UNIKASSEL
VERSITÄT

Promoting Creativity at Work: Implications for Scientific Creativity

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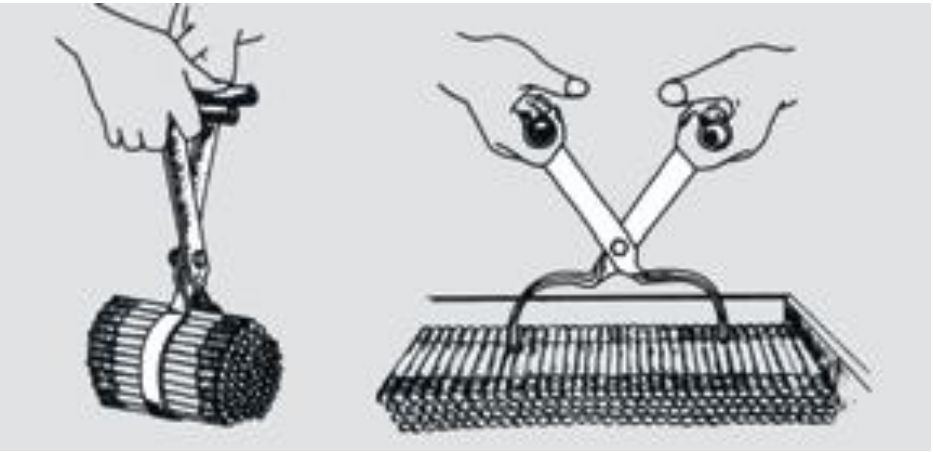
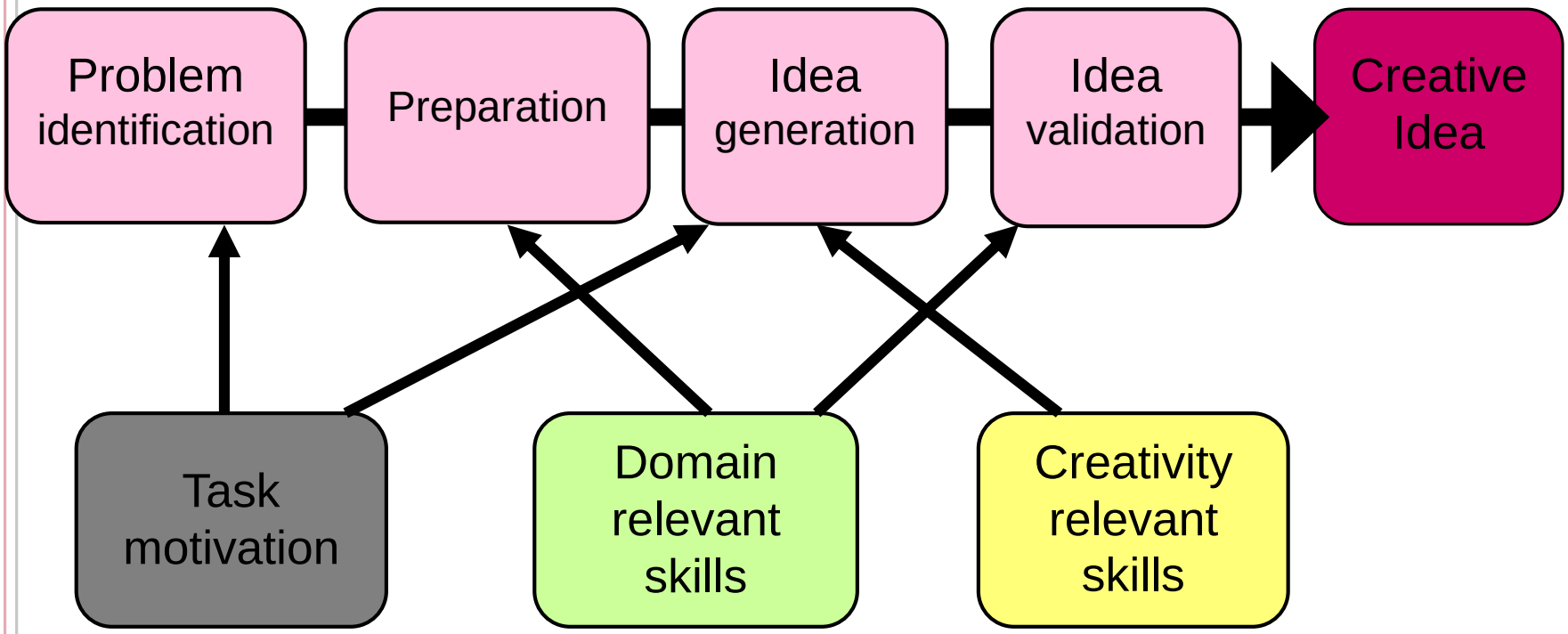
Have a break,
have a...
Nestlé
KitKat
Rhino Award!



Creative process



Amabile, 1996

Intrinsic motivation

„engagement as an end in itself, and not as a means to some extrinsic goal“ (Amabile, 1996)

Predictor	k	n	$\bar{r}$	$\hat{\rho}$
Intrinsic motivation	16	3,417	.20	.24
Extrinsic motivation	8	1,319	.11	.14
Job self-efficacy	6	1,257	.22	.26
Creative self-efficacy	8	1,746	.28	.33

(Hammond et al., 2011)

Work context of creativity

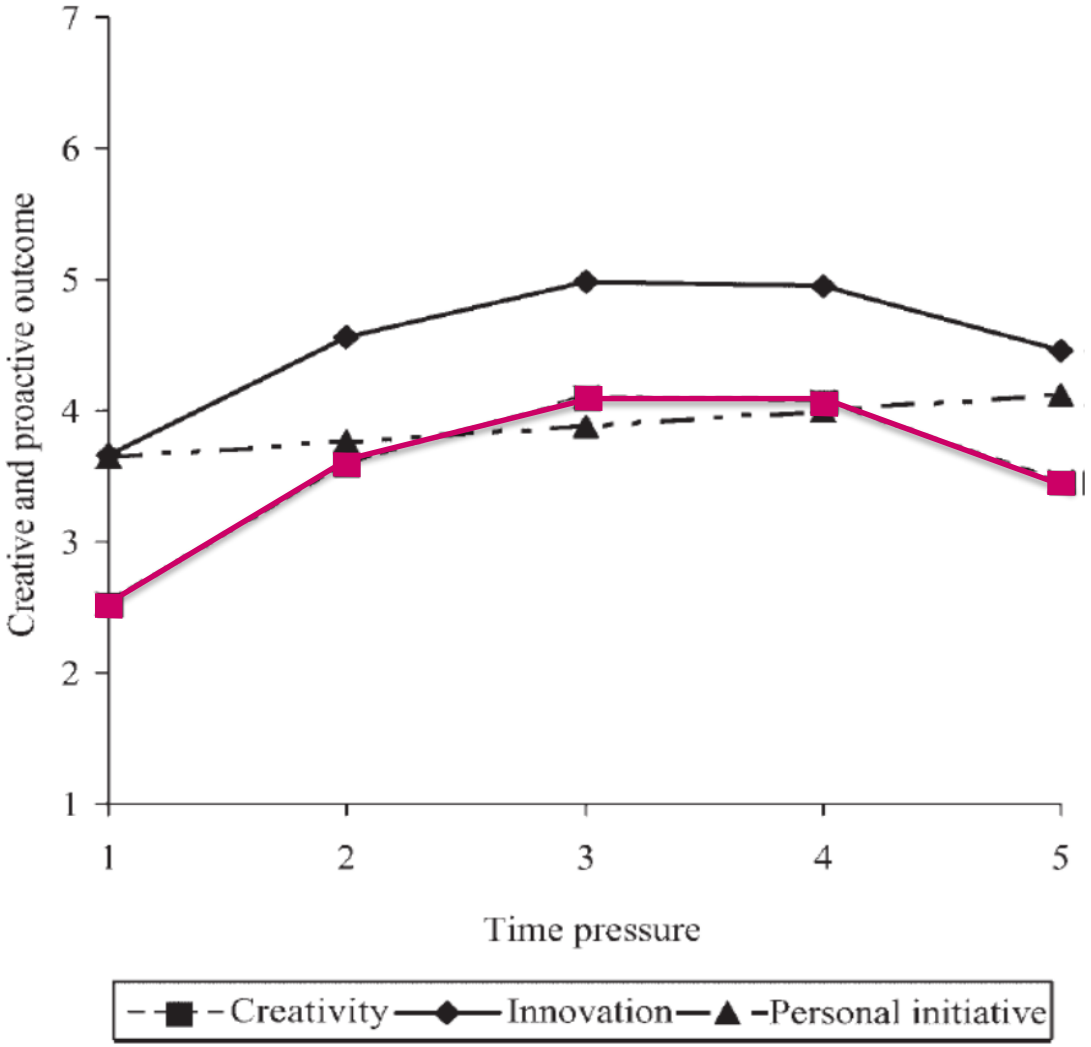
Job design (Shalley, Zhou & Oldham, 2004)

- Job control
- Job complexity
- Time pressure

Support from colleagues and supervisor (Madjar, Oldham & Pratt, 2002; Madjar, 2008; Zhou, 2003)

- emotional: encouragement, role modeling
- informational: feedback, learning

Effect of time pressure



Creativity

Ohly et al., 2006

Creative requirement

Perception that a job requires the incumbent to have creative ideas (Shalley, Gilson, & Blum, 2000; Unsworth, 2001; Scott & Bruce, 1996)

Depending on high levels of

- job control
- job complexity
- time pressure
- and low levels of organizational control (formalization) (Shalley et al, 2000)
- supportive leadership (Unsworth et al., 2005)

Trust

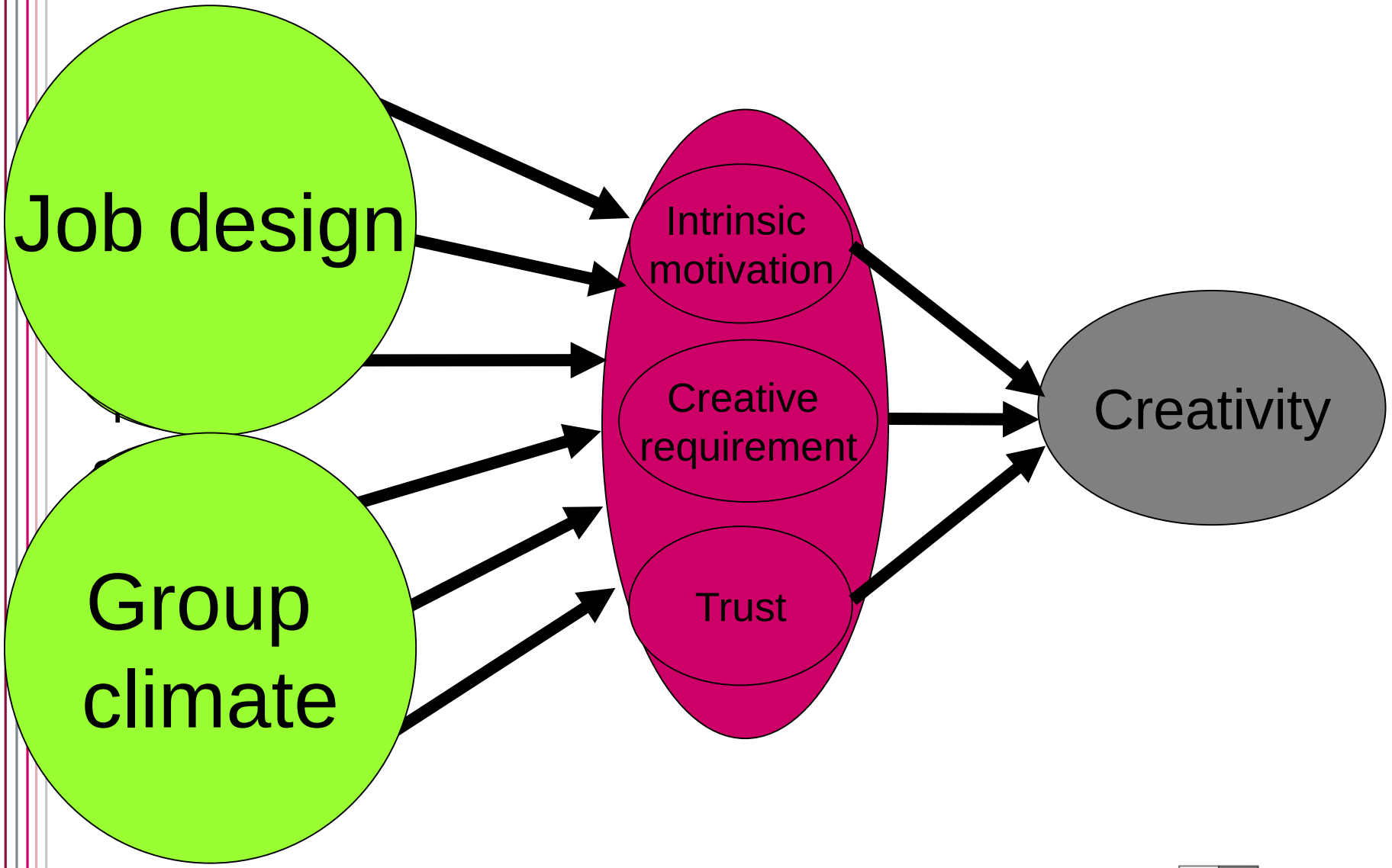
Willingness to be vulnereable to the actions of another party (Colquitt, Scott & LePine, 2007)

Willingness to take risks (Schormann, Mayer, & Davis, 2007)

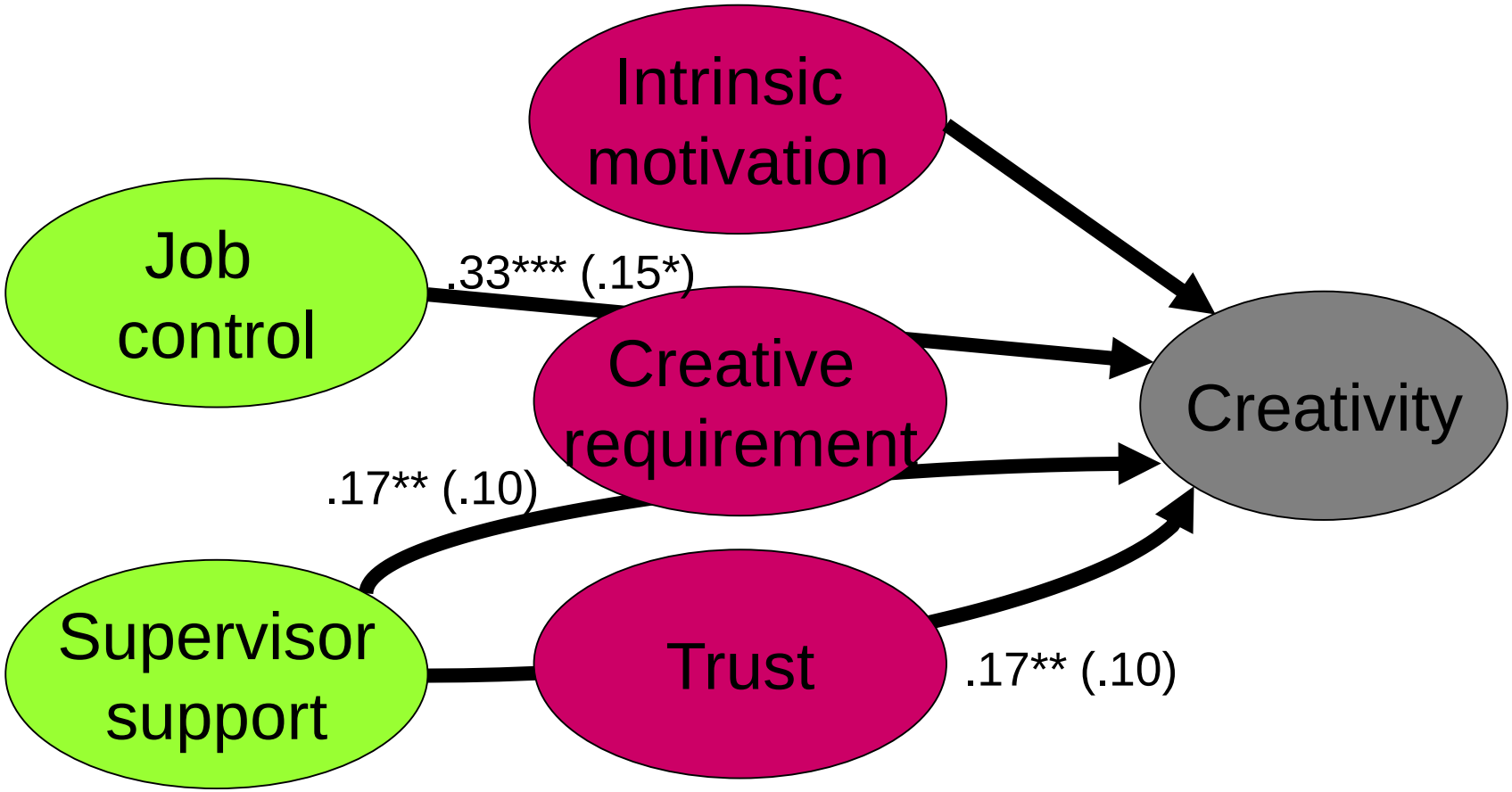
Sources (Mayer, Davis & Schoorman, 1995)

- Perceived ability of others
- Perceived benevolence of others
- Perceived integrity of others

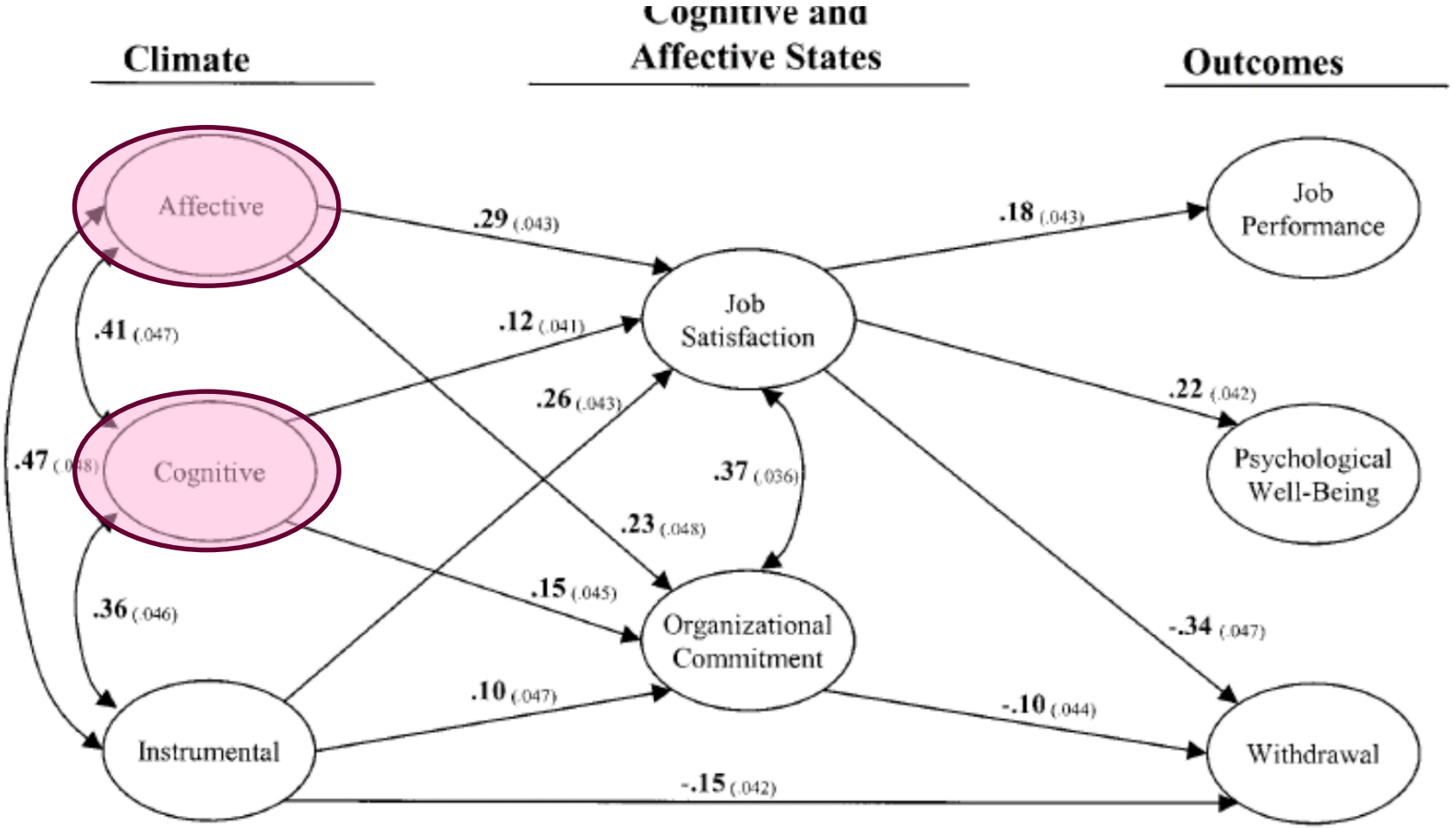
Research model



Results: Mediated model

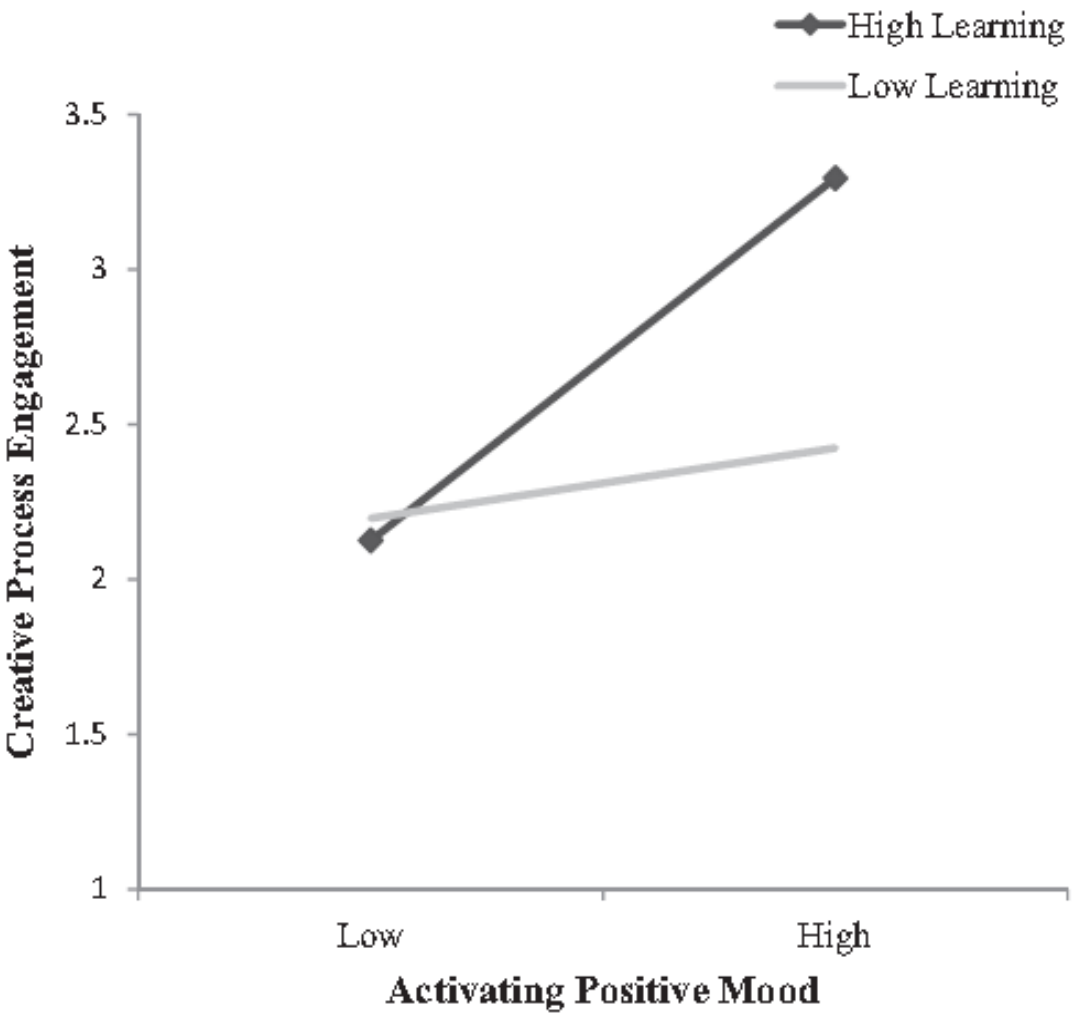


More macro perspective: organizational climate



Hammond et al., 2011; Nahrgang et al., 2009

More mirco perspective: Daily experiences



To, Fisher, Ashkanasy, & Rowe, 2012

Daily work events

Positive Event	Example	Rel. frequency
Goal attainment, problem solving, task-related success	„I met the deadline“ „Had a successful presentation“ „Discussed and finished the agenda for a workshop with colleagues“	54.20%
Praise, appreciation, positive feedback	„received praise“ „my supervisor thanked me“ „received praise for being credible“ „I was given credit by the principal“	21.12%
Perceived competence in or through social interactions	„Assisted my supervisor and felt competent“ „Was asked for help in a research project by colleagues from another department“ „successful teamwork“	16.99%
Passively experienced, externally determined positive experiences	„was assigned to a new project leader“ „service assignment in Spain“ „received a promotion“ „My colleague got a baby“	7.69%

Ohly & Schmitt, 2015

Implications

To enhance creativity universities need to

1. Build trusting relationships and forster a supportive climate
2. Articulate creative requirements and stress the importance of creativity
3. Provide working conditions that foster daily positive affect

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