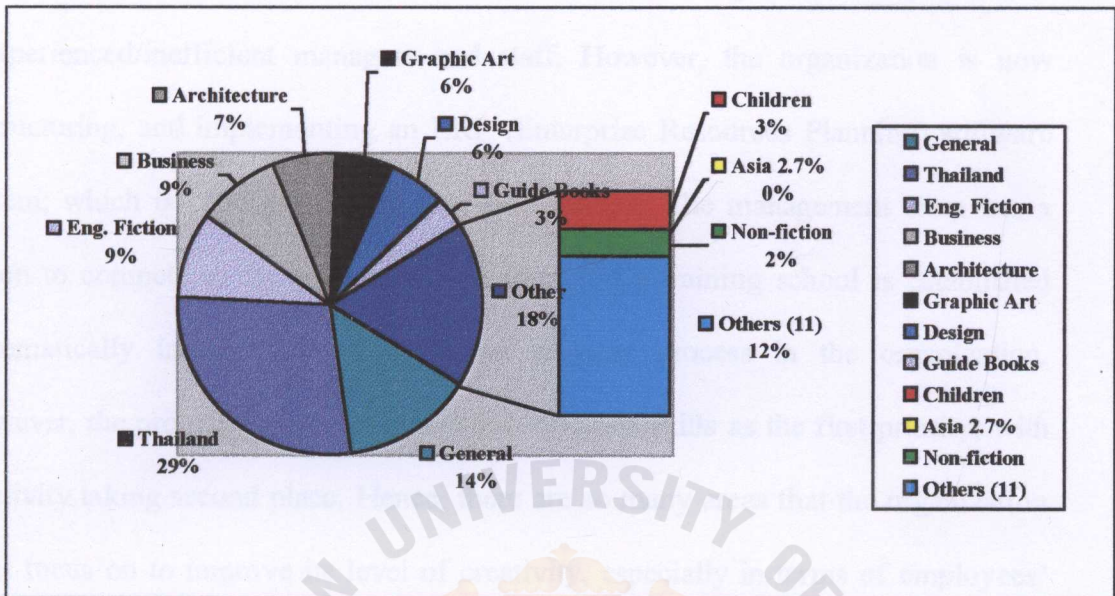


Figure 1.1.4-6 Sales by category (Baht value)

Source: ABC Company Handbook

1.1.5 Statement of Situational Problems ABC is now confronted with

critical challenges affecting both the company and it's future market such as

- Competition from other local booksellers
- Potential competition from large foreign bookstores and Internet book purchasing sites.
- The long-term successor to the present owner and Managing Director of the company.

Solutions to these critical problems require creative individuals and creative leaders to drive the company into a creative organization in order to ensure survival and consistent growth in the future.

The company currently possesses an inferior level of creativity because of the centralized structure, conservative management style and inexperienced/inefficient managers and staff. However, the organization is now restructuring, and implementing an ERP (Enterprise Resources Planning) software system; which is expected to improve the situation. The management team has a vision to compete in the international market and a training school is established systematically in order to generate the learning process in the organization. However, the program aims to develop task-oriented skills as the first priority; with creativity taking second place. Hence, there are so many areas that the organization must focus on to improve its level of creativity, especially in terms of employees' participation and the freedom of expression.

ABC cannot wait for international competitor to arrive in Thailand. It has to pre-empt competition by utilizing its own brain power, and aiming for creativity.

1.2 Research Objectives

- 1) To determine the creativity enhancing factors in ABC.
- 2) To determine the creativity restricting factors in ABC.
- 3) To determine the state of creativity of ABC.
- 4) To examine the relationship between the creativity influencing factors and the state of creativity in ABC.

- 5) To determine the relationship between respondents' demographic profiles and creativity influencing factors and the state of creativity in the organization.

1.3 Statement of the Research Problem :

The purpose of research is to discover the state of the creativity in ABC and also to examine the relationship between respondents' demographic profiles and creativity influencing factors and the levels of creativity in the organization. The study will seek to answer these questions:

1.3.1 Research Questions:

- Question 1 What are the demographic profiles of respondents in terms of
- Gender
 - Age
 - Marital Status
 - Education Level
 - Current Position Level (C)
 - Work Unit
 - Number of Years with the Company
- Question 2 What are the perceptions of respondents for Individual Creative Potential in terms of

- Self discipline and persistence
- Originality
- Humor and madness
- Flexibility
- Tolerance of Ambiguity

Question 3 What are the perceptions of respondents for Creative Leadership in terms of

- Decisiveness
- Openness
- Effective communication
- Goal-orientation
- Employees' involvement

Question 4 What are the perceptions of respondents on Creative Organization in terms of

- Effective HR management
- Open communication
- Efficient support system
- Flat Organization and Empowerment
- Flexibility
- and other factors mentioning by respondents

Question 5 What is the relationship between demographic profile and Individual Creative Potential?

Question 6 What is the relationship between demographic profile and Creative Leadership?

Question 7 What is the correlation between Individual Creative Potential, and Creative Leadership, and Creative Organization?

1.4 Scope of Research

1.4.1 Scope of contents The central thesis is on “creativity in the organization”. The study will focus on factors that help or promote creativity, and those that limit creativity in the organization. These factors are individual creative potential and creative leadership.

1.4.2 Scope of respondents This study will focus on ABC staff and managers. Major respondents are divided into 2 groups: Front office and Back office according to the ratio of total staff which is 2 : 1 (Front office = 196 people, Back office = 107 people). Regarding different levels of employees, some top managers (9 people) will not be included in the study. The research will focus only on two main levels in the organization: middle managers and lower level staff. The proportion of each group is 1 : 11 for Front office and 1 : 9 for Back office. (For more details, please see 4.2)

1.4.3 Scope of area and time frame

The area in focus is at ABC headquarter and all ABC branches situated in Central Bangkok. The three hundreds consignee all around Thailand are excluded

because they are not ABC-owned. The research was conducted between August and September 2000, which is low season for ABC trade.

1.5 Limitations of the Research

- a) The research instruments are translated from English into Thai, and after the study the conclusion will be translated back into English again. Some deviation may occur in both validity and reliability due to the accuracy of the Thai & English language translation.
- b) There are only limited resources focusing directly on the topic of creativity, so other materials referring to closely related topics would be used to support the study, such as the materials on innovation and entrepreneurialism.
- c) Because ABC was facing a hostile market situation, it was concerned with confidential information and accuracy.

1.6 Significance of the Study

The benefit and expectation of the study is:

- a) To examine the perception of ABC's employees towards creativity influencing factors.
- b) To determine both weak and strong areas of creativity in ABC.
- c) To identify which critical areas have to be improved in ABC.

- d) To provide feedback to ABC management for better understanding on the current circumstances regarding the level of creativity in ABC.
- e) To develop recommendations that would be useful for ABC's management team to improve its organization's creativity.

1.7 Definition of Terms:

To clearly understand this study, there are several key terms, defined one-by-one.

Authoritarian organization—An organization highly directed with well-defined task definition and communication systems. It restricts free-ranging discussion and evaluation, and concentrates heavily on technical problem solving rather than analysis of all possible concepts. (Ansoff, H.I. and Stewart, J.M., 1981)

Centralization—The concentration of authority and decision making at the top of the organization. (Wright, Patrick M. & Noe, Raymond A., 1996)

Communication—The exchange of information between and among human system using a shared set of symbols. (Layko, Perla Rizalina M., 2000)

Convergent thinking—Seeing similarities between situations, strongly influenced by the depth of one's experience in a given field. (Wright, Patrick M. & Noe, Raymond A., 1996 and Gretz, Karl F. & Drozdeck, Steven R., 1992)

Creative Leadership—The ability of leader to productively seed creative intent throughout the organization. (Fletcher, Winston, 1998)

Creative Organization—The organization quickly catch up with occurred changes or even move in advance before changes happened; continuously anticipate problems, trends, customer needs, and future opportunities. (Steiner, Gary A., 1965)

Decentralization—The dispersal of authority so that it is spread throughout the organization. (Wright, Patrick M. & Noe, Raymond A., 1996)

Decisiveness—very active and proactive. Do everything as fast as the environment changes or even faster.

Democratic Management—Organizations undirected in the way in which they approach tasks and communicate with members of the team. It has open channels of communication, which accept diversity of opinion and the involvement of non-specialists in problem solving. (Ansoff, H.I. and Stewart, J.M., 1981)

Departmental organization—The process of grouping employees according to the organization's functions. (Wright, Patrick M. & Noe, Raymond A., 1996)

Divergent thinking—Seeing differences between situations, dependent upon the breadth of one's experience across many fields. (Wright, Patrick M. & Noe, Raymond A., 1996 and Gretz, Karl F. & Drozdeck, Steven R., 1992)

Downsizing—A reduction of the work flow or a reduction of number of people doing the job. (Layko, Perla Rizalina M., 2000)

Downward communication—A message directed to one or more receivers at a lower level in the hierarchy. (Wright, Patrick M. & Noe, Raymond A., 1996)

Effective communication—all direction communication: downward, upward and sideward, both formal and informal communication, open communication has to be both encouraged and permitted and the application of technology to facilitate and speed up flow of information.

Effective HR Management—various functions of human resources management including recruitment, selection, retainment, motivation (reward & recognition), performance appraisal and training and development.

Efficient Support System—other support functions that are really needed to make the idea into action such as finance, technical support and technology application.

Employee involvement—process enabling employees to understand individual goals, try to connect to team goal, and give opportunities to anyone eager to accept the accountability that goes with responsibility. In addition, let employee participate in as many as decision making processes in order to create a sense of belonging and clear understanding.

Employee's participation—A participative process that uses the entire capacity of employees; designed to encourage increased commitment to the organization's success. (Robbins, Stephen P., 1998)

Empowerment—Creating conditions in which employees perceive themselves as competent and in control of performing meaningful tasks. (Robbins, Stephen P., 1998)

Enhance—add to the value, attraction, power (Hornby, A. S., 1986)

Entrepreneur—A person who creates, or quickly identifies, new and risky opportunities to satisfy customer needs or desires, and provides for their satisfaction at a profit. (Pearson, Gordon, 1992)

Externalization—A partial solution to the problem of managing innovation when a large organization searches for new concepts by funding small companies with particular technical expertise. (West, Alan, 1992)

Extrinsic reward—Extrinsic motivators like pay and promotions to stimulate workers' performance, or rewards received from the environment surrounding the context of the work. (Robbins, Stephen P., 1998)

Feedback—Communication travelling in the opposite direction. It helps the sender learn whether the original communication was decoded accurately. (Wright, Patrick M. & Noe, Raymond A., 1996)

Flat organization—The organization that has few layers of management, with each manager having a wide span of control. (Wright, Patrick M. & Noe, Raymond A., 1996)

Flexibility (Individual Level)—the ability to adjust plan as needed, be open to serendipity and change, and producing a varied mix of ideas.

Flexibility (Organization Level)—The organization's ability to modify its operations systems with little cost in terms of time, money, or quality. (Wright, Patrick M. & Noe, Raymond A., 1996)

Formal communication—Communication that flows along the organization's lines of authority or task responsibility. (Wright, Patrick M. & Noe, Raymond A., 1996)

Goal-oriented—Defining the organization's mission and aligning the organization to accomplish mission. (Hampfrey, Watts S., 1996)

Humor and madness—easily laugh, appear foolish and child-like, do not limit to the boundaries of reason, and spontaneously react and interact with inner thinking.

Individual Creative Potential—A quality possessed by each person enabling him or her to have creativity. (Steiner, Gary, 1965)

Informal communication—The communication that flows through the grapevine. (Robbins, Stephen P., 1998)

Information networking—A combination of desktop computers, computer terminals, and mainframes or minicomputers that share access to a database and a means to transmit information throughout the system. (Wright, Patrick M. & Noe, Raymond A., 1996)

Intellectual playfulness—Plays with various ideas and explores ideas; likes to experiment and at the same time to fail. (Evans, James R., 1991)

Intrinsic reward—Reward that derives from individuals doing what they like. (Robbins, Stephen P., 1998 and Wright, Patrick M. & Noe, Raymond A., 1996)

Invention—dreaming and conjuring up outrageous scenarios, trying to perform in a creative way, looking for new things, and keeping ignorant and innocent.

Lateral communication—A message directed to someone at the same level in the hierarchy. (Wright, Patrick M. & Noe, Raymond A., 1996)

Lateral thinking—The formal and deliberate processes of lateral thinking are all based on a consideration of the behavior and information in a self-organizing system, such as the nerve networks of human brain. Such systems create routine patterns – for which we should be most grateful. They also form asymmetric patterns: the route from A to B is not the same as the route from B to A. (De Bono, Edward, 1999)

Leadership—The process of inspiring and empowering others to voluntarily commit themselves to achieving the leader's vision. (Wright, Patrick M. & Noe, Raymond A., 1996)

Learning process—Continuous process of changes in behavior that occurs as a result of experience. (Robbins, Stephen P., 1998)

Mechanical organization—A structure characterized by extensive departmentalization, high formalization, a limited information network, and centralization. (Robbins, Stephen P., 1998)

Motivation—The combination of forces that lead people to behave as they do. (Wright, Patrick M. & Noe, Raymond A., 1996)

Open communication—The amount of information flow in the organization increases and people in the organization feel free to communicate with each other. (Robbins, Stephen P., 1998)

Openness—A person's interest in and willingness to consider new ideas and experiences. (Wright, Patrick M. & Noe, Raymond A., 1996)

Organizational bureaucracy—A stricture with highly routine operating tasks achieved through specialization, very formalized rules and regulations, tasks that are grouped into functional departments, centralized authority, narrow spans of control, and decision making that follows the chain of command. (Robbins, Stephen P., 1998)

Organizational slack—Buffers that are created between groups to reduce sequential interdependence. (Wright, Patrick M. & Noe, Raymond A., 1996)

Organizational structure—The arrangement of positions and groups of positions within the organization. (Wright, Patrick M. & Noe, Raymond A., 1996)

Originality—The ability to produce unusual ideas, solve problems in unusual ways, or use things or situations in an unusual manner. (Evans, James R., 1991)

Persistence—willing accept tough assignments and able to try and try again without giving up.

Restrict—limit, keep within limits (Hornby, A. S., 1986)

Restructuring—Rethinking and redesigning processes by which the organization creates value and does work, ridding itself of operations that have become obsolete in the computer age. (Robbins, Stephen P., 1998)

Self-discipline—High responsibility and accountability, hard work and persistence. (Evans, James R., 1991)

Situational leadership—Leaders who use whichever style most appropriate to the situation at hand. (Hampfrey, Watts S., 1996)

Span of control—The number of people under a manager's direct supervision. (Wright, Patrick M. & Noe, Raymond A., 1996)

Tolerance of Ambiguity—comfortable dealing with chaotic situations, the ability of a matured personality when confronted with a paradox, and frequently daring to take risks without hesitation or the fear of failure.

Upward communication—A message directed toward a higher level in the hierarchy. (Wright, Patrick M. & Noe, Raymond A., 1996)

CHAPTER 2

REVIEW OF LITERATURE AND RELATED STUDIES

This chapter reviews useful information from various sources of materials such as books, articles, or websites in order to indicate core concept of the study. It mentions previous studies regarding creativity in different point of views. Moreover, many theories reviewed to frame up the research illustrating main variables, subvariables and the way they are selected.

2. The Triad of Creativity

There have been several research studies on creativity and innovation. Each researcher looked at these topics from a different perspective. Derckson, Allen Keith studied relational management practices which support or impede creativity and innovation in organizational culture in 1998. He focused on the case of missionary management. The purpose of his study was to identify factors that characterized innovative organization; to explore which behavioral roles leaders and members identified as critical; and to investigate the importance of both congruency and agreement between leader and member perceptions and its effect on the creative

climate. The research result indicated that both leaders and members identified similar salient organizational characteristics as true of creative environments. Agreement between leaders and members concerning these factors was highest where the organization was loosely structured and actively promoted innovative norms and values.

Four types of leadership roles were found to enhance creative behavior: modeling, facilitating, helping, and networking. Members expected the same roles from each other as from their leaders, with less emphasis on the impact these roles have on the evolution of culture.

In 1997, Vona, Mary Kay also studied the relationship between visionary leadership and the climate of innovation in organizational work units. Visionary leadership was indicated as a major element affecting the innovative climate. In conclusion, she confirmed that a significant relationship profile and team climate inventory measured perception of the climate of innovation of the team. Nevertheless, she emphasized that other important areas should be explored, including the effects of culture, gender, team member's creative style, perception of the leader.

In the same year, Marcinelli, Susan Ann looked at creativity and innovation from another angle. She mentioned in her abstract that theories and researchers have suggested that the difference between organizations that continued to compete, adapt and grow, and those that stagnate was often attributed to employee creativity. But employee's creativity was a relatively unexplained area in organizational change and innovation, and how to manage employee creativity has been identified as an important organizational problem. Therefore her study focussed only on exploring

links between employee creativity and employee's perceptions of ideal leader behavior. The research showed that employee perceptions of desired leader behavior were related to employee creativity levels. This investigation also confirmed previous research findings associating innovative leaders behavior with the preferences of creative employees. Further examination of the employee rating of leader behavior suggested that for both high and low creativity groups, behaviors associated with maintaining and enhancing harmonious work relationships received priority over all leader activities. Employees also rated behavior associated with leaders' ability to handle problems, eliminate distraction, and maintain order to be among the most highly desired leader behavior.

Other than leadership as the core element, an individual level of creativity was also picked up as a key item in some studies. For example, as Barnette, Christina Marie did a study on the effects of creativity and perceived support on organizational commitment in 1997. This study investigated the effects of individual's level of creativity and perceived organizational support on their organizational commitment. Two hypotheses predicted that individuals with high levels of creativity and both perceived organizational support and support for innovation would have higher levels of organizational commitment than other employees. And it was predicted that the measures of organizational commitment and perceived support would be highly correlated. But the result provided only partial support for the hypotheses that creative employees who work for an organization high in organizational support or high in support for innovation would be more committed to the organization than other employees.

After reviewing several studies by different researchers with various perspectives, it was noticeable that significant variables often mentioned in the studies were leadership and organizational climate. Individual creativity was less obviously taken into consideration. However, this research integrated these three elements as part of the study. The study assumed that possession of a high level of individual creativity and creative leadership led to a creative organization.

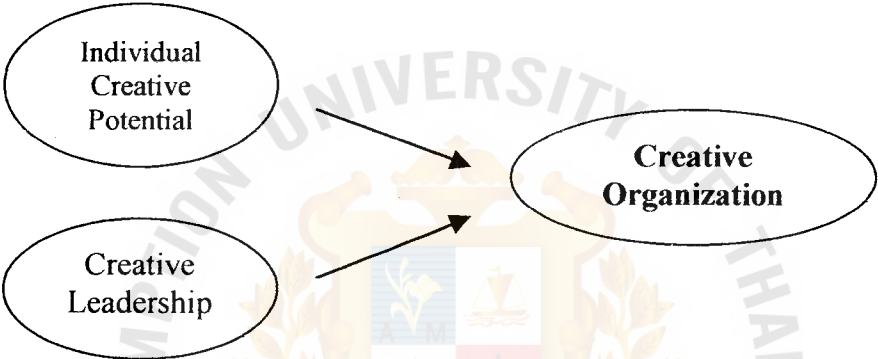


Figure 2 The Triad of Creativity

By exploring the relationship between these three variables, this study could help managers to understand more clearly the key elements that enhance or restrict creativity, and their relationship toward levels of creativity in the organization. Hence, appropriate action could be easily taken to improve creativity, and to achieve and sustain core competency and competitive advantage, which helps organizations to cope with complexity, especially in the hostile cyber world. This kind of action would help the organization and support management in terms of brainpower utilization.

It is worth considering Deming, W. Edwards quotation *"No theory, no learning"*. When trying to understand the many concepts mentioned by various theorists regarding major areas of study: individual creative potential, creative leadership, and creative organization. Several theories, studies, and articles would be reviewed to clarify and support the conceptual framework of the research study (respectively by each variable).

2.1 Human Potential and Creativity

2.1.1 Human potential.

Human beings possess potential both physical and mental ability. McFadzean, Elspeth (2000) noted that the human race has an immense track record of innovation, adaptation, and change. This began at the dawn of civilization when primitive man experimented with hunting, farming, tools, weapons, fire, and so on. The rate of progress has accelerated at enormous speed. New discoveries and innovations have occurred in medicine, electronics, communication, information, travel, art, and music. There have been great discoverers, inventors, writers, artists and musicians.

According to Groth (1993), now is "the age of the mind". He said that *"The brain is likely the most complex physical entity we have discovered in the Universe. Nevertheless, its complexity is dwarfed by the Mind and by the potential products of thoughts of the Mind... Today, there is a critical mass of mental capacity and the opportunity for great harvest. It is the harvest of the Mind. Few realize this. Fewer*

will capitalize on it.” While some believe that only a few people are especially gifted, others believe that our brain skills can be sharpened by practice. Whichever is correct, human mental potential will influence organizational prosperity, especially in the present chaotic world situation.

2.1.1.1 A world of observers, not creators.

According to Eastwood, William (2000), our dreams, inner uniqueness, heroic talents and abilities are usually traded for the needs of parents and peers. Children often barter their most personal feelings, and knowledge, burying passions or dreams to satisfy the expectations of parents who have themselves yielded to the same pressures when they were young. This happens to almost everyone in life. Deciding to study what you love compared with what your parents want, is a great dilemma, especially in the Thai family where respect and seniority are the most important things. Faced with this choice many lose their abilities, talents, and of course, creativity.

Eastwood (2000) also added that whenever we try to create anything new, if others cannot see or understand it, what we do is false in their eyes. Therefore we need an extraordinary passion to be a creator. We have to have a vision and a working plan to implement that vision. We have to invest in what is not yet considered reality. We have to explain to people against their beliefs, which often disappoints them.

As a society, people do not learn to create. Average person believes in what others have done. As we are educated in the old way, we wonder when something has gone wrong or why we are unhappy. Humanity has lost its capacity to respond appropriately to the conditions that its engenders.

In addition, Basadur, Min indicated in his study that even though everyone is born with creativity and used it extensively during childhood, by the time we become adults, our creativity has been suppressed because we have become skilled in evaluating, analyzing, and limiting the number of ideas and options, to the virtual exclusion of imagining more ideas and options. This could be another factor affecting individual creative potential.

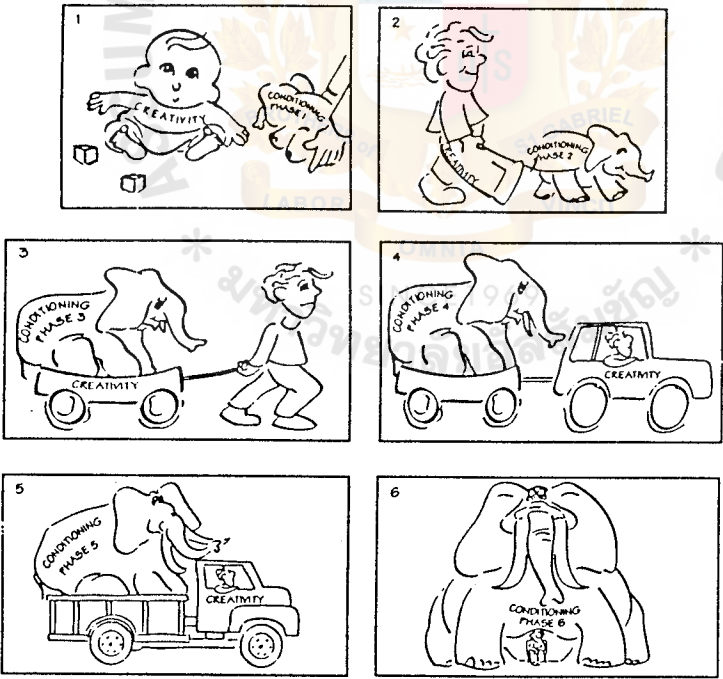


Figure 2.1.1.1 The conditioning process: how use of creativity is suppressed

2.1.1.2 Social transcendence and autonomy.

Social transcendence and autonomy is introduced by Eastwood. It means breaking free of pressure to fit in, agree with, and be “normal”. It means being yourself and doing what you want regardless of what others think. In this way, people do what they know is best, to the best of their ability, without being effected by the programs, values, and belief systems of those around them. In doing this, people harvest their own mental potential and utilize it. And people should tap into more of their natural creativity by learning a few basic process skills—and by using these skills deliberately to “uncondition” themselves.

This social transcendence and autonomy is a crucial issue regarding mental ability, as it is a source of creativity. However, few people can accomplish this social.

2.1.2 Creativity and innovation.

When discussing creativity, people always come up with another word, which is closely linked to "creativity"; it is "innovation". Most people are confused about both words. Some think that they are the same. On the other hand, some believe that they are different. Various theorists discuss both the difference and similarity of creativity and innovation.

2.1.2.1 “Creativity”. Many people define creativity in their own way. These serve as a good resource for a better understanding of this word. The followings are some definitions:

Evans, James R. (1991) stated that creativity was the ability to discover new relationships, to look at subjects from new perspectives, and to form new combinations from two or more concepts already in the mind.

According to *Websters New World Dictionary of American Language*, creativity is “creative ability; artistic or intellectual inventiveness”.

The *Encyclopedia Britannica*, vol. 3, p. 227 concludes that creativity is the ability to make or otherwise bring into existence something new, whether a new solution to a problem, a new method or device, or a new artistic object or form.

To give a clearer picture, consider the definition given by Plsek, Paul E. (1997) as follows:

"Creativity is the connecting and rearranging of knowledge—in the minds of people who will allow themselves to think flexibly—to generate new; often surprising ideas that others judge to be useful."

The definition by Plsek, Paul E. clearly illustrate that creativity is ability within the individual to produce new ideas. Therefore people who want to be more creative could cultivate characteristics like flexibility in their thinking.

By reviewing several definitions, we can notice that there are two major components regarding “Creativity” which are “Thinking” and “Newness”. Creativity comes from a unique way of thinking. This results in something new. It can be new to the world or only a specific organization or family. But if the idea is to be counted as a creative one, it must be new. The newness makes the idea different from others.

2.1.2.2 "Innovation". The definition of "Innovation" from the *Oxford Advanced Learner's Dictionary* is "to make changes or introduce new things". In addition, Harvard's Theodore, Levitt (1992) mentioned that "creativity" was to think up new things, but "innovation" was to do new things. These are short and easy to understand meanings, but the definition by Plsek, Paul E. illustrated more clearly that *"Innovation is the first, practical, concrete **implementation** of an idea done in a way that brings broad-based, extrinsic recognition to an individual or organization"*.

2.1.2.3 How "Innovation" is different from "Creativity"? When people develop a new idea, they can be said to be creative. The next step is innovation. Many people believe that creativity automatically leads to innovation but it does not. To turn creativity into innovation, an organization requires a manager to perform various key functions such as assigning to the individuals who produced the idea, support and resource to enable them to develop that idea. It is also important to note that the innovator is not necessarily the first person to have the creative idea.

A key word in the definition of innovation is "implementation". While creativity is mainly concerned with thinking, innovation focuses on doing. In short, creativity is about the production of ideas, while innovation is about the practical implementation of those ideas.

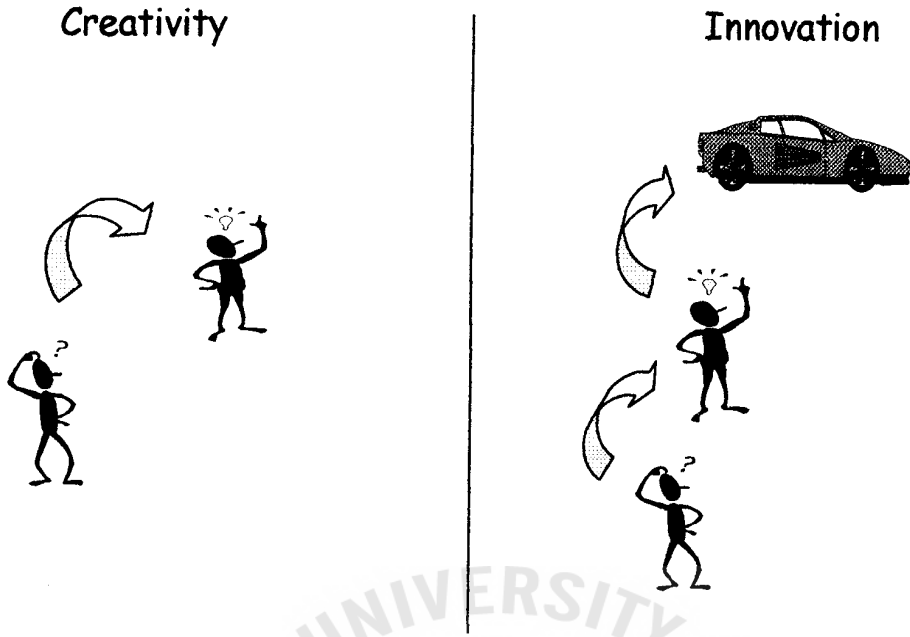


Figure 2.1.2.3 Difference between creativity and innovation

Although it does not follow that creativity will definitely lead to innovation in the organization, creativity can be considered as the initial step for innovation. Therefore a high level of creativity generates a high possibility of innovation in the organization. Moreover, both terminologies are so close, for simplicity in this study, I will use the term "creativity" and "innovation" interchangeably.

2.1.3 How “creativity” and “innovation” are so important to the organization today?

Organizations today must confront many situations. It is necessary to utilize the potential of each member of the organization for survival and consistent growth.

The traditional way of doing things is obsolete because customers insist continuously for new things. Therefore the human potential for doing new things is crucial for every organization. And this potential is called “creativity” and “innovation”.

Both creativity and innovation serve as a source of development. It is vital for organizations to have innovators in order to ensure survival within the rapidly global environment. Creative ideas in marketing and sales, together with production innovation, contribute to the well being of the company. Creative approaches to internal structures and systems can be effective, particularly organizational restructuring. Recognition of creative people within the organization can lead to a boosting of staff morale, while at the same time building up new growth and profitability for a company.

2.1.4 The individual creative potential.

In today’s chaotic world, people are the brain power of the organization. They are considered a creative resource which is a crucial competitive advantage of every enterprise. However, “Are creative people really different from everyone else?” This raises the issue of the creative personality.

When talking about the creative personality, most of us have, in our mind’s eye, an image of the typical artist. He will probably be a synthesis of Vincent Van Gogh or Albert Einstein. The qualities of this photofit genius include extraordinary intelligence, absent-mindedness, introversion, volatility bordering upon madness,—

and above all an egocentricity so powerful that it can disregard the attitudes and opinions of the rest of society.

Why are these kind of people mentioned so frequently? Fletcher, Winston (1988) emphasized that it is not because they are typical, but because they are atypical. He also mentioned that creative people are not quite like the rest of us. Several studies have proved that there appear to be clear correlations between creativity and personality. People who possess a particular creative personality tended to have more of a chance to be a creative person than others. Individual creative potential refers to a set of qualities within each person that influences him or her to be highly creative. Steiner, Gary (1965), raised some questions in his study as follows:

Do individual differences in creativity exist?

Does it make sense to speak of more and less creative people in some such way as we speak of more or less intelligent, more or less co-ordinated, or more or less musical people?

Or is personal creativity, like fathering twins, mostly a matter of being in the right place at the right time?

He concluded in his book, *Creative People: How to Manage Them and maximize Their Creativity*, that it seemed there were consistent and persistent differences in individual creativity. Some people were likely to be more creative than others; and these differences were shown in various situations and times.

The inner drive appears to make the difference in the development of the creative individual. An individual is able to influence his own creative ability by his own behavior, interests, and needs. This has been demonstrated by Bloom (1956),

and by other eminent psychologist that such elements were not only relevant but even crucial variables in a person's performance. Creative people work extremely hard at their jobs. They are interested in achievement for its own sake, in accomplishment, although they do not ignore other rewards such as prestige and financial return. In a sense they are always searching for what is beyond the next mountain, and they have the patience that is a necessary concomitant to such searching.

To sum up, individual creative potential is a quality possessed by each person enabling him or her to be creative. It is different for each person due to factors such as creative personality and the ability to tap into and make use of his own creativity. When working with creative or potentially creative individuals in the world of business, it should be remembered that we are dealing not with machines but with human beings—particularly with human being who, in the best of all possible worlds, are still in limited supply. These creative people earn their living by selling their creative talents to organizations—a key to building up business core competency in today turbulent environment. Each and every creative idea comes into existence on a one-off basis, in the human mind. So, one of the key for business success is dependence upon creative individuals and upon managing them carefully. So organizational management must be concerned with individual creative potential. It is worth studying in detail the specific qualities that creative people possess. Management should notice all key elements of individual creative potential. This helps in Human Resource Management including efficient recruitment, training or motivation. The right type of people will potentially drive an organization along the right track.

2.1.5 Theories related to "individual creative potential".

There are 10 theories reviewed to support a study about Individual Creative Potential. Some theories mentioned the same topics as crucial elements, while some brought up different things. It was noticed that all 10 theories regarding individual creative potential focus on two distinct views. The first group of theories focus mainly on the characters, qualities, or attributes of each individual which enhance creativity. The other group is more actively focused on action. They declared that we can increase our creative potential by practicing or performing creative action consistently.

2 Groups of Theories Based on Focus

Table 2.1.5 Theories related to individual creative potential based on focus

Characters, qualities or attributes enhancing creativity	Creative potential can be increased by practicing or performing creative action consistently.
<ul style="list-style-type: none">• Ditzkoff, Mitchell (1999)• Hell, Gary & Stephens, Deborah C. (1998)• Evans, James R. (1991)• Dyer, Frederick C. & Dyer, John M. (1965)• Fletcher, Winston (1988)• Steiner, Gary A. (1965)	<ul style="list-style-type: none">• Carr, Clay (1994)• De Bono, Edward (1992)• Black, Robert Alan (1990)• Lawrence, James F.'s theory (1962)

2.1.5.1 Theories focusing mainly on characters, qualities or attributes as creative enhancing factors.

Ditkoff, Mitchell (1999) stated that innovation is a key factor for every organization as the initial source of core competency development. It is provided by individual members of the organization. There is no specific formula help to create innovation, but it lays in each person's potential. A special blend of inner qualities is needed to strive for success. Ditkoff remarked that everyone in the organization is responsible for innovation. He concluded there were 20 qualities that described an innovator: 1) challenging the status quo, 2) curiosity, 3) self-motivation, 4) vision, 5) entertaining the fantastic, 6) taking risks, 7) being peripatetic, 8) being playful/humorous, 9) self-acceptance, 10) flexible/adaptive, 11) making new connections, 12) being reflective, 13) recognizing (and recognizing) patterns, 14) tolerance of ambiguity, 15) commitment to learning, 16) balancing intuition and analysis, 17) situational collaboration, 18) articulation, 19) resilience and 20) perseverance.

Similarly Hell, Gary & Stephens, Deborah C. (1998) stated that unlike the mechanical and authoritarian organization, today's democratic management pays attention to the creative person. This type of person is able to shift and change the planned-out future. There are a set of four particular abilities of the creative person according to Hell, Gary & Stephens, Deborah C. (1998) theory: creative people are 1) flexible, 2) self-actualizing, 3) self-trusting, and 4) self-respecting. These factors made creative people different from the ordinary people.

Evans, James R. (1991) explained more by referring to divergent thinking. He pointed out that the elements of creativity—sensitivity, synergy, and serendipity—required divergent thinking; that was, the discovery and identification of many alternatives. And for divergent thinking to be successful, one must have a solid foundation of knowledge, imagination, and evaluation. This process occurred through the rearrangement and association of knowledge and experience in new ways. Also, there are characteristics of individuals that have been found to support divergent thinking leading to creative behavior. There were 14 characteristics: 1) Awareness and Problem Sensitivity, 2) Memory, 3) Fluency, 4) Flexibility, 5) Originality, 6) Self-discipline and Persistence, 7) Adaptability, 8) Intellectual "Playfulness", 9) Humor, 10) Nonconformity, 11) Tolerance of Ambiguity, 12) Self-confidence, 13) Skepticism and 14) Intelligence

Correspondingly, Dyer, Frederick C. & Dyer, John M. (1965) stated that the organization is labeled creative because it includes many creative people. And creative people have particular characteristics which ordinary or average employees do not have. They defined two types of people in the organization: custodial people and creative people—who each possess different characteristics. Each type of person is suitable for a different kind of organization, Custodial Organization or Creative Organization. The organization that seeks to be creative clearly requires creative people who possess five special characteristics: 1) producing something new, 2) questioning routines, 3) seeking new horizons, 4) resenting the frustration of not being allowed to dream up and express new ideas, and 5) expecting the future to be unpredictable.

Fletcher, Winston (1988) also studied Individual Creative Potential.

He began the introduction chapter of his book, *Creative People: How to Manage Them and maximize Their Creativity*, with questions. One of them, "Are creative people really different from everyone else?" was answered Chapter 3, "The Creative Personality". It was stated in this chapter that several studies have proved that there appear to be a clear correlations between creativity and personality. He consolidated a set of creative personalities according to other studies together with his own ideas, which consisted of seven personality patterns: 1) non-conformity, 2) focus on self-esteem (being judged by output), 3) independence, 4) ability to sort the wheat from the chaff (ability to judge ideas), 5) commitment to perfection, 6) degree of commitment to work, and 7) dislike of taking orders.

Steiner, Gary A. (1965) also studied on individual creative potential by focusing on characteristics. However, his study is more interesting because he considers this issue from many angles. Firstly, he indicates that as important as circumstances are in determining who will create what and when, it seems that there are consistent and persistent differences in individual creativity. Holding conditions constant, some people are likely to be more creative than others; and these differences show up in various situations and times.

Secondly, he declared that the most creative people in one field are not likely, at the same time, to be the most creative in another. But this might be largely a matter of specialization in training and effort. The results of various testing programs suggested that the qualities and capacities that distinguished more from less creative practitioners in a given field did extend beyond the specific area of professional competence.

Although many characteristics of the creative individual undoubtedly vary, studies are beginning to yield some common denominators. Steiner studied the creative individual by observing “highs” and “lows”. “Highs” referred to people who had high creativity while “lows” referred to people who had low creativity. He supported this idea by his study of various people and observation of particular characteristics. This helped to clarify individual creative potential by covering a wide areas. He came up with three different aspects together with sub-aspects under each one: 1) **Intellectual Characteristics:** mental ability (Conceptual Fluency, Conceptual Flexibility, Originality and Preference for Complexity), 2) **Personality** (Independence of Judgement, Deviance, Attitudes toward Authority, and Impulse Acceptance) and 3) **Approach to Problems** (Motivation, Orientation, and Pace)

The above study cited 6 theories paying attention to individual characteristics, qualities, or attributes as the major sources of creativity. All agreed that individuals who possess specific characters are more creativity than others. Organization management should know those characteristics and notice creative people in the organization. Management should accommodate these key people appropriately.

2.1.5.2 Theories showing that individual creative potential can be increased by practicing or performing creative action consistently.

Some theorists looked at individual creative potential in a more active and systematic way. They stated clearly in their studies that creative potential can be

enhanced through individual action towards ones environment, or, in another words, as a learning process.

The Seven Qualities of Creative Action by Carr, Clay (1994)

described creative people. Carr explained that ordinary people who constantly do creative things will display core qualities as creative people. These creative actions will help to induce creativity for each person in the organization. These referred specific actions show that these people 1) intend to be creative, 2) direct the creativity towards goals that were important to the organization, 3) perform at very high level, 4) focus on important problems, 5) spend a significant amount of time trying to formulate a problem in depth before attempting to solve it, 6) consider a wide variety of alternatives before committing to a specific direction, and 7) made attempts before they came up with the right solution.

According to De Bono, Edward (1992), there are specific sources that enhanced creativity for each individual. De Bono stated that creativity can be built up by practicing and training. When people practice their thinking in a creative pattern, their creativity is improve. Therefore any organization that wants to increase the level of its personnel's creativity, should set up a creative thinking session referring to eight sources of creativity which included 1) Innocence, 2) Experience, 3) Motivation, 4) Tuned Judgement, 5) Chance, Accident, Mistake, and Madness, 6) Style, 7) Release and 8) Lateral Thinking. Unlike some other studies which declared that creative qualities were particular to certain people. De Bono believes that creativity can be improved by using training as a tool.

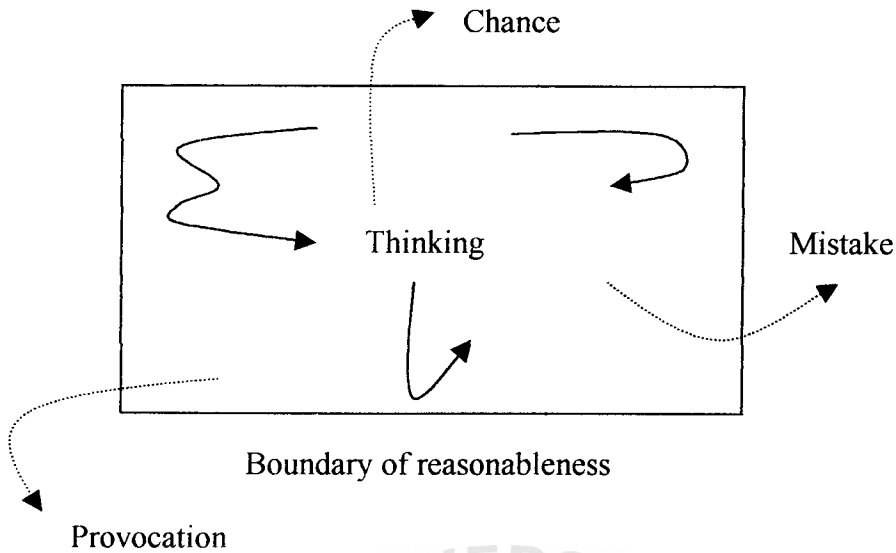


Figure 2.1.5.2 Breaking the boundary of reasonableness

Source: DeBono, Edward. (1992). *Serious Creativity*. London, UK.: Harper Collins Business.

Black, Robert Alan (1990) stated that highly successful organizations look upon people as resources of creativeness. They make their workplaces creative environments. They encourage creativeness and they reward creativeness both extrinsically and intrinsically. Black also mentioned in his study that research has shown continuously over the past 50 years that people can be taught, encouraged, and coached to be more creative. He also disclosed that creativeness is one ability that knows no limits. The key to improved creative thinking is practice. A focus on developing creativeness in the organization will result in fantastic growth and also increased employee morale and dedication.

There are 4 basic strengths and skills enhancing creativeness. Firstly, Black mentioned **flexibility** as the ability to produce a varied mix of ideas. **Fluency**

is the ability to produce many ideas. **Elaboration** is the ability to add detail depth and mixtures of viewpoints or perspectives. Finally, **originality** is the uniqueness, novelty, newness, innovativeness.

This last theory is put forward by Lawrence, James F. (1962). Lawrence stated that an individual begins life with a certain amount of "heredity equipment". He is constantly striving to learn the rules of the environment in which he finds himself. He exists in the environment or culture through interaction. There he learns how to act most effectively with others, and this is a continuing process. This a "learning process".

Many authors try to describe the personality of the creative individual, but Lawrence has concluded and classified them according to the way creative individuals react to their environment in 4 categories: 1) In relation to others, 2) In Job Attitude, 3) Attitude toward self, and 4) Other Characteristics. All 4 groups contained a total number of 39 topics. However, for this study, I selected only the most significant 14 characteristics, particularly from the "In Job Attitude" category.

Table 2.1.5.2 The individual traits under 4 categories

Category	Topic
1) In relation to others	1.1 Independent
	1.2 Independent of judgement
2) In Job Attitude	2.1 Preferences for things and ideas
	2.2 Less emphasis on value in job security
	2.3 Less enjoyment and satisfaction from detailed work and routine
	2.4 High level of resourcefulness and adaptability
	2.5 Skeptical
	2.6 High tolerance for ambiguity
	2.7 Persistence
3) Attitude toward self	3.1 Introspective, egocentric, internally preoccupied
	3.2 Openness to new experiences
4) Other Characteristics	4.1 Originality
	4.2 Adventurousness
	4.3 Impulsively

Source: Haefele, John W. (1962). *Creativity and Innovation*. USA.: Reinhold Publishing Corporation.

Moreover, Lawrence (1962) also referred to Maslow who emphasized that mental health was a necessary prerequisite for creativity. A person is free to be creative if he is not too concerned about his own inner conflicts. He can enjoy himself and be spontaneous. Lawrence indicated that the inner factors were an important element for creative individuals; a reflection of their mental health. This would directly affect the creativity contributed by them.

After studying all 10 theories in two distinct views, there are 25 different aspects declared as attributes of the creative individual:

- 1) Tolerance of ambiguity
- 2) Self-confidence
- 3) Tuned Judgement
- 4) Challenge the status quo

- 5) Flexibility
- 6) Self-motivation
- 7) Non-conformity
- 8) Perfection
- 9) Humor and Madness
- 10) Originality
- 11) Vision
- 12) Curiosity
- 13) Self-centered
- 14) Adaptability
- 15) Fluency
- 16) Self discipline and persistence
- 17) Invention
- 18) Consideration
- 19) Experience
- 20) Intelligence
- 21) Openness
- 22) Problem Sensitivity
- 23) Memory
- 24) Focus
- 25) Learning

See details in table 2.1.5-1 showing difference and similarity analysis of Creative Individual Qualities on the following page

Table 2.1.5 Similarities and differences analysis of subvariable of the "Individual Creative Potential"

No.	Theory	Tolerance of ambiguity	Self-confidence	Tuned Judgement	Dislike routine	Flexibility	Self-motivated	Nonconformity	
1	Ditkoff, Mitchell.(1999).	Tolerates ambiguity / Take risks			Challenges status quo	Flexible/Adaptive	Self-motivated		
2	Hell, Gary & Stephens C., Deborah. (1998).	Self-trust				Flexible			
3	Carr, Clay. (1994).								Perf high high the
4	De Bono, Edward. (1992).			Tuned Judgement / Release			Motivation		
5	Evans, James R.(1991).	Tolerance of ambiguity	Self-confidence			Flexibility		Nonconformity	
6	Black, Robert Alan (PhD). (1990)					Flexibility			
7	Fleichen, Winston (1988).		Independence	Ability to judge their ideas	Dislike taking order			Non-conformity	Comr pe
8	Dyer, Frederick C., Dyer, John M. (1985).	Expects the future to be unpredictable			Questions routine				
9	Steiner, Gary A. (1965).		Deviance			Conceptual flexibility	Motivation	Independence of judgement	
10	James F. Lawrence (1962)	High tolerance for ambiguity / Adventurousness	Independence		Less enjoyment in and satisfaction from detail work and routine			Independence of judgement, especially under pressure	

Perfection	Humor and Madness	Originality	Vision	Curiosity	Self-center	Adaptability	Fluency	Self-discipline and persistence
	Playful / Humorous		Visionary	Curious	Self-accepting	Situational Collaborative		Resilient / Persevering
					Self-respect / Self-actualizing			
Perform at very high level, make high demands of themselves							Consider a wide variety of alternatives before committing themselves to a sepecific direction	Must often make attempts, none c them satisfactory before they corn up with the right solution.
	Chance, accident, mistake and madness							
	Intellectual "Playfulness" / Humor	Originality		Skepticism		Adaptability	Fluency	Self-discipline and persistence
		Originality					Fluency	
Commitment to perfection					Focus on self-esteem			Degree of their commitment to their work
		Producing something new	Seek new horizons					
	Impulse acceptance	Originality					Conceptual fluency	Pace (spend more time)
	Impulsivity	Originality		Sceptical	Introspective, egocentric, internally preoccupied / Less emphasize on and value in job security	High level of resourcefulness and adaptability		Persistence

Self-discipline and persistence	Invention	Considerate	Experience	Intelligence	Openness	Problem Sensitivity	Memory	Focus
Resilient / Persevering	Entertain the fantastic / Makes new connections	Reflective / Formally articulate		Recognizes and recognizes (see the big picture) / Balances intuition and analysis				
Must often make attempts, none of them satisfactory, before they come up with the right solution.	Intend to be creative	Spend significant amount of time trying to formulate a problem in depth before attempting to solve it						Focus on important problem
	Innocence / Style		Experience	Lateral thinking (systematic creative techniques)				
Self-discipline and persistence				Intelligence		Awareness and problem sensitivity	Memory	
		Elaboration						
Degree of their commitment to their work								
	resent frustration of not being allowed to dream up and express new idea							
Pace (spend more time)	Preference for complexity			Orientation (think in terms of larger community)	Attitudes toward authority			
Persistence	Preference for things and ideas people							

As there are lots of variables acknowledged by the 10 theories, there are 2 more concepts applied in the classification of all variables. These two concepts illustrate the clearer picture of all attributes enhancing Individual Creative Potential. It is simple to understand and easy to remember by color coding.

2.1.6 What is “BrainMap”?

The BrainMap was introduced by Brain Technologies Corporation. It is a tool used to illustrate thinking process strengths and limitations. It helps picture the thinking skills of each person and identify the area that should be improved. As we are now live in a rapidly changing time, we need to exercise various thinking styles and skills. The BrainMap is used to indicated an assertive style. In this concept, the brain are divided into 4 major parts: I-Control, I-Explore, I-Pursue and I-Preserve. As a whole these parts identify brain functioning skills. Each part of the brain is exhibited and differentiated in terms of thinking, valuing, problem solving and decision making. The following paragraph described each quadrant of BrainMap.

I-Control focuses on issues relating to certainty, stability, consistency, rules, regulations, time, logics and schedule. It is called the Certainty Center.

I-Explore is called the Creative Center. It focuses on issues relating to options, alternatives, diversity, change, growth, and differences. These contribute to quality, excellence and distinctive difference.

I-Preserve focuses on issues relating to relationship, connections, linkage, affection, and attachment. It is also called the Relation-Affection Center. The purpose is to ensure information towards preservation of the human being.

I-Pursue is the Performance Results Center as it focuses on issues relating to action, activity, and sequence of events. The purpose is to insure that for every idea it is connected to an action and a sequence of action to achieve expected and desired results.

See figure 2.1.6 showing BrainMap concept

The BrainMap

A Selfware Profile from Brain Technologies Corporation

<p><u>I-Control</u> Fixing</p> <p><u>Precision thinking</u> “I understand; therefore, I control” The Organizer The Analyzer The Fine-Print Expert</p>	<p><u>I-Explore</u> Flexing</p> <p><u>Open-ended thinking</u> “I envision; therefore, I expect” The Visionary The Searcher The Creator</p>
<p><u>I-Pursue</u> Flowing</p> <p><u>Aim/Act(Attack) thinking</u> “I want; therefore, I act” The Doer The Super-Achiever The Competitor</p>	<p><u>I-Preserve</u> Firming and Affirming</p> <p><u>Feelings-powered (core value) thinking</u> “I respect; therefore, I defend” The Believer The Belonger The Guardian</p>

Figure 2.1.6 BrainMap concept

Source: Dudley, Lynch. BrainMap Selfware. Brain Technologies Corporation

2.1.7 What is “Six Thinking Hats”?

The Six Thinking hats were designed by de Bono, Edward (1985) as a practical tool for thinking. They are very simple and easy to use. The purpose of the Six Thinking Hats is to restore thinking so that a thinker is able to use one thinking mode at a time. De Bono introduced this concept as an influencing government and organization tools of people's mind. Each hat is used as a symbol of various roles people have to perform in a variety of situations. He classified roles into six different hats which cover the main modes of thinking. Each hat is assigned a different color which helps to translate intention into performance in a more tangible way.

The essence of each hat is described according to de Bono as below:

White Hat: virgin white, pure facts, figures and information

Red Hat: seeing red, emotions and feelings, also hunch and intuition.

Black Hat: devil's advocate, negative judgement, why it will not work.

Yellow Hat: sunshine, brightness and optimism, positive, constructive, opportunity.

Green Hat: fertile, creative, plants springing from seeds, movement, provocation

Blue Hat: cool and control, orchestra conductor, thinking about thinking.

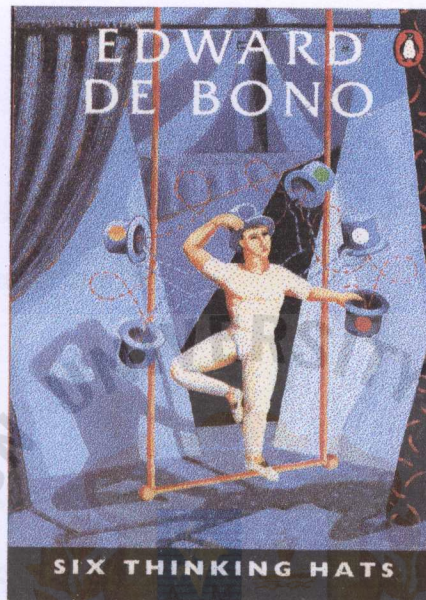


Figure 2.1.7 The Six Thinking Hats

Source: De Bono, Edward. (1985) Six Thinking Hats, Penguin Book, London: UK

2.1.8 The combination of brainMap and the six thinking hats.

As both concepts have the same core idea which focuses on people's thinking competency, I have adapted them to the research study by utilizing variables classification. All quadrants of BrainMap are used as four major groups of creative attributes together with color codes identifying each quadrant's meaning. The following paragraph explains the four quadrants color designation.

“Blue” for I-Control

Blue refers to cool and the color of the sky. Because the sky is above everything else, it implies a concern with control and the organization of the thinking process which is the same focus of I-Control.

“Green” for I-Explore

Green represents grass, vegetation, and abundant fertile growth. This indicates creativity and new ideas, similar to I-Explore.

“Yellow” for I-Pursue

Yellow is sunny and positive. It represents optimistic thinking. Only this thinking process will promote an outcome which is the same as the focus of I-Pursue: aiming at action and achievement.

“Red” for I-Preserve

Red suggests emotions, values and feelings. Red represents the heart, referring to love and affection. It indicates expression of belief, loyalty, and relationship, the same as a core focus of I-Preserve.

I-Control Blue Fixing	I-Explore Green Flexing
I-Pursue Yellow Flowing	I-Preserve Red Firming/Affirming

Figure 2.1.8 The combination of Dudley Lynch’s BrainMap and Edward De Bono’s Six Thinking Hats concept

2.1.9 Classification of Creative Individual Qualities

The application of both BrainMap and the Six Thinking Hats is utilized to the classification of all 25 variables mentioned in 10 theories. Each variable will be appointed under 4 major quadrants of BrainMap in order to illustrate the focus of each. Please see below figure 2.1.9

<p><u>I-Control</u></p> <ul style="list-style-type: none"> • Tuned Judgement (2) • Self-confidence (4) • Perfection (2) • Self-center (4) • <u>Self-discipline and persistence (6)</u> • Considerate (3) • Focus (1) <p>7 variables / 28%</p>	<p><u>I-Explore</u></p> <ul style="list-style-type: none"> • <u>Tolerance of ambiguity (5)</u> • Dislike routine (4) • <u>Flexibility (5)</u> • Non-conformity (4) • <u>Humor and madness (5)</u> • <u>Originality (5)</u> • Openness (1) • Vision (2) • Curiosity (3) • Adaptability (3) • Fluency (4) • <u>Invention (6)</u> • Intelligence (4) • Problem Sensitivity (1) • Learning (1) <p>15 variables / 60%</p>
<p><u>I-Pursue</u></p> <ul style="list-style-type: none"> • Self-motivation (3) <p>1 variable / 4%</p>	<p><u>I-Preserve</u></p> <ul style="list-style-type: none"> • Experience (1) • Memory (1) <p>2 variables / 8%</p>

*the number in blanket representing the number of theories mentioning each qualities

Figure 2.1.9 Creative Individual Qualities Classification by adapting Dudley Lynch's BrainMap and Edward De Bono's Six Thinking Hats concept

The above table adapting the BrainMap and the Six Thinking Hats concept shows two dimensions of each creative individual quality. Firstly, it classified all items into 4 major quadrants based on thinking process and brain functioning skills. Secondly, it indicates a popularity that each item mentioned by theories. The number in the blanket after each item is a number of theories discussed about that item.

By analyzing the BrainMap classification, we can conclude that individuals who have high creativity mostly based their thinking on I-Explore, followed by I-Control. I-Pursue and I-Preserve are considered only a small portion. This means that people who are creative focused their mental ability through Open-ended thinking and Precision-thinking. These means creative people mainly focus on issue relating to options, alternatives, diversity, and changes: the Creative Centre. On the other hand, they pay attention to issue relating to certainty, stability, consistency, time, logic, and schedule: the Certainty Centre. However, the proportion is significantly based on the Creative Centre with 60%, while only 28% based on the Certainty Centre.

In order to appoint major variables to be studied in the research, the Mode method is selected as an additional tool. By considering elements that are mentioned by many theorists, there are 6 highlighted qualities. These six common variables were compared with members' characteristics in the selected organization, ABC. All 6 variables are critical areas needed to be studied, so they are selected as common qualities influencing individual creative potential within ABC.

2.1.10 Common qualities of individual creative potential.

The common qualities of individual creative potential were summarized as shown in the following figure.

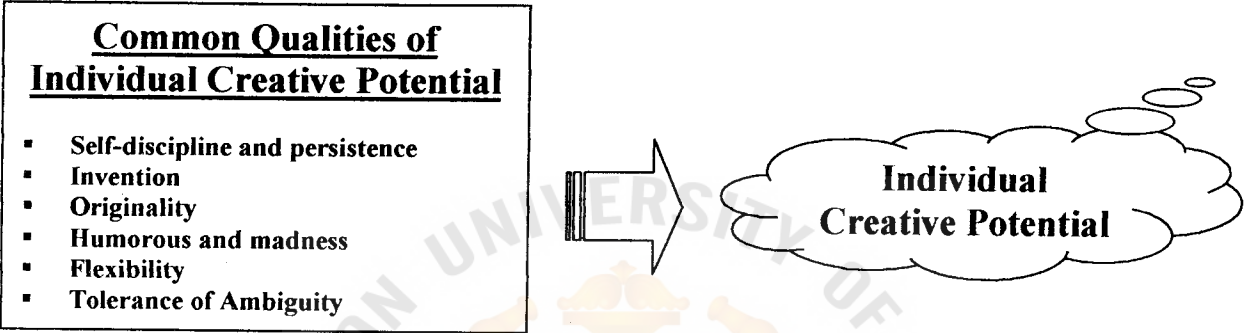


Figure 2.1.10 Common Qualities of Individual Creative Potential

All six variables will be discussed one-by-one for better understanding in the following section

2.1.10.1 Self-discipline and persistence. Self-discipline and persistence

were referred to in the six theories as mentioned in the table. They were the first priority; crucial qualities that creative people must have. Self-discipline and persistence were explained as a willingness to try and try again and never give up. Moreover, they include hard work, spending more time in the initial stages of problem formulation, in broad scanning of alternatives, and spending time considering various choices.

Table 2.1.10.1 Theories mentioning self discipline and persistence

Theory	Keyword
1)The theory of Ditkoff, Mitchell (1999)	Resilient, Perseverance
2) The theory of Carr, Clay (1994)	Make attempts, none of them quite satisfactory, before they come up with the right solution.
3)The theory of Evans, James R. (1991)	Self-discipline and persistence
4)The theory of Fletcher, Winston (1988)	Commitment to their work
5)The theory of Steiner, Gary A. (1965)	Pace
6)The theory of James F. Lawrence (1962)	In Job Attitude: Persistence

2.1.10.2 Invention. Creative people always enjoy creating something new, so it is inevitable that theories discuss this variable as crucial. There were six theorists talking about this issue and from their point of views, we can summarize that “Invention” referred to dreaming and conjuring up outrageous scenarios, trying to perform in a creative way, looking for new things, and keeping ignorant and innocent. Finally, it was not difficult for creative people to see possibilities within a seemingly impossible situation.

Table 2.1.10.2 Theories mentioning invention

Theory	Key word
1)The theory of Ditkoff, Mitchell (1999)	Entertained the fantastic
2)The theory of Carr, Clay (1994)	Intended to be creative
3)The theory of De Bono, Edward (1992)	Innocence
4)The theory of Dyer, Frederick C. & Dyer, John M. (1965)	Resent the frustration of not being allowed to dream up and express new ideas.
5)The theory of Steiner, Gary A. (1965)	Intellectual Characteristics: mental ability Preference for complexity
6)The theory of James F. Lawrence (1962)	In Job Attitude: Preference for things and idea people

2.1.10.3 Originality. Originality is a must for creativity. It could be a result of flexibility. When creative people transform their thinking according to a certain fluidity of information, they generate unusual approaches to solve a problem. This means originality. However, originality also covers other dimensions: enjoying fantasy to make changes in the world, using things or situations in an unusual manner, making remote associations, and producing clever responses.

Table 2.1.10.3 Theories mentioning originality

Theory	Key word
1)The theory of Evans, James R. (1991)	Originality
2)The theory of Black, Robert Alan (1990)	Originality
3)The theory of Dyer, Frederick C. & Dyer, John M. (1965)	Creative people loved producing something new.
4)The theory of Steiner, Gary A. (1965)	Intellectual Characteristics: mental ability Originality
5)The theory of James F. Lawrence (1962)	Other Characteristics:Originality

2.1.10.4 Humor and madness. Many indicate this variable as one dominant characteristic of creative people. When talking about creative people, we usually imagine about them as odd, funny, and mad. Theorists stated that creative individuals easily laugh, are able to appear foolish and child-like, do not limit themselves to the boundaries of reason, entertain and express whims and impulses, and spontaneously react and interact with their own inner thinking.

Table 2.1.10.4 Theories mentioning humor and madness

Theory	Key word
1)The theory of Ditkoff, Mitchell (1999)	Playful/humorous
2)The theory of De Bono, Edward (1992)	Chance, accident, mistake, and madness.
3)The theory of Evans, James R. (1991)	Intellectual "playfulness" Humor
4)The theory of Steiner, Gary A. (1965)	Personality Impulse Acceptance
5)The theory of James F. Lawrence (1962)	Other Characteristics Impulsiveness

2.1.10.5 Flexibility. Five theories indicated flexibility as a key component of creative individuals. It was clarified as the ability to adjust the "game plan" as needed, be open to serendipity and change, and producing a varied mix of ideas. Creative people are also declared those who do not feel irritated when plans or schedules change, but they tended to change approaches spontaneously.

Table 2.1.10.5 Theories mentioning flexibility

Theory	Key word
1)The theory of Ditkoff, Mitchell (1999)	Flexibility and adaptability
2)The theory of Hell, Gary & Stephens, Deborah C. (1998)	Flexible
3)The theory of Evans, James R. (1991)	Flexibility
4)The theory of Black, Robert Alan (1990)	Flexibility
5)The theory of Steiner, Gary A. (1965)	Intellectual Characteristics: mental ability Conceptual flexibility

2.1.10.6 Tolerance of Ambiguity. The last variable was Tolerance of Ambiguity which was mentioned in five theories as one of the factors affecting individual creative potential. According to various opinions, tolerance of ambiguity

was declared as: comfortable dealing with chaotic situations, the ability of a matured personality when confronted with a paradox, and most important, frequently daring to take risks without hesitation or the fear of to failure.

Table 2.1.10.6 Theories mentioning tolerance of ambiguity

Theory	Keyword
1)The theory of Ditkoff, Mitchell (1999)	Tolerate ambiguity, Take risk
2)The theory of Hell, Gary & Stephens, Deborah C. (1998)	Self-trust
3)The theory of Evans, James R. (1991)	Tolerate for ambiguity
4)The theory of Dyer, Frederick C. & Dyer, John M. (1965)	Creative people expected the future to be unpredictable.
5)The theory of James F. Lawrence (1962)	<u>In Job Attitude: High tolerance for ambiguity</u> Other Characteristics: Adventurous

2.1.11 Individual creative potential and the creative organization.

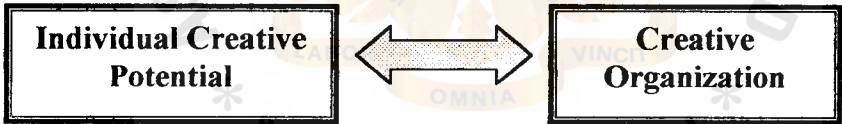


Figure 2.1.11 Relationship between Individual creative potential and the creative organization

Generally, every organization concentrates on customer satisfaction as a primary concern for organizational success. Therefore many organizations pay attention to customer capital as the core element. However, there is another item which cannot be disregarded: intellectual capital. Modern organizations must invest in intellectual capital because people are considered essential resources of creativity.

Intellectual capital is in each person and lies in individual creative potential. It cannot be easily purchased like a computer software program. High levels of individual creative potential lead to high levels of corporate creativity and success. (Makhasiranondha, Verawooth and Rukthai, Yuda, 1999)

Consequently, investment in human resources and effective HR management are essential for today's organization. They are a key factor to enable companies to make the most of their intellectual capital and to be creative.

Today, we need more creativity than before. (Black, Robert Alan, 1990) We need to tap and develop the creativity of all citizens. Not only individual creative potential affects levels of creativity in the organization, but creative organizations also influence each individual's creative potential. One of the keys to advancing creativity, and creative output of people is to provide them an environment that supports, induces and generates creative thinking and action.

Black classified an environment into 5 general categories: 1) physical, 2) intellectual, 3) emotional, 4) social and 5) spiritual. He added that psychological factors were the most significant. Most people appear to be willing to put up with many physical limitations if their employers and managers/leaders provide psychologically creative environmental factors.

According to some theories, individual creative potential does affect the level of creativity in the organization. Individuals with high creative potential lead to high levels of creativity in the organization, and vice versa. The creative organization specifically meant environment, directly influencing the level of individual creative potential. Creativity would be fruitful when the environment was

appropriate. So, both individual creative potential and the creative organization have reciprocal affects on each other.

2.2 Leadership and Creativity

Wright, Peter L. & Taylor, David S. (1984) stated that leadership was an activity that influenced the behavior, beliefs, and feelings of other group members in an intended direction. They emphasized situations where people were appointed or elected to leadership positions and were expected by the organization to be the major source of influence on the work behavior of a particular group of organization members.

In addition, Weihrich, Heinz & Koontz, Harold. (1993) mentioned that leadership was an important aspect of managing. They defined leadership as the art or process of influencing people so that they would strive willingly and enthusiastically toward the achievement of group goals. The leader acted to help a group attain objectives through the maximum application of its capacity. They do not stand behind a group to push and prod; they place themselves before the group as they facilitate progress and inspire the group to accomplish organization goals.

Great leaders with shared vision motivate people so that customers, employees, and other stakeholders are happy. It is noticeable in the study of the Association for Facilities Engineering that the greatest untapped natural resource, and the most expensive, in any organization is its people. Motivating people to reach their full potential is the quickest way a leader can multiply his or her personal effectiveness.

All true leaders use the creative process to motivate people. They are first inspired by a dream or vision to see how things can be. And they buy into that vision or dream. Then they use the gift of conveying the same vision to their employees, supporters, and followers. They trust the creativity of their people, and have faith that they can come up with a way of manifesting the vision.

One famous example is John F. Kennedy's Creative Vision. JFK in his inaugural speech to the younger generation of Americans, instilled faith and a sense of belief in themselves. He believed in them and asked them to follow his example. Kennedy told them:

"We choose to go to the moon in this decade, not only because that goal is not easy, but because it is hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win.."

Furthermore, he provided the necessary infrastructure and funding for NASA to achieve this project. And he trusted that NASA and Americans could do this, so he got out of their way and let them run it. Finally, America succeed in sending a man to the moon in 1969. This shows how leadership and creativity go together and drive the organization towards almost unbelievable achievement.

2.2.1 Leadership style.

Leadership Style has been discussed for a long time, —from the conventional point of view, Behavioral theories, to more the modern concept of Visionary Leadership. Firstly let's consider Behavioral Theories. These group of

theories associate leadership with a pattern of behavioral and characteristics. Famous studies based on this view are the Ohio State Studies, University of Michigan Studies, the Managerial Grid and, the Scandinavian Studies. Conversely, the more modern view on leadership is a contingency theory declaring that different kinds of leaders (or leadership behavior) are more suited to certain followers and situations. Famous theories concerning this newer view are the Fiedler Model, Hersey and Balchard's Situational Theory, the Leader-Member Exchange Theory, the Path-Goal Theory and the Leader-Participation Model.

However there are 2 more newer theories mentioned in many textbooks: Transactional & Transformational Leadership and Visionary Leadership. Robbins, Stephen P. (1998) indicated that Transactional leaders motivate their followers by clarifying roles and task requirements, while transformational leaders provide individual consideration and intellectual stimulation; they inspire their followers. There are several studies supporting the idea that Transformational leadership is superior to transactional leadership as it displays lower turnover rates, higher productivity, and higher employee satisfaction. Concerning with Visionary Leadership, Robbins explained that it is ability to create and articulate a realistic, credible, attractive vision of the future for an organization, and improvement upon the present.

Despite extensive research on leadership styles, no clear-cut conclusion has been rendered as to what specific leader styles consistently contribute to productivity within an institution (Ehrle & Bennett 1988). Therefore it can be concluded that a leader's success depends on adjusting his or her style to the environment the leader, as well as to the individual characteristics of followers.

Silberstein, Nina from Office.com stated that a successful leader is someone who mixes management styles according to the situation. Bunzet, Marceline, managing director of a newsletter for successful managers, added that "Leadership style is not just a matter of personal style, but institutional style as well". So as to increase creativity in the organization, leadership is as a crucial factor. The question then is: "What should the leadership style be for a creative organization?" As with the creative individual, the creative organization requires creative leaders.

2.2.2 The creative leadership.

The world is now facing a situation in which we have excess capacity and an oversupply of goods and services worldwide. And the fact of the matter is that we are going to have excess capacity for at least 15 more years, until the third-world countries develop enough of a middle class to start buying the goods which will help to equalize supply and demand. But until that point, we are going to have increasing turbulence and increasing problems with organizations where half the number of people can produce three times as much as they could before.

We are going to experience increasingly rapid change. And in order to deal with change, organizations are going to have to become unhinged. They are going to be confusing, chaotic places to work in, and they will be full of surprises. Top managers and CEOs will have to work to foster creative collaboration within the organization and to translate intention into reality.

Leaders have to keep recomposing and reinventing their leadership. Twenty-first-century leaders will also have to make sure that they are constantly reinventing

the organization too. Rather than just downsizing, leaders are going to have to deploy the creativity of the workforce to recreate the company.

Warren Bennis (1997) stated that the problem that will face almost all leaders in the future will be how to develop their organization's social architecture so that it actually generates intellectual capital or how to release the brainpower of their organization. Leaders must learn to develop a social architecture that encourages incredibly bright people, most of whom have big egos, to work together successfully to develop their own creativity.

Therefore, leaders should encourage their workforce to think about new possibilities, to create new inventions of their own core competencies. Moreover, tomorrow's leader have to learn to create an environment that embraces change, not as a threat but as an opportunity.

According to Kuhn, Robert Lawrence (1988), there are many factors affecting company creativity but he considers leadership as the most critical. Kuhn defined leadership as the ability to bring about conformity between subgroup goals and total organizational goals, and between individual goals and company goals. He stated that leadership and management are not always found together. This means that a good manager is not always a good leader. Creativity is enhanced by leadership, and it might be inhibited by "management". Unlike engineering, it is impossible to write a specific formula for leadership. The good leader has to focus on modifying his leadership to achieve organization goals. Without leadership, it is difficult for the organization to be successful, and creativity might not exist or might be aimless.

According to Fletcher, Winston's theory (1998), a creative leader has to possess special characteristics and has to understand the creative individual as well. Because these people are not the same as ordinary employees, leaders are faced with challenges in order to get the best out of their potential. This is the key to making the organization successful through creativity.

It is vital for managers and creative individuals to respect each others' abilities. Moreover they should understand what their exact roles are. The prime role as a creative leader is to enable creativity to manifest itself. Leaders has to help people to be creative, not stop them being creative. The creative leader's task is not to manipulate the organization into creativity, but to productively seed creative intent throughout the organization. Creative leaders can be seen as the conductor to an orchestra's soloists.

2.2.3 Theories related to "creative leadership".

There are 8 theories on creative leadership studied. Each theory focuses on different aspects which can be designed into 3 groups: 1) focusing on personality and character; 2) focusing on behavior, management style and action; and 3) the combination of both aspects.

3 Groups of Theories Based on Focus

Table 2.2.3 Theories related to creative leadership based on focus

Personality and Character	Action, Function, and Behavior and Management Style	Combination of both First and second group
<ul style="list-style-type: none">• Gretz, Karl F., Drozdeck, Steven R. (1992)	<ul style="list-style-type: none">• Carr, Clay (1994)• West, Alan (1992)• Fletcher, Winston (1998)• Kuhn, Robert Lawrence (1988)• Dyer, Frederick C., Dyer, John M. (1965)	<ul style="list-style-type: none">• Hamphrey, Watts S. (1996)• DeCrane , Alfred C. (1996).

2.2.3.1 Theories focusing on personality and character.

There is only one theory focusing solely on creative leader personality. Gretz, Karl F., and Drozdeck, Steven R. (1992) discussed personality traits and manager effectiveness by emphasizing a simplified system of evaluating and categorizing behavior. After consolidating different behavior into a profiling system, there were 2 basic personality types and 2 modifying characteristics. The two basic personality types were Leader and Follower, and two modifying characteristics were Hostile and Friendly.

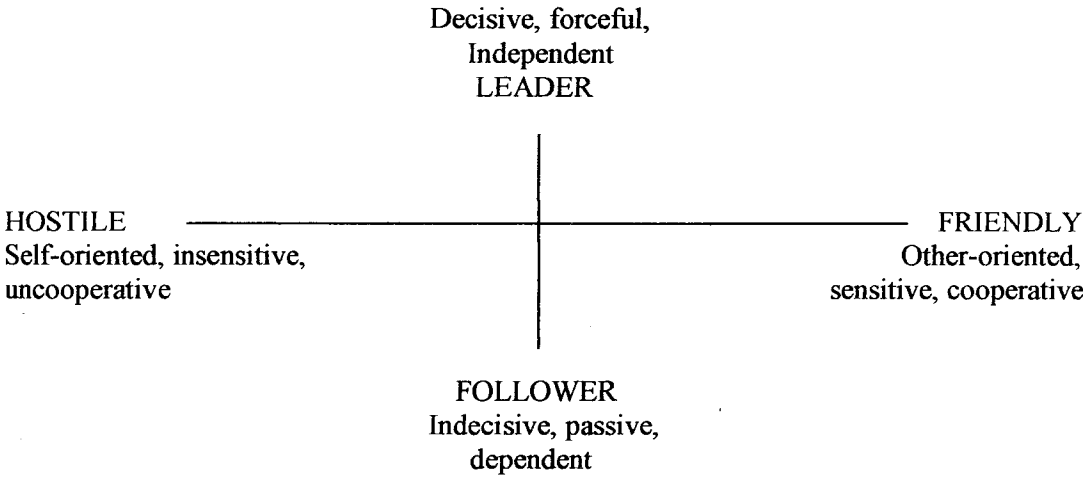


Figure 2.2.3.1-1 Personality traits of manager

Source: Gretz, Karl F., Drozdeck, Steven R. (1992). Empowering Innovative People: How Managers Challenge, Channel and Control the Truly Creative and Talented. USA: Probus Publishing Company

Each personality showed a combination of traits demonstrated on a simple grid. The merging of the 2 grids of basic personality types and modifying characteristics, provided an easy-to-use psychological profiling system. This then led to 4 common personality types: Dictator, Bureaucrat, Socialite, and Executive.

LEADER	
DICTATOR	<u>EXECUTIVE</u>
HOSTILE	
BUREAUCRAT	SOCIALITE
FOLLOWER	
FRIENDLY	

Figure 2.2.3.1-2 Leaders' four common personality types

Source: Gretz, Karl F., Drozdeck, Steven R. (1992). Empowering Innovative People: How Managers Challenge, Channel and Control the Truly Creative and Talented. USA: Probus Publishing Company

The **Executive** was the ideal manager of creative people, the most effective manager. He was an independent thinker and respectful of other's feeling and opinions. He was considered as a natural leader who was social, polite, and friendly, but not insincerely so. When necessary, he was able to set limits on himself. His warmth and friendliness enabled him to work well with innovative individuals without suppressing their creativity. At the same time, his self-confidence enabled him to explore and support ideas that might be radically different from his own. Moreover, his assertiveness helped him to establish goals and set limits with his staff to maximize productivity.

2.2.3.2 Theories focusing on leader's action, function, and behavior and management style.

There are five theories to be reviewed under this section. This dimension seem to be more popular when considering leadership. Most studied theories in this group focus on Behavior and Management Style.

Carr, Clay (1994) indicated that a creative organization demands different management from the traditional organization. A particular leadership was required. He defined the difference in meaning between a manager and leaders as follows:

"A manager achieves goals by controlling the behavior of workers to achieve them, a leader creates a mission and then align the effort of the organization behind this mission."

Carr's theory focuses on leadership function. He stated that the traditional PODC (Plan, Organize, Direct, Control) model was the most popular among managers in the sixties. By applying this model, managers were taught to plan what

to accomplish, organize to carry out the plan, direct workers to take action, and then control operations to accomplish the plan. In this way, it promoted strong internal standards, control of people and information, isolation from the environment and stability to the point of rigidity. But things have changed. The environment is now so competitive and the competition so hostile, that the old sixties model cannot be applied within the current situation anymore. Thus Clay introduced a different model called "The Creative Leader Model".

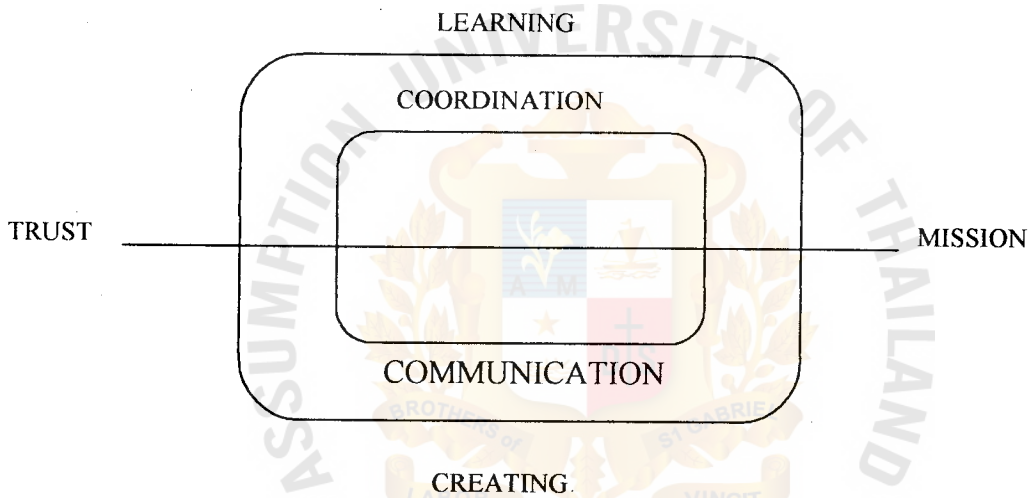


Figure 2.2.3.2 The creative leader model

Source: Carr, Clay. (1994). The Competitive Power of Constant Creativity. New York, USA:

Amacon (American Management Association)

This new model recommends six basic functions for a new generation of leaders in the creative organization. They are closely related in three pairs:

1) mission & trust, 2) coordination and communication and 3) learning and creating.

Any creative and empowered organization must be led by individuals who develop and align the organization with the mission; develop and maintain trust; ensure that coordination and communication occurs, and encourage creativity and learning. The organization can be creative and maintain creativity because of the "creative intent", and only the leader can infuse the organization with this intent no matter what the circumstances.

West, Alan (1992) stated that leadership was a key factor in organizational achievement. A certain type of leadership is required in order to promote innovation in the organization. Leadership in innovative organizations possess certain characteristics and perform certain actions: 1) openness, 2) encouraging free exchange of information, 3) creating a supporting organization climate, 4) promoting employees' involvement, 5) being a good communicator and good planner. This can be summarized as a democratic management styles. Unlike other theories, West pointed out National Leadership Style. He explained that the national boundary affects each leadership style. For example, the Japanese leadership style focuses on teamwork as a major element, while American leadership style is more concerned with individualistic.

Fletcher, Winston (1998) introduced Nine Simple Rules as actions that can help leaders win creative individuals' support and enthusiasm. They are 1) Absorb their risks, 2) Stretch organizational regulations, 3) Be comfortable with half-developed ideas, 4) Make quick decisions, 5) Don't dwell on mistakes, 6) Be a good listener, 7) Provide lots of feedback, 8) Accept trivial foibles and 9) Defend them against attackers. Fletcher added that few creative people accept organizational hierarchies as an unavoidable fact of life. They do not accept a leader

just because of his status in the hierarchy. If a manager is to lead them, he must gain their respect. And in order to do that, a leader must earn it. Creative leaders must use higher standards to manage highly creative individuals. To motivate creative individuals, the leader must set them challenges and make them stretch themselves.

Correspondingly, Kuhn, Robert Lawrence (1988) stated in his book, *Handbook for Creative and Innovative Managers*, that the leader himself has to note five essential functions: 1) commitment, 2) communication, 3) being receptive to new ideas, 4) implementation and being innovative.

Without leadership, it was so difficult for the organization to be successful, and creativity might not exist or might be aimless. Creative Leaders must realize that positive attitudes toward innovation can only be in the organization by themselves. Moreover, they must act as a coach to ensure that everybody in the team knows the goal, plays their key roles, and is happy to play in a creative team.

According to Dyer, Frederick C., and Dyer, John M. (1965), different people need to be managed. As long as custodial people exist, the traditional ways still apply. Both custodial and creative people, the player and the composer or the actor and the writer, all are needed. But creative leaders emphasize their differences and realize that the particular methods which apply to one do not apply in the same way to the other. However, the traditional leadership style is no longer practical. Custodial organizations are nearly obsolete because they replaced by organization consisting mainly of creative people and leaders.

For a clearer picture, consider the following chart comparing the differences between custodial and creative leadership.

Table2.2.3.2 Differences between custodial and creative leadership.

Custodial Leadership	Creative Leadership
Maintain routines.	Ignore routines.
Shows ingenuity only in improving efficiency of present methods.	Develops completely new missions and products.
Replaces creative persons by custodial ones.	Replace custodial persons by creative one.
Seek perfection of the status quo.	Seek new horizons
Fears any changes, resents new ideas.	Resent frustration, cannot understand reluctance to try new ideas.
Finds that leadership can be summed up in formulas like: Be firm, fair and friendly; know your job; know your men; work through people; and be a man.	Equates good leadership with anyone who is willing to listen to ideas, to be permissive and enthusiastic, and to encourage ways of discussing and trying the ideas.

Source: Dyer, Frederick C., Dyer, John M. (1965). Bureaucracy VS Creativity. Florida, USA:

University of Miami Press.

2.2.3.3 Theories that combine both dimensions: personality & character plus leader’s action, function and behavior, and management style.

There are only two comprehensive theories assigned under this group. **Hampfrey, Watts S. (1996)** referred to **Farris, George and Andrews**, and **Frank's** studies regarding leadership style. They found that the way managers dealt with their employees affected the quality of their work. They studied 2 groups: the most innovative and least innovative people. For the most innovative group, the managers closely involved themselves in the work. On the other hand, for the least innovative group, the managers were less active and more remote to the employees. However, **Farris and Andrews** looked more into the details to see what kind of close involvement was most effective. They concluded that for managers who were more

competent and their people less so, a top-down instruction was important. Whose managers' technical skills were limited and their people were highly capable, managers should focus on goals and objective from the bottom-up. Humphrey also mentioned Larry Constantine's model of Team Styles.

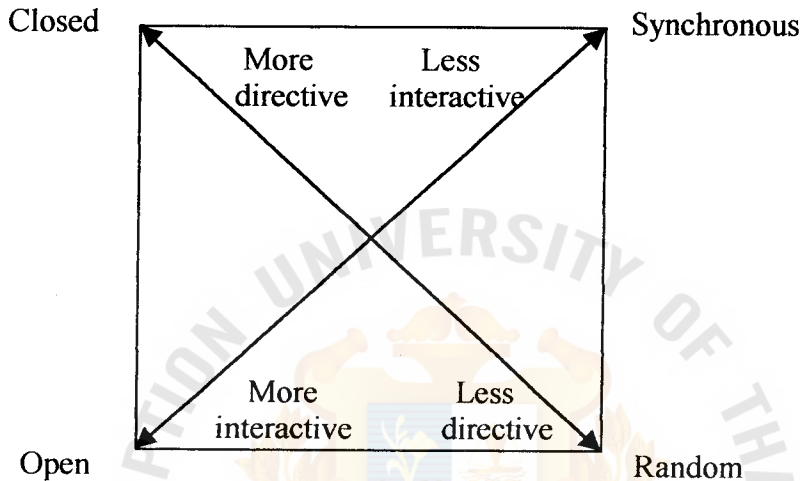


Figure 2.2.3.3 Larry Constantine's model of Team Styles.

Source: Humphrey, Watts S. (1996). Managing Technical People: Innovation, Teamwork, and the Software Process. USA: Addison-Wesley

Referring to the model, there are 4 team styles; 1) The closed group, 2) The random group, 3) The synchronous group, and 4) The open group, and each group requires different leadership style. As shown in the figure, each style is at each corner while the areas within the square indicate combination behavior appropriate under different situations. In conclusion, managers should use whichever style that was most suitable to the situation at hand, or....."situational leadership".

Nevertheless Humphrey added that it was not enough to consider only the nature of the work group, there were six other elements that leaders must take into

account: 1) personal needs, 2) close involvement, 3) encouragement, 4) goal setting, 5) review of performance and 6) a sense of urgency.

DeCrane , Alfred C. (1996) stated that it is a leader's duty to build a circular, flexible and fluid system deliberating human spirit. This is crucial to ensure organizational survival. He referred to "Timeless Core Leadership Competencies". These are a set of solid, and relevant core leadership competencies which can guide leaders faced with a rapidly changing environment, during any period of time. It consisted of 1) character, 2) vision, 3) behavior, and 4) self-confidence.

Referring to character, real leaders have "knowledge of their duty, and a sense of honor in action." DeCrane stated that they are fair, honest, open, trustworthy, inquisitive, approachable, action-oriented, and were also infused with humor and humility. Secondly, good leaders must be able to translate organization vision clearly to all members. Thirdly, behavior was mentioned in the theory. Successful leaders focus on their action rather than try to rationalize inaction; they shape change instead of accepting it passively; seize opportunities and invest in the future; never give up; they think positively; and communicate constantly by influencing, encouraging, and listening. At the same time, they expect high performance from each member of the organization because they are confident and trusting in their employees.

Lastly, self-confidence is critical for success if leaders are to undertake the difficult ventures necessary to meet goals. Leaders must believe in themselves and their capability. This made it possible for them to take risks and encourage their followers to do the same.

After studying all 8 theories in three distinctive dimensions, there are 15 different aspects declared as attributes of creative leadership:

- 1) Effective Communication
- 2) Goal-orientation
- 3) Employee Involvement
- 4) Openness
- 5) Climate Creator
- 6) Planning
- 7) Risk Taking
- 8) Self-confidence
- 9) Cordiality
- 10) Decisiveness
- 11) Positive Thinking
- 12) Change Creation
- 13) High Performance
- 14) Evaluation
- 15) Control

See details in table 2.2.3-1 showing difference and similarity analysis of creative leaders attributes on the following page

Table 2.2.3 Similarities and differences analysis of subvariable of the "Creative Leadership"

No.	Theory	Effective Communication	Goal Orientation	Employee Involvement	Openness	Climate Creator	Planning	Risk Taking
1	Hampfrey, Watts S. (1996).		Set Goals	Consider personal needs				
2	De Crance, Alfred C. (1996)	Behavior: Communicate constantly	Vision	Behavior: Confident and trust employees	Character: open and fair			Tolerance for ambiguity / Behavior: Seize present opportunities and invest in the future
3	Carr, Clay. (1994).	Communication	Mission	Coordinating / Trust				
4	Gretz, Karl F., Drozdeck, Steven R. (1992).		Establishing goals		Respect of others' feeling and opinions			
5	West, Alan (1992).	Communicator / Free exchange of information		Involvement of employees	Openness	Create organization climates	Planner	
6	Fletchen, Winston (1988).	Be a good listener / Provide lots of feedback			Accept trivial foibles / Comfortable with half-developed ideas			Absorb their risks / Defend them against attackers
7	Kuhn, Robert Lawrence. (1988).	Communication			Receptive to new ideas			
8	Dyer, Frederick C., Dyer, John M. (1965).		Develop completely new missions and products		Be permissive			Cannot understand reluctant to try new ideas

If Confidence	Cordiality	Decisiveness	Positive Thinking	Change Creation	High performance	Evaluation	Control
		Sense of urgency			Encourage	Review performance	Closely involved
Confidence	Character: honest, humor, trustworthy, inquisitive	Act (take action)	Behavior: think positively, never give up	Behavior: Create & shape changes	Behavior: Expectation of high performance		
				Learning & Creating			
Self-confident / Independent thinker	Socialized, polite, friendly, sincere, warmth	Assertiveness					
		Make quick decision	Don't dwell on mistakes				Stretch organizational regulations
		Implementation		Be innovative	Commitment		
		Enthusiastic		Ignore routines / Seek new horizons		Evaluate and place people based solely on strength, performance and potential	

2.2.4 Classification of creative leaders attributes.

For the analysis of all creative leadership variables, the same format as for individual creative potential variables analysis will be used. The application of both BrainMap and the Six Thinking Hats is utilized for the classification of all variables mentioned in the 8 theories. Each variable will be appointed under 4 major quadrants of BrainMap in order to illustrate the focus of each. See figure 2.2.4 below.

I-Control <ul style="list-style-type: none">• Planning (1)• High Performance (3)• Self-confidence (2)• Evaluation (2)• Control (2) 5 variables / 34%	I-Explore <ul style="list-style-type: none">• Risk Taking (3)• Decisiveness (6)• Openness (6)• Positive Thinking (2) 4 variables / 26%
I-Pursue <ul style="list-style-type: none">• Goal orientation (5)• Change Creation (4) 2 variables / 14%	I-Preserve <ul style="list-style-type: none">• Effective communication (5)• Employee Involvement (4)• Climate Creation (1)• Cordiality (2) 4 variables / 26%

*the number in blanket representing the number of theories mentioning each qualities

Figure 2.2.4 Creative Leaders Attributes Classification by adapting Dudley Lynch’s BrainMap and Edward De Bono’s Six Thinking Hats concept

By analyzing the BrainMap classification, we can conclude that the basic profile of a creative leader is based on 3 major thinking processes: I-Control, I-Explore, and I Preserve. I-Pursue was mentioned less. But this sounds logical when analyzing creative individual attributes as a combined vision. One of the core attributes of creative people is self-confidence and persistence. Creative people can

be counted as efficient followers who can work independently with minimum supervision. They are responsible for their own action and performance. So, it is possible that creative leader do not have to pay much attention to I-Pursue.

As a first priority, creative leaders focus on Precision-thinking (34%), followed by Open-ended thinking (26%) and Feeling-powered thinking (26%). They are less concerned with Aim/Act Thinking. However the major variables to be studied in the research, by the Mode method, contradict the focus analysis by BrainMap. It is reasonable to get two attributes from I-Explore and I-preserve (Decisiveness, Openness, Effective Communication, and Employees' Involvement) because these two quadrants form the majority. But, although several variables belong to I-Control, considering on frequency basis only a few theorists stated that. Comparing Employees' Involvement with Change Creation, both of them are mentioned by five theories. But Change Creation is under I-Control and I-Control is less important focus of creative leader than I-Pursue, so there is no any items from I-Control is selected as one of common attributes of creative leaders.

On the other hand, even I-Pursue is less concerned with BrainMap but Goal-orientation, which belongs to I-Pursue, and is popularly declared in five theories. We cannot deny that goals are important to organizations and are always stated as a key word in leadership. It is always stated that a leader is a person who must inspire organization members to accomplish visions and goals. Then it is practical to include Goal-orientation as one of the common qualities of a creative leader.

2.2.5 Common attributes of creative leadership.

The common qualities of creative leaders are summarized in the following figure.

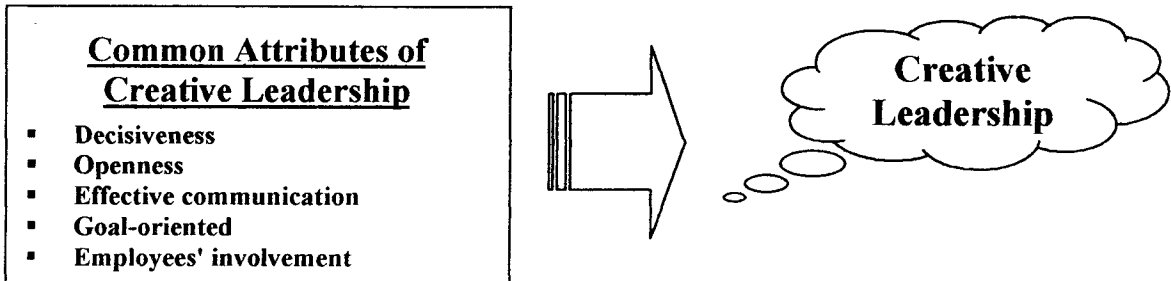


Figure 2.2.5 Common Attributes of Creative Leadership

All five items are examined in more detail for uniformity of understanding in the research study. The conclusions of several theories were studied in each subvariable explanation.

2.2.5.1 Decisiveness. The first subvariable was decisiveness which was discovered in six theories. Creative leaders must be very active and proactive. They must do everything as fast as the environment changes or even faster. Therefore several theorists agreed that quick decision making and action are required. They stated that successful leaders focus on action rather than try to rationalize inaction. When good ideas arise, they cannot wait but speed up implementation. They push their employees towards aggressive schedules. For ideas that were not good, the leader must quickly give an explanation to the inventor. In addition, creative leaders create and shape change instead of accepting it passively; they do not wait for a good chance but seize opportunities and invest in the future.

Table 2.2.5.1 Theories mentioning decisiveness

Theory	Key word
1) The theory of Hamphrey, Watts S. (1996)	A sense of urgency
2) The theory of De Crane, Alfred C. (1996)	Behavior: Action
3) The theory of Gretz, Karl F., Drozdeck, Steven R. (1992)	Assertiveness
4) The theory of Fletcher, Winston (1988)	Make quick decisions
5) The theory of Kuhn, Robert Lawrence (1988)	Implemented new ideas.
6) The theory of Dyer, Frederick C., Dyer, John M. (1965)	Enthusiastic

2.2.5.2 Openness. Creative individuals need freedom to generate and express unusual ideas. The creative leader must possess one important characteristic: openness. This was mentioned by six theorist as a key issue. It refers to a willingness to listen to ideas, allowing failure, understanding that it is not necessary to present the total picture of a new conceptual idea, and acceptance of some odd behavior by creative people. Moreover, open-minded leader must carefully use his judgement, treating every idea as an important contribution and give feedback ultimately to the person who generated the idea.

Table 2.2.5.2 Theories mentioning openness

Theory	Key word
1) The theory of Fletcher, Winston (1998)	Be comfortable with half-developed ideas, Accept trivial foibles:
2) The theory of De Crane, Alfred C. (1996)	Character: fair, honest, open and trustworthy.
3) The theory of Gretz, Karl F., Drozdeck, Steven R. (1992)	Executive: respectful of other's feeling and opinions.
4) The theory of West, Alan (1992)	Openness
5) The theory of Kuhn, Robert Lawrence (1988)	Receptivity to any new ideas
6) The theory of Dyer, Frederick C., Dyer, John M. (1965)	Permissive

2.2.5.3 Effective communication. Effective communication is

needed in a creative organization because a wide variety of discussion must be induced for the generation of new ideas. Five theories stated that creative leaders must be effective communicators. Several characteristics were indicated in the studies. Firstly, all-direction communication: downward, upward and sideward is required constantly. The leader must communicate by himself and make himself available to communicate. Open communication has to be both encouraged and permitted. Both formal and informal communication must be taken into consideration. In addition, creative leaders must share feelings, and influence and encourage creative people to work more enthusiastically. The application of technology must not be overlooked because it is essential to facilitate high speed and low cost communications.

Table 2.2.5.3 Theories mentioning effective communication

Theory	Key word
1) The theory of Fletcher, Winston (1998)	Be a good listener, Provide lots of feedback:
2) The theory of De Crane, Alfred C. (1996)	Communicate constantly
3) The theory of Carr, Clay (1994)	COMMUNICATION
4) The theory of West, Alan (1992)	A free flow of information, An effective communicator
5) The theory of Kuhn, Robert Lawrence (1988)	Communication

2.2.5.4 Goal-orientation. The next subvariable mentioned by five

theorists was goal-oriented. As already discussed, creativity may be useless for the organization, if it is aimless with direction there is no synergy. Therefore the

organization requires direction and every person has to know and understand it clearly. Hence the goal-oriented creative leader is essential. According to a number of theories, the goal-oriented creative leader is able to translate the organization vision clearly to all members, and drive the group to perform creatively that direction. He constantly scan the environment attempting to develop completely new missions, products, and operations.

Table 2.2.5.4 Theories mentioning goal-orientation

Theory	Key word
1) The theory of Hamphrey, Watts S. (1996)	Set goals
2) The theory of De Crane, Alfred C. (1996)	Vision
3) The theory of Carr, Clay (1994)	MISSION
4) The theory of Gretz, Karl F., Drozdeck, Steven R. (1992)	Executive: establish goals
5) The theory of Dyer, Frederick C., Dyer, John M. (1965)	Develop completely new missions, products and operations.

2.2.5.5 Employee involvement. The last attribute under the topic of creative leadership is employees' involvement. This item was discussed in four theories as one essential factor that the creative leader should have in order to promote creativity in the organization. Employees' involvement is explained by understanding individual goals, trying to connect to team goal, and giving opportunities to anyone eager to accept the accountability that goes with responsibility. Let employee participate in as many as decision making processes in order to create a sense of belonging and clear understanding. In this way, the creative leader can draw everybody's efforts together behind a coherent mission.

Table 2.2.5.2 Theories mentioning employees' involvement

Theory	Key word
1) The theory of Hamphrey, Watts S. (1996)	Personal needs
2) The theory of De Crane, Alfred C. (1996)	Behavior: confident and trust in their employees.
3) The theory of Carr, Clay (1994)	TRUST, COORDINATING
4) The theory of West, Alan (1992)	Promoting employees' involvement

2.2.6 Creative leadership and the creative organization.

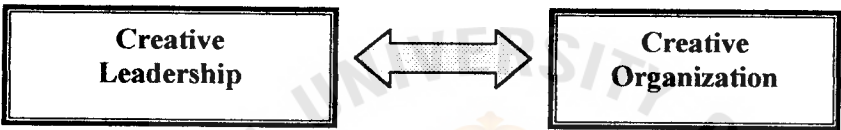


Figure 2.2.6 Relationship between creative leadership and the creative organization

Leadership was widely brought up as crucial factor enhancing or restricting creativity in the organization. Refer to Kuhn, Robert Lawrence theory, leadership was stated as perhaps the most critical factor affecting company creativity. The objective of leadership is to get subordinates to behave in specific ways that are desired by the leader, and to perform tasks and achieve goals that the boss deems relevant and important. A good definition of leadership is the ability to bring about conformity between subgroup goals and total organizational goals, and between individual goals and company goals.

Kuhn also indicated that leadership and management are not always found together. There may even be tension between them. The organization can be well managed but not well led. And there is no formula for creative leadership. The best

approach is to concentrate on modifying the attention of subordinates in ways, formal and informal, that can achieve organizational goals. Kuhn emphasized that without leadership, the organization drift, and creativity, if it exists at all, is aimless.

Much of the literature on innovation has concentrated on the issue of leadership and its influence on corporate achievement. Though leadership is essential in overcoming the problems of change, the central resources question should be whether the type of leadership is appropriate for the innovation task. (West, Alan, 1992) Certain leadership behavior create organizational climates that promote creativity. Company executives must be honest about the prevailing management climate within the corporation and whether it either encourages or discourages innovation. The management style in place should obviously approximate the demands of the innovation process.

Management styles vary along a continuum from what could be broadly described as democratic/participative to directive task-related, which might be applicable to individual managers or whole organizations. Management styles both organizational and individual must be appropriate to the type of policy that the company is following. Democratic management styles are most appropriate for those companies involved in the introduction of fundamental research, or those that are heavily dependent on the market for innovative concepts, whereas the directive management style is essential for the achievement of manufacturing targets and reaching markets on time.

To sum up, leadership is unquestionably a critical factor in enhancing or restricting the level of creativity in the organization. Consider that the creative organization can also affect creative leadership. As leaders are counted as

organizational members as are employees, so they require a working environment that supports creativity.

2.3 Organization and Creativity

2.3.1 Organization as an environment for creativity.

The easiest way to view an organization is to compare it to a house. Family members that live in the house are organization members. However there are two groups of family members: the first are parents and the second are children. As with any organization, there are leaders and followers; parents are seen as leaders, while children are the followers. Then consider the a house as an organization. It conveys 2 different perspectives: physical attributes and psychological attributes. A “house” represents a physical entity but a “home” represents feeling and affection within it. Similarly, an organization also hold 2 different angles; physical construction such as office buildings and psychological elements such as employees’ happiness, satisfaction, morale and creativity. Imagine our own house consisting of parents (leaders), children (followers), and the house itself (an organization). How children perform depends on how parents teach and interact with them, the atmosphere that they create. Parents who do not allow their children to dream, think, make decisions by themselves sometimes breaking the rules—create a narrow-minded and dictatorial atmosphere. And this kind of surrounding suppresses children’s creativity. On the other hand, parents who encourage their children to exercise their thinking and imagination by offering enough room and freedom build up a creative atmosphere,

In addition, the physical environment unavoidably affects the family members living in a house; cleanliness, utilities, greenery, space, or temperature also combined to create a good atmosphere for a house.

The organization performs the same role as a house as an environment for creativity. Management are like parents who have to build up an appropriate atmosphere in order to promote creativity. Peterson & White (1992) stated that employee perceptions of their work culture and climate influence motivation. To create a proper climate for employees can lead to increased employee satisfaction, productivity and creativity.

Fletcher, Winston (1988) in his study of physical environment mentioned that to some creative organizations, their physical and structural environment is of the greatest importance. As Olins, Wally stated:

"The environment is key in all this, the physical atmosphere in the building. We don't want a situation emerging where people are secretly working for days or weeks, nights or weekends, on a project which, when they present it, is quite clearly nonsensical.....The building is the key to the way we run the business. Everybody is accessible The chairman's office is open plan, in the centre of the work-space. If I'm not in it and somebody wants to use it, they use it. This is done because we want to be accessible, and because we want to show people we have respect for them as human being".

The physical environment does have an effect on the creativity of the organization. Management must treat people as human beings, so they need to keep in mind that employees need a particular atmosphere if they are to enjoy their work. However, people in different industries require different physical environments, so there might not be a standard formula for every organization.

2.3.2 Creative Organization

Company Culture

"It is nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant, aside mainly in need of freedom; without this it goes to wreck and ruin without fail. It is a very grave mistake to think that the enjoyment of seeing and searching can be promoted by means of coercion and a sense of duty" Einstein, 1949.

Since today's environment is uncertain and competition is more and more hostile, organizations that can survive and be successful must be a lot different from the past. The winners need to catch up with changes or even move in advance before change happens. This means they must continuously anticipate problems, trends, customer needs, and future opportunities. Competitiveness lies in the ability to change rapidly all the time. Those who can acquire these characteristics are called "creative organizations".

Many experts indicate that innovation/creativity is a vital part of organizational success:

Ostrenga, Ozan, McIlhattan, and Harwood (1992) note that:

"Those companies that are effective at rapidly bringing innovative new products and services to the market have gained a huge competitive advantage."

Carr and Johansson (1995) noted that:

"Very simply, we define creativity as the generation of ideas and alternatives, and innovation as the transformation of those ideas and alternatives into useful applications that lead to change and improvement. We have found that, in today's

business environment, an essential element to an organization's success is adaptability. You must be able to manage at the speed of change, and that takes creativity and innovation."

In addition, organizational research conducted by Mott, Paul revealed that an effective organization displays three basic characteristics: efficiency, adaptability, and flexibility. Efficiency allows an organization to implement and follow routines in order to deliver products in high quantities, with high quality, at low cost. On the opposite side, adaptability means mastering the process of changing routine. It is a proactive process allowing the organization to deliberately and continually change its routines to improve quality, increase quantities, and reduce cost. Flexibility is more short-term and re-active. It allows the organization to react quickly to unexpected forces or disruptions without getting mired in organizational bureaucracy.

However, in the current situation, adaptability is the name of the game. When an organization actively anticipates problems and keeps abreast of new improvement methods, it demonstrates skills in the process of problem finding. When it develops timely solutions, it demonstrates skills in problem solving. And when it willingly and rapidly accepts and implements new solutions, it demonstrates skills in the process of implementation. What drives problem finding and solution implementation—the process of deliberate change making—is creativity, roughly synonymous with adaptability. Consequently, an effective organization, stated by Mott, Paul is a creative organization that will be the only type to survive in the 21st century.

Eventhough there is no simple answer to becoming a creative organization and a successful business, a strong, appropriately focused organizational culture can support creative and innovative activity. A well-managed culture can communicate a sense that innovation is valued and will be rewarded, and that occasional failure in pursuit of new ideas is not only acceptable but even expected. Firms such as 3M, Procter & Gamble, and Johnson & Johnson are all known to have strong, innovation-oriented culture. These cultures value individual creativity, risk taking, and inventiveness.

"We got into the business of making roofing granules for asphalt shingles because one worker persisted in trying to find a way to use reject sandpaper mineral. He was actually fired (apparently sometimes champions get nailed, even at 3M) because of the time and effort he spent on this. But he kept coming to work anyway. Our Roofing Granules Division today earns substantial revenue. The man responsible retired ten years ago as vice-president of the division.... We keep this story alive and often repeat it so that any employee frustrated, and ineffective in a large organization knows that he or she is not the first one to face considerable odds.... The freedom to persist however, implies to do things wrong and to fail."

3M Chairman

2.3.3 Theories related to the "creative organization".

Ten theories were reviewed for this research study. All mentioned the organization as a major environment affecting all members and systems within it. However, these ten theories have two unique focuses. The first group proposes the

main idea that in order to build up a creative environment, an organization needs to have specific resources or characteristics. Conversely, the other group saw this case as a systematic processes. They clearly point out that to build up a creative environment, and organization needs to build systematically, and every element needs to interact.

2 Groups of Theories Based On Focus

Table 2.3.3 Theories related to creative organization based on focus

Theories focusing on creative organization attributes	Theories viewing the creative organization as a systematic processes
<ul style="list-style-type: none">• The theory of Besemer, Amada (1999).• The theory of Hamphrey, Watts S. (1996).• The theory of West, Alan (1992)• The theory of Black, Robert Alan (1990)• The theory of Burgelman, Robert A. and Maidique, Medesto A. (1988).	<ul style="list-style-type: none">• The theory of The Foundating Fellowship Class of Innovation University (1999).• The theory of Pearson, Andrall E. (1998)• The theory of Fletcher, Winston (1988).• The theory of Kuhn, Robert Lawrence (1988).• The theory of Steiner, Gary A. (1965)

2.3.2.1 Theories focusing on creative organization attributes.

Besemer, Amada (1999) started her feature with a very interesting question:

"Does your company culture inspire or stifle creativity?"

She stated that for organizations aiming to truly profit from new employees, companies must transform and create a climate conducive to creative criticism and

ideas. Hiring creative people is fine but if the organization itself limits their freedom with rigid policies it will crush their ideas and imagination. Hence, creative people who build up the creative organization require a particular culture. In order to structure the organization in that direction, Basemer indicated that we need to consider nine main aspects: 1) the procurement of the company, 2) the implementation, 3) the empowerment, 4) clear communication, 5) trust, 6) emotional energy, 7) accommodating personal idiosyncrasies, 8) intrinsic motivation, 9) freedom to fail and change pace quickly.

These are essential elements that today's leaders must keep in mind in order to ensure their organization is a creative one. Basemer clearly stated in her theory that human beings are key, but the organization culture is also impossible to omit. Organizational performance is directly related to its ability to develop human potential, and leaders must do this by performing a "climate setter" function.

Like Besemer, Amada (1999), Hamphrey, Watts S. (1996) stated that the nature of work environment can make a big difference in workers' creativity. While organization focused on adapting itself to rapid changes and hostile competition, it is rarely able to listen to the lone voice suggesting an unconventional new and creative solution. So what the organization needs in order to be truly innovative is the tolerance to support unconventional voices, and the wisdom to listen to them. This means that managers should take steps to establish and maintain an innovative environment.

There are eight steps discussed: 1) a technical resources support, 2) time and resources support, 3) a requirement of key personnel, 4) maintaining ferment and change in the organization, 5) keeping a sharp eye on the outside

environment, 6) setting up are effective communication program, 7) providing adequate facilities and support for professionals, and 8) establishing a formal program of reward and recognition. These steps should be taken to improve the working environment of the innovative organization because they facilitate worker creativity.

The theory of West, Alan (1992), on corporate resources for innovation, was not only concerned with financial resources but also non-financial resources. West stated that without appropriate resources in all five main areas; 1)structure, 2)subject, 3)support, 4)systems, and 5)shared values, no organization can effectively innovate.

Table 2.3.2.1-1 The main internal resource issues

Factor	Key components
Structure	The development of the appropriate lines of authority to cope with the strategy, Decentralization
Subject	Subject: The translation of strategy into the identification of the appropriate tasks.
Support	The provision of adequate technology to make the performance of the task more efficient, including information transfer.
System (HR Mgt.)	Recruitment, appraisal, compensation
Shared Value	Perceptions of goals and objectives within the company.

Source: West, Alan (1992). Innovation Strategy. UK: Prentice Hall International (UK) Ltd.

In a market environment dominated by knowledge wars, the maintenance and redirection of the firm's core competence is increasingly important. The way to move away from traditional concentration is to be innovative. According to West, Alan (1992), in order to do this the firm needs to consider five main internal

resource issues (as illustrated in above table) which will enhance innovation potential.

Black, Robert Alan (1990) is an expert on creativity. He discussed many features regarding this topic. In this study, I include two of his concepts on environments that support, induce, and generate creative thinking and action in the organization. Black commented that logical, rational thinking and reliable systems are not enough in today's competitive world. The organization needs to break the rules and shift the paradigms. He recommends his famous concept "Break our Crayons and Draw Outside the Lines". Management has to tap and develop the greatest resources of the firm, which is people potential. One of the keys to advancing creativity, and creative output is to provide people the right climate. Five key elements need to be kept in mind and exercise: 1) open communication, 2) support systems, 3) taking risks, 4) motivation and 5) training.

Other than the above mentioned factors, Black also discussed another concept regarding the creative climate by using an acronym as a guide: P, R, I, D, E. P stands for "Purpose" which means the organization has to set creativity as everyone's purpose and as the common goal of the firm. Everybody has to become more and more creative each day. R refers to "Respect"; that people must respect each others ideas and turn as many of them as possible into solutions. The golden rule was "never killing or throwing away any idea ever again". I is "Involvement". Employees involvement cannot be overlooked. Management must involve everyone in as many decisions as possible. Let them discover how to create "their creativity producing environment". D represents "Determination". It denoted the determination to grow and expand the creativity individually, and within the entire

group as a whole. This must be spread out to every unit in the organization to ensure the total ambition of creativity. Finally, E was for "Enthusiasm". Creative organization requested for active and even proactive people not passive one. Therefore, continually add enthusiasm to as much of work as the management can was so essential. Let's the people have fun. Find Passion.

Black concluded that it's the main environment of the organization that affected people. The greatest resources, which were people, live most of their life in it, so it was management duty to make it creative one. Adding fun to the workplace greatly helped the creativeness.

Unlike four above mentioned theories, the theory of Burgelman, Robert A. and Maidique, Medesto A. (1988), clearly done a comparison study on five companies from different industries: CHIPCO, RADCO, MEDCO, FINCO, UTICO, to find out corporate conditions that encourage enterprise innovation. Each company had different level in innovative accomplishment due to many factors. The summarized of their patterns and characteristics were in table 2.3.2.1-2 in the following page.

A study on the differences in organization, culture, and practices in those five companies let Burgelman and Maidique made a clear conclusion of particular circumstances which creative enterprise could flourish. They found out that those studied companies that were most entrepreneurial did possess some common characteristics which were classified into six elements: 1) open communication, 2) decentralized structure, 3) resources availability, 4) flexibility, and 5) wide span of control (flat organization) and motivation. When any enterprise intends to be creative, it must bear in mind these six factors.

	CHIPCO	RADCO	MEDCO	FINCO	UTICO
Industry	Computer parts manufacturer	-	Advanced medical equipment manufacturer and sales	Insurance company	Communication utility
Percentage of effective managers with entrepreneurial accomplishments	71%	69%	67%	47%	33%
Current economic trend	Steadily up	Trend up but currently down	Up	Mixed	Down
Current "change" issue	Change "normal"; constant change in product generations; proliferating staff and units	Change "normal" in products, technology; recent changeover to second management generation with new focus	Reorganized about 3-4 years ago to install matrix; "normal" product technology changes	Change a "shock"; new top management group form out side reorganizing and trying to add competitive market posture	Change a "shock"; undergoing reorganization to install matrix and add competitive market posture while reducing staff
Organization strcuture	Matrix	Matrix in some ares; product lines act as quasidivisions	Matrix in some ares	Divisional; unitary hierarchy within divisions, some central services	Functional organization; currently overlaying a matrix of regions and markets
Information flow	Free	Free	Moderately free	Constricted	Constricted
Communication emphasis	Horizontal	Horizontal	Horizontal	Vertical	Vertical
Culture	Clear, consisitent favors individual initiative	Clear, through in transition from emphasis on invention to emphasis on routinization and systems	Clear; pride in company, belief that talent will be rewarded	Idiosyncratic; depends on boss and area	Clear; but top management would like to change it; favors security, maintenance, protection
Current "emotional" climate	Pride in company, team feeling, some "burn-out"	Uncertainty about changes	Pride in company, team feeling	Low trust, high uncertainty	High certainty, confusion
Rewards	Abundant. Include visibility, chance to do more challenging work in the future and get bigger budget for projects	Abundant. Include visibility, chance to do more challenging work in the future and get bigger budget for projects	Moderately abundant; conventional	Scare; primarily monetary	Scare; promotion, salary freeze; recognition by peers grudging

Source: Burgelman, Robert A., Maidique, Medesto A. (1988). Strategic Management of Technology and Innovation. Illinois, USA.: Irwin Inc.

2.3.3.2 Theories viewing creative organization as systematic processes.

“The innovation DNA model” introduced by The Founding Fellowship Class of Innovation which presents the entire scope of vital factors needed to create an innovation organization. Nine concepts are constructed as a process to promote innovation. These concepts were: 1) culture , 2) ideas, change, passion, and trends, 3) challenge the status quo, 4) customer focus, 5) creativity, 6) communication, 7) collaboration, 8) completion, and 9) contemplation. All concepts are interrelated and serve as part of the entire cycle. The result of these processes is renewal, change, reinvention and new trends fed into a renewed cycle of innovation and creativity.

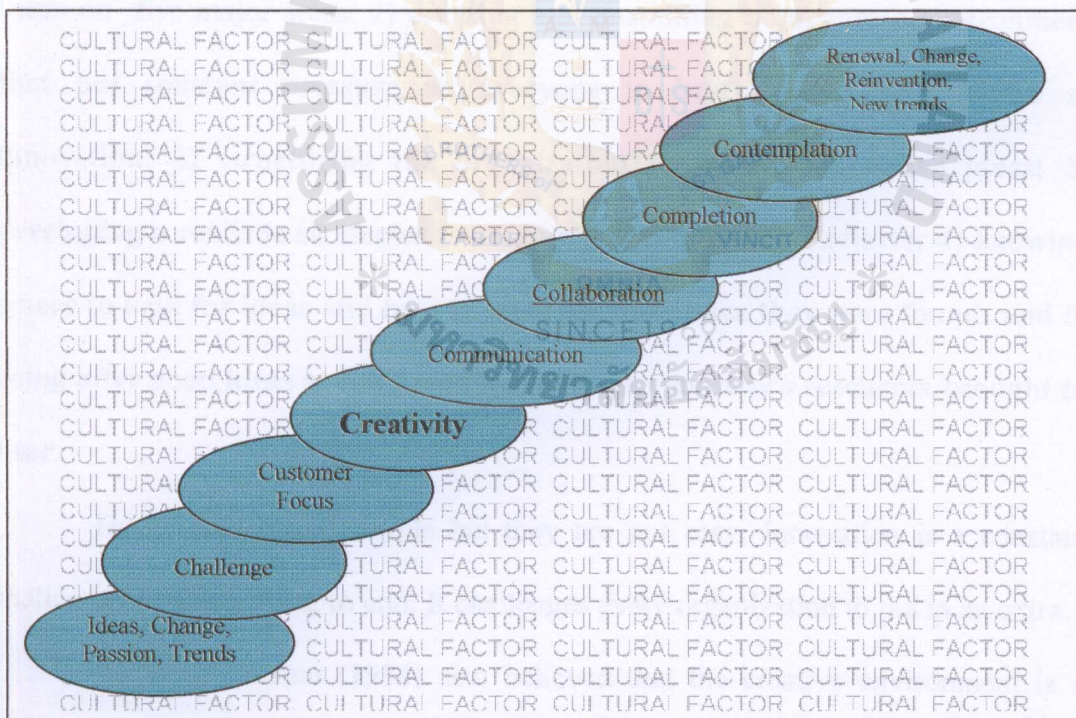


Figure 2.3.3.2 The innovation DNA model

Source: The Founding Fellowship Class, Innovation University. Innovation DNA Model.

WWW.thinksmart.com, Innovation Network: New Staff, Colorado, USA.

Pearson, Andrall E. (1998) also saw organization innovation as systematic effort. Pearson stated two basic principals that distinguish outstanding competitors from the rest. The first factor is consistent innovation, and the second is creating values for customers and potential customers. The systematic effort to institutionalize innovation is what gives market leaders their competitive edge.

Pearson studied the case of Lincoln Electric and other outstanding performers; he concluded that they look at innovation systematically. They realize that their competitive success is built on a steady stream of improvements in production, finance, distribution, and other functions, not just a big hit in sales or marketing or R&D. In order to acquire competitive success, they needed to create the organizations that provided all the backup. This meant they needed to carefully focus on five major areas: 1) creating and sustaining a corporate environment that put constant pressure on everyone to beat specific competitors at innovation; 2) structuring the organization to permit innovative ideas; 3) developing a realistic strategies focus to channel innovative efforts; 4) knowing where to look for ideas and how to leverage them once they were found; and 5) going after good ideas at full speed, with all the company's resources brought to bear.

These ideas sound simple but they are not easy. Innovation is a constant challenge from beginning to end. It challenges every organization to put in an extra.

Fletcher, Winston (1988) also believed that the creative environment is a continuous process. Fletcher consolidated the studies and comments of others such as Goldstein, Mark L. to make easier to understand the creative environment. He stated five key items that helps to build up the creative organization: 1) physical

environment, 2) recognition and appreciation, 3) freedom to work in an area of greatest interest, 4) contact with stimulating colleagues, and 5) finally encouragement to take risks. He emphasizes that each factors must be implemented continuously in a day by day processes. The important point is trying to make work fun. This relieves tensions, generates enthusiasm, and relaxes the mind—especially within a hostile competitive market.

Kuhn, Robert Lawrence (1988) stated in his book, *J. Handbook for Creative and Innovative Managers*, that leadership is a crucial factor in encouraging creative behavior. However, there are four variables of significance for inducing creative behavior: 1) goal structure, 2) the attention focus of participants, 3) reward systems, and 4) communication. Kuhn indicated that the connection between the variables was essential. Leaders must aim to design organizational policies using those variables that would produce the type of behavior desired, or point the organization in the direction of innovation. Kuhn's view is quite similar to other theorists, but unlike other theories, Kuhn indicates one unique point. There is no specific structure or format that can make an organization innovative. It is rather the actions, in many dimensions, in close connection that affect desired behavior.

Steiner, Gary A. (1965) stated that organizational processes is related to propensity for innovation. There are three factors in organizational functioning which can be of central importance in determining creative environment. They are: 1) the way the organization handles its distribution of authority, 2) how the organization's slack was used for error absorption, and 3) the manner in which

the organization's communication facilities served the diffusion of innovative ideas.

A dispensed distribution of authority within a firm provide more occasion for innovation, and creative decision-making, especially when the decentralized unit exists within a diversified firm and possesses relatively objective criteria in terms of which its output may be appraised. The greater the organizational slack, with its increased capacity of absorbing errors and ethos for risk-taking, the greater the propensity for innovation. Moreover, the communication system of an organization may be tuned so as to provide materials for creative activities without depriving members of the organization of time for creative work.

Steiner concluded that only three processes were focused on, it did not mean that other important components were neglected. Factors such as the organization's status system, its requirements and internal promotion procedures, and its purpose and goals, are all worthy of exploration.

After studying all ten theories in detail, there are 16 elements raised as critical factors to build up the creative organization. Those 16 variables are:

- 1) Flat organization and empowerment
- 2) Efficient Support system
- 3) Effective HR Management
- 4) Shared vision
- 5) Open communication
- 6) Customer Focus
- 7) Multi-approach

- 8) Freedom
- 9) Implementation
- 10) Risk Taking Encouragement
- 11) Flexibility
- 12) Culture
- 13) Physical Environment
- 14) Creativity
- 15) Contemplation
- 16) Realism

See detail in table 2.3.3-1 showing difference and similarity analysis of creative organization critical factors on the following page

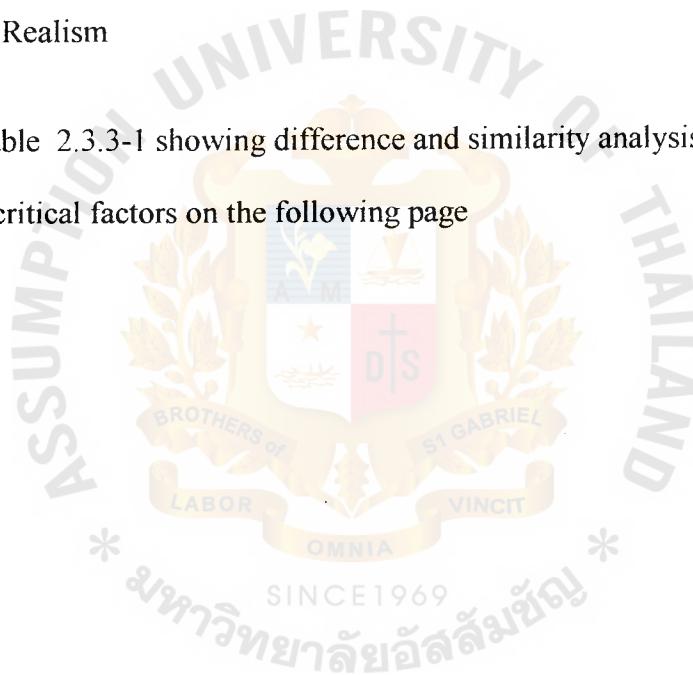


Table 2.3.3 Similarities and differences analysis of subvariable of the "Creative Organization"

Theory Name	Flat Org. / Empowerment	Efficient Support System	Effective HR Mgt.	Shared Vision	Open Communication	Customer focus	Multi-approach	Freedom
Besmer, Amanda.(1999).	Empowerment / Believing in people (trust)	Procurement	Positively influencing intrinsic motivation	Harvesting Emotional Energy	Clear communication			Accommodate Idiosyncrasy
The Founding Fellowship Class, Innovation University.(1999).			Completion (Motivation / Reward)		Communication / Collaboration	Customer focus		
Pearson, Andrall E. (1998).	Delaying, flat and simple structure	Providing all the company's resources		Corporate Environment: Determining goal				
Hamprey, Watts S. (1996).		Providing them with both the time and resources / Adequate facilities and support / Sponsors, inventors, champions Technology.	Recognise, Reward outstanding work		Communication program	Keep a sharp eye on outside		
West, Alan (1992).	Structure: Less rigidity, wide span of control, decentralization	Networking information system, technical support, data processing	Recruitment, Appraisal, Motivation system and Disciplinary procedure	Shared value	Rapid and complete communication	Management and customer interaction	Approaches to problem solving	
Black, Robert Alan(PhD).(1990)	Respect / Involvement	Support systems	Motivation, Training	Purpose / Determine	Open communication			
Burgelman, Robert A., Maidique, Medesto A. (1988)	Decentralized structure / Flat organization	Resources Availability	Motivation		Open communication			
Fletcher, Winston (1988).			Recognition / Appreciation					Freedom to
Kuhn, Robert Lawrence. (1988).			Reward System	Innovation as a Goal	Upward Communication			
Steiner, Gary A. (1965).	Decentralized of authority	Organizational slack and innovation			Communication as catalysis for innovation			

Freedom	Implementation	Risk Taking Encouragement	Flexibility	Culture	Physical environment	Creativity	Contemplation	Realism
Accommodating Idiosyncrasies		Freedom to fail	Freedom to change pace quickly					
	Implementation	Challenge	Ideas, Change, Passion and Trends	Culture		Creativity	Contemplation	
	Where to look for good ideas and how to use your business system to leverage them / Full speed							Realistic Strategic focus
			Maintain a reasonable level of ferment and change					
		Risk taking	Enthusiasm					
			Flexibility					
Freedom to work		Encouragement to take risks			Physical environment			

2.3.4 Classification of the creative organization critical factors.

For analysis of all creative organization variables, the same format as individual creative potential and creative leadership variables analysis was used. The application of both the BrainMap and the Six Thinking Hats was utilized to classify all factors mentioned in the ten theories. Each factor is appointed in one of the 4 major quadrants of the BrainMap in order to illustrate the focus of each. See figure 2.3.4-1 below.

<div><div>I-Control</div><div><ul style="list-style-type: none">Contemplation (1)Realism (1)</div><div>2 variables / 13%</div></div>	<div><div>I-Explore</div><div><ul style="list-style-type: none"><u>Flat organization and empowerment (6)</u>Customer Focus (3)Multi-approach (1)Freedom (2)Risk Taking Encouragement (4)<u>Flexibility (5)</u>Creativity (1)</div><div>7 variables / 43%</div></div>
<div><div>I-Pursue</div><div><ul style="list-style-type: none"><u>Efficient support system (7)</u>Implementation (2)</div><div>2 variable / 13%</div></div>	<div><div>I-Preserve</div><div><ul style="list-style-type: none"><u>Effective HRM (8)</u>Shared Vision (5)<u>Open communication (8)</u>Culture (1)Physical environment (1)</div><div>5 variables / 31%</div></div>

*the number in blanket representing the number of theories mentioning each qualities

Figure 2.3.4-1 Creative Organization Variables Classification by adapting Dudley, Lynch’s BrainMap and De Bono’s Six Thinking Hats concept

By analysing the BrainMap classification, the first priority of a creative organization thinking process focus on I-Explore (43%) which is Open-ended

thinking. This should be the most dominant mental characteristic of a creative organization where imagination, freedom, future vision and dream play a vital role. There are two factors selected from this quadrant according to the Mode method: Flat Organization and Empowerment, and Flexibility.

The second priority is I-Preserve (31%), through which the organization focuses its mental ability through Feeling-powered thinking. This seems to be very logical because creative organizations depend mainly on the most precious resource: human beings and their mental ability. As mentioned in various theories, the creative individual needs special treatment which induces him to creativity. Two factors got from I-Preserve based on the Mode method are Effective HR Management, and Open Communication.

I-Pursue was less mentioned (13%) , the same as I-Control (13%), as these two quadrants are more concern on reason and action. Nevertheless, there are two variables under each of these two quadrants which can be interpreted as unavoidable within the creative organization but they are not selected as part of common critical factors of the creative organization.

In summary five major variables studied in this research based on the BrainMap, Six Thinking Hats, and the Mode method, belong to three quadrants of BrainMap: I-Explore, I-Preserve and I-Pursue, except I-Control. In addition, when take the organizational current situation in ABC into consideration, the area of problem is mainly regarding to those mentioned three quadrants. ABC are presently strong in I-Control characteristics focusing on certainty, logic, stability, and schedule. So for this study, I-Control section is not considered as part of common critical factors leading to the creative organization.

2.3.5 Common critical factors of the creative organization.

The common critical factors of the creative organizations are summarized in the following figure.

Creative Organization
<ul style="list-style-type: none">▪ Effective HR management▪ Open communication▪ Efficient support system▪ Flat organization and empowerment▪ Flexibility

Figure 2.3.5 Common Critical Factors of the Creative Organization

All five items are examined more detail for uniformity of understanding in the research study. Several theories backed up each subvariable explanation.

2.3.5.1 Effective HR Management. Many authors indicate that people are the most valuable capital of the organization, human resource management is a key element in utilizing creativity from this brain power. In this study, there are seven theories emphasizing its importance. HR management includes recruitment, selection, appraisal, and motivation. Within the creative organization, some particular aspects of HR management must be implemented. First of all, the organization must select the right people. It seeks to have people who do what they love and love what they do. A high level of encouragement toward innovation is important for promoting the right atmosphere. A formal program to recognize and reward outstanding work must be presented because nobody wants to contribute

effort and talents for nothing. Creative people need other people to recognize their valuable ideas. Appraisal is also a key tool in judging staff performance, but the critical factors must be clearly defined. In addition, the creative organization must provide continuous training and learning to prosper the potential within each individual. Teaching, coaching and counseling for creativity is essential.

Table 2.3.5.1 Theories mentioning effective HR management

Theory	Key word
1) The theory of Besemer, Amada (1999)	Intrinsic motivation "Enthusiasm is the mother of effort, and without it nothing great is ever achieved". Emerson, Ralph Waldo
2) The theory of The Founding Fellowship Class of Innovation University (1999)	Completion
3) The theory of Fletcher, Winston (1998)	Recognition and appreciation
4) The theory of Humphrey, Watts S. (1996)	Reward and recognition
5) The theory of West, Alan (1992)	System (Human Resource System)
6) The theory of Black, Robert Alan (1990)	Motivation, Training
7) The theory of Burgelman, Robert A. and Maidique, Medesto A. (1988)	Motivation system.

2.3.5.2 Open Communication. Not only must the leader realize the distinction of open communication, the overall organizational environment must be set to support this type of communication pattern. Eight theories highlight that it is necessary for creativity to flourish in the organization. Open communication is identified as a fluid information flow in all directions. Within the creative organization, people must be free to exchange ideas, to take risks and to give and receive constructive criticism. Furthermore, adequate facilities, tools and support must be provided to smooth and promote the open flow of communication. Inconvenient working conditions can block the communication network. Also, the

organization must be concerned with internal and external communication, since it interacts with its environment all the time.

Table 2.3.5.2 Theories mentioning open communication

Theory	Key word
1) The theory of Besemer, Amada (1999)	Clear communication
2) The theory of The Foundating Fellowship Class of Innovation University (1999)	Communication
3) The theory of Hamphrey, Watts S. (1996)	Communication
4) The theory of West, Alan (1992)	Communication
5) The theory of Black, Robert Alan (1990)	Open communication
6) The theory of Burgelman, Robert A. and Maidique, Medesto A. (1988)	Open Communication
7) The theory of Kuhn, Robert Lawrence (1988)	Upward communication
8) The theory of Steiner, Gary A. (1965)	Communication was indicated as catalysts for innovation.

2.3.5.3 Efficient Support System. Creativity requires support functions in order to bring an idea to fruition, such as finance, technical support, and technology application. Seven theories disclosed that efficient support systems are indispensable, but each one is explained from different perspective. Some authors talk about the procurement system focused on inducing people to share ideas and enthusiastically welcome implementation. The creative business enterprise backs up innovation with enough resources to ensure their success: money, people, and programs in every functional area. One vital factor is that management must have a clear understanding of the potential benefits that an innovative project may generate in the future, so they will not be too concerned about finance during the first stage of idea implementation. On the other hand, some theories concentrated on technical

resources, the involvement of technology and networking information system which help organize and utilize information or knowledge. Additionally new technology helps the organization gain a considerable competitive edge, helps in understanding their customer, and in organizing their business far more efficiently. Lastly, the organization that aims to be creative has to prepare for errors. If the firm has only a little slack, the climate is unfavorable for innovation because it has limited capacity to absorb possible errors from innovation.

Table 2.3.5.3 Theories mentioning efficient support system

Theory	Key word
1) The theory of Besemer, Amada (1999)	The procurement of the company
2) The theory of Pearson, Andrall E. (1998)	To throw the book at good ideas once you've developed them fully.
3) The theory of Hamphrey, Watts S. (1996)	Technical resources program, Full support of the time and resources
4) The theory of West, Alan (1992)	Support
5) The theory of Black, Robert Alan (1990)	Support system
6) The theory of Burgelman, Robert A. and Maidique, Medesto A. (1988)	Resources availability
7) The theory of Steiner, Gary A. (1965)	Organizational slack and innovation

2.3.5.4 Flat Organization and Empowerment. At the end of 20th century many organizations suffered from being multi-layered structures. They were stuck in a dinosaur syndrome that slowed down all fundamental functions and resulted in customer dissatisfaction. Several theories point out that the flat organization together with empowerment are prerequisite of creative organization. Creativity will not happen without freedom, therefore the flat organization must be in place to provide a particular level of freedom for all organizational members.

Organization must expand the decision latitude to more people, and by through this employees are able to respond creatively to the ever-changing environment in which the organization must function. People have to respect each other and their ideas, and turn as many of them as possible into solutions. Management must involve everyone in as many decisions as possible. Let them learn how to create is a "creativity producing environment". In addition, feedback systems will allow executives at their top to assess the performance of the quasi-autonomous artists. The key words are “authorize”, “enable”, and “permit”.

Table 2.3.5.4 Theories mentioning flat organization and empowerment

Theory	Key word
1) The theory of Besemer, Amada (1999)	The empowerment
2) The theory of Pearson, Andrall E. (1998)	To structure the organization to promote innovation instead of thwarting it.
3) The theory of West, Alan (1992)	Structure
4) The theory of Black, Robert Alan (1990)	"Respect", "Involvement"
5) The theory of Burgelman, Robert A. and Maidique, Medesto A. (1988)	Decentralized structure
6) The theory of Steiner, Gary A. (1965)	"The centralization and decentralization of authority"

2.3.5.5 Flexibility Flexibility is mentioned in various theories as a lifeblood of creative organization. Business enterprises try to move away from the status quo as they need to foresee the future, so they must be very flexible. The organization needs a dynamic structure, type, and style. Freedom is more vital than ever to allow employees to make changes quickly and without scrutiny. Management must ensure enthusiasm in as much of the work as possible because innovation means doing

things differently, exploring new territory, taking risks. Let people have fun. Find Passion.

Table 2.3.5.5 Theories mentioning about Flexibility

Theory	Key word
1) The theory of Besemer, Amada (1999)	Freedom to fail and change pace quickly
2) The theory of The Foundating Fellowship Class of Innovation University (1999)	Ideas, change, passion and trends.
3) The theory of Humphrey, Watts S. (1996)	Maintain a reasonable level of ferment and change in the organization
4) The theory of Black, Robert Alan (1990)	"Enthusiasm"
5) The theory of Burgelman, Robert A. and Maidique, Medesto A. (1988)	Flexibility



CHAPTER 3

RESEARCH FRAMEWORKS

Theoretical Framework of the study is served as a central concept of the study. It is derived from the application of several theories, previous studies and articles reviews. It helps to form a conceptual framework of the research which points out clearly all variables and subvariables to be studied as important elements. This chapter will illustrate all fractions of a research framework.

3.1 Theoretical Framework

There are different theoretical frameworks and studies revealed in the literature review regarding three main variables which are Individual Creative Potential, Creative Leadership and Creative organizations. However, the only framework that covers all main areas is the theory of Fletcher, Winstons (1988). (Please see table 3.1)

Table 3.1 Theoretical framework analysis of three main variables

Theory No.	Theory	Individual Creative Potential	Creative Leadership	Creative Organization
1	Besemer, Amanda.(1999).			
2	Ditkoff, Mitchell.(1999).			
3	The Founding Fellowship Class, Innovation University.(1999).			
4	Hell, Gary & Stephens C., Deborah. (1998).			
5	Pearson, Andrall E. (1998).			
6	Hamprey, Watts S. (1996).			
7	De Crance, Alfred C. (1996)			
8	Carr, Clay. (1994).			
9	De Bono, Edward. (1992).			
10	Gretz, Karl F., Drozdeck, Steven R. (1992).			
11	West, Alan (1992).			
12	Evans, James R.(1991).			
13	Black, Robert Alan (PhD). (1990)			
14	Burgelman, Robert A., Maidique, Medesto A. (1988)			
15	Fletcher, Winston (1988).			
16	Kuhn, Robert Lawrence. (1988).			
17	Dyer, Frederick C., Dyer, John M. (1965).			
18	Steiner, Gary A. (1965).			
19	James F. Lawrence (1962)			

Hence it is used as the core of theoretical framework of this study. Based on Fletcher's concept, three main aspects that help to maximize people creativity are 1) The creative personality, 2) Nine simple rules of creative leadership and 3) Significant creativity stimulators. All these three factors interrelated and influenced

each other. Please see figure 3.1 for details. Only good performance in one area cannot guarantee a result of high creativity level in the organization. However, the improvement in every area will lead to a maximum creativity in the organization, which is the essence for survival within today's rapid changing world. As mentioned by Maurice Zeldman that *"Creativity for organizations, like vitamins for people. Is essential for good health and growth."* Organizations that fail to adapt to changing circumstances, fail to meet and resolve challenges, fail to adopt new programs, new plans and new products & services will soon die. (Fletcher, Winston., 1998)

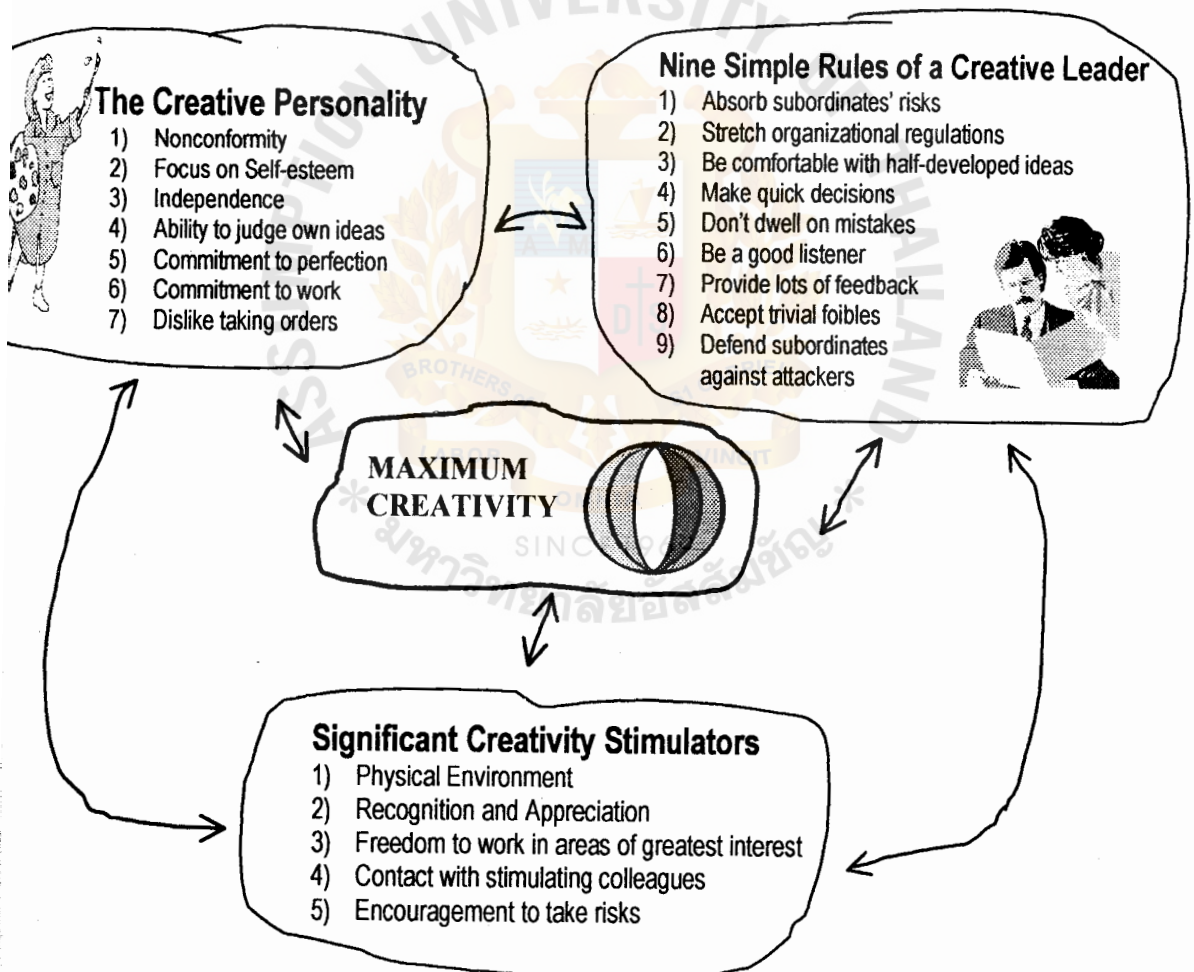


Figure 3.1-1 Fletcher, Winston Theory

However, Fletcher's theory focuses on descriptive qualities. Then more concepts are brought to the study. These concepts have different focus on functioning processes. Fletcher's theory is used in combination with other two theories in order to illustrate a pace of this study. The BrainMap concept together with The Six Thinking Hats are applied as part of the core framework. (The detail of these both theories are as mentioned in Chapter 1) Subvariables under each three main aspects according to Fletcher's theory, individual, leader and organization, are categorizes by using the mixture of The BrainMap and The Six Thinking Hats. De Bono's six thinking hats is added to highlighted human being thinking function, while The BrainMap is about thinking process. This helps to explain clearer picture regarding the focus of thinking process, style and skills of each three main elements.

As human being brain is divided into 2 major sides: left and right brain. The left brain focus on logical thinking while the right brain focus on water fluid or creative thinking. Dudley Lynch's brain map is more detail illustrating 4 major quadrants of 4 different thinking focuses— I-Control, I-Explore, I-Pursue and I-Preserve. These differentiated styles of thinking, valuing, problem and decision making. This brain map helps to clarify the focus of each main variable: individual, leader, and the organization. It clarifies the total picture of each main variable by classifying each subvariable into each BrainMap quadrant.

In addition, The Six Thinking Hats concept is utilized by assigning a color code identifying each quadrant's meaning and it helps to show the meaning more clearly in the diagram.

In addition to three previous mentioned concept. Using BrainMap as a springboard to pursue creative functioning as, the creative individual potential,

creative leadership and creative organization level. Tayko, Perla Rizalina M. exaggerated a process called “Iteration of human information processing”. This is shown in the use of the unfolding processes from the BrainMap. It is supported to declare a flow of thinking process from one quadrant to another as a sequence, starting from the core called “Focus on Purpose”. The sequence of these processes is as follows: -

- 1) Flex for options/alternatives
- 2) Flow for converging actions
- 3) Firming for connections/affirmation
- 4) Fixing for certainty and standard in decision making.

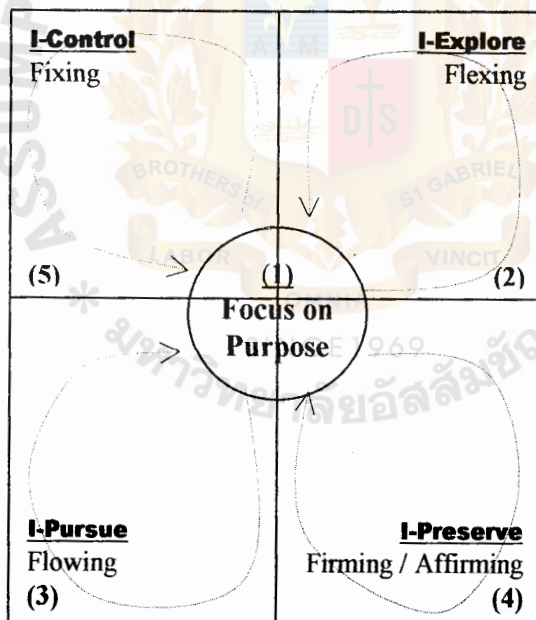


Figure 3.1-2 Iteration of human information processing

Source: Tayko, Perla Rizalina M. (1998). “The Technology of Essence”. The Brain Literary Approach to Leadership and Management. (Workshop material)

The result of all combination: Fletcher's theory, BrainMap, The Six Thinking Hats, and Iteration of Human Information Processing, is the Theoretical Framework of the study which shows both descriptive qualities and functioning processes. Figure 3.1-3 is shown in the following page.



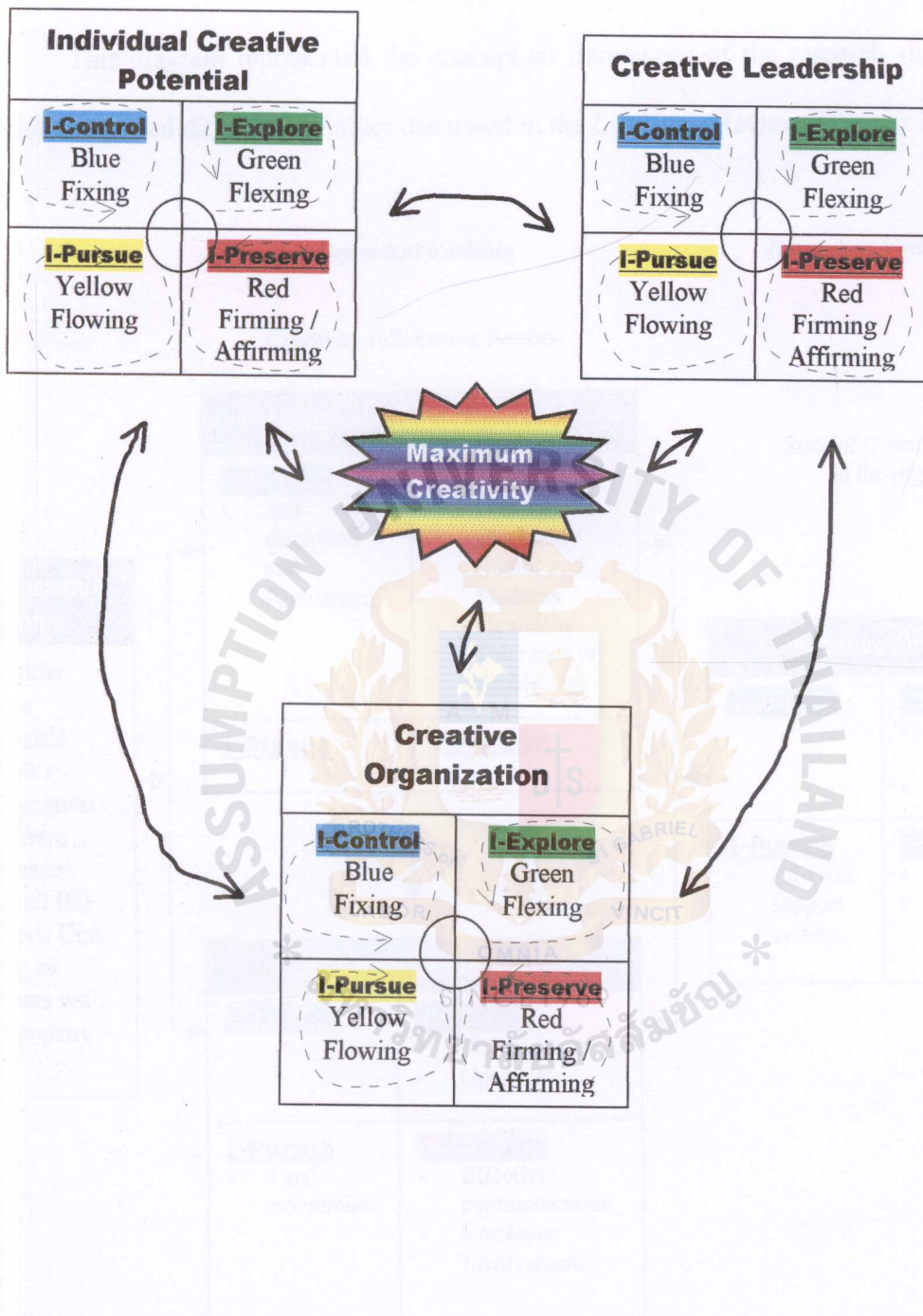


Figure 3.1-3 Theoretical Framework

3.2 Conceptual Framework

This diagram represented the conceptual framework of the research study, which integrated different variables discussed in the Literature Review (Chapter 2).

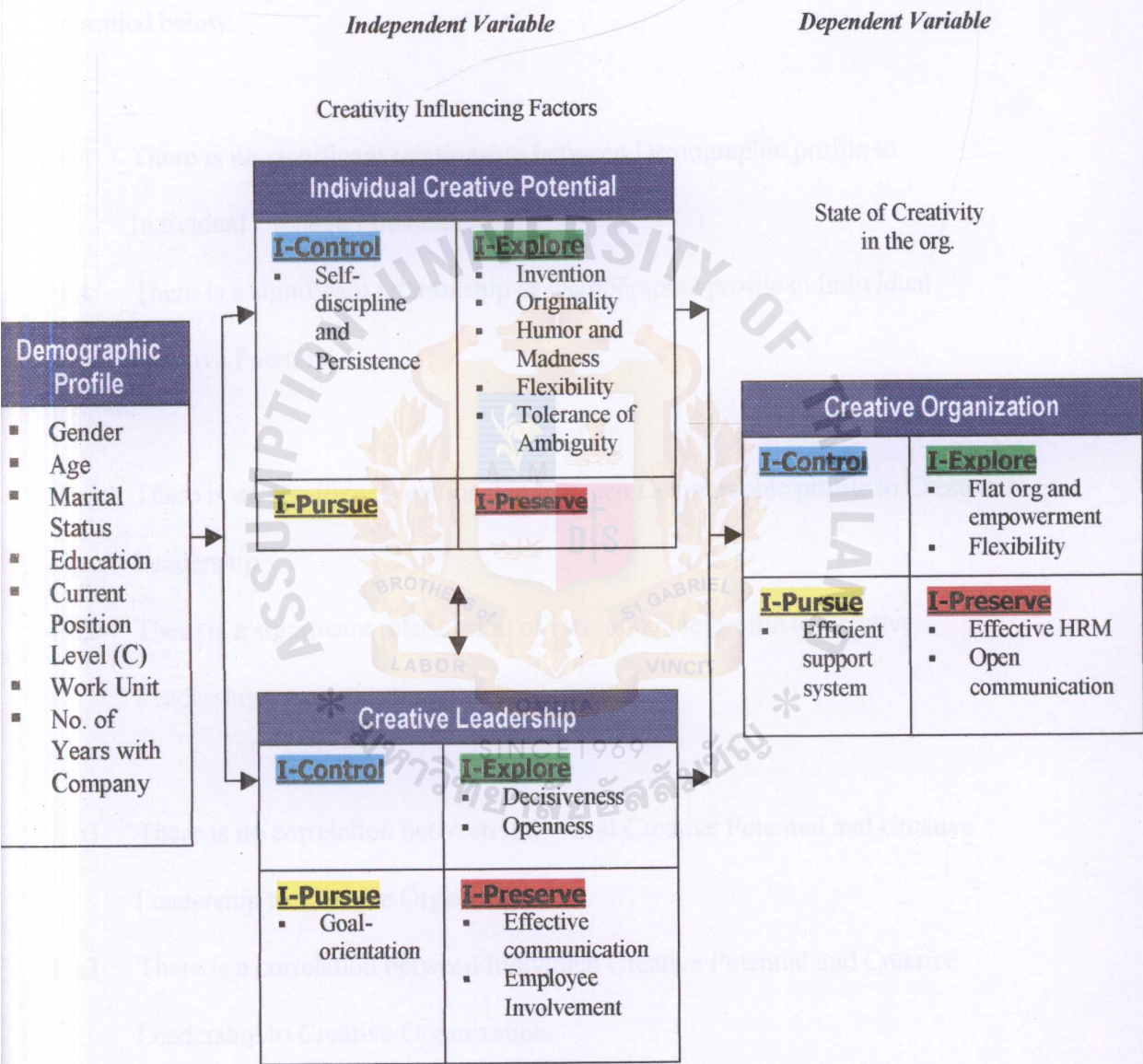


Figure 3.2 Conceptual framework

3.3 Research Hypothesis

The study aimed to test the relationship of 11 independent variables (creativity enhancing factors) towards dependent variables (creative organization or the stage of creativity in the organization). The framework of hypothesis testing was presented below:

- Ho1 There is **no** significant relationship between Demographic profile to Individual Creative Potential.
- Ha1 There is a significant relationship of Demographic profile to Individual Creative Potential.
- Ho2 There is **no** significant relationship between Demographic profile to Creative Leadership.
- Ha2 There is a significant relationship of Demographic profile to Creative Leadership.
- Ho3 There is **no** correlation between Individual Creative Potential and Creative Leadership to Creative Organization.
- Ha3 There is a correlation between Individual Creative Potential and Creative Leadership to Creative Organization.
- Ho4 There is **no** significant intra-relationship of Individual Creative Potential and Creative Leadership, and Creative Organization.

Ha4 There is a significant intra-relationship of Individual Creative Potential and Creative Leadership, and Creative Organization.

3.4 Operationalization of the Independent and Dependent Variables

Eleven dependent variables together with 5 dependent variables were translated into practice in order to measure each variable from real situation. The definition or explanation of each item was illustrated in tabular form.

Independent Variables

Table 3.4-1 Operationalization of Individual Creative Potential

Subvariables	Operationalization
Self-discipline and persistence	<ul style="list-style-type: none"> ▪ Commit and concentrate on work ▪ Willing to try and try again and never give up ▪ Prefer difficult and painful assignment
Invention	<ul style="list-style-type: none"> ▪ Prefer confronting complex problems ▪ Like to dream and conjure outrageous scenario ▪ Do not be inhibited by constraints
Originality	<ul style="list-style-type: none"> ▪ Always come up with unusual and unique ideas ▪ Aim to make changes ▪ Cannot stand to do normal routine work
Humorous and madness	<ul style="list-style-type: none"> ▪ Do not limit to the boundary of reasonableness ▪ Spark ideas impulsively or by chance ▪ Spontaneously react and interact with inner thinking
Flexibility	<ul style="list-style-type: none"> ▪ Continuously change course as the situation changes ▪ Try a variety of approaches to solve a problem ▪ Do not feel irritated when plans/schedules change.
Tolerance of Ambiguity	<ul style="list-style-type: none"> ▪ Go beyond the comfort zone ▪ Willing to fail with a freedom from anxiety and fear ▪ Eager to discover new experiences

Table 3.4-2 Operationalization of Creative leadership

Subvariables	Operationalization
Decisiveness	<ul style="list-style-type: none"> Action-oriented Aggressive plan/schedule for the implementation Encourage to try new ideas
Openness	<ul style="list-style-type: none"> Accept some odd/unfavorable behaviors Respect others' feeling and opinion Encourage employees for discussion
Effective communicator	<ul style="list-style-type: none"> All-direction communication: downward, upward and Sideward must be performed Emphasize both formal and informal communication Influence and permit open communication
Goal-oriented	<ul style="list-style-type: none"> Translate organizational vision clear to all members Commit to goals by own action Drive employees to accomplish common mission
Employees' involvement	<ul style="list-style-type: none"> Consider employees' personal needs/individual goals Empower organizational members Create a sense of belonging

Dependent Variables

Table 3.4-3 Operationalization of Creative Organization

Subvariables	Operationalization
Effective HR Management	<ul style="list-style-type: none"> Formal of program is available to recognize and reward Outstanding creative work Efficient selection process and make use of Performance appraisal Provide continuous learning process to prosper innovation
Open Communication	<ul style="list-style-type: none"> Happy to exchange ideas, give/receive constructive Criticism Provide adequate facilities and support to communication system All ideas are treated with respect
Efficient Support System	<ul style="list-style-type: none"> Welcome new ideas and have a good system that can keep track of ideas and never kill them Back up the innovation with enough resources and Organizational slack Make use of technology to organize and utilize knowledge
Flat Organization and Empowerment	<ul style="list-style-type: none"> Authorize, enable and permit employees to make Decision and take action Management involve employees in as many decision as possible Unsettle the organization in the new way by delaying
Flexibility	<ul style="list-style-type: none"> Move away from status quo Allow employees to make change quickly without Scrutiny Dynamic structure, type and style

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Method of Research Used

The research aims to specifically study creativity which covers individual potential and leadership as independent variables, as well as the organization as the dependent variable. ABC is observed in terms of three mentioned main variables. Employees' behavior and characteristics display individual creative potential, while employees' perception towards their supervisor reflects creative leadership. The ideal creative organization—has an appropriate environment promoting a high level of creativity. Refer to Literature Review in Chapter 2. The study assumes that both a high level of individual creative potential and a high level of creative leadership result in a creative organization. Therefore, the research focuses on two major areas.

- 1) Exploration of existing employees' behavior and characteristics, the existing leadership in ABC, together with the current organization atmosphere. For this, ***descriptive research*** method is implemented. As it is the way that the researcher does not manipulate a company environment, just observe and study the existing

situation in order to consolidate and then analyse the results. (Thaweerat, Puangrat, 1997)

- 2) In addition, the research studies the relationship between each main variable and the degree to which they are related. For this, *correlational research* is used.

4.2 Respondents and Sampling Procedures

4.2.1 The sampling process.

Step 1 Select the population

The population means the group of living things or human beings which are the target of the study. These groups have to possess particular characteristics according to what the researcher aims to study, i.e. a librarian in Thailand. Usually the population is divided into two types: finite population and infinite population. Finite population is one that the researcher can clearly count; the total number. Infinite population is the opposite. (Thaweerat, Puangrat, 1997)

In the case of the ABC survey, the population is a finite one. The selected population is all ABC permanent employees, clearly defined as 303 persons.

Step 2 Sampling Frame & Design

Normally it is impossible to collect data from a total population. If it is possible, it consumes time and high expenses. So the researcher utilizes the sample population method through various systematic sampling techniques. Cochran, William G. (1996) stated several reasons for using the sampling method.

- 1) To save cost
- 2) To save time and labour
- 3) It is more flexible and practical, especially for infinite population.
- 4) Because the studied group is smaller, the researcher can easily exert control to get a more reliable and valid result.
- 5) The researcher can study in broader sense and more deeply.

For the ABC study case, the sampling method was used because of a limited timeframe. Moreover, the study could not interfere with current job and performance level of employees, so it was better to keep the study limited to respondents who were not so busy with their work and were willing to participate.

Sample units included middle managers and lower level staff both from the front and back office. Top management were excluded because it could have lead to some bias as almost all of them are from the same family who own the business. In addition, the study concentrated on leadership as one important factor, so views on top management are needed come from other people, not themselves. A stratified random sampling method was chosen to study ABC by dividing the sampling unit into two main groups, front office & back office, and two subgroups of middle managers and lower level staff.

Table 4.2-1 Reflection of each variables from two different groups of respondents

Variable Respondent	Individual Creative Potential	Creative Leadership	Creative Organization
Lower Level Employees	Lower level staff creative potential	Middle managers' leadership	ABC
Middle Managers	Middle managers creative potential	Top management's leadership	ABC

Step 3 Sample Size and Targeted Respondents

The sample size represents the total selected group for the study. As a survey of the total population was not practical, so the sample size is crucial for the research survey. There are three criteria to consider for an appropriate sample size that can represent a certain degree of accuracy: precision, confidence, and variability (Agresti & Finlay, 1997).

Some techniques are used to identify the size of a sample. This study applies the sample size estimation table by R. V. Krejcie & D.W. Morgan (1970).

Table 4.2-2 Sample size estimation table by R. V. Krejcie & D.W. Morgan (1970)

Population	Sample Size	Population	Sample Size	Population	Sample Size
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

(95% confidence level with 5% of tolerance rate)

Source: R.V. Krejcie & D.W. Morgan. (1970). Determining Sample Size for Research activities, Educational and Psychological Measurement. Vol.30, No. 3, pp. 607-610.

According to the table, sample size is 169 respondents. However, it is necessary to consider the proportion of each sample group and subgroup as the study uses the stratified sampling method. Below is a table showing classification of permanent employees of ABC which helps to identify the number ratio and sample size under groups and subgroups.

Table 4.2-3 Classification of permanent employees at ABC

Level	Front Office	Back Office	Total
Top Management	2	7	9
Middle Managers	16	10	26
Lower Level Staff	178	90	268
Total	196	107	303

4.2.2 Sample Group Ratio

Total Sample Unit Ratio

Front office : Back office = 2 : 1

Front Office Ratio

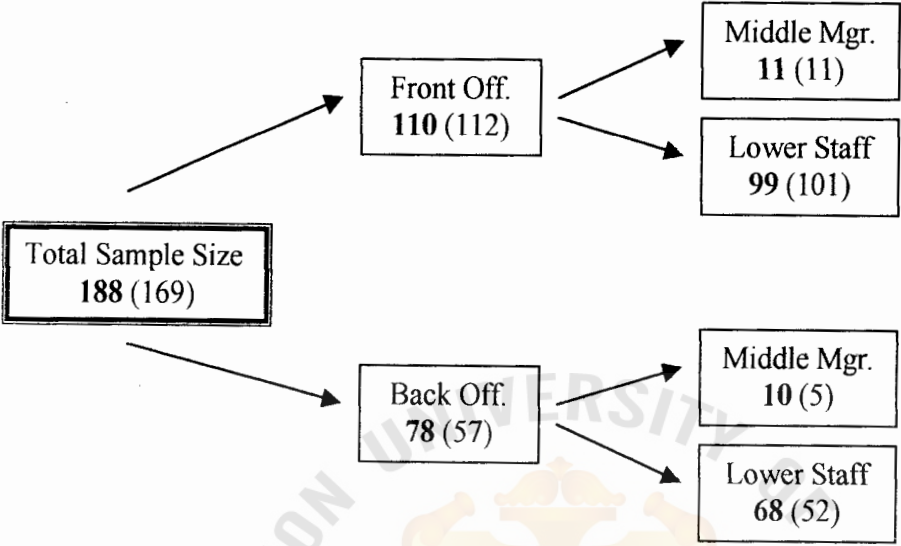
Middle Managers : Lower Level Staff = 1 : 11

Back Office Ratio

Middle Managers : Lower Level Staff = 1 : 9

The sample size was determined at 169 respondents, Front office respondents = 112 people, while Back office respondents = 57 people

Considering only the front office, a total of 112 people were classified as: 11 middle managers and 101 lower level staff. For back office, a total of 57 people were divided as: 5 middle managers and 52 lower level staff.



* the actual numbers of sample are in front, the numbers in blanket are proposed sample

Figure 4.2 Proposed sample group ratio and actual sample group ratio

A total of 188 respondents filling up in questionnaires. This number was more than target sample 169 respondents that firstly proposed as the total sample group. A breakdown of the total 110 front office respondents dividing into 11 middle managers and 99 lower level staff, and total 78 back office respondents dividing into 10 middle managers and 68 lower level staff. The detail of each group was presented in Chapter 3: Research Findings, Analysis and Discussion.

4.3 Research Instruments/Questionnaire

Instrument design

Data collection was done through the distribution of a questionnaire to the defined sample groups. The questionnaire was classified into two sections containing both open-ended and closed-ended questions. The first section consisted of closed-ended questions in Likert Scale and multiple choice formats. This section was divided into 4 parts according to main variables. Another separate part contained open-ended questions asking them to express their opinions & personal perception on ABC in terms of the creative organization and their suggestions to overcome barriers that protect ABC from being creative organization.

Section 1: Close-ended Questions

All questions in this section were arranged under each part which makes it was simple and easy for respondents to filling in their answers.

Part 1 Individual Creative Potential

Several questions focusing on Individual Creative Potential including subvariables— Self-discipline and Persistence, Invention, Originality, Humour and Madness, Flexibility, and Tolerance of Ambiguity—were asked. Respondents rated on a 5 point scale (Likert Scale) from “highly disagree” to “highly agree”.

Part 2 Creative Leadership

As in the first part, the Likert Scale was used to explore creative leadership at ABC, which consists of 5 subvariables: Decisiveness, Openness, Effective Communication, Goal-oriented, and Employees' Participation.

Part 3 Creative Organization

This part contained 5 subvariables: Effective HR Mgt., Open Communication, Efficient Support System, Flat Organization and Empowerment, and Flexibility. The perception towards ABC was also examined by the same method: the Likert Scale. This created a consistency for each part and make sure that it would be as simple and understandable as possible for all respondents who had only limited time to complete on the questionnaire.

Part 4 Demographic Profile

Under this part, common questions in multiple choice format was provided to make it as easy as possible for respondents to answer. The required personal data included:

- Gender
- Age
- Marital Status
- Education Level
- Current Position Level (C)
- Work Unit
- Number of Years with Company

This kind of data, especially for Thai people, was sensitive, so it was placed in the last part to reduce the possibility of defending a response. This helped respondents to pass all the questions before facing this sensitive part.

Section 2: Open-ended Questions

This section was organised in open-ended form where questions were asked to gather more information on employees' perception towards ABC's creativity level, creative enhancing factors and barriers, and proposed solutions to improve the situation.

See table 4.3 for details of research instrument design in each part and section on the following page



Table 4.3 Research Instrument Design

Section / Part	Variable / Subvariable	Question	# of Items	Type
Section 1				
Part 1	Individual Creative Potential			
	Self-discipline and persistence	1-5	5	Likert Scale
	Invention	6-10	5	Likert Scale
	Originality	11-15	5	Likert Scale
	Humor and Madness	16-20	5	Likert Scale
	Flexibility	21-25	5	Likert Scale
	Tolerance of Ambiguity	26-30	5	Likert Scale
Part 2	Creative Leadership			
	Decisiveness	31-35	5	Likert Scale
	Openness	36-40	5	Likert Scale
	Effective Communication	41-45	5	Likert Scale
	Goal-oriented	46-50	5	Likert Scale
	Employee Involvement	51-55	5	Likert Scale
Part 3	Creative Organization			
	Effective HR Management	56-60	5	Likert Scale
	Open Communication	61-65	5	Likert Scale
	Efficient Support System	66-70	5	Likert Scale
	Flat organization and Empowerment	71-75	5	Likert Scale
	Flexibility	76-80	5	Likert Scale
Part 4	Demographic Profiles			
	Gender	81	1	Multiple Choice
	Age	82	1	Multiple Choice
	Marital Status	83	1	Multiple Choice
	Education Level	84	1	Multiple Choice
	Current Level	85	1	Multiple Choice
	Division	86	1	Multiple Choice
	No. of Year with Company	87	1	Multiple Choice
Section 2	Employees' Opinion on ABC			
	Perception on ABC as the creative organization	88	1	Open-ended
	Factors restricting ABC to be the creative organization	89	1	Open-ended
	Suggested solutions	90	1	Open-ended

4.4 Collection of Data/Gathering Procedures

4.4.1 Secondary data. Different sources were used to gather lots of secondary data including books, journals, magazines, CD-ROMs, and websites. The researcher visited several libraries i.e. Assumption University library, Sasin

(Chulalongkorn University) library, Bangkok University library, and NIDA library. Moreover, two big Bangkok bookstores, Asia Books and Chula Book Center, were also surveyed for more resources. Lastly, an ABC company handbook was used as another source.

4.4.2 Primary data. For the research survey, a questionnaire was used as a tool to collect primary data in the selected organization, in compliance with the earlier mentioned sampling method.

As almost all of respondents are Thai, the research instrument was carefully translated into Thai language by both Thai and English speakers with some research skill and experience to ensure the closest meaning from the original one. In addition, Thai research specialists were invited as quest advisors to give some comments on the translation process, questionnaire design, research method, and result interpretation. The group of specialists included 5 experts:

- 1) Assistant Professor Ancahlee Tengtragul, Instructor, Faculty of Education, Rajabhat Institute Chaingrai, Thailand
- 2) Assistant Professor Dr. Thosapol Arrenich, Chairman of Graduate Program in Educational Administration, Faculty of Education, Rajabhat Institute Chaingrai, Thailand
- 3) Assistant Professor Dr. Suchart Leetagoon, Assistant President of Research and Planning, Rajabhat Institute Chaingrai, Thailand
- 4) Dr. Rachan Boontima, Instructor, Education and Psychological Test Bureau, Srinakarintraviroj Presarnmitr University

5) Dr. Srisamorn Pumsa-ard, Director of Education Research Center,
Department of Curriculum and Instruction Development, Ministry of
Education.

The validity test was done by consultation with this expert group. Moreover, the initial draft questionnaire is tested by filling in by 3 respondents for practical use and understanding. The revision of questionnaire has been made according to specialists' and first three respondents' comments. Following by a reliability test of 25 respondents in the selected organization, before going on to the real implementation. This step was to make sure that the research instrument was understandable, simple and covers all major variables. The result of reliability test was presented in table 4.4.2 on the following page.

Table 4.4.2 Reliability Test

Range	Subvariables	# Items	Question #	Reliability		
Individual Creative Potential			Section 1	0.7302	0.8649	
1 = Strongly disagreed	Self-discipline and persistence	5	1-5			
2 = Disagreed	Invention	5	6-10			
3 = Undecided	Originality	5	11-15			
4 = Agreed	Humor and Madness	5	16-20			
5 = Strongly Agreed	Flexibility	5	21-25			
	Tolerance of Ambiguity	5	26-30			
Creative Leadership				0.8339		
1 = Strongly disagreed	Decisiveness	5	31-35			
2 = Disagreed	Openness	5	36-40			
3 = Undecided	Effective Communication	5	41-45			
4 = Agreed	Goal-oriented	5	46-50			
5 = Strongly Agreed	Employee Involvement	5	51-55			
Creative Organization				0.8575		
1 = Strongly disagreed	Effective HR Management	5	56-60			
2 = Disagreed	Open Communication	5	61-65			
3 = Undecided	Efficient Support System	5	66-70			
4 = Agreed	Flat organization and Empowerment	5	71-75			
5 = Strongly Agreed	Flexibility	5	76-80			

The researcher contacted all work unit heads in advance by telephone call about the survey to ensure most cooperation. The explanation was given to managers in order that they can advise their staffs. All questionnaires were sent to all respondents by hand to each work unit by department, division or branch managers attached by descriptive note about instruction, and definite deadline. On the headline of each instrument, it was clearly defined that the survey was for academic objectives, and all information was strictly treated as confidential. In addition, to protect against information leak, a sealed envelope was provided for each respondent. This method could help to reduce employees' fear of confidential personal data transmission.

Finally, a special incentive package was introduced to increase cooperation from all respondents with a lucky draw at the end of the data collection stage. Respondents who submitted a completed questionnaire would receive a coupon to enter the draw. Prizes were a domestic package tour, and ten ice cream vouchers. This gimmick was proved to be a practical tools to draw attention and get a quick response from lower level staff. For middle managers, it was not applicable. However for this group, they had already cooperated with the survey by good understanding of benefits of the research. The draw was done at the beginning of October, 2000 and all winners were happy with their prizes.

4.5 Statistical Treatment of Data

Primary data collected by the questionnaire survey was encoded and processed by SPSS statistic software. The evaluation and analysis are done in

different methods according to types of data. The statistical treatment of data was divided into three main groups as below:

4.5.1 Descriptive analysis. Frequency analysis such as range, arithmetic mean, standard deviation, and percentages are used to describe some parts of the primary data collected from the study:

- Demographic Profiles; consisting of Gender, Age, Sex, Marital Status, Education Level, Current Position Level (C), Department, Number of Years with Company
- Data regarding employees’ perception towards ABC’s creativity level, creative enhancing factors and barriers, and proposed solutions to improve the situation. All were in the open-ended question section.

4.5.2 Measuring respondents’ perception. The average weighted mean was used to measure the perception of respondents in terms of three main variables: Individual Creative Potential, Creative Leadership, and Creative Organization. The average weighted mean was assigned by categories as follows:

Table 4.5 Descriptive rating

Descriptive rating		Arbitrary level
Strongly Agree	5 points	4.51 – 5.00
Agree	4 points	3.61 – 4.50
Undecided	3 points	2.41 – 3.60
Disagree	2 points	1.51 – 2.40
Strongly Disagree	1 points	1.00 – 1.50

Source: Nookaew, Pornchai (1997). A Study of Integrated Curriculum Development to Enhance Democratic Behavior of Primary Students. Srinakarintaraviroj Prasarnmitra Univeristy, Bangkok, Thailand.

The descriptive rating by Nookaew, Pornchai is based on normal curve calculation. He mentioned that the statistics used to judge the perception of people is different from the statistics used to measure physical entity such as cutting a cake into 4 equal pieces. The human beings' perception cannot be divided into several equal groups of measurement. On the other hand, the middle range such as undecided decision always possesses a major portion from total.

4.5.3 Test of Hypothesis. Three different methods were used to analyzed the test of hypothesis. To examine the relationship between variables, Chi-Square was applied, while Pearson r was executed to find out the correlation between two independent variables. Finally, T-test was used to clarify the differences of the respondents in terms of various variables. The confidential interval used for all hypothesis test are at 0.05 and 0.01.

Based on research questions, the statistical treatment of was as follows:

Question 1	Frequency analysis, range, standard deviation Arithmetic mean and percentage
Question 2	Average weighed mean
Question 3	Average weighed mean
Question 4	Average weighed mean
Question 5	Chi-Square
Question 6	Chi-Square
Question 7	Pearson r

CHAPTER 5

RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

This chapter presents the result of research findings together with an analysis and discussion of the study. It aims to answer all 8 research questions mentioned in Chapter 1 (section 1.3.1) and research hypothesis in Chapter 3 (section 3.3). The presentation is organized according to a sequence of research questions, starting from description of respondents' demographic profile (question 1), following by the analysis of respondents' perception on all major factors influencing creativity in the organization: Individual Creative Potential, Creative Leadership, and the perception on Creative Organization (question 2, 3, 4). Then relationship between demographic profiles and two major factors influencing creativity in the organization is illustrated (question 5 and 6). The relationship between two major factors influencing creativity in the organization and creative organization also presented in the next section. Finally, the differences in the responses of the respondents in terms of Individual Creative Potential and Creative Leadership to Creative Organization by; Front Office and Back Office, and Lower Level Staff and Middle Manager are mentioned.

At the end of the chapter the summary of all findings is presented. Adding to that, discussion and analysis of research results is attached.

As there are many variables, subvariables and statistical figures mentioned in this chapter, for more convenience abbreviations and symbols are used. The explanation of each items are provided below.

Symbols and abbreviations used in this chapter

Three critical factors

ICP = Individual Creative Potential

CL = Creative Leader

OC = Creative Organization

Subvariables

SD&P = Self-discipline and Persistence

INV = Invention

ORG = Originality

HM&M = Humor and Madness

FLX = Flexibility

TAMBI = Tolerance of Ambiguity

DEC = Decisiveness

OPN = Openness

EF-COM = Effective Communication

GOAL = Goal-orientation

- INVOL = Employees' Involvement
- EF-HR = Effective HR Management
- OPN-COM = Open Communication
- EF-SUP = Efficient Support System
- FLT&EMP = Flat Organization and Empowerment
- FLX = Flexibility

Statistical symbols

- Sd = Standard Deviation
- n = Number of respondents
- χ^2 = Chi-square
- Prob. = Probability

5.1 Distribution of Respondents Demographic Profiles

There are seven categories of demographic data used to represented all respondents' profiles: gender, age, marital status, education level, current position level, work unit and number of years with company. All results are presented in table 5.1 in terms of frequency and percentage. However, each category explanation is presented respectively.

Table 5.1 Distribution of Respondents Demographic Profiles

Demographic Data	No. of Respondents	Percent (%)	Ranking
1) Gender			
Male	74	39.4	2
Female	114	60.6	1
Total	188	100	
2) Age			
Less than 20 yr.	0	0	6
20-24 yr.	39	20.7	3
25-29 yr.	74	39.4	1
30-34 yr.	48	25.5	2
35-39 yr.	22	11.7	4
More than 39 yr.	5	2.7	5
Total	188	100	
3) Marital Status			
Single	131	69.7	1
Married	53	28.2	2
Others	4	2.1	3
Total	188	100	
4) Education Level			
High School	27	14.4	2
Vocational School, Commercial College	22	11.7	3
Bachelor	118	62.8	1
Master	19	10.1	4
PhD.	0	0	6
Others	2	1.1	5
Total	188	100	
5) Current Position Level			
Lower Level	167	88.8	1
Middle Level	21	11.2	2
Total	188	100	
6) Work Unit			
Front Office	110	58.5	1
Back Office	78	41.5	2
Total	188	100	
7) Number of Years with Company			
Less than 1 yr.	34	18.1	4
1-2 yr.	37	19.7	3
3-4 yr.	44	23.4	1
5-6 yr.	34	18.1	4
7 or more than 7 yr.	39	20.7	2
Total	188	100	

The majority of respondents are female representing by 60.6% which is 114 people from the total 188. The male respondents numbered only 74 or 39.4%.

There are 6 ranges of age group. The major group of respondents are between 25-29 years old which is at 39.4%. However, it is noticeable that the second (20-24 years) and the third rank (30-34 years) are almost the same figure which are 20.7% and 25.5% respectively. If combining the first, second and third rank groups, it shows that most of respondents (85.6%) are between 20-34 years old.

Out of total 188 respondents, 131 people are single or 69.7%. Only 28.2% (53 people) are married, while the remaining 4 people do not belong to either groups (2.1%).

The education level, of respondent is grouped into 6 categories starting from the lowest level as High School up to the highest level as Doctoral Degree's. From the survey result, the majority of respondents (118 people or 62.8%) holdings Bachelor Degree's as their highest education level. Following by the second group of 14.4% (27 respondents) who graduated at high school level and the third group of 11.7% (22 respondents) who graduated at Vocational School or Commercial College level. In addition, the data clearly presents that huge group of respondents which is at 88.9% possess their education level at Bachelor Degree and lower than that. And there is no one having Doctoral Degree.

Current position level is defined by the consolidation of four ranges of raw data. "C" mark is used as the system in ABC to distinguish employees' position level. C1 up to C6 represents lower lever staff while C7 and upper represents middle managers. There are 167 lower level staff which is at 88.8%. On the other hand, only few people are middle managers (21 counts) which is 11.2%. It can be considered

that the ratio between lower level staff and middle manager from total research respondents is 9:1 which is a bit deviate from the estimated proportion of total respondents in the company before conducting a research (11:1).

ABC has various departments. However, for the survey convenience, all departments are classified into 8 groups according to their main functions. The first and second group which are Retail, Wholesale & other sales units, Marketing, Advertising & PR, and Customer Service are considered as Front Office. Others are belong to Back Office. Front office serves as 58.5% (110 people), while Back office accounts for 41.5% (78 people). The ratio of research respondents is at 3:2 instead of 2:1 for total population as mentioned in section 1.4.2 before the survey.

The last category of demographic profile is the number of years with company which ranged from less than 1 year until more than 7 years. It is obvious that each range is not much different, between 18.1% and 23.4%. The biggest group of 44 people (23.4%) are in the third range of 3-4 years, following by 19.7% of 1-2 years group. Employees working at ABC longer than 7 years accounts for a big portion of 20.7%.

5.2 Perception of Respondents on critical factors influencing creativity

This section presents the analysis of respondents' perceptions on three critical factors influencing creativity in the organization: Individual Creative Potential, Creative leadership and the Creative Organization which then will be called as , ICP, CL and CO. It aims to answer research question number 2, 3 and 4

(mentioned in Chapter 3, section 1.3.1). The 5-point rate scale is utilized as a tool to interpret mean figures showing arbitrary rating as noted in Chapter 4, section 4.5.2.

See table 5.2 (Summary of perception of respondents on “critical factors influencing creativity”) on the following page.

Table 5.2 Summary of perception of respondents on “critical factors influencing creativity”

Perceptions on	Mean	Sd	Explanation
Major factors influencing creativity			
1) Individual Creative Potential	3.9057	.3183	Agree
Self-discipline and Persistence	4.3521	.3619	Agree
Invention	3.9011	.5598	Agree
Originality	3.8957	.5332	Agree
Humor and madness	2.9234	.6456	Undecided
Flexibility	4.2043	.4402	Agree
Tolerance of Ambiguity	4.1574	.4352	Agree
2) Creative Leadership	3.6279	.3936	Agree
Decisiveness	3.7702	.6111	Agree
Openness	3.8628	.6066	Agree
Effective communication	4.0819	.5361	Agree
Goal-orientation	4.1117	.5205	Agree
Employees' Involvement	3.9138	.5941	Agree
3) Creative Organization	3.5364	.4936	Undecided
Effective HR management	3.6830	.6166	Agree
Open Communication	3.7117	.6195	Agree
Efficient Support System	3.4553	.7200	Undecided
Flat Organization and Empowerment	3.6128	.6939	Agree
Flexibility	3.2191	.5167	Undecided

Looking at the overall picture, two main groups of critical variables: Individual Creative Potential (ICP) and Creative Leadership (CL), are rated favorably under “Agree” range at mean of 3.9057 and 3.6279 respectively. Employees believe that they have a high level of individual creative potential and their leaders are creative. However, regarding to the creative organization (CO), ABC employees' perception indicated doubt on this factor. They rated their perception under “Undecided”(Mean

= 3.5364, $S_d = .4936$) which means they are not sure whether ABC is creative organization or not.

Examining the rating of each main variables, out of sixteen items, eleven subvariables reveal favourable results rated as "Agree". The lowest mean on positive side is at 3.6128 which is the perception on Flat Organization and Empowerment. The highest mean from all items is at 4.3521 which is the perception on Self-discipline and Persistence. However, three subvariables have deviating result: Humor and madness (under ICP), Efficient Support System, and Flexibility (under CO). These three subvariables obtain a mark on "Undecided" range at mean of 2.9234, 3.4553, and 3.2191 correspondingly. Employees do not feel that they are humorous and mad. They tend to limit themselves with reason and they do not like to act as children. Moreover, they think that ABC does not have efficient support system to induce creativity in the company. In addition, they feel the organization is not flexible enough although employees perceive themselves as flexible persons. These two subvariables affect their perception on the CO come up with "Undecided" result.

5.3 Perception of Respondents on Individual Creative Potential

The critical factors analyzed in term of respondents' perception is Individual Creative Potential (ICP), consisting of 6 subvariables: Self-discipline and persistence, Invention, Originality, Humor and madness, Flexibility, and Tolerance of Ambiguity. These represent ABC employees' point of view on their own creative

potential, whether it is high or low. The staff of any organization are the precious brainpower and their self perception of themselves is expressed in terms of their creative potential as advocated by various mentioned theories.

The results of respondents’ perception on each subvariable promoting individual creative potential are presented below.

5.3.1 Perception on “self-discipline and persistence”.

Table 5.3.1 Perception on “Self-discipline and Persistence”

Items	Mean	Sd	Interpretation
1) Look to a different ways to solve problems	4.2872	.5781	Agree
2) Committed to jobs required by the company	4.6649	.4733	Strongly Agree
3) Persistent person.	4.2128	.7511	Agree
4) Willing to take suggestions.	4.4681	.5608	Agree
5) Get jobs done without follow up.	4.1277	.6818	Agree
Self-discipline and Persistence	4.3521	.3619	Agree

Respondents tend to have a positive perception on Self-discipline and persistance, which obtained on overall mean of 4.3521 with Standard Deviation of .3619. ABC employees feel that they concentrate on work and prefer difficult assignment of the five items under the variable “self-dicipline”, item marked on the commitment obtained “Strongly Agree”. This shows that employees believe obviously that they committed to company assignment. The remaining 4 items are favorable in the respondents’ perception, marked between mean of 4.1277 up to 4.4681.

5.3.2 Perception on “invention”.

Table 5.3.2 Perception on “Invention”

Construct & Items	Mean	Sd	Interpretation
1) Like reading a story about invention.	3.6383	.8878	Agree
2) Do not limit one approach.	4.1755	.8312	Agree
3) Look for other ways to do things.	4.1755	.6907	Agree
4) Look for a different solution for a task.	4.1383	.6718	Agree
5) Easy to build up a piece of artwork.	3.3777	1.0138	Undecided
Invention	3.9011	.5598	Agree

The perception of respondent on the variable of invention obtained a mean of 3.9011 with Standard Deviation of .5598. This results show ABC employees prefer confronting complex problem and they like conjure outrageous scenario. Only one item on the ability to create the artwork is “undecided” with a mean of 3.3777. ABC employees are not confident that they can create the artwork which is one mean that show their invention. Nonetheless, the standard deviation of this item is quite high at 1.0138. The answers of all respondents are so vary.

5.3.3 Perception on “originality”.

Table 5.3.3 Perception on “Originality”

Items	Mean	Sd	Interpretation
1) It is boring to do routine and paper wok.	3.6277	1.1280	Agree
2) Do not care an idea is different from friends.	4.4574	.6059	Agree
3) Think differently.	4.7181	.5069	Strongly Agree
4) Prefer own style than follow the current fashion.	3.8989	.8686	Agree
5) Prefer to do own way than follow the norm.	2.7766	.9268	Undecided
Originality	3.8957	.5332	Agree

The perception of ABC employees in term of “Originality” obtained mean of 3.8957 under “Agree” range. Respondents tend to aim to make changes, cannot stand with routine work and always come up with unique ideas. In contrast, there is one item regarding the preference to follow the norm is rated with “Undecided” (mean of 2.7766, standard deviation of .9268). It seems that ABC employees prefer to follow the norm rather than doing thing by their own way which is a traditional way of Thai culture. Another significant figure is concern with the courage to think differently which highly marked at 4.7181 mean, reflecting “Strongly Agree” perception of respondents. This is a matter of Thai culture. Most of Thai people do not dare to do things differently because they are afraid that they are not accepted by the majority of society. Following the norm is the most effective way for them to save their face value.

5.3.4 Perception on “humor and madness”.

Table 5.3.4 Perception on “Humor and madness”

Items	Mean	Sd	Interpretation
1) Like to make other people laugh.	4.0160	.8620	Agree
2) Like talking in front of the mirror.	2.4415	1.1099	Undecided
3) Always carry a notebook to write down ideas.	3.1064	1.0644	Undecided
4) Not necessary to have a reason for doing something.	3.0851	1.3176	Undecided
5) Love to entertain people.	4.2681	.9529	Agree
Humor and madness	2.9234	.6456	Undecided

Compared with other subvariables regarding Individual Creative Potential, this “Humor and madness” is the only one subvariable that reflects “Undecided” rating with mean of 2.9234. Three items (item no. 17, 18, 19) are rated “Undecided” with mean between 2.4415 up to 3.1064. However it is noticable that the standard

deviation of these three items are quite high (more than 1.000), the results are widely spread. Respondents may have so distinct opinions on this issue. In contrast the other items under the subvariables reflect different view of respondents. ABC employees feel that they like to make other people laugh , as well as, they love to entertain people showing clearly by “Agree” perception with mean of 4.0160 and 4.2681 respectively. The result of these two items deviate from others. All outcomes under this category imply that ABC employees have high tendency to limit themselves to the boundary of reason and do not react and interact with the situation by inner thinking.

5.3.5 Perception on “flexibility”.

Table 5.3.5 Perception on “Flexibility”

Items	Mean	Sd	Interpretation
1) Prepare second options to customers.	4.1223	.6466	Agree
2) Willing to change a position on issue when given additional good information.	4.1915	.6666	Agree
3) Willing to accept suggestion for a better plan.	4.5585	.5291	Strongly Agree
4) There are many ways to finish the job.	4.5585	.5490	Strongly Agree
5) Not easily upset when a supervisor change plan.	3.5904	.8511	Undecided
Flexibility	4.2043	.4402	Agree

The total picture on “Flexibility” illustrates favorable perception of ABC employees (Agree) with mean of 4.2043. The data possess only a little spread of data with .4402 standard deviation. Almost all items are rated positively (no. 21 with mean of 4.1223 and no. 22 with mean of 4.1915), or even some rated at “Strongly

Agree” (no. 23 with mean of 4.5585, and no. 24 with the same mean figure). In general, it implies that ABC employees seem to change courses continuously as the situation change. Nevertheless, item no. 25 focusing on disappointment caused by supervisor change plan is weighted with mean of 3.5904. This shows ABC employees tend to be disappointed when the plan is changed by their supervisor. It is possible that they may have to face with this kind of situation all the time.

5.3.6 Perception on “tolerance of ambiguity”.

Table 5.3.6 Perception on “Tolerance of Ambiguity”

Items	Mean	Sd	Interpretation
1) Believe that everybody can make a mistake.	4.6543	.5498	Strongly Agree
2) Learning without failure is impossible.	4.6117	.5695	Strongly Agree
3) Comfortable in presenting ideas to the group.	3.9894	.7599	Agree
4) Enjoy learning about new technologies and trends.	4.2660	.6964	Agree
5) Do not mind going society gathering alone.	3.2660	1.0256	Undecided
Tolerance of Ambiguity	4.1574	.4352	Agree

The overall perception of respondents on Tolerance of Ambiguity marked pleasantly with mean of 4.1574. The trend of all items are in the same favorable feeling, except item no. 30 referring to going society gathering alone which seems to be questionable to respondents (mean of 3.2660, “Undecided”). This implies that ABC employees are not confident enough to participate in any social event alone. However, the standard deviation is quite high with a figure of 1.0256, this means

respondents have quite different views about this item. ABC employees tend to eager to discover new experience and go beyond their comfort zone.

5.4 Perception of Respondents on Creative Leadership

The second main variable mentioned in the study is creative leadership(CL), consisting of Decisiveness, Openness, Effective Communication, Goal Orientation and Employees’ Involvement. While individual creative potential of organization members is important to lead to the creative organization, creative leader cannot be overlooked. Without creative leader the company is impossible to be creative. Under this section, ABC employees’ perception on currently used leadership is shown. The perception on each creative leadership enhancing factors is explained consequently.

5.4.1 Perception on “decisiveness”.

Table 5.4.1 Perception on “Decisiveness”

Items	Mean	Sd	Interpretation
1) More concerned with the whole plan than with the details.	3.7394	.9140	Agree
2) Very decisive person.	3.8989	.9621	Agree
3) Willing to deviate from any procedure in order to arrive at the timely decision.	3.6330	.9857	Agree
4) Easily consolidate information and making decision.	3.7606	.8782	Agree
5) Prefer to work under a tight schedule in order to meet deadlines.	3.8191	.8523	Agree
Decisiveness	3.7702	.6111	Agree

The perception of ABC employees toward Decisiveness of their leaders is rated favorably in general with mean of 3.7702. Furthermore each item have tendency in the same way, rated pleasantly with mean between 3.6330 to 3.8191. The result shows that respondents feel their leaders are action-oriented, dare to make a decision timely and set aggressive plan/schedule which can help the company to act more quickly to catch up with a chaotic situation.

5.4.2 Perception on “openness”.

Table 5.4.2 Perception on “Openness”

Items	Mean	Sd	Interpretation
1) Promote a flexible work schedule.	3.7340	.8917	Agree
2) Pay attention to ideas coming from others.	3.8723	.8431	Agree
3) Give credit to where it is due.	3.8191	.8892	Agree
4) Willingly share experiences to the advantage of the group.	4.0053	.8176	Agree
5) Welcome team discussion prior to making a decision.	3.8830	.7991	Agree
Openness	3.8628	.6066	Agree

Respondents weight their perception on Openness of the leader in a positive view. (mean of 3.8628, standard deviation .6066) Considering all items, the results come out in the same direction along favourable continuum, all rated as “Agree”. To sum up, ABC employee feel that their leader are open which means they accept odd behaviors, respect others’ feeling/ideas and encourage employees for discussion.

5.4.3 Perception on “effective communication”.

Table 5.4.3 Perception on “Effective communication”

Items	Mean	Sd	Explanation
1) Create a clear understand of what to do.	3.9734	.7197	Agree
2) Easy to talk to.	4.1223	.7606	Agree
3) Communication is a two-way process.	4.2606	.7099	Agree
4) Encourage to use new different communication tools.	3.9096	1.0224	Agree
5) Available most any time.	4.1436	.8437	Agree
Effective communication	4.0819	.5361	Agree

Similar with the first two factors, the perception of respondents on the leaders’ communication skill is satisfied with mean of 4.0819. Other items also have the figure in the positive way. (no. 41 with 3.9734 mean, no. 42 with 4.1223 mean, no. 43 with 4.2606 mean, no. 44 with 3.9096 mean, following by no. 45 with 4.1436 mean). ABC employees are likely happy with their leaders regarding effective communication skills: all direction communication, informal and formal type, and open communication. Although the figures of mean are not different interpretation, it is obvious that the standard of deviation of item no. 44 is higher than others (1.0224 standard deviation). This result reflects a variety of respondents’ point of view on encouragement of new communicating tools.

5.4.4 Perception on “goal-orientation”.

Table 5.4.4 Perception on “Goal-orientation”

Items	Mean	Sd	Interpretation
1) Schedule periodic meeting to discuss department goals.	4.0160	.7420	Agree
2) Follow up on his/her teams yearly goals.	4.0798	.7007	Agree
3) Activities are arranged to ensure everyone is on track with prescribed goals.	4.1223	.7021	Agree
4) Staff is aware of their contribution in achieving prescribed goals.	4.2819	.7531	Agree
5) Progress on task is consistently followed.	4.0585	.7542	Agree
Goal-orientation	4.1117	.5205	Agree

Correspondingly with previous mentioned factors, respondents perception on Goal-orientation rated positively under “Agree” range with mean of 4.1117 and standard deviation of .5205. All items under this topic reflect similar favourable feeling, showing by mean figure starting from 4.0160 to 4.2819. It can be explained that ABC employees think that their leaders are goal-oriented. They commit to goals, translate organization vision clearly and drive all team members toward common mission.

5.4.5 Perception on “employee involvement”.

Table 5.4.5 Perception on “Employee Involvement”

Items	Mean	Sd	Interpretation
1) Allow staff to work on pet projects.	4.0745	.8368	Agree
2) Every employee’s contribution counts.	4.0000	.8714	Agree
3) Everyone is an important part in the organization.	4.0106	.8142	Agree
4) Offer a lot of activities that involves staff input.	3.6915	.9814	Agree
5) Working for my organization, like belonging to a big family.	3.7926	.9276	Agree
Employees’ Involvement	3.9138	.5941	Agree

Employee involvement is not the exceptional case. It obtained a mean of 3.9138 and little variety in point of view with .5941 standard deviation. Five items (no. 51 – no. 55) all marked in the favourable perception with mean of 4.0745, 4.000, 4.0106, 3.6915 and 3.7926 respectively. It seems that ABC employees are happy with their leaders providing enough room for employees' involvement by considering employees' personal needs, empowering team members and creating sense of belonging.

5.5 Perception on the Creative Organization

The last critical factors influencing creativity in the organization is mentioned as the creative organization. This refers to characteristics or processes that the organization should have in order to prosper a high level of creativity in the organization and become the creative organization.

This topic includes 5 aspects: Effective HR management, Open Communication, Efficient Support System, Flat organization and Empowerment, and Flexibility which are discussed in term of respondents' perception in the following section.

5.5.1 Perception on “effective HR management”.

Table 5.5.1 Perception on “Effective HR Management”

Construct & Items	Mean	Sd	Interpretation
1) Reward outstanding employees	3.5426	.8673	Undecided
2) The performance appraisal is fair.	3.3564	.8930	Undecided
3) Offer a variety of training programs that helps the individual as a whole.	3.7340	.8857	Agree
4) At the end of the evaluation process, employees are clear about strengths and areas that need improvement.	3.9894	.7385	Agree
5) The company makes every attempt to hire the best person for the job.	3.7926	.8238	Agree
Effective HR management	3.6830	.6166	Agree

In the overall picture, respondents tend to have positive perception toward organization's HR management. The mean is at 3.6830 with .6166 standard deviation. However, there are two areas rated “Undecided” reflecting uncertain feeling about reward system (mean of 3.5426) and performance appraisal system (mean of 3.3564). It seems that ABC employees do not believe these two systems work well and fair enough. On the other hand, their perception regarding recruitment (mean of 3.7926), training (mean of 3.7340) and, clear communication on their strengths & weakness during evaluation process (mean of 59) are acceptable. All these items rated “Agree”.

5.5.2 Perception on “open communication”.

Table 5.5.2 Perception on “Open Communication”

Items	Mean	Sd	Interpretation
1) Staff is encouraged to discuss various projects with other departments.	3.7553	.8737	Agree
2) Feedback is a way of life	4.2181	.7016	Agree
3) Provide several communication tools	3.6596	1.1095	Agree
4) Constructive criticism is always welcome.	3.6543	.9031	Agree
5) Possible to introduce ideas to the big boss.	3.2713	.8627	Undecided
Open communication	3.7117	.6195	Agree

ABC employees have a favorable perception on a communication system of the organization. They feel that the communication is open, people are happy to exchange ideas and treat all ideas respectfully. In addition, the company also provide adequate communication tools for employees. The overall mean of open communication is at 3.7117 with .6195 standard deviation.

There is one significant item marked differently as “Undecided” with mean of 3.2713, while other items under this topic are rated as “Agree”. This item focuses on the chance that every employees can introduce their ideas to the big boss. ABC employees may feel that they cannot reach the big boss and express their ideas to him eventhough they are happy with the open communication system of the company.

It is noticeable that the item about the support of communication tools has high score of 1.1095 standard deviation. This figure in line with the perception about this issue under creative leadership topic (item no. 44). Respondents tend to have various opinions on the communication tools provided by the company and the

encouragement to use them. These may cause by different communication tools offered to different employees in various positions.

5.5.3 Perception on “efficient support system”.

Table 5.5.3 Perception on “Efficient Support System”

Items	Mean	Sd	Interpretation
1) Encourage and promote an idea bank.	3.7234	.8261	Agree
2) Provide administrative support for follow up paper work.	3.3883	1.1154	Undecided
3) Additional budget for R&D projects	3.0638	.9228	Undecided
4) Budget is flexible	3.4894	.8043	Undecided
5) Provide an continually updates essential equipment needed to get the job done.	3.6117	.9609	Agree
Efficient support system	3.4553	.7200	Undecided

The perception of respondents on the support system of the organization is rated generally “Undecided”. The overall mean is at 3.4553. (standard deviation of .7200). It shows that ABC employees do not think that their company possess an efficient support system. They doubt about administrative support for following up paper work (mean of 3.3883), budget for R&D (mean of 3.0638) and flexibility of budget (mean of 3.4894). However respondents reveal favourable perception on two items; promoting idea bank (mean of 3.7234) and providing enough/updated equipment (mean of 3.6117).

5.5.4 Perception on “flat organization and empowerment”.

Table 5.5.4 Perception on “Flat Organization and Empowerment”

Items	Mean	Sd	Interpretation
1) Full authority on any project	3.5957	.9681	Undecided
2) Freedom in presenting ideas	3.7713	.7915	Agree
3) Encourage all employees to have multi-skills to do different jobs.	3.8191	.8710	Agree
4) Give enough room to make own decision	3.4574	.8423	Undecided
5) Has an opportunity to explore ideas to top level management.	3.4202	.9696	Undecided
Flat organization and empowerment	3.6128	.6939	Agree

In general, respondents have positive perception about flat organization and empowerment in ABC with 3.6128 mean and .6939 standard deviation. However, it is interesting to look into details of each item. Even the overall score are positive, there are 3 items out of the total of 5 rated “Undecided”. Two of these mentioned items focus on authority (no. 71 with 3.5957 mean and no. 74 with 3.4574 mean) which ABC employees believe that they do not have full authority to make own decision. Another item is concerning on opportunity to explore ideas to top management which obtained 3.4202 mean. This figure is in line with the figure of item no.65 referring to the same issue under creative leader topic. However, ABC employees are happy with a level of freedom the management provide for presenting their ideas (mean of 3.7713). Moreover, they believe that the company encourage all employees to have multi-skills to do different jobs (mean of 3.8191).

5.5.5 Perception on “flexibility”.

Table 5.5.5 Perception on “Flexibility”

Items	Mean	Sd	Interpretation
1) Systems and procedures are not rigid.	3.4149	.9801	Undecided
2) Employees have freedom to get the work done.	3.8989	.7131	Agree
3) The handbook is not a strict code of conduct.	2.6383	.9849	Undecided
4) The company can alter its strategy rapidly	3.0372	.9885	Undecided
5) The structure is simple and flexible.	3.1064	.9916	Undecided
Flexibility	3.2191	.5167	Undecided

Lastly, this is latest factor rated “Undecided” with mean of 3.2191 and standard deviation of .5167. It implies that ABC employees are not pleasant with the degree of flexibility possessed by their organization. They feel that there are still a status quo in ABC where the handbook/checklist is used as a formal tools to control exact work procedures and performance (no.76 with mean of 3.4149 and no. 78 with mean of 2.6383). The company still have complicated and multi-layer organization structure (no. 79 with mean of 3.0372) which contradicts to the ideal structure type, flat and flexible. In addition, it may be difficult to change ABC strategy rapidly as noted in item no. 79 with mean of 3.0372.

On the other hand, item no. 77 regarding freedom to get work done rated favourably with mean of 3.8989 as “Agree”. Employees feel that they have enough room to get things done by themselves.

5.6 Correlational Relationships between Respondents’ Demographic Profiles and Major Factors Influencing Creativity

This section aims to answer the research question number 5 and 6 about the correlation between respondents’ demographic profile to ICP and CL. Chi-square correlation is used to identify these relationships.

Hypothesis 1

H_{a1} There is a significant relationship between demographic profile to individual creative potential.

Hypothesis 2

H_{a2} There is a significant relationship between demographic profile to Creative Leadership.

Table 5.6-1 Demographic Profile & Perception on Individual Creative Potential

Chi-Square

Demographic Profile	χ ²	Prob.
Gender	3.980	.137
Age	5.986	.649
Marital Status	3.019	.555
Education Level	13.275	.103
Level	2.338	.311
Work Unit	2.866	.239
No. of Years with Company	3.199	.921

Table 5.6-2 Demographic Profile & Perception on Creative Leadership

Chi-Square

Demographic Profile	χ^2	Prob.
Gender	3.320	.345
Age	9.012	.702
Marital Status	2.541	.864
Education Level	8.526	.743
Level	.451	.930
Work Unit	1.423	.700
No. of Years with Company	8.840	.717

Considering all results of seven demographic items: Gender, Age, Marital Status, Education Level, Current Position Level, Work Unit, and No. of years with Company, in terms of overall picture of both ICP and CL, all Prob. figures are larger than .05. These outcomes indicate that there is no relationship between demographic profiles to ICP and CL. The null hypothesis 1 and the null hypothesis 2 are both accepted.

However, when look into more detail by each subvariables under ICP and CL, there are some demographic items have correlational relationship with some subvariables. See table 5.6-3 and 5.6-4 for the identification of ten correlational pairs.

Table 5.6-3 The relationship between demographic profiles and ICP

ICP	SD&P	INV	ORG	HM&M	FLX	TAMBI
Gender						
Age				$\chi^2 = 26.882$ Prob. = .043		
Marital Status						
Education Level				$\chi^2 = 65.695$ Prob. = .000	$\chi^2 = 21.885$ Prob. = .005	
Current Position Level		$\chi^2 = 9.349$ Prob. = .025				
Work Unit			$\chi^2 = 9.716$ Prob. = .021		$\chi^2 = 6.045$ Prob. = .049	
No. of Years with Company						$\chi^2 = 18.235$ Prob. = .020

Table 5.6-4 The relationship between demographic profiles and CL

CL	DEC	OPN	EF-COM	GOAL	INVOL
Gender					
Age	$\chi^2 = 23.396$ Prob. = .025				
Marital Status					
Education Level	$\chi^2 = 45.991$ Prob. = .000				
Current Position Level					
Work Unit					$\chi^2 = 19.287$ Prob. = .001
No. of Years with Company					

Regarding ICP, there are seven correlational relationships: 1) current position level and Invention, 2) work unit and originality, 3) age and humor and madness, 4) education level and humor and madness, 5) education level and flexibility, 6) work unit and flexibility, and 7) no. of years with company and tolerance of ambiguity.

When refer to CL, there are lesser relationships than ICP, only 3 pairs: 1) age and decisiveness, 2) education level and decisiveness, and 3) work unit and employees/ involvement.

Education level and work unit are two demographic items that have relationship with subvariables under ICP and CL more than others. Both are correlated to three items. Age is in the second rank, related with two items, while current position level and no. of years with company each have relationship with one single item. Two demographic profiles that do not possess relationship with any subvariables under ICP and CL are gender and marital status. It can be explained that other five mentioned demographic profiles of respondents influence a level of creativity of both individual organization members and leaders but gender and marital status are excluded.

The next section shows all prob. figures to identify ten mentioned pairs of demographic profiles and subvariables under ICP and CL that are related. In addition, the detail of each pair is discussed.

5.6.1 Correlationnal relationship between demographic profiles and individual creative potential.

Table 5.6.1.1 Demographic Profile & Perception on “Self-discipline and Persistence”

Chi-Square

Demographic Profile	χ^2	Prob.
Gender	2.322	.313
Age	4.142	.844
Marital Status	1.444	.837
Education Level	9.465	.305
Current Position Level	2.697	.260
Work Unit	.957	.620
No. of Years with Company	4.689	.790

There is no relationship among seven demographic profiles and “Self-discipline and Persistence” as all Prob. are more than .05.

Table 5.6.1.2 Demographic Profile & Perception on “Invention”

Chi-Square

Demographic Profile	χ^2	Prob.
Gender	.338	.953
Age	8.026	.783
Marital Status	1.851	.933
Education Level	16.327	.177
Current Position Level	9.349	.025
Work Unit	1.145	.766
No. of Years with Company	4.666	.968

There is a correlational relationship between current position level and invention, as Prob. is at .025 which is less than .05. Different current position levels may influence individual in the company to have different levels of invention.

Table 5.6.1.2-1 Correlation of Invention and Current Position Level.

Correlation of Invention & Level					
Result	Level				Interpretation
	Lower Level Staff		Middle Manager		
	QTY	%	QTY	%	
2.00	3	1.80	0	0	Disagree
3.00	60	35.93	4	19.05	Undecided
4.00	82	49.10	9	42.86	Agree
5.00	22	13.17	8	38.10	Strongly Agree
Total	167	100.00	21	100.00	

The majority of lower level staff (49%) have positive perception on invention (they think that they have this quality). However the second large group (35%) do not sure whether they possess this quality or not. Refer to middle managers, conversely, they seems to be so confident that they like invention with the majority of 42% rated “Agree” plus the second large group of 38% rated “Strongly agree”, combining both groups take about 80% from the total. The perception on invention tend to differ between two groups of position levels.

Table 5.6.1.3 Demographic Profile & Perception on “Originality”

Chi-Square

Demographic Profile	χ^2	Prob.
Gender	6.934	.074
Age	10.921	.536
Marital Status	5.555	.475
Education Level	16.693	.162
Current Position Level	1.138	.768
Work Unit	9.716	.021
No. of Years with Company	12.384	.415

There is a correlational relationship between work unit and originality, as Prob. is at .021 which is less than .05. People who work in distinct work unit may have different level of originality.

Table 5.6.1.3-1 Correlation of Originality & Work Unit

Correlation of Originality & Work Unit					
Result	Work Unit				Interpretation
	Front Office		Back Office		
	QTY	%	QTY	%	
2.00	1	.91	0	0	Disagree
3.00	42	38.18	22	28.21	Undecided
4.00	47	42.73	50	64.10	Agree
5.00	20	18.18	6	7.69	Strongly Agree
Total	110	100.00	78	100.00	

Large portion of back office employees (64%) have positive perception about their originality marked “Agree”. There is only small group of 28% (about half of the first group)who do not sure on this issue, rated their perception “Undecided”. On the other hand, front office employees tend to be more doubtful about their originality. Eventhough the biggest group of 42% rated their perception favourably but there are another 38% hesitate to believe that they possess a characteristic of originality. It seems work unit has some influences on the perception of respondents about originality.

Table 5.6.1.4 Demographic Profile & Perception on “Humor and madness”

Chi-Square

Demographic Profile	χ^2	Prob.
Gender	5.040	.283
Age	26.882	.043
Marital Status	3.983	.859
Education Level	65.695	.000
Current Position Level	2.684	.612
Work Unit	.441	.979
No. of Years with Company	15.088	.518

There is a correlational relationship between age and humor and madness with Prob. of .043 and also a relationship between education level and humor and madness with Prob. of .000. People in different age range and different education level may perceive their quality of humor and madness in distinctive ways.

Table 5.6.1.4-1 Correlation of Humor and Madness & Age

Correlation of Humor and Madness & Age											
Result	Age										Inter-pretation
	20-24 yr.		25-29 yr.		30-34 yr.		35-39 yr.		More than 40 yr.		
	QTY	%	QTY	%	QTY	%	QTY	%	QTY	%	
1.00	0	0	2	2.70	0	0	0	0	0	0	Strongly Disagree
2.00	6	15.38	14	18.92	17	35.42	2	9.09	1	20.00	Disagree
3.00	30	76.92	53	71.62	28	58.33	14	63.64	4	80.00	Undecided
4.00	3	7.69	3	4.05	2	4.17	6	27.27	0	0	Agree
5.00	0	0	2	2.70	1	2.08	0	0	0	0	Strongly Agree
Total	39	100.00	74	100.00	48	100.00	22	100.00	5	100.00	

The majority of almost all age groups rated their perception on humor and madness in the same way which is “Undecided”. However, a large portion of people who are younger than 35 years old (15%, 18%, and 35.42%) and older than 40 years

old (20%) tend to have negative perception about this issue. Conversely, a significant portion of people who are between 35-39 years old (27%) seem to have more positive view rated “Agree”. A small portion of only one age group, 25-29 years, (2.%) have a very negative view on humor and madness, rated “Strongly disagree”. Although the majority of all respondents doubt about their humorous and mad characteristics, there are some differences on details in some age group.

Table 5.6.1.4-2 Correlation of Humor and Madness & Education Level Age

Correlation of Humor and Madness & Education Level											
Result	Education Level										Inter-pretation
	High School		Vocational		Bachelor		Master		Others		
	QTY	%	QTY	%	QTY	%	QTY	%	QTY	%	
1.00	0	0	1	4.55	0	0	0	0	1	50.00	Strongly Disagree
2.00	9	33.33	7	31.82	18	15.25	6	31.58	0	0	Disagree
3.00	17	62.96	13	59.09	89	75.42	9	47.37	1	50.00	Undecided
4.00	1	3.70	1	4.55	8	6.78	4	21.05	0	0	Agree
5.00	0	0	0	0	3	2.54	0	0	0	0	Strongly Agree
Total	27	100.00	22	100.00	118	100.00	19	100.00	2	100.00	

Major group of all education levels marked their perception about humor and madness as “Undecided” (62%, 39%, 75%, 47%, and 50%). This means they hesitate to accept that they possess this character. However, people in lower education level tend to have more negative perception on this issue than people with higher education level.

Table 5.6.1.5 Demographic Profile & Perception on “Flexibility”

Chi-Square

Demographic Profile	χ^2	Prob.
Gender	1.638	.441
Age	6.250	.619
Marital Status	2.717	.606
Education Level	21.885	.005
Current Position Level	4.483	.106
Work Unit	6.045	.049
No. of Years with Company	11.598	.170

There is a correlational relationship between education level and flexibility with Prob. of .005 and also a relationship between work unit and flexibility with Prob. of .049. People with different education level and work in different unit may perceive their quality of flexibility in distinctive ways.

Table 5.6.1.5-1 Correlation of Flexibility & Education Level

Correlation of Flexibility & Education Level											
Result	Education Level										Inter-pretation
	High School		Vocational		Bachelor		Master		Others		
	QTY	%	QTY	%	QTY	%	QTY	%	QTY	%	
3.00	6	22.22	4	18.18	13	11.02	1	5.26	2	100.00	Undecided
4.00	14	51.85	14	63.64	72	61.02	8	42.11	0	0	Agree
5.00	7	25.93	4	18.18	33	27.97	10	52.63	0	0	Strongly Agree
Total	27	100.00	22	100.00	118	100.00	19	100.00	2	100.00	

From all education level groups, most of respondents perceive themselves favourably towards flexibility. Nevertheless people possess higher education level clearly have more tendency to be flexible person. Refer to Bachelor degree and Master degree groups, larger portion rated their perception “Strongly Agree” (27% for Bachelor degree group, and even the biggest portion of 52% for Master degree group). The results show that different education levels can lead to various perception on a character of flexibility.

Table 5.6.1.5-2 Correlation of Flexibility & Work Unit

Correlation of Flexibility & Work Unit					
Result	Work Unit				Interpretation
	Front Office		Back Office		
	QTY	%	QTY	%	
3.00	20	18.69	6	7.69	Undecided
4.00	56	52.34	52	66.67	Agree
5.00	31	28.97	20	25.64	Strongly Agree
Total	107	100.00	78	100.00	

The major group of respondents have favourable perception on their flexible quality, 52% for front office employees and 66% for back office employees. However, some significant group of front office employees (18%) seem to be more doubtful about flexibility than back office (7%). And almost the same percentage of both groups (front office: 28% and back office: 25%) rated their perception “Strongly Agree”. Although work unit and flexibility are related, the result of perception is not clearly shown by the figures.

Table 5.6.1.6 Demographic Profile & Perception on “Tolerance of Ambiguity”

Chi-Square

Demographic Profile	χ^2	Prob.
Gender	1.930	.381
Age	5.143	.742
Marital Status	.852	.931
Education Level	9.555	.298
Level	1.341	.511
Work Unit	2.679	.262
No. of Years with Company	18.235	.020

There is a correlational relationship between no, of years with company and tolerance of ambiguity, as Prob. is at .020 which is less than .05. No. of years people work with the company seems to influence perception on tolerance of ambiguity in different views.

Table 5.6.1.6-1 Correlation of Tolerance of Ambiguity & No. of Years with Company

Correlation of Tolerance of Ambiguity & No. of Years with Company											
Result	No. of Years with Company										Inter-pretation
	Less than 1 yr.		1-2 yr.		3-4 yr.		5-6 yr.		7 yr. And more		
	QTY	%	QTY	%	QTY	%	QTY	%	QTY	%	
3.00	2	5.88	4	10.81	7	15.91	3	8.82	10	25.64	Undecided
4.00	20	58.82	29	78.38	26	59.09	28	82.35	22	56.41	Agree
5.00	12	35.29	4	10.81	11	25.00	3	8.82	7	17.95	Strongly Agree
Total	34	100.00	37	100.00	44	100.00	34	100.00	39	100.00	

People spend less years with the company seems to tolerate with ambiguity more than people spend longer years with the company. As no. of years increase, the

perception of tolerance of ambiguity of respondents tends to be more doubtful. However the largest portion of people from every group, agree that they possess this quality (less than 1 yr.: 58%, 1-2 yr.: 78%, 3-4 yr.: 59%, 5-6 yr.: 82%, and 7 yr. and more: 56%)

5.6.2 Correlational relationship between demographic profiles and creative leadership.

Table 5.6.2.1 Demographic Profile & Perception on “Decisiveness”

Chi-Square

Demographic Profile	χ^2	Prob.
Gender	7.061	.070
Age	23.396	.025
Marital Status	3.359	.763
Education Level	45.991	.000
Current Position Level	11.066	.011
Work Unit	5.059	.168
No. of Years with Company	16.874	.154

There are two demographic factors have a correlational relationship with decisiveness: age and education level, as the Prob. is less than 0.05. The prob. is .025 for a relationship between age and decisiveness and .000 for a relationship between education level and decisiveness. The results show that employee with different age and education level can have different perception toward their leaders’ decisiveness.

Table 5.6.1.6-1 Correlation of Decisiveness & Age

Correlation of Decisiveness & Age											
Result	Age										Inter-pretation
	20-24 yr.		25-29 yr.		30-34 yr.		35-39 yr.		More than 40 yr.		
	QTY	%	QTY	%	QTY	%	QTY	%	QTY	%	
2.00	1	2.56	0	0	0	0	1	4.55	1	20.0	Disagree
3.00	21	53.85	27	36.49	19	39.58	12	54.55	2	40.00	Undecided
4.00	14	35.90	35	47.30	24	50.00	9	40.91	1	20.00	Agree
5.00	3	7.69	12	16.22	5	10.42	0	0	1	20.00	Strongly Agree
Total	39	100.00	74	100.00	48	100.00	22	100.00	5	100.00	

The majority of ABC's employees from almost all age groups (36% to 54%) doubt about their leaders' decisiveness. However, only in 30-34 years age group, 50% of this group (the biggest group) tend to believe that their leaders are decisive. When consider in the overall picture, about 60% up to 94% of every age group rated their perception on this issue between "Undecided" and "Agree". Just only few people rated their feeling "Disagree" or "Strongly Agree". Moreover, there is nobody shows "Strongly Disagree" perception.

Table 5.6.1.6-1 Correlation of Decisiveness & Education Level

Correlation of Decisiveness & Education Level											
Result	Education Level										Inter-pretation
	High School		Vocational		Bachelor		Master		Others		
	QTY	%	QTY	%	QTY	%	QTY	%	QTY	%	
2.00	1	3.70	0	0	0	0	1	5.26	1	50.00	Disagree
3.00	11	40.74	14	63.64	52	44.07	4	21.05	0	0	Undecided
4.00	12	44.45	7	31.82	52	44.07	12	63.16	0	0	Agree
5.00	3	11.11	1	4.55	14	11.86	2	10.53	1	50.00	Strongly Agree
Total	27	100.00	22	100.00	118	100.00	19	100.00	2	50.00	

Out of five education level groups, there are three groups that weighted their perception on decisiveness in the same direction. The biggest group of respondents in High School (44%), Bachelor Degree (44%), and Master Degree groups (63%) tend to have positive feeling about their leaders' decisiveness. For Vocation School level, the majority are undecided which means they doubt about this issue. Lastly, for other groups which consist just only two people, they both have an obvious opposite results of "Disagree" and "Strongly Agree".

Table 5.6.2.2 Demographic Profile & Perception on "Openness"

Chi-Square

Demographic Profile	χ^2	Prob.
Gender	5.985	.112
Age	8.994	.703
Marital Status	4.055	.669
Education Level	12.299	.422
Current Position Level	4.661	.198
Work Unit	5.753	.124
No. of Years with Company	8.005	.785

According to Chi-Square analysis, there is no relationship among seven demographic profiles and Openness since all Prob. figures are higher than .05.

Table 5.6.2.3 Demographic Profile & Perception on “Effective Communication”

Chi-Square

Demographic Profile	χ^2	Prob.
Gender	3.839	.279
Age	9.491	.660
Marital Status	1.465	.962
Education Level	5.258	.949
Current Position Level	.730	.866
Work Unit	.844	.839
No. of Years with Company	12.120	.436

Consider all seven demographic profiles, Prob. figures of all items are more than 0.05. This means all of them do not have any relationship with effective communication.

Table 5.6.2.4 Demographic Profile & Perception on “Goal-orientation”

Pearson Chi-Square

Demographic Profile	χ^2	Prob.
Gender	2.595	.458
Age	9.151	.690
Marital Status	4.071	.667
Education Level	4.476	.973
Current Position Level	.292	.962
Work Unit	4.185	.242
No. of Years with Company	14.006	.300

Chi-Square Prob. figure are varied from .242 up to .973. All these numbers are higher than .05 which reflect that no any demographic profiles have a relationship with goal-orientation.

Table 5.6.2.5 Demographic Profile & Perception on “Employees’ Involvement”

Chi-Square

Demographic Profile	χ^2	Prob.
Gender	3.236	.519
Age	10.604	.833
Marital Status	7.285	.506
Education Level	17.114	.378
Current Position Level	6.258	.181
Work Unit	19.287	.001
No. of Years with Company	14.691	.547

There is only one Prob. figure from the total of seven demographic profile is at .001 (higher than 0.05). This figure shows a relationship of work unit and employees’ involvement. It can be interpreted that employees working in different units have unequal involvement in their work.

Table 5.6.2.5-1 Correlation of Employees' Involvement & Work Unit

Correlation of Employees' Involvement & Work Unit					
Result	Work Unit				Interpretation
	Front Office		Back Office		
	QTY	%	QTY	%	
1.00	1	0.91	0	0	Strongly Disagree
2.00	1	0.91	0	0	Disagree
3.00	48	43.64	12	15.38	Undecided
4.00	47	42.73	49	62.82	Agree
5.00	13	11.82	17	21.79	Strongly Agree
Total	110	100.00	78	100.00	

Comparing both front office and back office groups, ABC employees working in back office seem to have more positive view toward employee’ involvement. The largest group of 62% rated “Agree” their perception on this issue,

while the second large group of 21% rated even more favourable as “Strongly Agree”. On the other hand, for front office group, the biggest group of 43% express their hesitation on this issue by rated “Undecided”. Following by the second big group of 42% rated their perception quite satisfied as “Agree”.

5.7 Correlation of Perception on Critical Factors Influencing Creativity

This section aims to answer the research question number 7 about the correlation between ICP and CL to CO. Pearson r is executed to identify these relationships.

Hypothesis 3

Ha3 There is a positive correlation between Individual Creative Potential and Creative Leadership to Creative Organization.

Hypothesis 4

Ha4 There is a significant intra-relationship of Individual Creative Potential, Creative Leadership, and Creative Organization.

In overall picture, when consider all three critical factors: ICP, CL and CO as a group, it seems that they all are significantly correlated (see table 5.7-1 on the following page). This means the null hypothesis is rejected. Among total three pairs, the strongest relationship is between CL and CO with correlation of .598 at 0.01 level. Following by the relationship between ICP and CL with correlation of .287 at

0.01 level. The weakest relationship out of three major pairs is the relationship between ICP and CO with correlation of .177 at 0.05 degree of confidence. Since all three major pairs have positive relationship among each other, it can be interpreted that each critical factors support each other toward favourable outcome. According to Pearson r analysis, CL can strongly lead to CO, and vice versa. Moreover, ICP is also another influencing factors driving the organization to be creative, while the organization itself affects on each member's creativity.



Table 5.7-1 Correlation of Perceptions on Major factors Influencing Creativity

Correlational Matrix (Pearson Correlation)

	SD&P	INV	ORG	HM&M	FLX	TAMBI	Total ICP	DEC	OPN	EF-COM	GOAL	INVOL	Total CL	EF-HR	OPN-COM	EF-SUP	FLT&EMP	FLX	Total CO
SD&P																			
INV																			
ORG																			
HM&M																			
FLX																			
TAMBI																			
Total ICP																			
DEC	.213**	0.099	0.074	0.066	.226**	.310**	.235**												
OPN	.254**	0.069	-0.016	0.083	.198**	.321**	.211**												
EF-COM	.245**	.250**	0.137	-0.003	.285**	.303**	.292**												
GOAL	.205**	0.094	-0.062	.147*	0.075	.232**	.169*												
INVOL	.273**	0.093	-0.057	0.060	0.123	.254**	.170*												
Total CL	.310**	.170*	0.023	0.089	.247**	.374**	.287**												
EF-HR	.236**	0.115	0.002	-0.017	.148*	0.135	0.138	.320**	.330**	.384**	.467**	.660**	.559**						
OPN-COM	.250**	.175*	0.015	0.121	.193**	.316**	.260**	.237**	.386**	.385**	.503**	.670**	.555**						
EF-SUP	0.119	0.108	-0.160	-0.061	0.026	0.091	0.015	.215**	.213**	.196**	.416**	.469**	.390**						
FLT&EMP	.215**	.169*	0.106	0.101	0.115	.217**	.171*	.307**	.362**	.373**	.467**	.615**	.548**						
FLX	0.061	0.046	0.104	0.088	0.055	0.099	0.119	.175*	.167*	.221**	0.102	.254**	.243**						
Total CO	.230**	.161*	-0.050	0.055	0.137	.221**	.177*	.325**	.378**	.401**	.517**	.696**	.598**						1.000

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Remarked figures in **red color** refer to items that have negative correlation

Remarked figures in **blue color** refer to major influencing factors correlation: ICP and CO, CL and CO, and ICP and CL

ICP = Individual Creative Potential

CL = Creative Leadership

CO = Creative Organization

SD&P = Self-discipline and Persistence, INV = Invention, ORG = Originality, HM&M = Humor and madness, FLX = Flexibility, TAMBI = Tolerance of Ambiguity

DEC = Decisiveness, OPN = Openness, EF-COM = Effective communication, GOAL = Goal-orientation, INVOL = Employees' Involvement

EF-HR = Effective HR Management, OPN-COM = Open Communication, EF-SUP = Efficient Support System, FLT&EMP = Flat Organization and Empowerment, FLX =Flexibility

However, the relationship between ICP and CO is weaker than the relationship between CL and CO. Lastly, the relationship between ICP and CL cannot be overlooked. They both have reciprocal affect on each other. This means creative individual influence leaders to be creative, conversely, creative leaders increase possibility of high creative potential of organization members.

Considering in detail of subvariables under each major group, they reflect other angles. Starting with the first pair of ICP and CO. Examine six items under ICP first. The total six items can be divided into three groups: 1) three items that are correlated with CO, 2) the other two items are not correlated with CO, and 3) the last one have negative correlation with CO. Three items correlated with CO are consist of Self-discipline and Persistence ($r = .230$, at the 0.01 level), Invention ($r = .161$, at the 0.05 level) and Tolerance of Ambiguity ($r = .221$, at the 0.01 level). Humor and Madness and Flexibility are not correlated with CO ($r = 0.55$ and $.0137$, respectively). In addition, Originality have negative affect on CO ($r = -0.050$). On the other hand, examine five items under CO, there are two items correlate with subvariables of ICP: Open Communication ($r = .260$, at the 0.01 level), and Flat Organization and Empowerment ($r = .171$, at the 0.05 level). The strongest correlation among subvariables of ICP and CO, out of nine pairs, happens between Tolerance of Ambiguity and Open Communication ($r = .316$, at the 0.01 level), while there are four pairs reveal negative correlation: Originality and Efficient Support System, Originality and Flat Organization and Empowerment, Humor and Madness and Effective HR Management, and lastly Humor and Madness and Efficient Support System. And there are seventeen pairs do not have any correlation.

The second major pair to be discussed in detail is CL and CO. It is obviously that every item under CL is correlated with CO, and at the same time, every item under CO also is correlated with CL. Out of total twenty five pairs, there are three pairs of subvariables that possess very high score of pearson correlation which means they are significantly correlated. These three pairs are Employees' Involvement and Open Communication with $r = .670$, at the 0.01 level, Employees' Involvement and Effective HR Management with $r = .660$, at the 0.01 level, and Employees' Involvement and Flat Organization and Empowerment with $r = .615$, at the 0.01 level. Only one pair is not correlated which is Goal-Orientation and Flexibility with $r = 0.102$.

The third major pair to be discussed in detail is ICP and CL which show the relationship among subvariables. Look at all items under ICP, there are four out of six correlated with CL: Self-discipline and Persistence ($r = .310$, at the 0.01 level), Invention ($r = .170$, at the 0.05 level), Flexibility ($r = .247$, at the 0.01 level), and Tolerance of Ambiguity ($r = .374$, at the 0.01 level). Nevertheless when consider five items under CL, they all have a correlation with ICP. From total twenty five pairs of all subvariables, there are fifteen pairs have a relationship, four pairs possess a negative relationship and other eleven pairs are not correlated. Three pairs which have strongest correlational relationship are Tolerance of Ambiguity and Openness with $r = .321$, at the 0.01 level, Tolerance of Ambiguity and Decisiveness with $r = .310$, at the 0.01 level, and lastly Tolerance of Ambiguity and Effective Communication with $r = .303$, at the 0.01 level.

Regarding the intra-relation between subvariables under each major influencing factor, the results shows clearly that all subvariables under CL and CO are intra-related. There are 25 pairs of intra-relation under CL and other 25 pairs under CO. However for ICP, it seems to have different outcome. Out of the total of 36 pairs, almost all variables are intra-related. There are only four pairs do not have an intra-relation: SD&P and HM&M, SD&P and ORG, HM&M and SD&P, and lastly ORG and HM&M (see table 5.7.2)

In conclusion, there are three correlation derived from the study which are 1) Individual Creative Potential and Creative Organization, 2) Creative Leadership and Creative Organization, and 3) Individual Creative Potential and Creative Leadership. Although three critical factors influencing creativity in the organization (ICP, CL, and CO) are clearly correlated, considering into more detail of all 16 items and 80 pairs, some are not correlated and some have negative relationship. Refer to intra-relation, almost all subvariables are intra-related. From the total of 86 pairs, only 4 pairs under ICP do not have intra –relation.

Table 5.7-2 Intra-relation of Perceptions on Major factors Influencing Creativity

Intra-relational Matrix (Pearson Correlation)																			
	SD&P	INV	ORG	HM&M	FLX	TAMBI	Total ICP	DEC	OPN	EF-COM	GOAL	INVOL	Total CL	EF-HR	OPN-COM	EF-SUP	FLT&EMP	FLX	Total CO
SD&P	1.000	.330**	0.001	0.056	.403**	.324**	.472**												
INV	.330**	1.000	.337**	.329**	.495**	.378**	.761**												
ORG	0.001	.337**	1.000	.288**	.225**	.332**	.603**												
HM&M	0.056	.329**	.288**	1.000	.181**	.254**	.625**												
FLX	.403**	.495**	.225**	.181*	1.000	.415**	.670**												
TAMBI	.324**	.378**	.332**	.254**	.415**	1.000	.674**												
Total ICP	.472**	.761**	.603**	.625**	.670**	.674**	1.000												
DEC								1.000	.598**	.408**	.434**	.399**	.762**						
OPN								.598**	1.000	.449**	.464**	.507**	.779**						
EF-COM								.408**	.449**	1.000	.469**	.474**	.738**						
GOAL								.434**	.464**	.469**	1.000	.569**	.764**						
INVOL								.399**	.507**	.474**	.569**	1.000	.755**						
Total CL								.762**	.779**	.738**	.764**	.755**	1.000						
EF-HR														1.000	.588**	.610**	.559**	.266**	.788**
OPN-COM														.588**	1.000	.596**	.653**	.349**	.828**
EF-SUP														.610**	.596**	1.000	.619**	.317**	.834**
FLT&EMP														.559**	.653**	.619**	1.000	.349**	.839**
FLX														.266**	.349**	.317**	.349**	1.000	.554**
Total CO														.788**	.828**	.834**	.839**	.554**	1.000

** Intra-relation is significant at the 0.01 level (2-tailed)

* Intra-relation is significant at the 0.05 level (2-tailed)

Remarkd fugres in **red color** refer to items that do not have intra-relation which are SD&P and ORG, SD&P and HM&M

ICP = Individual Creative Potential

CL = Creative Leadership

CO = Creative Organization

SD&P = Self-discipline and Persistence, INV = Invention, ORG = Originality, HM&M = Humor and madness, FLX = Flexibility, TAMBI = Tolerance of Ambiguity

DEC = Decisiveness, OPN = Openness, EF-COM = Effective communication, GOAL = Goal-orientation, INVOL = Employees' involvement

EF-HR = Effective HR Management, OPN-COM = Open Communication, EF-SUP = Efficient Support System, FLT&EMP = Flat Organization and Empowerment, FLX = Flexibility

5.8 Discussion of the Result of Research Findings

According to research framework, the result of research findings are discussed by each major variable: Individual Creative Potential, Creative Leadership, and Creative Organization. Finally the overall picture is concluded at the end of this chapter.

5.8.1 Individual creative potential.

The first major variable mentioned in the framework is Individual Creative Potential. The perception of respondents in overall picture about Creative Individual Potential is favourable with a mean of 3.9057, rated as “Agree”. This figure is the highest score comparing with the other two major variables.

Looking into more detail of six common qualities under this topic, five items out of six are rated as “Agree” by a range of mean higher than 3.80 reflecting a quite high favourable rating (eventhough they are not rated as “Strongly Agree”). ABC employees have the highest score on Self-discipline and persistence with mean of 4.3521, following by Flexibility (mean = 4.2043), Tolerance of Ambiguity (mean = 4.1574), Invention (mean = 3.9011) and Originality (mean = 3.8957). However, Humor and Madness is the only one item rated differently as “Undecided” with mean of 2.934.

Individual Creative Potential	
I-Control <ul style="list-style-type: none"> Self-discipline and Persistence (4.3521/Agree) 	I-Explore <ul style="list-style-type: none"> Invention (3.9011/Agree) Originality (3.8957/Agree) Humor and Madness (2.9234/Undecided) Flexibility (4.2043/Agree) Tolerance of Ambiguity (4.1547/Agree)
I-Pursue	I-Preserve

Figure 5.8.1 The result of Individual Creative Potential Perception

ABC employees believe that they possess many essential attributes as creative people except Humor and Madness. They do not sure that they have this characteristic. It is probable Thai national culture and corporate family business atmosphere do not consider this as value, therefore affecting the result of this attributes. It is noticeable that Thai culture does not support people to express themselves and their feeling directly. Instead, they tend to “Kreng Jai” (do not dare to speak or act straight forward). More than that with the corporate culture of centralised decision making, it is possible that this type of culture always limits people with the boundary of reasonableness. To do something odd in public may not be acceptable by Poo Yai (adults/seniority) or to do something new may not be appreciated by management. So, the perception on Humor and Madness attribute is quite questionable for ABC employees.

The other three common qualities that ABC employees have high score of favourable rating by mean are Self-discipline and Persistence, Flexibility, and Tolerance of Ambiguity. ABC employees perceive that they are responsible and accountable for their own jobs. They can finish their jobs with minimum supervision, prefer difficult assignments, and do not mind to face with changes. It is a good sign for ABC that employees believe they possess these type of characteristics. These are essential qualities of human resources for today's organization facing with dynamic situations.

For Invention and Originality even they are marked as “Agree” perception, they both have lower score than any above mentioned qualities. It seems that ABC employees have less confidence on these two qualities than others. Tie in with the result of perception on Humor and Madness, it is possible that employees tend to follow the rules, regulation and routine procedures. They tend to look at things in the same way and with normal perspective. They may not have much chance allowing for origination and invention in the company.

Table 5.8.1 Relationship between demographic profile and ICP

ICP	SD&P	INV	ORG	HM&M	FLX	TAMBI
Gender						
Age						
Marital Status						
Education Level						
Current Position Level						
Work Unit						
No. of Years with Company						

(Please also refer to section 5.6.1)

The common qualities of creative individual tend to have relationship with demographic profiles. However only self-discipline and persistence shows no relation with any items of demographic profiles. Humor and madness and flexibility both possess a relationship with two demographic profiles. Humor and madness have significant relationship with age and education level. People in only 35-39 years age group have positive perception towards humor and madness while others who are younger and older are doubtful about this characteristic. It is possible that this group of people are in between junior and senior age. They are not too young, being so shy to act against traditional ways, on the other hand, they are not too old, being afraid of losing their credit by doing some abnormal things. So they act naturally and do have a positive perception toward humor and madness. Refer to education level, people in higher education tend to have more positive perception toward humor and madness, eventhough all groups marked their perception as “Undecided”. A better education background can give people more self-confidence, so it is likely that people with higher education level act more confidently than people with lower education level. So it is tentative that they are more humorous and mad.

Regarding flexibility, it has a significant relationship with education level and work unit. People with higher education level have more positive perception on flexibility. They believe they are more flexible, while people with lower education level perceive that they are less flexible. It may be because people with higher education possess a wider point of view. They understand situations well and may have more alternatives when trying to attack problems. Or they are even proactive with circumstances. Considering a relationship between work unit and flexibility, a

majority of both front office and back office employees have favourable perception on flexibility. However, the bigger proportion of front office employees are doubtful on their perception of flexibility. As front office employees are the one who directly contact with customers, they have rules, regulations or checklist to follow more strictly than people working for back office. They have to be more careful on their actions because only a small mistake can generate a big trouble to the organization. So it is likely that front office employees have less positive perception on flexibility when comparing with back office group.

Invention, originality and tolerance of ambiguity each have a relationship with one demographic profile. Invention relates with current position level. People in higher position level tend to have strong positive perception on invention while large group of people in lower position level are questionable about this qualities. The opportunity and nature of job possessing by each position level can differ the perception rating. As middle manager may have more chance to invent something new in the organization, while normal officers have to pay attention on their routine jobs.

Refer to originality and work unit, front office group have less favourable perception on originality. As mentioned with flexibility, front office employees have less room to play with their thinking as their have standard procedures to follow up to minimize any unexpected outcome to occur at the front area.

Lastly, tolerance of ambiguity have a significant relationship with number of years with company. The results show that people who spend fewer number of years with ABC have more favourable perception on tolerance of ambiguity. It is possible that people who just join the company may dare to go out from their comfort zone.

On the other hand, people who spend a period of time with a company tend to get used to with the system and procedures. They know how things work and may not be willing to change. But the new comers do not clearly know rules and regulations so they tend to be more flexible. They do not stick to the ABC boundary or existing perspective. On the other hand, it is possible that people who spend long time with ABC have to face with lots of changes. They have to revise plan or schedule all the time. This can make them feel tied and bored. As a result, they have lower tolerance with changes and uncertainty.

5.8.2 Creative leadership.

The second major variable mentioned in the framework is Creative leadership. The perception of respondents in overall picture about Creative Leadership is favourable with mean of 3.6279, rated as "Agree". It is the second highest score comparing with other two major variables.

Considering into details of each common attributes of creative leader, unlike the result of the first major variable, all attributes are marked with positive perception as "Agree". Means start at the lowest of 3.7702 (for decisiveness) up to the highest of 4.1117 (for goal-orientation).

Creative Leadership	
<u>I-Control</u>	<u>I-Explore</u> <ul style="list-style-type: none"> ▪ Decisiveness (3.7702/Agree) ▪ Openness (3.8628/Agree)
<u>I-Pursue</u> <ul style="list-style-type: none"> ▪ Goal-orientation (4.1117/Agree) 	<u>I-Preserve</u> <ul style="list-style-type: none"> ▪ Effective communication (4.0819/Agree) ▪ Employee Involvement (3.9138/Agree)

Figure 5.8.2 The result of Creative Leadership Perception

Two attributes of creative leader weighted in higher score of favourable perception are goal-orientation and effective communication. ABC employees believe that their leaders are strong in commitment in goal accomplishment and driving teams toward common mission. ABC leaders tends to have effective communication skills influencing open communication in the organization. In addition employees perceive that all types of communication happen in ABC, formal and informal, horizontal or vertical, and top-down or bottom-up. Employees seem to have clear target as a result of clear translation of vision.

Other three attributes: decisiveness, openness and employee involvement, seem to be in the same level of score around 3.7 up to 3.9. ABC employees believe that their leaders are decisive, open and allow them to participate in many decisions. These results are in line with the previous mentioned attributes. When leader are goal-oriented, they tend to be decisive because they know exactly the end-result they

aim to achieve. In addition, because they are an effective communicator, they communicate with their teams well which makes employees feel that their leaders are open and they are always involved.

Table 5.8.2 Relationship between demographic profile and CL.

CL	DEC	OPN	EF-COM	GOAL	INVOL
Gender					
Age					
Marital Status					
Education Level					
Current Position Level					
Work Unit					
No. of Years with Company					

(Please also refer to section 5.6.2 page)

Only two attributes of creative leader have a significant relationship with demographic profiles: decisiveness and employee involvement. Firstly decisiveness related to age and education level. The majority of all age group rated their perception on leader’s decisiveness as “Undecided”. However only under age group of 30-34 years, the biggest group possess favourable perception as “Agree”. This group of employees believe that their leaders are action- oriented, set an aggressive plan, and encourage them to try something new. Decisiveness also relates to education level. While the majority of almost all education levels: High school, Bachelor, and Master Degree have favourable perception towards decisiveness, except Vocation school level people. They question their leaders about this qualities.

Employee involvement has a significant relationship with work unit. Back office group have favourable perception on this qualities, while front office group

are doubtful about this attribute. It is possible that front office have different nature and urgency of job from back office. When problems happen at front area, leader cannot take time asking for their employees' ideas but they have to decide fast competing with limited time that customers give them. Conversely, back office have more chance to face with problems with less urgency degree. So back office leaders may have more chance/time to discuss with their employees to get new ideas and suggestions. This can lead to a different perception on employee involvement between front office and back office.

5.8.3 Creative organization.

The last major variable mentioned in the framework is Creative Organization. The perception of respondents in overall picture about Creative Organization is doubtful with a mean of 3.5364, rated as "Undecided". This figure is the lowest score comparing with the other two major variables. Although ABC employees have quite favourable perception on both individual creative potential and creative leadership, they seem to be questionable with organizational atmosphere in ABC. They do not believe that ABC is a creative organization.

Looking into more detail of five common critical factors under this topic, three factors are rated as "Agree", while the other two are rated as "Undecided" which affects the overall perception to be doubtful. These can be considered as problem areas.

Creative Organization	
I-Control	I-Explore <ul style="list-style-type: none"> ▪ Flat organization and empowerment (3.6128/Agree) ▪ Flexibility (3.2191/Undecided)
I-Pursue <ul style="list-style-type: none"> ▪ Efficient support system (3.4553/Undecided) 	I-Preserve <ul style="list-style-type: none"> ▪ Effective HRM (3.6830/Agree) ▪ Open communication (3.7117/Agree)

Figure 5.8.3-1 The result of Creative Organization Perception (from close-ended section)

Flexibility shows the lowest score in mean out of five factors. It is rated as “Undecided” perception. ABC employees tends to question on the company’s flexibility. They may feel that they still have to follow the standard procedures. ABC cannot make changes quickly in the way their run business and the way they appoint strategies. The structure of the organization is multi-layer with wide span of control. This will not allow ABC to be flexible.

The same as efficient support system, it shows “Undecided” qualitative rating with mean of 3.4553. This result reflects that ABC has problems with its support system. Employees may need more support from the company so that they have more time to utilize their brain to be creative. New technology application may not enough to facilitate work. There may be too much paper work. Or the budget may not enough to try some new idea implementation.

Conversely, effective HRM, open communication and flat organization and empowerment are rated favourably with “Agree”. ABC employees tend to be happy with the company human resources management system i.e. recruitment, reward and recognition or even training and development program. In addition, ABC has an open communication system which allow them to interact with various functions. They have enough tools and facilities. They are happy to get and receive constructive feedback. Although the current organization structure of ABC is complicated with both tall and wide structure, employees realize that the organization is now during the process of delaying and unsettle the structure. They believe that in the future the structure will be flatter. The management will empower them so that they have a chance to get things done freely by their own decisions.

As the second section of a research instrument allow respondents to show their opinion freely in open-ended question form, ABC employees also mention many important points regarding their perception on organization level. Three questions are asked: 1) Do they think ABC is a creative one? (Please explain), 2) What prevents ABC from being creative in your organization?, and 3) What are some suggestions that would encourage creativity in ABC? The summary of question 1 are shown in table 5.8.3.

Table 5.8.3 The perception of respondents towards ABC as a creative organization (from open-ended question)

Group	Yes	No	Undecided	Total
Front Office				
1) Middle Manager	6 (60%)	3 (30%)	1 (10%)	10 (100%)
2) Lower Level Staff	38 (38%)	19 (19%)	43 (43%)	100 (100%)
Total	44 (40%)	22 (20%)	44 (40%)	110 (100%)
Back Office				
1) Middle Manager	2 (18%)	2 (18%)	7 (64%)	11 (100%)
2) Lower Level Staff	31 (46%)	12 (18%)	24 (36%)	67 (100%)
Total	33 (42%)	14 (18%)	31 (40%)	78 (100%)
Grand total	77 (40.95%)	36 (19.15%)	75 (39.90%)	188 (100%)

Refer to front office, the majority of middle managers tend to believe that ABC is a creative organization. For lower level staff, they are more doubtful on this issue. However when combining both middle managers and lower level staff, total front office shows equal percentage of 44% for “yes” and “not sure” answers towards their perception on ABC as a creative organization. Only small portion of 20% answer as “no”.

Refer to back office, unlike front office, middle managers tend to be undecided. On the other hand, lower level staff have more positive perception with 46% for the answer “yes”. It is noticeable that a big proportion of lower level staff are also not sure with 36%. When combining both middle managers and lower level staff, total back office shows almost equal percentage of 42% for “yes” and 40% for “not sure” answers. Both front office and back office possess quite similar outcomes.

The results in total picture from this question clearly support “undecided” qualitative perception rating on OC by close-ended section. ABC employees are doubtful about the creative ability of the organization. From above table, combining “no” answers with “undecided” answers, they take almost 60% from total respondents.

There are 30 various obstacles preventing the organization to become creative mentioned by ABC employees. However, only first seven mentioned most of respondents are illustrated. Seven obstacles are divided into two major groups. The first groups are problems concerning with I-Control quadrant, and the second group are problems concerning with I-Preserve quadrant.

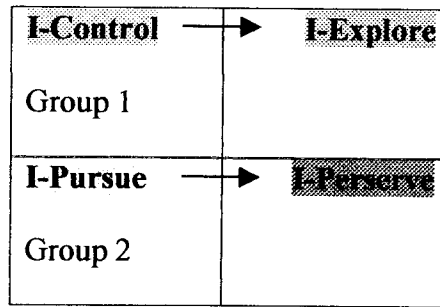


Figure 5.8.3-2 The result of Creative Organization Perception (from open-ended section)

Group 1 consisting of five problems:-

- 1) Not enough empowerment and participation
- 2) Centralised decision and conservative management style
- 3) Bureaucratic processes and insist to stick to these inefficient processes
- 4) Negative attitude and narrow-minded leaders and colleagues
- 5) Fear to propose new idea, act in the new way or be responsible for own action

It seems like many of ABC's processes are now in I-Control area. Employees feel that they do not have enough room and freedom. Many things is fixed to ensure the consistency. Respondents are not happy with this situation and the direction that they expect for is to move forward to I-Explore. This results go in line with the problem area of "flexibility" addressed by close-ended question.

Group 2 consisting of:-

- 1) Poor HR management including recruitment and selection, training and development, retainment, reward and recognition system, and performance appraisal.
- 2) Poor teamwork, less cooperation, high competition among work units.

Although the results from close-ended question do not show unfavourable perception on “effective HR management”, lots of ABC employees mentioned this area as a problematic one. It is worth for ABC management to take this issue into consideration because there are high possibility of problem in the future.

However, these two mentioned problems in group 2 are related to respondents’ perception on “efficient support system” mentioned in close-ended question. ABC employees show “undecided” rating on this factor. It is probable that poor teamwork, less cooperation, high competition among work units occur from inefficient support system. When people do not have enough resources to accomplish goals, they tend to fight with each other. As refer to ICP results, they all have high responsibilities and accountabilities and as refer to CL results, leaders are goal-oriented. The preferable direction that respondents want ABC to move on is from I-Pursue to I-preserve.

From open-ended section, respondents also mentioned on strong areas that ABC possess as a critical factors as a creative organization. The results are summarized as follows:

I-Control <ul style="list-style-type: none"> ▪ Restructure 	I-Explore <ul style="list-style-type: none"> ▪ Expression of Ideas ▪ Openness ▪ Learning Atmosphere
I-Pursue <ul style="list-style-type: none"> ▪ Continuous System Development ▪ Reprocess 	I-Perserve <ul style="list-style-type: none"> ▪ Strong Teamwork

Figure 5.8.3-3 Strong areas of ABC as a creative organization (from open-ended section)

- 1) **Expression of Ideas Openness:** Respondents perceive that ABC allow them to participate in many decisions. They have a chance to join various meeting and contribute their ideas. This issue concerning with I-explore process in ABC.
- 2) **Learning Atmosphere:** ABC have learning atmosphere as management encourage every employees to always improve their mental, intelligent or operational skills. Many activities are provided for employees to generate self-development. This issue concerning with I-explore process in ABC.
- 3) **Strong Teamwork:** It seems that every work unit helps each other to accomplish the common goals of the company. Each support and closely cooperate to get things done properly. This issue concern with I-preserve process in ABC.
- 4) **Continuous System Development, Reprocess, and Restructure:** ABC is now during the process of system development, reprocess, and restructure which employees perceive that these are one of example showing that ABC is an creative organization. This issue concern with I-control and I-pursue process in ABC.

5.8.4 Correlation and Intra-relation between critical factors influencing creativity in the organization.

Three critical factors influencing creativity in the organization (ICP, CL, and CO) are significantly correlated (see table 5.8.4-1). The strongest relationship is between CL and CO. Following by the relationship between ICP and CL. The weakest relationship out of three major pairs is the relationship between ICP and

CO. These results imply that CL strongly influences the state of creativity in the organization more than ICP. Leadership is key issue and leaders are key people to drive ABC to be a creative organization. However ICP cannot be overlooked, even it has weaker effect on the state of creativity. It serves as one of the core factors influencing both CL and CO.

From the total of 85 correlational pairs of subvariables under ICP, CL and CO, they can be classified into three major groups:

- 1) Have significant correlations: 48 pairs
- 2) Have negative correlations: 7 pairs
- 3) No correlations: 30 pairs

Besides, there are 82 pairs of intra-relation found from the research results. Only 4 pairs under ICP are not intra-related. (see table 5.8.4-2).

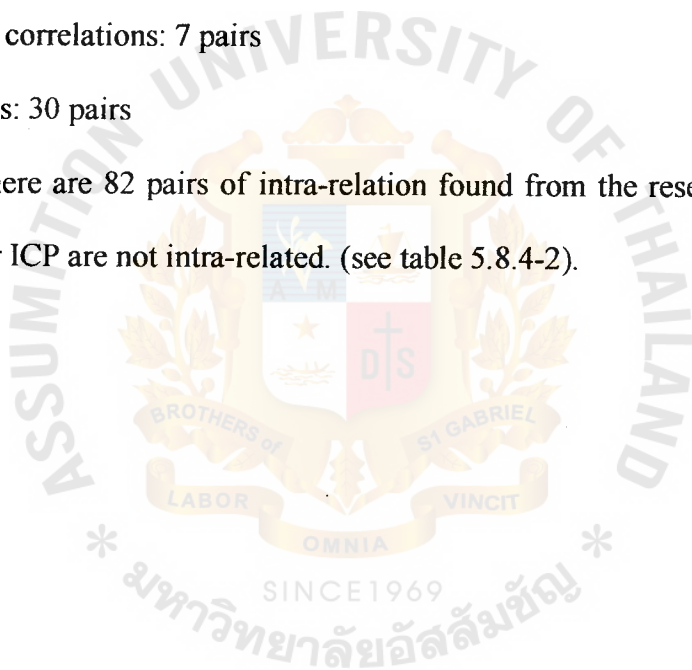


Table 5.8.4-1 Relationship of Perceptions on Major factors Influencing Creativity

Correlational Matrix (Pearson Correlation)

	SD&P	INV	ORG	HM&M	FLX	TAMBI	Total ICP	EF-HR	OPN-COM	EF-SUP	FLT&EMP	FLX	Total CO
DEC													
OPN			(-)										
EF-COM				(-)									
GOAL			(-)										
INVOL			(-)										
Total CL													
EF-HR				(-)									
OPN-COM													
EF-SUP			(-)	(-)									
FLT&EMP													
FLX													
Total CO			(-)										

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

The space highlighted by

The space marked by (-) refers to negative correlations.

refers to significant correlations.

ICP = Individual Creative Potential

CL = Creative Leadership

CO = Creative Organization

SD&P = Self-discipline and Persistence, INV = Invention, ORG = Originality, HM&M = Humor and madness, FLX = Flexibility, TAMBI = Tolerance of Ambiguity

DEC = Decisiveness, OPN = Openness, EF-COM = Effective communication, GOAL = Goal-orientation, INVOL = Employees' Involvement

EF-HR = Effective HR Management, OPN-COM = Open Communication, EF-SUP = Efficient Support System, FLT&EMP = Flat Organization and Empowerment, FLX =Flexibility

Table 5.8.4-2 Intra-relation of Perceptions on Major factors Influencing Creativity

Intra-relational Matrix (Pearson Correlation)

	SD&P	INV	ORG	HM&M	FLX	TAMBI	Total ICP	DEC	OPN	EF-COM	GOAL	INVOL	Total CL	EF-HR	OPN-COM	EF-SUP	FLT&EMP	FLX	Total CO
SD&P																			
INV																			
ORG																			
HM&M																			
FLX																			
TAMBI																			
Total ICP																			
DEC																			
OPN																			
EF-COM																			
GOAL																			
INVOL																			
Total CL																			
EF-HR																			
OPN-COM																			
EF-SUP																			
FLT&EMP																			
FLX																			
Total CO																			

** Intra-relation is significant at the 0.01 level (2-tailed)

* Intra-relation is significant at the 0.05 level (2-tailed)

The space highlighted by

The space highlighted by

refers to significant intra-relations.

red color refer to items that do not have intra-relation which are SD&P and ORG, SD&P and HM&M

ICP = Individual Creative Potential

CL = Creative Leadership

CO = Creative Organization

SD&P = Self-discipline and Persistence, INV = Invention, ORG = Originality, HM&M = Humor and madness, FLX = Flexibility, TAMBI = Tolerance of Ambiguity

DEC = Decisiveness, OPN = Openness, EF-COM = Effective communication, GOAL = Goal-orientation, INVOL = Employees' Involvement

EF-HR = Effective HR Management, OPN-COM = Open Communication, EF-SUP = Efficient Support System, FLT&EMP = Flat Organization and Empowerment, FLX =Flexibility

5.8.5 Critical factors influencing creativity in the organization.

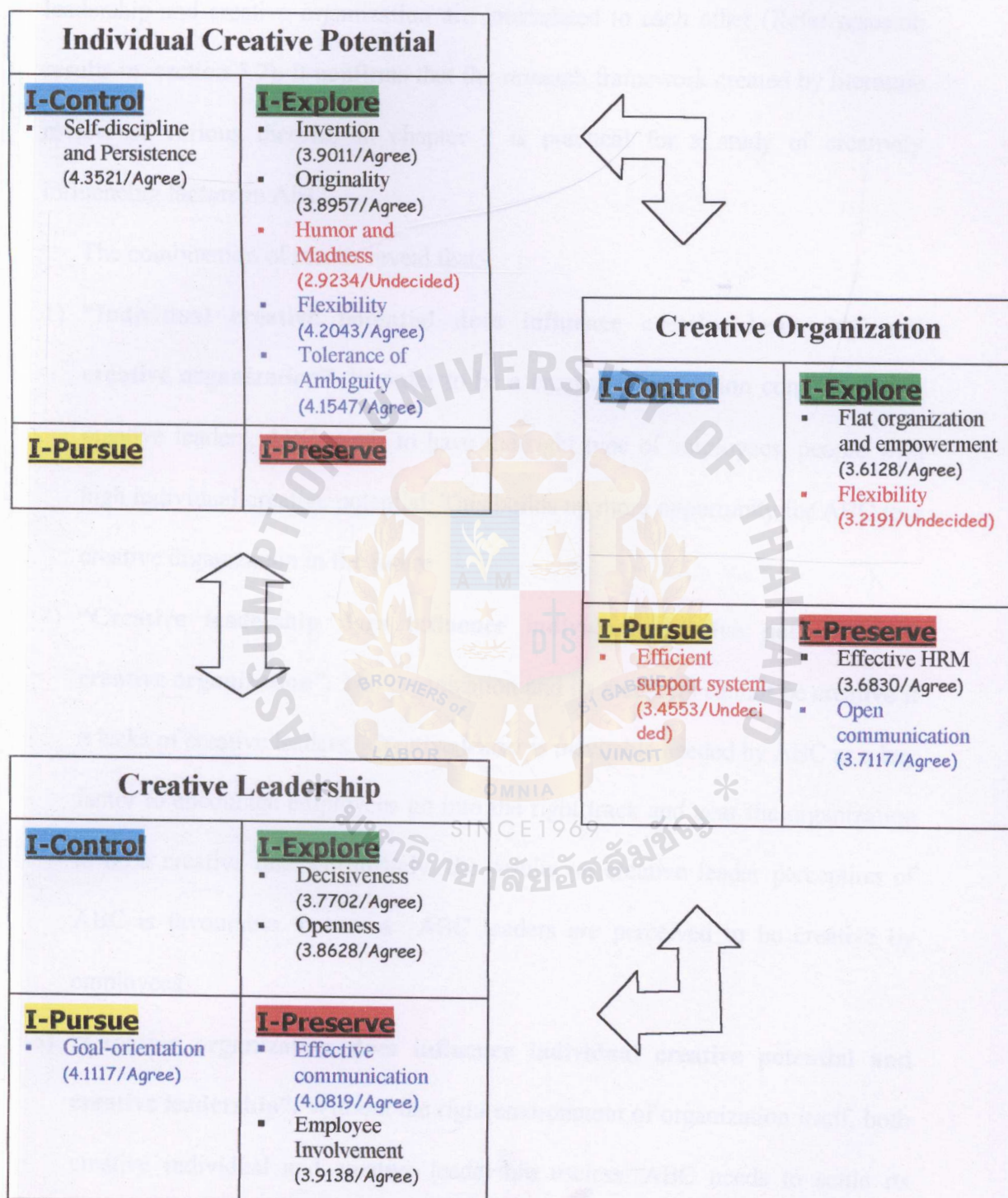


Figure 5.8.5 The relationship between three critical factors influencing creativity in the organization.

*Items highlighted in red are weak areas, items highlighted in blue are strong areas.

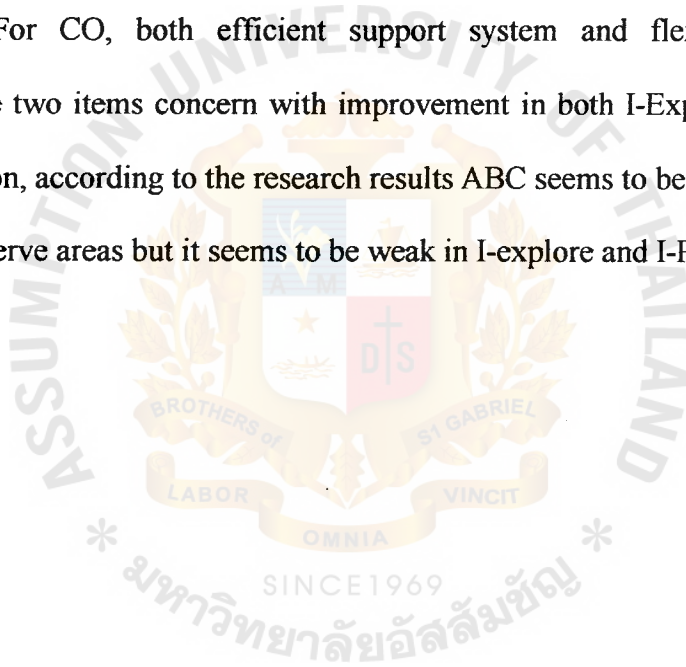
Looking at the overall picture of critical factors influencing creativity in the organization, all three major factors: individual creative potential, creative leadership and creative organization are interrelated to each other (Refer research results in section 5.7). It confirms that the research framework created by literature review of various theories in chapter 2 is practical for a study of creativity influencing factors in ABC.

The combination of results reveal that:-

- 1) **“Individual creative potential does influence creative leadership and creative organization”**. In order to be a creative organization consisting with creative leaders, ABC needs to have the right type of employees, people with high individual creative potential. This builds up more opportunity for ABC to a creative organization in the future.
- 2) **“Creative leadership does influence individual creative potential and creative organization”**. The organization and its members cannot be creative if it lacks of creative leaders. Creative leader is inevitable needed by ABC as a key factor to encourage employees go into the right track and gear the organization to be a creative one. Fortunately, the results on creative leader perception of ABC is favourable. It means ABC leaders are perceived to be creative by employees.
- 3) **“Creative organization does influence individual creative potential and creative leadership”**. Without the right environment of organization itself, both creative individual and creative leader are useless. ABC needs to settle its atmosphere in an appropriate way promoting creativity and not suppress it.

4) Three critical factors have positive relationship to each other which means high level of each factor leading to high creativity level in the organization. On the other, being poor in each factor leads to inferior creativity in the organization. Therefore ABC has to pay attention on all three critical factors: ICP, CL, and OC.

Two critical factors to be taken into close consideration are individual creative potential and creative organization. For ICP, humor and madness seems to be problematic with doubtful rating. This concerns with improvement in I-Explore thinking system. For CO, both efficient support system and flexibility are questionable. These two items concern with improvement in both I-Explore and I-Pursue. In conclusion, according to the research results ABC seems to be strong in I-Control and I-Preserve areas but it seems to be weak in I-explore and I-Pursue.



CHAPTER 6

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

Background of the study.

Now, it is the information era where the world is wired by technological breakthrough. There is no existing boundary anymore because the digital world is replacing of the physical world. People contact each other through cyberspace, tons of information and knowledge can be easily downloaded from personal computers in seconds. Information is considered a source of power. Organizations today realize knowledge is essential to create company core competency.

The importance of creativity in the age of knowledge and information is described by Scully, John, Chairman of the Board and CEO of Apple Computer as follows: *“This is a time of profound changes in which the key economic resources in the world will no longer be capital, labor, and raw materials, but rather knowledge,*

individual innovators, and information. Technologies, which are emerging today, will give us the ability to explore, covey, and create knowledge as never before.”

It is inevitable that every organization will face boundaryless competition through both cyberspace and physical global expansion. Asian countries including Thailand unfortunately now face a hostile competition from strong Western players. The Asian economic crisis served as a good reminder for all Asian countries that the traditional and conventional way of doing business has ended. To strive for the survival, organizations must seek radical change. But to be a successful change leader, an enterprise has to have systematic creativity and innovation. Creativity is vital for most of organization especially during a recovery. It is the answer for Thailand to survive the current turbulence and permanent volatility.

Statement of the problem.

Statement of situational problems. ABC is now confronted with critical challenges affecting both the company and it's future market such as

- Competition from other local booksellers
- Potential competition from large foreign bookstores and Internet book purchasing sites.
- The long-term successor to the present owner and Managing Director of the company.

Statement of the research problem.

The purpose of research is to discover the state of the creativity in ABC and also to examine the relationship between respondents' demographic profiles and creativity influencing factors and the levels of creativity in the organization.

Objective of the study.

- 1) To determine the creativity enhancing factors in ABC.
- 2) To determine the creativity restricting factors in ABC.
- 3) To determine the state of creativity of ABC.
- 4) To examine the relationship between the creativity influencing factors and the state of creativity in ABC.
- 5) To determine the relationship between respondents' demographic profiles and creativity influencing factors and the state of creativity in the organization.

Significance of the study.

- a) To examine the perception of ABC's employees towards creativity influencing factors.
- b) To determine both weak and strong areas regarding factors influencing creativity in ABC.
- c) To identify which critical areas have to be improved in ABC.

- d) To provide feedback to ABC management for better understanding on the current circumstances regarding the level of creativity in ABC.
- e) To develop recommendations that would be useful for ABC's management team to improve its organization's creativity.

Research questions.

The study will seek to answer these questions:

Question 1 What are the demographic profiles of respondents in terms of

- Gender
- Age
- Marital Status
- Education Level
- Current Position Level (C)
- Work Unit
- Number of Years with the Company

Question 2 What are the perceptions of respondents for Individual Creative Potential in terms of

- Self discipline and persistence
- Originality
- Humor and madness
- Flexibility

- Tolerance of Ambiguity

Question 3 What are the perceptions of respondents for Creative Leadership in terms of

- Decisiveness
- Openness
- Effective communication
- Goal-orientation
- Employee involvement

Question 4 What are the perceptions of respondents on Creative Organization in terms of

- Effective HR management
- Open communication
- Efficient support system
- Flat Organization and Empowerment
- Flexibility
- and other factors mentioning by respondents

Question 5 What is the relationship between demographic profile and Individual Creative Potential?

Question 6 What is the relationship between demographic profile and Creative Leadership?

Question 7 What is the correlation between Individual Creative Potential, and Creative Leadership, and Creative Organization?

Conceptual framework of the study.

From the literature review of various studies and theories, organization members, leader and organizational environment are always mentioned as the basic prerequisite factors management must take into consideration when they aim to drive their organization to be a creative one. So these become a conceptual framework of this study.

Organization members as an individual possess different level of creativity within themselves. However there are six common qualities mentioned by several theorists: Self-discipline and Persistence, Invention, Originality, Humor and Madness, Flexibility, and Tolerance of ambiguity. These items are qualities enhancing high level of creativity in each person.

Leader is a key person mentioned by many theories that without leader the organization cannot be creative or if it can it will be aimless. As creative organization is filled of creative people who is unique. They require special leadership called creative leadership which prospers creativity in the organization instead of suppress it. Five core attributes of creative leadership are Decisiveness, Openness, Effective Communication, Goal-orientation, and Employees' Involvement.

Creative organization is the ideal end-result where management aim to achieve within this cyber world. In order to be a creative organization, it is

inevitable that the organization must concern with both individual creative potential and creative leader. The organization with high stage of creativity called “Creative Organization”, usually possesses five critical factors: Effective HR Management, Open Communication, Efficient Support System, Flat Organization and Empowerment, and Flexibility.

Research variables.

Three major independent variables of the study are demographic profiles, individual creative potential and creative leadership. Individual creative potential refers to six common qualities leading to high level of creativity in each person, while Creative Leadership refers to five common attributes leader should possess in order to be a creative leader. Both Individual Creative Potential and Creative Leadership are major factors influencing the organization to be creative which is the dependent variable consisting of five common critical factors.

Research methodologies.

Method used and sample procedures.

The study is assumed that both high level of individual creative potential and high level of creative leadership will lead to creative organization. Therefore, the research focus on two major areas.

- 1) Explore the existing employees' behavior and characteristics, the existing leadership occurred in ABC together with the current organization atmosphere. For this part, *descriptive research* method is implemented.
- 2) In addition, the research studies on the relationship between each main variables and the degree to which they are related. For this part, *correlational research* is used.

Research instrument / questionnaire.

Instrument design

Data collection is done by the distribution of questionnaire to defined sample groups. The questionnaire is classified into two sections containing both open-ended and close-ended questions. The first section is only close-ended questions in Likert Scale and multiple choices format. And this section is divided into 4 parts according to main variables. Another separated part is open-ended questions asking them to express their opinions & personal perception on ABC in terms of the creative organization and their suggestions to overcome barriers that protect ABC from being creative organization.

Section 1: Close-ended Questions

All questions in this section are arranged under each part which makes it is simple and easy for respondents to filling in their answers.

Part 1 Individual Creative Potential

Thirty questions are asked to rate in 5 point scale (Likert Scale) from highly disagree to highly agree in terms of: Self-discipline & Persistence, Invention, Originality, Humour and Madness, Flexibility, and Tolerance of Ambiguity

Part 2 Creative Leadership

Twenty five questions are asked to rate in 5 point scale (Likert Scale) from highly disagree to highly agree in terms of: Decisiveness, Openness, Effective Communication, Goal-oriented and Employees' Participation.

Part 3 Creative Organization

Twenty five questions are asked to rate in 5 point scale (Likert Scale) from highly disagree to highly agree in terms of: Effective HR Mgt., Open Communication, Efficient Support System, Flat Organization & Empowerment and Flexibility.

Part 4 Demographic Profile

Under this part, common questions in multiple choices format is provided to make them as easy as possible for respondents to answer. The required personal data including

- Gender
- Age
- Marital Status
- Education Level
- Current Position Level (C)
- Work Unite
- Number of Years with Company

Section 2: Open-ended Questions

This section is organised in open-ended form where three questions are asked to gather more information on employees' perception towards ABC's creativity level, creative enhancing factors & barriers and proposed solutions to improve the situation.

Data gathering procedure and outcome.

Researcher contacts all work unit heads in advance by telephone call about the survey to ensure most cooperation. The explanation is given to managers in order that they can advise their staffs. All 200 questionnaires are sent to all respondents by hand to each work unit by department, division or branch managers attached by descriptive note about instruction, and definite deadline.

On the headline of each instrument, it is clearly defined that the survey is for academic objective and all information is strictly treated as confidential issue. In addition, to protect any information leak, **a sealed envelop is provided** for each respondent. This method can help to reduce employees' fear of confidential personal data transmission.

The target number of returned and completed questionnaires are 169 units as mentioned by standard figures of R.V. Krejcie and D.W. Morgan which represented population of 300 people. However, there are 188 questionnaires submitted to the researcher on time and included in the analysis, representing 94% of total distributed questionnaires. This amount is more than estimated target sample.

Finally, special incentive package helps to gain more cooperation and willingness to fill in questionnaires from all respondents. All eleven lucky draw winners are very happy with their prizes.

Statistical treatment of data.

The statistical treatment of data is divided into three major types: descriptive analysis, correlation and relation analysis measuring respondents perception, and lastly differences in respondents’ perception analysis. The following table illustrates different statistical methods used for each research question.

Table 6 Statistical methods used for each research question.

Research Question	Statistical Treatment of Data	
	Descriptive Analysis	Test of Hypothesis Measuring Respondents’ Perception, Correlation/Intra-relation
Question 1	Frequency analysis, range, standard deviation Arithmetic mean and percentage	
Question 2	Average weighed mean	
Question 3	Average weighed mean	
Question 4	Average weighed mean	
Question 5		Chi-Square
Question 6		Chi-Square
Question 7		Pearson r

Findings

Respondents' demographic profiles.

Gender: The majority of respondents are female representing by 60.6% which is 114 people from the total 188. Male are only at 39.4% with a number of 74 people.

Age: There are 6 ranges of age group. The major group of respondents are between 25-29 years old with 39.4%. The second (20-24 years) and the third rank (30-34 years) are almost the same figure which are 20.7% and 25.5% respectively.

Marital Status: Single people are 69.7% (131 people). Only 28.2% (53 people) are married.

Education Level: Refer to education level, it is grouped into 6 categories starting from the lowest level as High School up to the highest level as Doctoral Degree's. The majority of respondents (118 people) with 62.8% holding Bachelor Degree's as their highest education level. Following by the second group of 14.4% (27 respondents) with high school level.

Current Position Level: Current position level is defined by "C" mark, the system in ABC to distinguish employees' position level. C1 up to C6 represents lower level staff while C7 and upper represents middle managers. There are 167 lower level staff with 88.8%, while only few people are middle managers (21 counts) with 11.2%.

Work Unit: Front office serves as 58.5% (110 people), while Back office accounts for 41.5% (78 people).

Number of Years with Company: The number of years with company ranged from less than 1 year until more than 7 years. The biggest group of 44 people (23.4%) are in the third range of 3-4 years, following by 19.7% of 1-2 years group.

Perception on critical factors influencing creativity.

For overall picture, Individual Creative Potential (ICP) and Creative Leadership (CL), are rated favorably under “Agree” range at mean of 3.9057 and 3.6279 respectively. Employees believe that they have a high level of individual creative potential and their leaders are creative. However, regarding to the creative organization (CO), ABC employees doubt about this factor. They rated their perception under “Undecided”(Mean = 3.5364, Sd = .4936) which means they are not sure whether ABC is creative organization or not.

1) Individual creative potential.

The first critical factors is Individual Creative Potential (ICP), consisting of 6 subvariables: Self-discipline and persistence, Invention, Originality, Humor and madness, Flexibility, and Tolerance of Ambiguity. These represent ABC employees’ point of view on their own creative potential, whether it is high or low.

On the whole, Individual Creative Potential (ICP) are rated favorably under “Agree” range at mean of 3.9057. Employees believe that they have a high level of individual creative potential. This is the highest score comparing with other two major variables. However, looking into more detail Humor and Madness is the only one item rated differently from other items as “Undecided” with mean of 2.934.

2) Creative leadership.

Creative Leadership (CL) are rated favorably under “Agree” range at mean of 3.6279. Employees believe that their leaders are creative. This is the second highest score comparing with other two major variables. Considering into details of each common qualities of creative leader, all qualities are marked with positive perception as “Agree”.

3) Creative organization.

The perception of respondents in overall picture about Creative Organization is doubtful with a mean of 3.5364, rated as “Undecided”. This figure is the lowest score comparing with the other two major variables. Although ABC employees have quite favourable perception on both individual creative potential and creative leadership, they seem to be questionable with organizational atmosphere in ABC.

Consider five common critical factors under this topic, three factors are rated as “Agree” (effective HRM, open communication, and flat organization and empowerment) while the other two are rated as “Undecided” (efficient support system and flexibility). These can be considered as problem areas.

Relationships between demographic profiles and critical factors influencing creativity.

Testing of null hypothesis 1 on a significant relationship between demographic profile to individual creative potential and the null hypothesis 2 on a

significant relationship between demographic profile to Creative Leadership are both accepted.

As there is no relationship between demographic profiles to ICP and CL (considering all seven demographic items: Gender, Age, Marital Status, Education Level, Current Position Level, Work Unit, and No. of years with Company).

However, when look into more detail by each attributes under ICP and CL, there are some demographic items have relationship with some attributes.

Regarding ICP, there are seven relationships:

- 1) Current position level and Invention
- 2) Work unit and originality
- 3) Age and humor and madness
- 4) Education level and humor and madness
- 5) Education level and flexibility
- 6) Work unit and flexibility
- 7) No. of years with company and tolerance of ambiguity.

When refer to CL, there are only 3 pairs:

- 1) Age and decisiveness
- 2) Education level and decisiveness
- 3) Work unit and employees/ involvement.

Education level and work unit are two demographic items that have relationship with subvariables under ICP and CL greater than others. Both are correlated to three items. Age is in the second rank, related with two items, while current position level and no. of years with company each have relationship with one

single item. Two demographic profiles that do not possess relationship with any subvariables under ICP and CL are gender and marital status.

Correlational relationship between critical factors influencing creativity in the organization: Individual Creative Potential, Creative Leadership, and Creative Organization.

Testing of null hypothesis 3 on **no correlation** between Individual Creative Potential and Creative Leadership to Creative Organization is rejected as there are correlations derived from the study which are 1) Individual Creative Potential and Creative Organization, 2) Creative Leadership and Creative Organization, and 3) Individual Creative Potential and Creative Leadership.

And testing of null hypothesis 4 on **no significant intra-relationship** of Individual Creative Potential, Creative Leadership and Creative Organization is also rejected, as the results from research finding shows the 82 intra-relationships of subvariables under all major factors: ICP, CL and CO, from the total of 86 pairs. (There are only 4 pairs are not intra-related.)

In conclusion, three critical factors influencing creativity in the organization (ICP, CL, and CO) are significantly correlated. The strongest relationship is between CL and CO. Following by the relationship between ICP and CL. The weakest relationship out of three major pairs is the relationship between ICP and CO.

Correlations between Individual Creative Potential and Creative Organization.

Six items under ICP can be divided into three groups: 1) Three items that are correlated with CO: Self-discipline and Persistence, Invention, and Tolerance of Ambiguity, 2) The other two items are not correlated with CO: Humor and Madness and Flexibility, and 3) The last one have negative correlation with CO.: Originality

On the other hand, examine five items under CO, there are two items correlate with subvariables of ICP: Open Communication, and Flat Organization and Empowerment.

There are nine pairs of correlation among subvariables of ICP and CO: 1) Self-discipline and Persistence and Effective HR Management, 2) Self-discipline and Persistence and Open communication, 3) Self-discipline and persistence and Flat organization and empowerment, 4) Invention and Open communication, 5) Invention and Flat organization and empowerment, 6) Flexibility and Effective HR Management, 7) Flexibility and Open communication, 8) Tolerance of ambiguity and Open communication, 9) Tolerance of ambiguity and Flat organization and empowerment. The strongest correlation among subvariables of ICP and CO, out of nine pairs, happens between Tolerance of Ambiguity and Open Communication while there are four pairs reveal negative correlation: Originality and Efficient Support System, Originality and Flat Organization and Empowerment, Humor and Madness and Effective HR Management, and lastly Humor and Madness and Efficient Support System. And there are seventeen pairs do not have any correlation.

Correlations between Creative Leadership and Creative Organization.

Every item under CL is correlated with CO, and at the same time, every item under CO also is correlated with CL. There are in total twenty four pairs of correlation among subvariables of ICP and CO, and only one pair are not correlated which is Goal-Orientation and Flexibility.

Three pairs that possess very strong correlation are: 1) Employees' Involvement and Open Communication, 2) Employees' Involvement and Effective HR Management, and 3) Employees' Involvement and Flat Organization and Empowerment.

Correlations between Individual Creative Potential and Creative Leadership.

The third major pair to be discussed are ICP and CL. Look at all items under ICP, there are four out of six correlated with CL: Self-discipline and Persistence, Invention, Flexibility, and Tolerance of Ambiguity. When consider five items under CL, they all have a correlation with ICP.

From total twenty five pairs of all subvariables, there are fifteen pairs have a correlation, four pairs possess negative relationship (Originality and Openness, Originality and Goal-Orientation, Originality and Employee Involvement and lastly Humor and madness and Effective communication) and other eleven pairs are not correlated. Three pairs which have strongest correlational relationship are: 1)

Tolerance of Ambiguity and Openness, 2) Tolerance of Ambiguity and Decisiveness, and 3) Tolerance of Ambiguity and Effective Communication.

Intra-relations between subvariables under Individual Creative Potential, Creative Leadership and Creative Organization.

Regarding the intra-relation between subvariables under each major influencing factor, the results shows clearly that all subvariables under CL and CO are intra-related. There are 25 pairs of intra-relation under CL and other 25 pairs under CO. However for ICP, it seems to have different outcome. Out of the total of 36 pairs, almost all variables are intra-related. There are only four pairs do not have an intra-relation: SD&P and HM&M, SD&P and ORG, HM&M and SD&P, and lastly ORG and HM&M.

Conclusions

1) Respondents' perception on critical factors influencing creativity in ABC.

ABC employees have favourable perception on two critical factors influencing creativity in ABC: Individual Creative Potential and Creative Leadership. Regarding Creative Organization, they tend to be doubtful whether ABC is a creative organization or not.

2) Strong and weak areas regarding factors influencing creativity in ABC.

Respondents shows high favourable perception on some subvariables. These can be counted as the strong areas regarding factors influencing creativity in ABC.

The results are shown under three major categories

Individual Creative Potential:

- Self-discipline and Persistence
- Flexibility
- Tolerance of ambiguity

Creative Leader:

- Effective Communication
- Goal-orientation

Creative Organization:

- Open communication

On the other hand, there are three subvariables (out of the total of 16 items) showing significant results rated “undecided”. These items can be considered as the weak areas regarding factors influencing creativity in ABC. They are concerned with just only two major categories: ICP and CO.

Individual Creative Potential:

- Humor and madness

Creative Organization:

- Flexibility
- Efficient support system

3) Relationship between demographic profiles and critical factors influencing creativity in ABC.

There is no relationship between demographic profiles and critical factors influencing creativity in ABC. However, if consider in subvariables level, there seven pairs of relationship under ICP and three pairs of relationship under CL. There are two demographic profiles do not related to any subvariables: gender and marital status.

4) Correlation and intra-relation between critical factors influencing creativity in ABC.

Three critical factors influencing creativity: ICP, CL, and CO, are correlated. There 48 pairs have significant correlations, 7 pairs have negative correlations, and 30 pairs have no correlations. Besides, there are 82 pairs of intra-relation found from the research results. Only 4 pairs under ICP are not intra-related.

5) Confirmation of practical theoretical framework and conceptual framework

The result of research findings confirm that the theoretical framework and conceptual framework drafting from Literature Review in Chapter 2 are practical for the study of factors influencing creativity in ABC.

Recommendations

Creative organization is the ideal end-result where management aim to achieve within this cyber world. From the research findings, in order to be a creative organization, it is inevitable that the organization must concern with individual creative potential, creative leader and the organization itself. The development must

be done in all three critical areas. Only partial improvement in specific area cannot lead to a creative organization.

Recommendation for Development and Promotion of Creativity

Based on the research findings and conclusion. There are areas to consider for the development of creativity potentials of individuals, leadership and the organization. The first area is drawn from the aspects where respondents showed “Agreement” is one for reinforcement and enhancement as a non-problem area. The second is drawn from the “Undecided” responses which indicate a problem-area to address.

There are all in total 12 suggested solutions from ABC employees to promote creativity in the organization as shown belows:

1. Promote employees' participation and discussion on various topics.
Expression of ideas openness.
2. Provide a chance for employees to get things done and to do the mistake.
Prepare for changes and new ideas, be flexible. Or in short “empower” employees.
3. Improve the human resource management system
4. Promote “creativity” in the organization.
5. Set up the team building activity for friendly atmosphere and unity in the organization
6. Improve information system, other support systems, and work processes of the company.
7. Provide systematic training course to develop employees' creativity

8. Provide a variety of creative activities for employees
9. Change an existing culture to be a creative one
10. Improve “planing” system.
11. Provide enough budget to try new creative ideas.
12. Focus on common goal of the organization, goal-oreinted.

However, only first five issues which are selected by mode method are remarked. There are five suggestions which are most mentioned by ABC employees. Each of these suggestions is classified under three major variables—Individual Creative Potential, Creative Organization, and lastly Creative Leadership.

Individual Creative Potential

Promote employees’ participation and discussion on various topics. Express the organization openness for new ideas.

People in ABC believe that they are creative so they need a chance to express their talents. Many employees ask for group gathering activities provided by ABC. They expect to have a chance to sharpen their thinking processes by interacting with other people. Creative activity helps to break the ice, broaden employee’s point of view, encourage people to dare to share ideas, and let them go out of the boundary of reason. Employees will feel more relaxant to be themselves. If the company set up a continuous session systematically, this type of activities definitely improve mental ability of all organization members. For example, ABC

management team can build up a contest or assign specific group of employees as a working group to complete on a project.

Considering about the BrainMap, this recommendation try to move the focus of brain processing from I-Control to I-Explore, from Fixing to Flexing, or from blue to green.

Creative Leadership

Key recommendations are classified under Individual Creative Potential and Creative Organization. There is no any solutions specifically mention about leadership. This can be because ABC employees do not perceive this as a problem-area.

However there are two solutions—1) Expression of ideas openness, and 2) Empower employees (which will be mentioned later under “creative organization” level), also affect the creative potential of leaders in the organization. As the organization express its openness of new ideas to improve creative potential of each employee, this can as well help to improve creative potential of the leaders, as leaderse are counted as ABC employees. And while the organization increase a degree of empowerment, not only the lower level employees enjoys freedom to express their talents of creativity but also the leaders.

These two solutions are both related to move from I-Control to I-Explore, from Fixing to Flexing or from bulearea to green area.

Creative Organization

Provide a chance for employees to get things done and to do the mistake.

Prepare for changes and new ideas, be flexible. Or in short “empower” employees.

To empower employees means to provide them a chance to utilize their creativity. ABC Top management must create an appropriate atmosphere by providing enough room and freedom for ABC employees to exercise their brain. If the management does not allow them to make any decision by empowerment and delegation, there is high possibility to suppress creativity in the organization. Employees must have a clear job responsibility and enough authority to make any decision under their area without consulting or asking for approval from the management every step.

The same as “Express the organization openness for new ideas”, this recommendation induce to move the focus of brain processing from I-Control to I-Explore, from Fixing to Flexing, or from blue to green.

Improve HR management system in terms of recruitment and selection, training and development, retainment, reward and recognition system, and performance appraisal.

Eventhough, HR management is perceived favourably by ABC employees, it can not be disregarded. As human beings are considered as crucial source of creativity, ABC has to consistently develop its HR management system. This can make sure that ABC is always consisted of right people and more than that these

right people are always treated properly. Appropriate and prompt recognition is essential to reinforce creative people to keep on being creative. Employees' training and development session must be planed systematically and implement continuously. Performance appraisal must be done fairly and regularly.

This recommendation concern is focus on both I-Pursue, to act promptly and I-Preseve, to care about human being relationship and loyalty. The brain processing focuses in yellow and red areas.

Promote “creativity” systematically throughout the organization.

As now, there is no formal action from ABC management to promote creativity within the company. There should be a clear policy from top management to show that ABC pay attention on creativity. More important, the company must also allow for any error or mistake as a result of creative practice. Top management cannot just request for perfect action every time. After that a solid action plan is needed to prosper creativity objectively in each work unit. In addition, slack budget must be prepared for any mistakes and errors. These can definitely build up a creative environment in the organization.

This recommendation concern with I-Control or Fixing because ABC need to implement this regularly and certainly. The brain processing focuses in blue area.

Set up the team building activity for friendly atmosphere and unitiy in the organization.

As today business is so competitive, this makes employees start to be competitive more also by different work unit goals. In order to be creative, it is

important that employees must be work as a team. This leads to friendly and cooperative environment which is a key of creative organization. So, company common goals must be emphasized and various team building activities can be introduced. Job rotation or cross training session is suggested to create the better understanding among different department in ABC.

This recommendation focus on Firming and Affirming or I-Preserve. The human relationship is a key in this topic. The brain processing must focus in red area.

By applying The BrainMap in the study, in conclusion, all recommendations are also shown in The BrainMap diagram to illustrate the thinking process focus in total picture. Please look at below figure.

I-Control <ul style="list-style-type: none">▪ Systematic Promotion of Creativity (CO)	I-Explore <ul style="list-style-type: none">▪ Expression of ideas openness (ICP, CL, CO)▪ Empowerment, Delegation (CL, CO)
I-Pursue	I-Preserve <ul style="list-style-type: none">▪ Improve HR Management (CO)▪ Set Up Team Building Activities (CO)

Figure 6 Recommendation for practice classified by The BrainMap

Recommendation for Further Research

According to researcher's opinion, there two interesting areas for further studies:-

- 1) This study can be expanded for further research by focusing more deeply on factors that have negative results. What should be implemented to improve the situation in ABC.
- 2) The research on the same topic applying the existing conceptual framework should be conducted again after ABC finish its ERP project (Enterprise Resources Planning) and restructuring. The second study will show different results from the first one. This can help to analyse whether those mentioned OD processes improve the state of creativity in the organization.



they are counted as ABC employees. And while the organization increase a degree of empowerment and delegation, not only the lower level employees enjoys freedom to express their talents of creativity but also the leaders.

By applying The BrainMap in the study, all recommendations are also shown in The BrainMap diagram to illustrate the thinking process focus. Please look at below figure.

I-Control <ul style="list-style-type: none">	I-Explore <ul style="list-style-type: none">▪ Provide Creative Activities (ICP, CL, CO)▪ Systematic Promotion of Creativity (CO)▪ Empowerment, Delegation (CL, CO)
I-Pursue	I-Preserve <ul style="list-style-type: none">▪ Improve HR Management (CO)▪ Set Up Team Building Activities (CO)

Figure 6 Recommendation for practice classified by The BrainMap

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Curriculum Vitae

Name: Tanunchanoke Dounglomchunt
Address: 257 Soi Vipawadee 42, Jatujak, Bangkok 10900 Thailand
Date of Birth: 19th October, 1970.
Place of Birth: Bangkok, Thailand

Education:

Primary and Secondary School	Raywadee School
High School	Rajinee Bon School
Undergraduate	Assumption University

Research Grant: Marketing Research on Market Share of Cherilon Panty Host

Honors: Score Improvement Certificate

Affiliations: Committee of Rotaract club, Public Relation Department of ABAC-CENTRAL PLAZA Dummy Company Project, MC. Of ABAC last orientation party (Batch#19)

Special Training & Seminar:

- Young Leader Training Camp & Junior Counselor of Thai delegates at CISV in Australia
- Young Leader Training Camp & Leader of Thai delegates at CISV in Norway
- Consumer Behavior towards the Year 2000
- Dale Carnegie Course
- Direct Marketing and Relationship Marketing
- Telephone Manner and Effective Use of Telephone as Selling Tool
- Marketing Through Internet
- Improve Management Skills
- How to Conduct Service Standard
- Customer Feedback and Marketing Research
- Six Thinking Hats
- Oracle System Application

Summary of Qualifications:

Customer Service:

In-depth background in managing Customer Services. Proven methods in providing superior service to customer by utilizing creative problem-solving techniques to resolve any issues of concern.

Leadership:

Strong motivator and leader of others with ability to inspire employees to achieve their maximum potential.

Past and Present Position:

1991 Account Executive	Top Gun Co., Ltd.
1993 Account Supervisor	Top Gun Co., Ltd.
1993 Restaurant Manager/Owner	Kor-Auey-Kor-Kai
1994 Project-coordinating Manager	Siam Property Development Co., Ltd.
1995 Assistant Marketing Dept. Manager	Asia Books Co., Ltd.
1998 Customer Service Dept. Manager	Asia Books Co., Ltd.
2000 Asst. Marketing Support Division Mgr.	Asia Books Co., Ltd.

Past and Present Work Experience:

Account Supervisor **TOP GUN CO., LTD.** 1991 - 1993

Sales: Responsible for selling advertising and marketing services to target international companies. Solicit and obtain new accounts as well as maintain existing ones

Client Service: Provide excellent service to clients by following up on sales calls, and by responding to special requests, inquiries, and/or concerns to ensure excellent implementation and follow-through on business.

Business Networking: Continuously establish and maintain an excellent network of business associates through extensive contact and interaction with businesses and organizations.

Account Management: Responsible for managing new business development and strategic planning to maximize growth and profitability. Establish growth plans for individual accounts and personally manage account calls, presentation and negotiations.

Media Production and Marketing Campaign: In charge of coordinating media production for advertising to ensure adherence to clients' specifications and requests. Develop, implement and monitor marketing campaigns to achieve designed results.

Marketing Research: Conduct demographic and marketing research to target potential customers and prospect end-users.

Owner & Manager **KOE-AEUY-KOR-KAI PUB & RESTAURANT** 1993

Operations & Management: Managed overall operations and administration of the restaurant.

Food & Beverage Management: Responsible for food & beverage quality control, menu promotion and introduce new dishes.

Music and Entertainment: Search, contact and hire musicians to match with restaurant theme and customers' taste. Create special events to induce customers' participation and build up restaurant unique character.

PR & Promotion: Contact media people to visit restaurant for free publicity. Plan and implement promotional campaigns to increase customer traffic. Deal and negotiate with various companies for joint- promotion.

**Project-coordinating Manager
SIAM PROPERTY DEVELOPMENT CO., LTD.
1994**

Project Coordination: Managed and coordinated with all concern parties i.e. construction contractors, architects, resort manager, chef, house keeping staff and gardener, in order to deliver standard services to customers. Project in charge: Mae Rim Lodge/Chaingmai, Bor Thong Garden/Chonburi, Sukhumvit 62 Apartment/Bangkok.

Client Service: Provide standard service to clients by preparing monthly report, and by responding to special requests, inquiries, and/or concerns to ensure smooth implementation and follow-through on business.

PR & Promotion: Contact media people to visit a project for free publicity. Plan and implement promotional campaigns to increase customer traffic. Deal and negotiate with various companies for joint- promotion.

**Customer Service Department Manager
Acting Advertising & PR Department Manager
ASIA BOOKS CO.,LTD.
1995 – Present**

Company Track Record of Success: Began as an *Assistant Marketing Manager* in 1995, and consistently advanced throughout career to position of higher levels of responsibility and authority. Promoted to *Customer Service Department Manager* in 1998 and *Assistant Marketing Support Division Manager* in 2000. A brief synopsis of positions and responsibilities if highlighted below.

Management: Hold full decision-making responsibilities for the overall operations and administration of Customer Service Department

Administration: Develop and implement company policies and procedures into everyday operations in order to ensure customer satisfaction.

Personnel & Supervision: Interview, hire, train and supervise 6 staff members. Delegate work responsibilities and monitor overall job performances to ensure accuracy and adherence to company policies and procedures.

Guest/Customer Services: Committed to providing superior service to customers by responding to their requests, inquiries, suggestions, and/or concerns. Utilize creative problem-solving techniques to resolve issues and ensure guest/customers satisfaction, which results in return business and referrals.

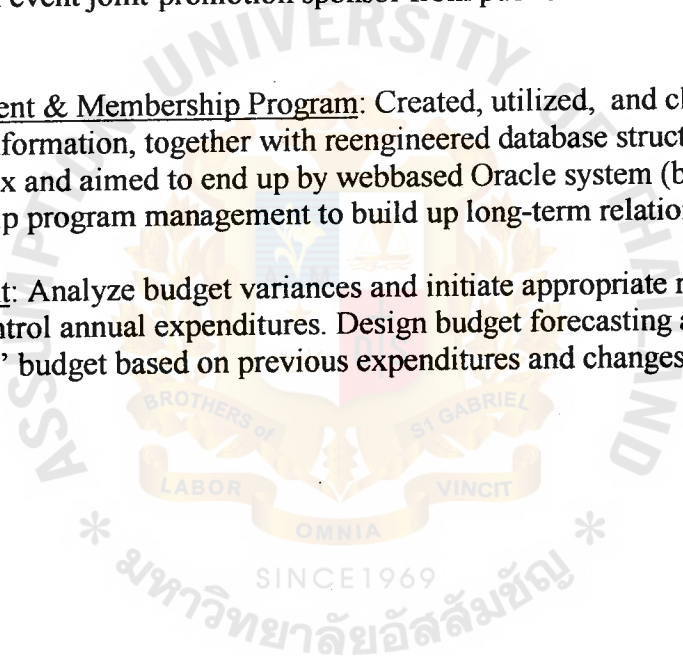
Guest/Customer Relation: Continuously establish and maintain an exemplary network of guest/customer relations by providing superior service.

Marketing & Advertising: Create, develop and implement innovative marketing and advertising strategies to increase sales and profitability. As well as, oversee the designing, writing and production of a variety of advertising and marketing materials including brochures, leaflet, company magazine, direct mail and print ads.

Promotion: Responsible for coordinating promotional campaigns and creating promotional gimmicks within store to increase consumer awareness and retail sales. In addition, solicited and obtained special event joint-promotion sponsor from publishers and local company alliance.

Database Management & Membership Program: Created, utilized, and cleaned up database files for customer information, together with reengineered database structure and system from Foxpro to Visual Fox and aimed to end up by webbased Oracle system (by 2002). This included membership program management to build up long-term relationship with customers.

Budget Management: Analyze budget variances and initiate appropriate recommendations to more aggressive control annual expenditures. Design budget forecasting and analysis plans, and prepare future years' budget based on previous expenditures and changes in organization operation.



HIGHLY CONFIDENTIAL

Dear Participants,

This survey is conducted to fulfill the course requirement of the Master of Organization Management program at Assumption University. The study focuses on “*Creativity in the Organization*”. Your participation is highly appreciated, so please spare your time for a few minutes answering the questions as honestly as possible. The information will be used for academical purpose only. Your organization name definitely is not included in the paper. After finishing the project, all questionnaires will be destroyed and all information will be treated strictly confidential without any usage in the commercial way.

Researcher

Instruction

- 1) This questionnaire is divided into 2 main sections: closed-ended questions and open-ended questions. Please see below for better understanding.

Section 1: Close-ended Questions

- Part 1 Individual Creative Potential
- Part 2 Creative Leadership
- Part 3 Creative Organization
- Part 4 Demographic Profile

Section 2: Open-ended Questions

Questions will ask about employees' perception towards ABC's creativity level, creative enhancing factors and barriers and proposed solutions to improve the situation.

- 2) Please answer questions or rate each statement by ticking this mark “ ✓ ” in the box or table.
- 3) Incomplete questionnaire is **not** applicable for the analysis; therefore your complete answers are highly appreciated.
- 4) For highly confidential purpose, an envelope is provided. After finishing both parts, just insert questionnaires in a prepared envelop and sealed them before submitting.
- 5) To express my gratitude that you contribute your precious time to finish this questionnaire, you are entitled to the “*Creative Lucky Draw*”. Just fill in the attached coupon and hand to your supervisor. Prizes are 1 domestic package tour, and 10 ice-cream vouchers. The draw will be taken in October 2000 and winners will be contacted by telephone call. Good Luck.

Section 1: Close-ended Questions

Please rate the following statements by ticking “ ✓ ” in the table.

No. 1 = Strongly disagree

No. 2 = Disagree

No. 3 = Undecided

No. 4 = Agree

No. 5 = Strongly agree

No.	Statement	5	4	3	2	1
	Part 1 Individual Creative Potential					
	Self-discipline and persistence					
1	Every task has its limitation, but I look to a different ways to solve it.					
2	I am committed to my job as required by the company.					
3	I am a very persistent person.					
4	I am willing to take suggestions.					
5	I get my job done without my supervision follow up.					
	Invention					
6	I like reading a story about invention.					
7	I do not limit myself to one approach.					
8	I look for other ways to do things.					
9	I look for a different solution for a task.					
10	It is easy for me to build up a piece of artwork.					
	Originality					
11	I find it is boring to do routine and paper wok.					
12	I do not care my idea is different from my friends.					
13	It is O.K. to think differently.					
14	I prefer my own style than follow the current fashion.					
15	I prefer to do my own way than follow the norm.					
	Humorous and madness					
16	I like to make other people laugh.					
17	I like talking to myself in front of the mirror.					
18	I always carry a notebook to write down my ideas.					
19	It is not necessary to have a reason for doing something.					
20	I love to entertain people.					
	Flexibility					
21	I usually prepare second options to my customers.					
22	I am willing to change my position on issue when given additional good information.					
23	I am always willing to accept suggestion for a better plan.					
24	There are many ways to finish the job.					
25	I am not easily upset when my supervisor change my plan.					
	Tolerance of Ambiguity					
26	I believe that everybody can make a mistake.					
27	Learning without failure is impossible.					
28	I am comfortable in presenting my ideas to the group.					
29	I enjoy learning about new technologies and trends.					
30	I do not mind going society gathering by myself.					

No.	Statement	5	4	3	2	1
	Part 2 Creative Leadership					
	Decisiveness					
31	My supervisor is more concerned with the whole plan than with the details.					
32	My supervisor is a very decisive person.					
33	My supervisor is willing to deviate from any procedure in order to arrive at the timely decision.					
34	My supervisor can easily consolidate information and making decision.					
35	My supervisor prefers to work under a tight schedule in order to meet deadlines.					
	Openness					
36	My supervisor promotes a flexible work schedule.					
37	My supervisor pays attention to ideas coming from others.					
38	My supervisor gives credit to where it is due.					
39	My supervisor willingly shares experiences to the advantage of the group.					
40	My supervisor welcomes team discussion prior to making a decision.					
	Effective communicator					
41	I have a clear understand of what my supervisor wants me to do.					
42	It is easy to talk to my supervisor.					
43	Communication is a two-way process in my unit.					
44	My supervisor encourages to use new different communication tools.					
45	My supervisor is available most any time.					
	Goal-oriented					
46	My supervisor schedules periodic meeting to discuss department goals.					
47	My supervisor follows up on his/her teams yearly goals.					
48	Activities are arranged to ensure everyone is on track with prescribed goals.					
49	Staff is aware of their contribution in achieving prescribed goals.					
50	Progress on task is consistently followed up by my supervisor.					
	Employees' Involvement					
51	My supervisor allows staff to work on pet projects.					
52	Every employee's contribution counts in my organization.					
53	I know I am an important part in the organization.					
54	My company offers a lot of activities that involves staff input.					
55	Working for my organization, I feel like I belong to a big family.					
	Part 3 Creative Organization					
	Effective HR management					
56	My company rewards outstanding employees.					

No.	Statement	5	4	3	2	1
57	I feel that the performance appraisal is fair.					
58	My company offers a variety of training programs that helps the individual as a whole.					
59	At the end of the evaluation process, I am clear about my strengths and areas that need improvement.					
60	I know that the company makes every attempt to hire the best person for the job.					
	Open communication					
61	Staff is encouraged to discuss various projects with other departments.					
62	Feedback is a way of life in my organization.					
63	Employees in my organization are provided with several communication tools (E-mail, Cell phone and etc.)					
64	Constructive criticism is always welcome both in and outside the meeting room.					
65	It is possible for me to introduce my ideas to the big boss.					
	Efficient support system					
66	The company encourages and promotes an idea bank.					
67	The company provides administrative support for follow up our paper work.					
68	Additional budget is set aside for research and development projects.					
69	Budget for work project is flexible.					
70	My company provides an continually updates essential equipment needed to get the job done.					
	Flat organization and empowerment					
71	I have full authority on any project assigned to me.					
72	People in the organization enjoy a level of freedom in presenting their ideas.					
73	My company encourages all employees to have multi-skills to do different jobs.					
74	I am given enough room to make my own decision.					
75	Every employees has an opportunity to explore his/her idea to top level management.					
	Flexibility					
76	Systems and procedures are not rigid.					
77	I have a lot of freedom in how I set the work done.					
78	The company handbook is a source of reference not a strict code of conduct.					
79	It does not take time to convince my company to alter its strategy.					
80	My company structure is simple and flexible.					

Part 4 Demographic Profile

1.

Gender

Male

Female

2.

Age

< 20

20-24

25-29

30-34

35-39

40 and above

3.

Marital Status

Single

Married

4.

Education

High School

Commercial College/Certificate

Bachelor

Master or above

5.

Current Level

C1-C2

C3-C4

C5-C6

C7 and above

6.

Department

7.

No. of years in company

Section 2: Open-ended Questions

Please answer the following questions according to your opinion.

1) Do you think your organization is a creative one?

☐ Yes ☐ No ☐ Not sure

Please explain

2) What prevents you from being creative in your organization?

3) What are some suggestions that would encourage creativity in your organization?

Thank you very much for your kind cooperation.

HIGHLY CONFIDENTIAL

เรียน ท่านผู้มีเกียรติ

แบบสำรวจนี้สำหรับการวิจัยซึ่งเป็นส่วนหนึ่งของหลักสูตรปริญญาโท ภาควิชาการจัดการองค์กร
ของมหาวิทยาลัยอัสสัมชัญ การวิจัยครั้งนี้มุ่งจะศึกษาเกี่ยวกับ **"ปัจจัยที่ส่งผลกระทบต่อความคิดสร้างสรรค์ในองค์กร"**

ผู้วิจัยใครขอความร่วมมือจากท่านในการตอบแบบสอบถามนี้อย่างตรงไปตรงมา ข้อมูลที่ได้รับจากผู้วิจัยจะนำไปใช้
ประโยชน์ทางวิชาการเท่านั้น นอกจากนั้นหน่วยงานของท่านก็จะไม่นำไประบุในเอกสารรายงานการวิจัยแต่อย่างใด แบบสอบถามนี้
และข้อมูลอื่นที่เกี่ยวข้องกับการวิจัยจะถูกทำลายเมื่อเสร็จสิ้นงานวิจัย

จึงเรียนมาเพื่อทราบและขอความร่วมมือในการกรอกแบบสำรวจนี้ด้วยจักขอบพระคุณยิ่ง

คำแนะนำในการตอบ

1. แบบสอบถามนี้ประกอบด้วย 3 ส่วน

ส่วนที่ 1 เป็นคำถามเกี่ยวกับปัจจัยที่มีผลกระทบต่อความคิดสร้างสรรค์ในองค์กร สำหรับส่วนที่ 1 นี้แบ่งเป็น 3 ตอน

ตอนที่ 1 คักยภาพด้านความคิดสร้างสรรค์ส่วนบุคคล

ตอนที่ 2 สภาวะการเป็นผู้นำอย่างสร้างสรรค์

ตอนที่ 3 สภาวะการเป็นองค์กรฉลาดคิดและสร้างสรรค์

ส่วนที่ 2 ข้อมูลส่วนบุคคล

ส่วนที่ 3 เป็นคำถามเกี่ยวกับความคิดเห็น ปัจจัยที่เป็นอุปสรรคในการพัฒนาความคิดสร้างสรรค์ และข้อเสนอแนะ

2. ในการตอบแบบสอบถาม **กรุณาตอบทุกข้อ** เพื่อประโยชน์ในการวิเคราะห์ข้อมูลได้อย่างถูกต้อง โดยกาเครื่องหมายถูก
" / " ในช่องที่กำหนดให้

3. เพื่ออำนวยความสะดวกให้แก่ท่าน และเพื่อยืนยันว่าข้อมูลที่ท่านให้ในครั้งนี้อยู่เป็นความลับอย่างยั่งยืน ผู้วิจัยได้จัด
เตรียมซองไว้ให้ท่าน เมื่อท่านกรอกข้อมูลเรียบร้อยแล้ว กรุณานำแบบสอบถามบรรจุซองตามที่จัดให้ก่อนส่งคืนจักเป็น
พระคุณยิ่ง

4. เพื่อเป็นการตอบแทนที่ท่านกรุณาสละเวลาอันมีค่า ในการกรอกข้อมูลในแบบสำรวจนี้ **ผู้วิจัยขอเชิญร่วมส่งคู่มือฉบับฉลาก
รับของที่ระลึกแทนค่าขอบคุน** เช่น บัตรที่พักรีสอร์ทฟรี หรือบัตรรับประทานอาหารไอศกรีมฟรี เป็นต้น กรุณากรอกชื่อ/
นามสกุล และหมายเลขโทรศัพท์ลงในคู่มือที่แนบมาพร้อมกันนี้ แล้วสอดซองส่งกลับมาพร้อมกับแบบสำรวจ (ท่านที่โชคดี
จะได้รับการติดต่อกลับทางโทรศัพท์ภายในเดือนตุลาคม 2543 นี้)

ส่วนที่ 1 คำถามเกี่ยวกับปัจจัยที่มีผลกระทบต่อความคิดสร้างสรรค์ในองค์กร

กรุณาใส่เครื่องหมายถูก " / " ลงในช่องที่ตรงกับสภาพความเป็นจริง หรือข้อคิดเห็นของท่านมากที่สุด

ลำดับ	ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
	ตอนที่ 1 ศักยภาพส่วนบุคคลด้านความคิดสร้างสรรค์ (Individual Creative Potential)					
	ความรับผิดชอบและความอดทน (Self-discipline and persistence)					
1	ถึงแม้งานทุกอย่างจะมีข้อจำกัด แต่ข้าพเจ้าพยายามหาทางออกใหม่ๆเสมอ					
2	ข้าพเจ้าตั้งใจปฏิบัติตามหน้าที่ที่ได้รับมอบหมายจากบริษัท					
3	ข้าพเจ้าเป็นคนมีความอดทนสูง					
4	ข้าพเจ้ายินดีรับฟังความคิดเห็นของผู้อื่นๆ					
5	ข้าพเจ้าสามารถปฏิบัติงานได้สำเร็จลุล่วงโดยหัวหน้าไม่ต้องคอยติดตาม					
	การสร้างสรรค์ (Invention)					
6	ข้าพเจ้าชอบอ่านเรื่องราวที่เกี่ยวกับการประดิษฐ์คิดค้น					
7	ข้าพเจ้าไม่ชอบจำกัดตนเองอยู่กับวิธีการทำงานแบบเดิมๆ					
8	ข้าพเจ้าชอบมองหาวิธีการทำงานแบบใหม่เสมอ					
9	ข้าพเจ้าค้นหาวิธีการหลากหลายในการแก้ไขแต่ละปัญหา					
10	การสร้างชิ้นงานทางศิลปะ ไม่ใช่เรื่องยากสำหรับข้าพเจ้า					

ลำดับ	ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
	เอกลักษณ์ (Originality)					
11	ข้าพเจ้าคิดว่าการทำงานที่ต้องทำซ้ำเป็นประจำ และงานเอกสารเป็นเรื่องน่าเบื่อหน่าย					
12	ข้าพเจ้าคิดว่าการมีความเห็นแตกต่างไปจาก ผู้อื่นไม่ใช่เรื่องแปลก					
13	เป็นเรื่องปกติที่คนเราจะมีความเห็นไม่ตรงกัน					
14	ข้าพเจ้าชอบกระทำการใดๆตามแบบฉบับของ ตนเอง มากกว่าตามกระแสนิยม					
15	ข้าพเจ้าไม่ชอบปฏิบัติตามแบบแผนที่คนส่วนใหญ่ยึดถือ					
	ความมีอารมณ์ขันและการแสดงออก (Humor and madness)					
16	ข้าพเจ้าชอบทำให้ผู้อื่นหัวเราะ					
17	ข้าพเจ้ามักจะพูดคุยกับตนเองในกระจก					
18	ข้าพเจ้าพกสมุดบันทึก เพื่อใช้จดความคิด ใหม่ๆ ที่นึกขึ้นได้อย่างฉับพลัน					
19	ไม่จำเป็นต้องมีเหตุผลสำหรับการกระทำทุก อย่าง					
20	ข้าพเจ้าชอบแสดงท่าทางแปลกๆในที่ สาธารณะ เพื่อให้ผู้อื่นประหลาดใจ					
	ความยืดหยุ่น (Flexibility)					
21	ข้าพเจ้ามักจะเสนอทางเลือกให้แก่ลูกค้าเสมอ					
22	เมื่อได้ทราบข้อมูลเพิ่มเติม ข้าพเจ้าพร้อมที่จะ ปรับเปลี่ยนความคิดและจุดยืนได้					
23	ข้าพเจ้าพร้อมที่จะรับคำแนะนำต่างๆเพื่อปรับ ปรุงให้แผนงานดีขึ้น					
24	มีวิธีการหลายอย่างในการทำงานให้บรรลุผล ไปด้วยดี					
25	ข้าพเจ้าไม่รู้ลี้กเหตุหืด เมื่อหัวหน้าเปลี่ยน แปลงแผนงานที่ข้าพเจ้าได้เสนอไปแล้ว					

ลำดับ	ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
	ความอดกลั้นต่อสภาวะที่ไม่แน่นอน (Tolerance of Ambiguity)					
26	ข้าพเจ้าเชื่อว่าคนเราทุกคนย่อมทำอะไรผิดพลาดได้เสมอ					
27	ความล้มเหลวเป็นส่วนหนึ่งของการเรียนรู้					
28	ข้าพเจ้าพร้อมที่จะแสดงความคิดเห็นในที่ประชุมได้โดยไม่ล่าช้า					
29	ข้าพเจ้าเพลิดเพลินกับการเรียนรู้เรื่องเทคโนโลยีและแนวโน้มใหม่ๆ					
30	ข้าพเจ้ายินดีไปร่วมงานสังสรรค์และเข้างานสังคมต่างๆเพียงคนเดียว					
	ตอนที่ 2 สภาวะการเป็นผู้นำอย่างสร้างสรรค์ (Creative Leadership)					
	ความเด็ดขาดและรวดเร็วในการตัดสินใจ (Decisiveness)					
31	หัวหน้าของข้าพเจ้าให้ความสำคัญกับแผนงานโดยรวมมากกว่ารายละเอียดปลีกย่อย					
32	หัวหน้าของข้าพเจ้าเป็นคนกล้าตัดสินใจ					
33	บางครั้งหัวหน้าของข้าพเจ้าข้ามขั้นตอนบางอย่างในการทำงาน เพื่อให้งานเสร็จตามเป้าหมายและกำหนด					
34	หัวหน้าของข้าพเจ้าสามารถประมวลข้อมูลเพื่อการตัดสินใจได้โดยง่าย					
35	หัวหน้าของข้าพเจ้ามักจะทำงานได้สำเร็จตามกำหนดภายใต้ข้อจำกัดเรื่องเวลา					
	ความเปิดเผย (Openness)					
36	หัวหน้าของข้าพเจ้ามักจะกำหนดตารางเวลาทำงานที่มีความยืดหยุ่น					

ลำดับ	ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
37	หัวหน้าของข้าพเจ้าใส่ใจกับความคิดเห็นของผู้ อื่น					
38	หัวหน้าของข้าพเจ้าไม่นิยมการแอบอ้างเอา ความคิดของผู้อื่นมาเป็นของตนเอง แต่จะ อ้างถึงเจ้าของต้นความคิดเสมอ					
39	หัวหน้าของข้าพเจ้ามักจะร่วมพูดคุยในวง สนทนาเพื่อแลกเปลี่ยนประสบการณ์ต่างๆ เพื่อประโยชน์ของเพื่อนร่วมงาน					
40	หัวหน้าของข้าพเจ้าปรึกษากับเพื่อนร่วมงาน ก่อนการตัดสินใจ					
	ความสามารถในการสื่อสารอย่างมี ประสิทธิภาพ (Effective communication)					
41	ข้าพเจ้าเข้าใจชัดเจนดีว่าหัวหน้าต้องการให้ ข้าพเจ้าทำอะไร					
42	ข้าพเจ้าสามารถเข้าพบและพูดคุยกับหัวหน้า ได้โดยง่าย					
43	ในหน่วยงานของข้าพเจ้า เราพูดคุยและ สื่อสารโต้ตอบกันเสมอ					
44	หัวหน้าของข้าพเจ้าสนับสนุนให้มีการใช้ เครื่องมือสื่อสารรูปแบบต่างๆ เช่น E-MAIL, โทรศัพท์ หรือ PAGER เป็นต้น					
45	เมื่อต้องการปรึกษางาน ข้าพเจ้าสามารถพบ หัวหน้าได้เสมอ					
	การคำนึงถึงเป้าหมาย (Goal-oriented)					
46	หัวหน้าของข้าพเจ้าจัดประชุมฝ่ายเป็นประจำ เพื่อพิจารณาทบทวนเป้าหมายงานของฝ่าย					
47	หัวหน้าของข้าพเจ้าทำงานตามเป้าหมายงานที่ วางไว้					

ลำดับ	ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
48	หัวหน้าของข้าพเจ้าติดตามการทำงานต่างๆ เพื่อให้แน่ใจว่าทุกคนทำตามเป้าหมาย					
49	ทุกคนในหน่วยงานตระหนักดีว่าตนเองมีส่วนร่วมทำให้หน่วยงานบรรลุตามเป้าหมาย					
50	หัวหน้าของข้าพเจ้าสอบถามความคืบหน้าของงานเป็นประจำ					
	การมีส่วนร่วมของพนักงาน (Employees' Involvement)					
51	หัวหน้าของข้าพเจ้าให้โอกาสพนักงานรับผิดชอบงานเพิ่มเติมในส่วนที่ตนเองชอบและถนัด					
52	หัวหน้าของข้าพเจ้าแสดงความชื่นชมแก่พนักงานทุกคนที่ทุ่มเททำงานให้แก่บริษัท					
53	ข้าพเจ้าทราบดีว่าตนเองเป็นส่วนที่สำคัญส่วนหนึ่งสำหรับบริษัท					
54	บริษัทจัดกิจกรรมหลายอย่างที่ให้พนักงานมีส่วนร่วมเข้าร่วม					
55	ข้าพเจ้ารู้สึกว่าการทำงานกับบริษัทนี้อบอุ่นเหมือนอยู่ในครอบครัวเดียวกัน					
	ตอนที่ 3 องค์กรลาดคิดและสร้างสรรค์ (Creative Organization)					
	การบริหารทรัพยากรบุคคลอย่างมีประสิทธิภาพ (Effective HR management)					
56	บริษัทให้รางวัลแก่พนักงานที่มีผลงานดีเสมอ					
57	ข้าพเจ้าคิดว่าการประเมินผลงานเป็นไปอย่างยุติธรรม					
58	บริษัทจัดการอบรมต่างๆ เพื่อพัฒนาทักษะและความสามารถของพนักงานในทุกๆด้าน					

ลำดับ	ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
59	หลังจากการประเมินผลงาน ข้าพเจ้าทราบดีว่าตนเองมีจุดแข็ง และจุดอ่อนที่ควรพัฒนาอะไรบ้าง					
60	ข้าพเจ้าคิดว่าบริษัทพยายามคัดเลือกเฉพาะผู้สมัครที่มีความสามารถและ คุณสมบัติเหมาะสมตามตำแหน่งเท่านั้น					
	การสื่อสารแบบอิสระ/เปิดเผย (Open communication)					
61	บริษัทสนับสนุนให้พนักงานปรึกษากับฝ่ายงานอื่นๆในบริษัท					
62	การรายงาน (FEEDBACK) ถือเป็นวิธีปฏิบัติปกติสำหรับบริษัท					
63	บริษัทจัดเตรียมอุปกรณ์สื่อสารหลากหลายรูปแบบสำหรับพนักงาน เช่น โทรศัพท์มือถือ, PAGER, E-MAIL)					
64	ทุกคนในบริษัทยินดีรับฟังคำวิพากวิจารณ์ที่สร้างสรรค์ทั้งในและนอกห้องประชุม					
65	ข้าพเจ้าสามารถนำเสนอแนวความคิดใหม่ๆแก่ผู้บริหารระดับสูงได้เสมอ					
	ระบบงานสนับสนุนที่ดี (Efficient support system)					
66	บริษัทสนับสนุนให้เกิดแหล่งข้อมูลทางความคิดที่ดี					
67	บริษัทจัดให้มีหน่วยงานธุรการเพื่อให้พนักงานไม่ต้องเสียเวลาไปกับงานเอกสารหรืองานที่ไม่จำเป็นต่างๆ					
68	บริษัทจัดให้มีงบประมาณพิเศษสำหรับการวิจัย และพัฒนาโครงการใหม่ๆ					

ลำดับ	ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
69	งบประมาณของบริษัทยืดหยุ่นตามความเหมาะสม					
70	บริษัทจัดให้มีเครื่องมือหรืออุปกรณ์ที่ทันสมัยในการทำงาน					
	โครงสร้างองค์กรแบบราบและการกระจายอำนาจ (Flat organization and empowerment)					
71	ข้าพเจ้ามีอำนาจเต็มที่ต้องงานที่รับผิดชอบ					
72	พนักงานในบริษัทมีอิสระพอสมควรในการแสดงความคิดเห็นต่างๆ					
73	บริษัทสนับสนุนให้พนักงานพัฒนาทักษะในการทำงานหลายๆด้าน เพื่อให้ทำงานได้หลายประเภท					
74	ข้าพเจ้ามีอิสระมากพอในการตัดสินใจ					
75	พนักงานทุกคนมีโอกาสที่จะแสดงความคิดเห็น แก่ผู้บริหารระดับสูง					
	ความยืดหยุ่น (Flexibility)					
76	ระบบและระเบียบการทำงานของบริษัทไม่เข้มงวดมากนัก					
77	ข้าพเจ้ามีอิสระที่จะจัดการงานในส่วนที่ตนเองรับผิดชอบตามแต่เห็นสมควร					
78	คู่มือการปฏิบัติงานเป็นเพียงแหล่งอ้างอิงข้อมูลเท่านั้น พนักงานไม่จำเป็นต้องปฏิบัติตามอย่างเคร่งครัด					
79	บริษัทสามารถเปลี่ยนแปลงยุทธศาสตร์ได้โดยไม่ต้องใช้เวลานาน					
80	โครงสร้างองค์กรของบริษัทไม่ซับซ้อนและมีความยืดหยุ่น					

ส่วนที่ 2 ข้อมูลส่วนบุคคล

คำชี้แจง ให้ทำเครื่องหมายถูก " / " ลงในช่องว่างตามความเป็นจริง

เพศ	___ ชาย	___ หญิง	
อายุ	___ < 20	___ 20-24	___ 25-29
	___ 30-34	___ 35-39	___ มากกว่า 40
สถานภาพ	___ โสด	___ แต่งงาน	___ อื่นๆ
การศึกษา	___ มัธยมศึกษา		
	___ ประกาศนียบัตรวิชาชีพ		
	___ปริญญาตรี		
	___ปริญญาโท		
	___ปริญญาเอก		
	___ อื่นๆ		
ระดับชั้น	___ C1-C2	___ C3-C4	
	___ C5-C6	___ C7 หรือสูงกว่า	
หน่วยงาน	___ ขายปลีก ขายส่ง หรือหน่วยงานขายอื่นๆ		
	___ การตลาด โฆษณาและประชาสัมพันธ์ บริการลูกค้า		
	___ บัญชี การเงิน		
	___ ธุรกิจ ซ่อมบำรุง บรรจุ/ส่งของ จัดเก็บ ทั้ ๆ		
	___ ระบบคอมพิวเตอร์ และการสื่อสาร		
	___ งานบุคคล และการฝึกอบรม		
	___ คัดเลือก จัดซื้อ และบริหารสินค้า		
	___ เลขานุการ หรือสำนักกรรมการผู้จัดการ/ผู้บริหาร		
ระยะเวลาที่ทำงานกับบริษัท	___ ไม่ถึง 1 ปี	___ 1-2 ปี	___ 3-4 ปี
	___ 5-6 ปี	___ 7 ปีขึ้นไป	

ส่วนที่ 3

คำถามเกี่ยวกับความคิดเห็น ปัจจัยที่เป็นอุปสรรคในการพัฒนาความคิดสร้างสรรค์ และข้อเสนอแนะ

คำชี้แจง กรุณาตอบคำถามตามความเห็นที่แท้จริงของท่าน

เพื่อความเข้าใจที่ชัดเจนกรุณาอ่านความหมายขององค์การฉลาดคิดและสร้างสรรค์ก่อนตอบคำถาม

องค์การฉลาดคิดและสร้างสรรค์ หมายถึง องค์การที่ทุกหน่วยงานได้รับการเอื้ออำนาจ (Empowerment) และสนับสนุนส่งเสริมทั้งการทำงาน การคิด และการเรียนรู้ร่วมกัน (Team Working & Team Learning) จนสามารถบริหารตนเอง ให้มีการปฏิบัติงานกันอย่างสร้างสรรค์ และเกิดเป็น "นวัตกรรม (Innovation)" ในด้านต่างๆ เช่น ผลิตภัณฑ์และบริการใหม่ กระบวนการใหม่ เทคนิคและทักษะใหม่ๆ หรือคุณค่าใหม่ๆ สู้ลูกค้า

1) ท่านคิดว่าบริษัทที่ท่านทำงานอยู่เป็นองค์การฉลาดคิดและสร้างสรรค์หรือไม่

___ เป็น

___ ไม่เป็น

___ ไม่แน่ใจ

โปรดให้เหตุผล หรืออธิบาย

2) ปัจจัยหรือปัญหาอะไรที่ท่านคิดว่าเป็นอุปสรรค ในการพัฒนาความคิดสร้างสรรค์ในบริษัทที่ท่านทำงานอยู่

3) กรุณาสอนแนะแนวทางการส่งเสริมให้เกิดความคิดริเริ่มสร้างสรรค์ในบริษัทของท่าน

ขอขอบพระคุณเป็นอย่างสูงที่ท่านกรุณาเสียสละเวลาให้ความร่วมมือในการตอบแบบสอบถามนี้



LUCKY DRAW COUPON ☺

ชื่อ _____
นามสกุล _____
บริษัท _____
แผนก _____
โทร _____
เวลาที่สะดวกรับโทรศัพท์ _____

LUCKY DRAW COUPON ☺

ชื่อ _____
นามสกุล _____
บริษัท _____
แผนก _____
โทร _____
เวลาที่สะดวกรับโทรศัพท์ _____

LUCKY DRAW COUPON ☺

ชื่อ _____
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โทร _____
เวลาที่สะดวกรับโทรศัพท์ _____

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โทร _____
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LUCKY DRAW COUPON ☺

ชื่อ _____
นามสกุล _____
บริษัท _____
แผนก _____
โทร _____
เวลาที่สะดวกรับโทรศัพท์ _____

Gantt Chart of Data Collection

No.	Jobs	June				July				August				September			
		W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
1	Secondary Data Collection	DONE															
2	Primary Data Collection																
2.1	Construct research instrument	DONE															
2.2	Revise research instrument (1)																
2.3	Validity test																
2.4	Revise research instrument (2)																
2.5	Reliability test																
2.6	Finalize research instrument (3)																
2.7	Prepare questionnaire, coupon and package																
2.8	Approach middle managers																
2.9	Send questionnaire to middle managers for further distribution to lower level staffs																
2.10	Follow up (1)																
2.11	Follow up (2)																
2.12	Collection of fill-in questionnaires																
2.13	Check collected data																
2.14	Distribute more questionnaire (in case of incomplete data)																
2.15	Consolidate all collected data																
2.16	SPSS Input and analysis																

