

Tracy Stanley
Paul Davidson
Judy Matthews

School of Management, QUT Business School
Queensland University of Technology, Australia

Creative Work Environments and Employee Engagement: Exploring Potential Links and Possibilities

Abstract

Companies that perform well are often identified as either possessing creative work environments and (or) having high levels of employee engagement. Creative work environments are largely not well defined, although research alludes to contributing factors. On the other hand employee engagement is defined as the multiple emotional, rational and behavioural dimensions of an employee's consistent level of effort, commitment and connection to their job. Some authors including Saks (2006) and Shuck and Wollard (2010) call for more scholarly research to increase our understanding of the drivers of employee engagement and the actions that organisations can take to improve engagement.

There are references made in the literature to the existence of a relationship between a creative work environment and engaged employees (Isaksen & Ekvall 2010), but there is a lack of empirical evidence providing support for the direct relationship between the two. This study aims to explore the relationship, addressing the question of how a creative work environment impacts on employee engagement. Exploratory research to investigate this relationship will use a qualitative methodology with semi-structured interviews, field observations and document analysis. Key themes will be analysed at both the individual and team level reflecting the multi-level nature of the constructs.

Keywords: work environments, creative behaviours, employee engagement, teams.

1. Introduction

The increasing globalisation of business is driving organisations to find new ways to enhance competitiveness through their employees while operating in very different marketplaces and cultural environments (Briscoe & Schuler 2013, Dowling & Welch 2006). One of the keys to success in operating internationally is building the dynamic capabilities of the firm so that it can attract the right people and facilitate high levels of performance.

The need for organisations to innovate is critical for organisational success (Drucker & Drucker 2007, Porter 1990). Indeed, creativity, an important component of innovation, is being increasingly recognised as a critical means by which organisations and their members can create meaningful, lasting value for their multiple stakeholders (Amabile & Khaire 2008, George & Zhou 2001). Various researchers have indicated that those organisations that achieve higher levels of employee engagement (Corporate Executive Board 2004, Gallup 2010, Robertson & Cooper 2011) and creativity in the workplace (George & Zhou 2001), also achieve higher levels of performance. There are many examples of higher levels of engagement leading to employees who are more productive, profitable, safer, healthier, less likely to evidence turnover, less likely to be absent, and more willing to exhibit discretionary effort (Buchanan 2004, Fleming & Asplund 2007, Wagner & Harter 2006). All this means, achievement of a workplace environment that stimulates creative behaviour and facilitates engagement by employees is a value-adding objective that is shared by many multinational companies. The self-evident significance of these concepts encourages a more detailed examination.

2. Defining a Creative Work Environment

A creative work environment can be understood to be the social environment of an organisation that most effectively supports the generation of new ideas (Amabile & Gryskiewicz 1989). As a multi-faceted construct, it can be difficult to assess because of its complexity (Amabile & Mueller 2008). The environment can be influenced by a broad range of contextual factors operating at multiple levels in the organisation, from individual employee factors to team dynamics, and including the overall organisational culture and climate.

Research indicates several characteristics and mechanisms that distinguish a creative work environment from a less creative one. These include but are not limited to: the behaviour of the manager (Abbey & Dickson 1983, Dewett 2004, Isaksen & Akkermans 2011, Mumford 2000), the design of work (Amabile &

Gryskiewicz 1987, Hackman & Oldham 1974), provision of time for creativity (Amabile & Gryskiewicz 1987, Amabile, Conti, Coon, Lazenby & Herron 1996, Amabile, Hadley & Kramer 2002, Hennesey & Amabile 2010, Shalley & Gilson, 2004), attitude to risk (Dewett 2004), existence of positive versus negative tensions, existence and management of different types of conflict (Isaksen *et al.* 2001, Jehn 1995, Pelled 1996, Shalley & Gilson 2004), extent of collaboration within and across teams (King & Anderson 1990, Perry-Smith 2006, Taylor & Greve 2006, Thompson & Choi 2005), level of participation in decision making (Tjosvold 1982, Woodman, Sawyer & Griffin 1993), existence of an effective process for creativity management (Amabile 1988, Smith *et al.* 2008) and positive social relationships (Abbey & Dickson 1983).

These characteristics can be grouped into four general factor areas: 1) leadership behaviours, 2) team climate, social interactions and norms, 3) communication and collaboration processes, and 4) the design of work and jobs. In the discussion that follows, the existing literature describing the different mechanisms that are present in each of these factors and how each is proposed to influence a creative work environment are briefly overviewed. The potential relationships within and between the two constructs are then explored and the conceptual model that guides the study is provided.

3. The Influence of a Leader's Behaviour on a Creative Work Environment

Existing research confirms that the nature and behaviours of a leader can have a significant impact on the behaviours of team members (Andriopoulos 2001, Isaksen & Akkermans 2011, Jung 2001, Mumford 2000, Oldham & Cummings 1996, Scott & Bruce 1994, Smith *et al.* 2008). Specific leader behaviours can include communication style, participative goal setting, providing coaching and development-oriented feedback and the modelling of creative behaviours.

In overview, it is recommended by most authors that managers must communicate the importance of creativity as well as model the behaviours that support creativity. It is also recommended that they should provide training if they feel that an employee is capable of performing a behaviour that will facilitate creativity and is currently not doing so. Also, leaders can encourage employees to seek training outside of work and even to pursue higher educational degrees with the expectation that their work will benefit from this enhanced knowledge base (Shalley & Gilson 2004).

A leader's behaviour may predict the climate for innovation within the organisation (Scott & Bruce 1994). Of particular interest here is the type of

interactions undertaken, with higher levels of interaction between leaders and subordinates (leader-member exchange or “LMX”) resulting in a climate perceived to be more conducive to innovation (Tierney, Farmer & Graen 1999).

Feedback, especially from the team leader, is also an important element of communication. Higher levels of creativity are reported to result from feedback that is high in developmental orientation, i.e. that provides employees with information that helps them learn, develop, and improve (George & Zhou 2001). Just as there are many different types of leader behaviour that can encourage creative behaviour in the workplace, the absence of some behaviours may limit or indeed be obstacles to creativity.

4. Team Climate as an Influence on the Creative Work Environment

Team climate is the reflection of the organisational climate and culture, at the level of the team. As such it is influenced by the same factors, and manifests in the recurring patterns of behaviour, attitudes, and feelings that characterise life in the organisation. At the individual level of analysis, the concept has been called the psychological climate (Isaksen *et al.* 2001). This concept also exists at a team level including leader behaviour, reflecting the multi-layered nature of the concept.

A number of studies have sought to identify the climate and dimensions of culture that contribute to a creative work environment (Mumford *et al.* 2002). These studies identified a consistent set of interactional dimensions including: risk-taking, freedom, work challenge, openness, trust, support, intellectual orientation, intrinsic involvement, and activity/experimentation (Amabile, Conti, Coon, Lazenby & Herron 1996, Amabile & Gryskiewicz 1989, Isaksen & Akkermans 2011, Isaksen *et al.* 2001, Mumford & Gustafson 1988).

One of the characteristics identified as important within a creative work environment is psychological safety, described as an environmental condition in which people believe that others in their group will respond positively when they speak up to report mistakes, offer opinions, or propose new ideas. Edmondson and Mogelof (2006) proposed that psychological safety is crucial for creativity in organisations because creativity involves so much risk-taking, experimentation and frequent failure. Indeed, the social psychology of creativity has generated the greatest volume of work and has generated the most significant application in terms of the creative work environment (Hennessey & Amabile 2010). This research has focussed primarily on the impact of the social environment or the work environment (generally as created by leaders or managers) on the creativity of individuals, groups or entire organisations (Hennessey & Amabile 2010).

Other authors such as Edmondson and Mogelof (2006), and Abbey and Dickson (1983), De Dreu and West (2001), and Shalley and Gilson (2004) emphasise risk-taking. They propose that a work environment that encourages risk-taking, in which a person will not be harshly judged or ridiculed for failure (De Dreu & West 2001), is important for creativity because new product and process development requires employees to try and potentially fail (Shalley & Gilson 2004). If employees know that creativity is valued they are also more likely to experiment and seek input from others (Abbey & Dickson 1983). Indeed, research has found that when people generate open and ongoing contact with external others, from different or multiple sources, creativity in the workplace is enhanced (Ancona & Caldwell 1992, Dougherty & Hardy 1996). Of key importance is that risk-taking is not only supported by, but actively role-modelled by management (Shalley & Gilson 2004).

In addition to risk management, task controversy or conflict has also been identified as a key element within a creative work environment (Tjosvold 1982, Jehn 1995, Pelled 1996, Shalley & Gilson 2004). Work environments where managers explored, understood and accepted workers' arguments have often resulted in employees displaying more curiosity (Tjosvold 1982). In overview, team climate is a complex construct with many interacting variables related to behaviours, feelings, perceptions and processes which are often directly influenced by the manager of the team. We now turn to this final group of factors related to processes.

5. Communication and Collaboration Processes

The processes factor grouping is quite broad, and includes communication processes, the ways that a team interacts with other teams and other organisational processes such as processes that impact on an employee's sense of equity and fairness. As discussed by Amabile and Gryskiewicz (1989), some process factors can serve either to support or obstruct creativity in the workplace. For example, a lack of perceived fairness in terms of process could clearly be an obstruction to creativity.

Communication is an important influence in promoting creativity on many levels. Monge, Cozzens, and Contractor (1992) found that group communication was positively related to the generation of innovative ideas. Similarly, communications with other groups have been identified as important with Andrews and Smith (1996) contending that interactions with other functional areas enhanced the creativity of marketing campaigns. Indeed, consistently interacting with diverse others has been referred to in the creativity literature as

a necessary precondition for creative performance (Amabile 1988, Kanter 1983, Mumford *et al.* 2002, Woodman *et al.* 1993).

An employee's perception of the procedural fairness of organisational processes also appears to have an impact on their motivation, and the extent to which they are prepared to engage in creative behaviours. For example, Ramamoorthy *et al.* (2005) found that the organisational process of meritocracy, equity perceptions and procedural justice perceptions influenced innovative work behaviour.

In summary, this third broad group of characteristics to do with processes could be a subset of the earlier factor grouping identified as team climate, because perceptions relating to the appropriateness, efficiency and fairness of processes influence perceptions relating to the team climate. The final group of factors considered relevant to the current investigation into a creative work environment relates to the design of each of the jobs within the team structure.

6. The Influence of Job Design Factors on the Work Environment

There are several mechanisms of interest within the factor area of work or job design. These mechanisms include the complexity or challenges inherent in the job itself, the autonomy accorded to the incumbent to make decisions and plan their work, and resource availability. Each of these areas is discussed in turn.

The importance of the design of a "good job" and its impact on motivation was famously highlighted by Hackman and Oldham (1974) in the development of their job characteristics model identifying task identity, task significance, the use of a variety of skills and the provision of feedback on performance. They also identified the importance of providing the job incumbent with autonomy in decision making about how they undertook the role. Support for the provision of adequate autonomy on a creative work environment has also been provided by Ramamoorthy *et al.* (2005).

Later researchers supported the initial work of Hackman and Oldham (1974) with Shalley and Gilson (2004) reiterating that a "good job" must also have complexity and challenge. They also observed that when jobs are complex and demanding, i.e., high in challenge, autonomy, and complexity, individuals are more likely to focus all of their attention and effort on their jobs, making them more persistent and more likely to consider different alternatives, which should result in creative outcomes (2004, p. 37). This view has been supported more recently by Pink (2011), who highlighted the importance of autonomy, i.e. control over work, mastery, i.e. the capacity for a person to get better at what they do,

and purpose, i.e. an alignment with a broader objective, as key motivators driving behaviour within a role.

Resources also have an impact on a creative work environment. These resources include time, money, access to information, and access to people (Amabile & Gryskiewicz 1989). One frequently mentioned factor necessary for promoting creativity is sufficient time to think creatively, explore different perspectives, and to play with ideas (Amabile & Gryskiewicz 1987). Managers have a complex role in striking the right balance between providing employees enough time to be creative but not so much time that they are bored and no longer motivated to perform their jobs (Shalley & Gilson 2004). Similarly, there is a need to strike the right balance with regard to the provision of resources to support creativity. An abundance of resources can also make individuals too comfortable, which can have a “deadening effect on creativity” (Csikszentmihalyi 1997, p. 321).

The design of work is therefore most usefully seen as multi-dimensional, with a number of conditions that need to be met for the design of the job itself to have the necessary preconditions to inspire creative behaviours. Pulling the discussion together, it appears that leadership behaviours, team climate, organisational processes together with job design considerations are all important variables within a creative work environment. Attention is now directed to how these factors relate to each other.

7. The Relationships between Influences

As mentioned, the identified factor groupings interact, as do the characteristics inherent within them. It is proposed that a creative work environment needs the presence of most of these factors for the best conditions to exist for the presence of creative work behaviours and the subsequent generation of creative ideas. The term “most” as opposed to “all” has been deliberately used here as there still exists controversy as to the influence of some variables such as the sufficiency of resources. However, that caveat aside, it appears that the absence of some of the variables will diminish the creative potential of the work environment.

Having reviewed the key mechanisms that impact on a creative work environment, we would now direct readers’ attention to understanding what employee engagement is and what are the most influential mechanisms impacting on this important psychological state and how it may relate to a creative work environment.

8. Employee Engagement

For this study, employee engagement is defined as the multiple emotional, cognitive and behavioural dimensions of an employee's consistent level of effort, commitment and connection to their job. Employee engagement is both a popular and controversial term and construct within the literature. It is popular because it has received the attention of HR professionals, internal communications practitioners, and business conference presenters in addition to being the subject of increasing academic interest (Macey & Schneider 2008, Shuck & Wollard 2010). However, controversy exists because it has been asserted that there is a challenge around how employee engagement should be defined (Macey & Schneider 2008). It has been asked whether the concept of engagement is just a repackaging of employee satisfaction (Macey & Schneider 2008) and organisational commitment (Schneider *et al.* 2005) while others have offered reinterpretations of the concept as work passion, organisational commitment (Robinson, Perryman & Hayday 2004, Saks 2006) or job involvement (Zigarmi *et al.* 2009). Shuck and Wollard (2010) believe that this lack of continuity contributes to a deep misconception as to the complexities of the concept of employee engagement.

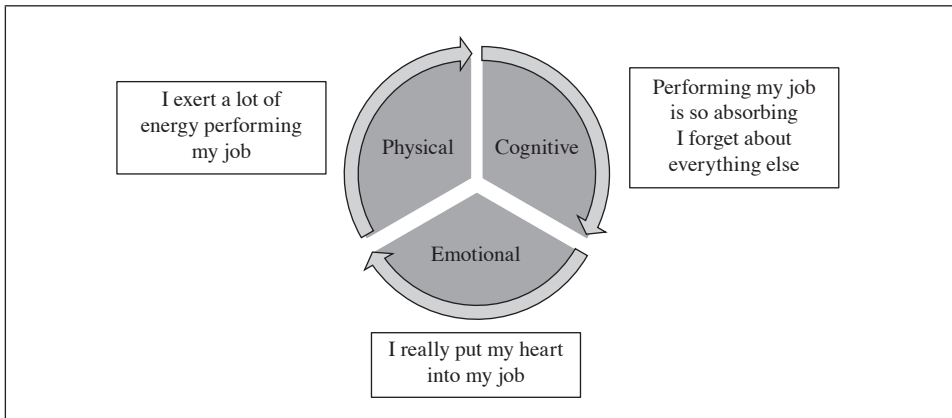


Fig. 1. Examples of Cognitive, Emotional and Behavioural Components that Exist within a State of Employee Engagement

Source: based on definition provided by May, Gilson and Harter (2004).

A synthesis of the current literature regarding the definition of the employee engagement construct was undertaken by Macey and Schneider (2008), who contend that there appears to be considerable agreement that engagement has a strong affective tone indicating that engaged employees have high levels of

involvement in their work, pride and identity in the organisation and a sense of self-identity. For the purpose of this study, two complementary definitions are provided by May, Gilson, and Harter (2004) and Shuck and Wollard (2010). What is consistent across both definitions is the recognition of the three core components within engagement related to cognitive, emotional and behavioural elements. These components are depicted in Fig. 1.

We will now describe the research related to the different mechanisms that impact on employee engagement. Like a creative work environment, there are many variables or mechanisms that impact on employee engagement, with Shuck, Rocco, and Alborno (2011) observing that no one factor singularly contributes to the creation of engagement or disengagement at work. This is similar to the dynamic influencers within a creative work environment.

The discussion regarding employee engagement is organised in a similar way to that undertaken for a creative work environment. It begins with an analysis of factors related to the job itself, then the psychological climate – which may or may not relate to a team environment – perceptions regarding the equity of organisational processes, leadership behaviours and, finally, factors related to the individuals themselves.

9. The Influence of Job Design and Job Fit on Employee Engagement

The key role work characteristics play in impacting on job engagement was supported by Macey and Schneider (2008) and Christian, Garza, and Slaughter (2011) with Shuck, Reio, and Rocco (2011) highlighting the importance of the person fit with the job, i.e. that the job demands are congruent with the interests, values and personality of the employee (Resick, Baltes & Shantz 2007). Early research into engagement revealed that there was a complexity of influences on an individual's personal engagement and disengagement in particular moments of role performance, as a result of the relationship between a person and the role they occupy. The reality is that the employee can be either psychologically present or absent at work (Kahn 1990).

10. The Impact of Team Environment on Employee Engagement

An early qualitative study into employee engagement by Shuck, Rocco, and Alborno (2011) considered the relationship between the employee and the work environment. From their analysis, a number of themes emerged as important to

engagement including relationship development, attachment to co-workers, the workplace climate and opportunities for learning. These findings highlighted the importance of the development of relationships in the workplace, the importance of an employee's direct manager and their role in shaping organisational culture and the critical role learning played in an engaged employee's interpretation of their work.

By testing a number of proposed antecedents and consequences of employee engagement, Shuck, Reio, and Rocco (2011) reported that those employees who experienced a positive psychological climate were more likely to report higher levels of discretionary effort. This behaviour has been identified as a direct consequence of an employee being engaged (Corporate Executive Board 2004, May, Gilson & Harter 2004).

11. Perceptions Related to Fairness in Processes

Perceptions as to the fairness related to procedural and distributive justice processes within an organisation also contribute to engagement. A study by Saks (2006) indicated that there is a positive relationship between perceived procedural justice and employee engagement. The study also found a positive relationship between job characteristics, perceived organisational support, perceived supervisory support, rewards and recognition, and employee engagement.

12. The Impact of Leadership on Engagement

The manager as a leader has a key impact on employee engagement (Corporate Executive Board 2004, Harter, Schmidt & Hayes 2002, Judge *et al.* 2001, Macey & Schneider 2008, Shuck, Rocco & Albornoz 2011). Indeed the impact of managerial behaviour on providing a sense of meaningful work was highlighted as far back as 1974 when Hackman and Oldham (1974) first developed their job characteristics model.

13. Individual Factors in Employee Engagement

As with a creative work environment, there are many characteristics of engagement that relate directly to the individual employees themselves. To be engaged, the employee must not only have the capacity for engagement, but also possess the freedom to be engaged (Macey & Schneider 2008). In short, there

appears to be no one step or process that will work to create engaged employees across a team and it is indeed a challenging task (Shuck & Wollard 2010).

Having defined employee engagement and discussed the different variables impacting on the construct, our discussion will now move to how and why a creative work environment may relate to employee engagement.

14. Creative Work Environments in Relation to Employee Engagement

Recent reference is made in the literature to the existence of a relationship between a creative work environment and engaged employees (Isaksen & Ekvall 2010), but there is a lack of empirical evidence providing support for the direct relationship between the two constructs. This study addresses that gap in the literature. Additionally, a need for further study into the relationship among the potential antecedents and consequences of engagement has been proposed as necessary because they have not been rigorously conceptualised and studied and as a consequence there is an inadequate understanding of the nomological network of engagement in work (Macey & Schneider 2008).

15. Emerging Research Questions and Proposed Methodology

With consideration for the existing literature and the gaps in the literature, the following model is constructed to guide this study. As indicated in Fig. 2, the creative work environment is one in which jobs are well designed both with complexity and challenge and for which the position incumbent has the autonomy to make decisions about how the work is undertaken. There is also time provided to engage in creative thought and activity. Additionally, the work team has a positive social climate in which creativity is actively encouraged and in which team members feel safe to disagree and to express different and sometimes risky ideas without the fear of judgement or adverse consequences. Finally, the leader of the team plays a guiding role in modelling creative behaviours and in providing positive feedback.

Employee engagement is described in Fig. 2 in terms of typical feelings, attitudes and behaviours that are associated with an “engaged” employee as identified by researchers (see May, Gilson & Harter 2004, Shuck & Wollard 2010). We believe that a creative work environment actively supports employee engagement in the workplace. This proposition will be the focus of this

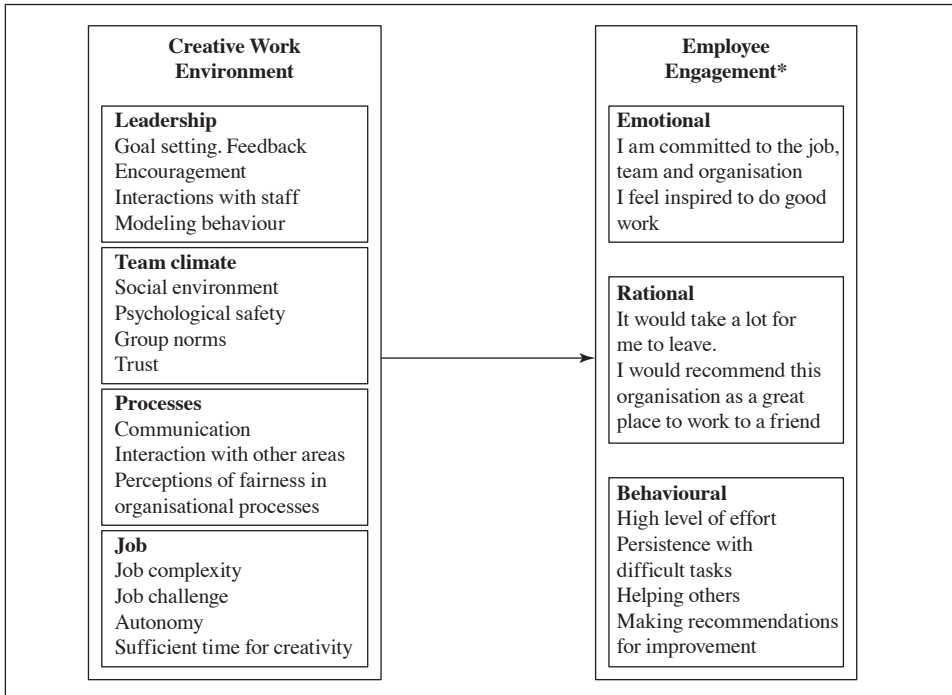


Fig. 2. Conceptual Model of the Relationship between a Creative Work Environment and Employee Engagement

* Based on May, Gilson and Harter (2004) definition of employee engagement.

Source: model developed for this research, incorporating definition of employee engagement by May, Gilson and Harter (2004).

study with the core research question being: What is the relationship between a creative work environment and employee engagement?

16. Proposed Methodology

There is justification for use of a case study approach for a study of this nature. Yin (2009) asserts that the case study is appropriate for exploratory analysis when investigating contemporary phenomena within their real-life context, and when the boundaries between the phenomena and the context are not clear. A case study is also the strategy of choice when the focus is on understanding the dynamics present within single settings, and when existing theory seems inadequate (Eisenhardt 1989). Furthermore, a case study approach permits flexible and opportunistic data collection methods such as additional questions during interviews (Easterby-Smith 1994, Easterby-Smith, Thorpe & Lowe 1991).

A qualitative methodology will be used to investigate the research question incorporating semi-structured interviews with team members and their managers, field observations and document analysis. This approach will allow the triangulation of data. The analysis will be undertaken at both an individual and team level, reflecting the importance of a multi-level approach to the examination of the two main constructs. There is solid coherence between the research question to be investigated and the research methodology. This methodological fit is critical for facilitating an effective contribution to the existing body of knowledge (Edmondson & McManus 2005).

Questions in the semi-structured interviews will directly relate to the research question being investigated and will be influenced by similar questions asked in relevant, similar studies that have already been assessed and tested for their validity. Additionally, questions will be included employing critical incident technique, in which, for example, interviewees are asked to describe a time when their team was highly creative and another when they were not. The critical incident technique allows data to be collected from the respondent's perspectives and in their own words (Gremler 2004). This approach not only facilitates rich data collection but allows the interviewees to prioritise their own experiences relevant to the phenomena being investigated (Gremler & Gwinner 2008).

17. Proposed Benefits of the Study

This study is expected to provide clearer insight into the subtleties in the relationships proposed between a creative work environment and the different states associated with employee engagement as identified by May, Gilson, and Harter (2004). At a micro-level, the most influential mechanisms impacting on each construct should be able to be identified.

From this analysis, actions can be designed to ensure that managers can create the conditions within their team that most effectively support creative behaviours and a deeper sense of engagement with the job, ultimately contributing to higher levels of both team and business performance.

18. Limitations of the Study

This exploratory study analyses the characteristics of creative work environments and employee engagement. It is recognised that these are both complex and multi-faceted concepts and that there are many variables which could influence these areas. As with all management field research, the research

process can be “messy, inexact and inefficient” (Edmondson & McManus 2005). As a result it is important not to overstate the contribution of some findings or the generalisability of the findings to other organisations. However, it is expected that the findings will inform practitioners and shape future actions in their organisation (Edmondson & McManus 2005).

19. Future Thoughts

It is expected that the study will provide some answers and bring the potential work environments into sharper focus. Work environments with high employee engagement and effective teams and groups are known to perform better. In an increasingly complex world with the technological evolution of science, engineering, management and organisation development, managers rely on all kinds of specialists and need to understand the process of “teaming”, i.e. of bringing these specialists together (Edmondson & Schein 2012) if they are to manage within these complex environments with maximum effectiveness.

The importance of effective teams and teamwork environments is well established. The work of Abbey and Dickson (1983) and Gibson and Vermeulen (2003) have brought a closer focus to analysing sub-systems and sub-groups within teams while the work of Amabile *et al.* (1996) has shed light on the social environment of the work team. It is expected that this study will provide encouragement for further research into work environments generally, and more specifically in relation to those characteristics that impact on variations of creative behaviours and employee engagement.

Bibliography

- Abbey A., Dickson J. W. (1983), *R&D Work Climate and Innovation in Semiconductors*, “Academy of Management Journal”, 26(2): 362–368, <http://dx.doi.org/10.2307/255984>.
- Amabile T. M. (1988), *A Model of Creativity and Innovation in Organisations*, “Research in Organizational Behavior”, vol. 10(1): 123–167.
- Amabile T. M., Conti R., Coon H., Lazenby J., Herron M. (1996), *Assessing the Work Environment for Creativity*, “The Academy of Management Journal”, 39(5): 1154–1184, <http://dx.doi.org/10.2307/256995>.
- Amabile T. M., Gryskiewicz N. D. (1989), *The Creative Environment Scales: Work Environment Inventory*, “Creativity Research Journal”, December 2012: 37–41, <http://dx.doi.org/10.1080/10400418909534321>.
- Amabile T. M., Gryskiewicz S. S. (1987), *Creativity in the R&D Laboratory*, Center for Creative Leadership, Greensboro.
- Amabile T. M., Hadley C. N., Kramer S. J. (2002), *Creativity under the Gun*, “Industry Week”, 80(8): 52–61.

- Amabile T. M., Khaire M. (2008), *Creativity and the Role of the Leader*, "Harvard Business Review", October.
- Amabile T., Mueller J. S. (2008), *Studying Creativity, Its Processes, and Its Antecedents* (in:) *Handbook of Organizational Creativity*, Lawrence Erlbaum Associates, New York.
- Ancona D. G., Caldwell D. F. (1992), *Demography and Design: Predictors of New Product Team Performance*, "Organization Science", 3(3): 321–341, <http://dx.doi.org/10.1287/orsc.3.3.321>.
- Andrews J., Smith D. C. (1996), *In Search of the Marketing Imagination: Factors Affecting the Creativity of Marketing Programs for Mature Products*, "Journal of Marketing Research", 33(2): 174–187, <http://dx.doi.org/10.2307/3152145>.
- Andriopoulos C. (2001), *Determinants of Organisational Creativity: A Literature Review*, "Management Decision", 39(10): 834–841, <http://dx.doi.org/10.1108/00251740110402328>.
- Briscoe D., Schuler R. (2013), *International Human Resource Management*, Taylor and Francis, Hoboken.
- Buchanan L. (2004), *The Things They Do for Love*, vol. 82: 19, "Harvard Business Review".
- Christian M. S., Garza A. S., Slaughter J. E. (2011), *Work Engagement: A Quantitative Review and Test of Its Relations with Task and Contextual Performance*, "Personnel Psychology", 64(1): 89–136, <http://dx.doi.org/10.1111/j.1744-6570.2010.01203.x>.
- Corporate Leadership Council (2004), *Driving Performance and Retention through Employee Engagement, Research Summary*, Corporate Executive Board.
- Csikszentmihalyi M. (1997), *Flow and the Psychology of Discovery and Invention*, Harper Perennial, New York.
- De Dreu C. K. W., West M. A. (2001), *Minority Dissent and Team Innovation: The Importance of Participation in Decision Making*, "Journal of Applied Psychology", 86(6): 1191–1201.
- Dewett T. (2004), *Employee Creativity and the Role of Risk*, "European Journal of Innovation Management", 7(4): 257–266, <http://dx.doi.org/10.1108/14601060410565010>.
- Dougherty D., Hardy C. (1996), *Sustained Product Innovation in Large, Mature Organizations: Overcoming Innovation-to-organization Problems*, "Academy of Management Journal", 39(5): 1120–1153, <http://dx.doi.org/10.2307/256994>.
- Dowling P., Welch D. E. (2006), *International Human Resource Management: Managing People in a Multinational Context*, Thomson/South-Western, Mason, Ohio.
- Drucker P. F., Drucker P. F. (2007), *Innovation and Entrepreneurship: Practice and Principles*, Routledge.
- Easterby-Smith M. (1994), *Evaluating Management Development, Training and Education*, Gower, Brookfield, ERIC.
- Easterby-Smith M., Thorpe R., Lowe A. (1991), *Management Research: An Introduction*, Sage Publications, London.
- Edmondson A., McManus S. E. (2005), *A Note on Methodological Fit in Management Field Research*, Harvard Business School Publishing, Boston, MA.
- Edmondson A. C., Mogelof J. P. (2006), *Explaining Psychological Safety in Innovation Teams: Organizational Culture, Team Dynamics, or Personality?* (in:) L. Thompson, H. Choi (eds), *Creativity and Innovation in Organizational Teams*, Lawrence Erlbaum Associated Press, Mahwah, NJ: 109–136.

- Edmondson A. C., Schein E. H. (2012), *Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy*, Jossey-Bass.
- Eisenhardt K. M. (1989), *Building Theories from Case Study Research*, "Academy of Management Review", 14(4): 532–550, <http://dx.doi.org/10.2307/258557>.
- Fleming J. H., Asplund J. (2007), *Human Sigma: Managing the Employee-customer Encounter*, Gallup Press, New York.
- Gallup (2010), *The State of the Global Workplace: A Worldwide Study of Employee Engagement and Well-being*: 36.
- George J. M., Zhou J. (2001), *When Openness to Experience and Conscientiousness Are Related to Creative Behavior: An Interactional Approach*, "Journal of Applied Psychology", 86(3): 513–524, <http://dx.doi.org/10.1037//0021-9010.86.3.513>.
- Gibson C., Vermeulen F. (2003), *A Healthy Divide: Subgroups as a Stimulus for Team Learning Behavior*, "Administrative Science Quarterly", 48(2): 202–239, <http://dx.doi.org/10.2307/3556657>.
- Gremler D. D. (2004), *The Critical Incident Technique in Service Research*, "Journal of Service Research", 7(1): 65–89, <http://dx.doi.org/10.1177/1094670504266138>.
- Gremler D. D., Gwinner K. P. (2008), *Rapport-building Behaviors Used by Retail Employees*, "Journal of Retailing", 84(3): 308–324, <http://dx.doi.org/10.1016/j.jretai.2008.07.001>.
- Hackman J. R., Oldham G. R. (1974), *The Job Diagnostic Survey: An Instrument for the Diagnosis of Jobs and the Evaluation of Job Redesign Projects*, Yale University, Department of Administrative Sciences, New Haven, Conn.
- Harter J. K., Schmidt F. L., Hayes T. L. (2002), *Business-unit-level Relationship between Employee Satisfaction, Employee Engagement, and Business Outcomes: A Meta-analysis*, "The Journal of Applied Psychology", 87(2): 268–279, <http://dx.doi.org/10.1037//0021-9010.87.2.268>.
- Hennessey B. A., Amabile T. M. (2010), *Creativity*, "Annual Review of Psychology", 61(1): 569–598, <http://dx.doi.org/10.1146/annurev.psych.093008.100416>.
- Isaksen S. G., Akkermans H. J. (2011), *Creative Climate: A Leadership Lever for Innovation*, "The Journal of Creative Behavior", 45(3): 161–187.
- Isaksen S. G., Ekvall G. (2010), *Managing for Innovation: The Two Faces of Tension in Creative Climates*, "Creativity and Innovation Management", 19(2): 73–88, <http://dx.doi.org/10.1002/j.2162-6057.2011.tb01425.x>.
- Isaksen S. G., Lauer K. J., Ekvall G., Britz A. (2001), *Perceptions of the Best and Worst Climates for Creativity: Preliminary Validation Evidence for the Situational Outlook Questionnaire*, "Creativity Research Journal", 13: 171–184, http://dx.doi.org/10.1207/S15326934CRJ1302_5.
- Jehn K. A. (1995), *A Multimethod Examination of the Benefits and Detriments of Intragroup Conflict*, "Administrative Science Quarterly", 40(2): 256–282, <http://dx.doi.org/10.2307/2393638>.
- Judge T. A., Thoresen C. J., Bono J. E., Patton G. K. (2001), *The Job Satisfaction-Job Performance Relationship: A Qualitative and Quantitative Review*, "Psychological Bulletin", 127(3): 376–407, <http://dx.doi.org/10.1037/0033-2909.127.3.376>.
- Jung D. I. (2001), *Transformational and Transactional Leadership and Their Effects on Creativity in Groups*, "Creativity Research Journal", 13(2): 185–195, http://dx.doi.org/10.1207/S15326934CRJ1302_6.

- Kahn W. A. (1990), *Psychological Conditions of Personal Engagement and Disengagement at Work*, "Academy of Management Journal", 33(4): 692–724, <http://dx.doi.org/10.2307/256287>.
- Kanter R. M. (1983), *Change Masters: Innovations for Productivity in the American Corporation*, Simon & Schuster, New York.
- King N., Anderson N. (1990), *Innovation in Working Groups* (in: M. A. West, J. L. Farr (eds), *Innovation and Creativity at Work: Psychological and Organizational Strategies*, London.
- Macey W. H., Schneider B. (2008), *The Meaning of Employee Engagement*, "Industrial and Organizational Psychology", 1(1): 3–30, <http://dx.doi.org/10.1111/j.1754-9434.2007.0002.x>.
- May D. R., Gilson R. L., Harter L. M. (2004), *The Psychological Conditions of Meaningfulness, Safety and Availability and the Engagement of the Human Spirit at Work*, "Journal of Occupational and Organizational Psychology", 77(1): 11–37, <http://dx.doi.org/10.1348/096317904322915892>.
- Monge P. R., Cozzens M. D., Contractor N. S. (1992), *Communication and Motivational Predictors of the Dynamics of Organizational Innovation*, "Organization Science", 3(2): 250–274, <http://dx.doi.org/10.1287/orsc.3.2.250>.
- Mumford M. D. (2000), *Managing Creative People: Strategies and Tactics for Innovation*, "Human Resource Management Review", 10(3): 313–351, [http://dx.doi.org/10.1016/S1053-4822\(99\)00043-1](http://dx.doi.org/10.1016/S1053-4822(99)00043-1).
- Mumford M. D., Gustafson S. B. (1988), *Creativity Syndrome: Integration, Application, and Innovation*, "Psychological Bulletin", 103(1): 27–43, <http://dx.doi.org/10.1037/0033-2909.103.1.27>.
- Mumford M. D., Scott G. M., Gaddis B., Strange J. M. (2002), *Leading Creative People: Orchestrating Expertise and Relationships*, "The Leadership Quarterly", 13(6): 705–750, [http://dx.doi.org/10.1016/S1048-9843\(02\)00158-3](http://dx.doi.org/10.1016/S1048-9843(02)00158-3).
- Oldham G. R., Cummings A. (1996), *Employee Creativity: Personal and Contextual Factors at Work*, "Academy of Management Journal", 39(3): 607–634, <http://dx.doi.org/10.2307/256657>.
- Pelled L. H. (1996), *Demographic Diversity, Conflict, and Work Group Outcomes: An Intervening Process Theory*, "Organization Science", 7(6): 615–631, <http://dx.doi.org/10.1287/orsc.7.6.615>.
- Perry-Smith J. E. (2006), *Social Yet Creative: The Role of Social Relationships in Facilitating Individual Creativity*, "Academy of Management Journal", 49(1): 85–101, <http://dx.doi.org/10.5465/AMJ.2006.20785503>.
- Pink D. H. (2011), *Drive: The Surprising Truth about What Motivates Us*, Penguin.
- Porter M. E. (1990), *The Competitive Advantage of Nations*, "Harvard Business Review", 68(2): 73–93, <http://dx.doi.org/10.1002/cir.3880010112>.
- Ramamoorthy N., Flood P. C., Slattery T., Sardesai R. (2005), *Determinants of Innovative Work Behaviour: Development and Test of an Integrated Model*, "Creativity and Innovation Management", 14(2): 142–150, <http://dx.doi.org/10.1111/j.1467-8691.2005.00334.x>.
- Resick C. J., Baltes B. B., Shantz C. W. (2007), *Person-organization Fit and Work-related Attitudes and Decisions: Examining Interactive Effects with Job Fit and Conscientiousness*, "Journal of Applied Psychology", 92(5): 1446, <http://dx.doi.org/10.1037/0021-9010.92.5.1446>.

- Robertson I., Cooper C. (2011), *Well-being: Productivity and Happiness at Work*, Palgrave MacMillan, London.
- Robinson D., Perryman S., Hayday S. (2004), *The Drivers of Employee Engagement*, Institute for Employment Studies, Brighton.
- Saks A. M. (2006), *Antecedents and Consequences of Employee Engagement*, "Journal of Managerial Psychology", 21(7): 600–619, <http://dx.doi.org/10.1108/02683940610690169>.
- Schneider B., Ehrhart M. G., Mayer D. M., Saltz J. L., Niles-Jolly K. (2005), *Understanding Organization-customer Links in Service Settings*, "Academy of Management Journal", 48(6): 1017–1032, <http://dx.doi.org/10.5465/AMJ.2005.19573107>.
- Scott S. G., Bruce R. A. (1994), *Determinants of Innovative Behavior: A Path Model of Individual Innovation in the Workplace*, "Academy of Management Journal", 37(3): 580–607, <http://dx.doi.org/10.2307/256701>.
- Shalley C. E., Gilson L. L. (2004), *What Leaders Need to Know: A Review of Social and Contextual Factors That Can Foster or Hinder Creativity*, "The Leadership Quarterly", 15(1): 33–53, <http://dx.doi.org/10.1016/j.leaqua.2003.12.004>.
- Shuck B. M., Rocco T. S., Albornoz C. A. (2011), *Exploring Employee Engagement from the Employee Perspective: Implications for HRD*, "Journal of European Industrial Training", 35(4): 300–325, <http://dx.doi.org/10.1108/03090591111128306>.
- Shuck B., Reio T. G., Rocco T. S. (2011), *Employee Engagement: An Examination of Antecedent and Outcome Variables*, "Human Resource Development International", 14(4): 427–445, <http://dx.doi.org/10.1080/13678868.2011.601587>.
- Shuck B., Wollard K. (2010), *Employee Engagement and HRD: A Seminal Review of the Foundations*, "Human Resource Development Review", 9(1): 89–110, <http://dx.doi.org/10.1177/1534484309353560>.
- Smith M., Busi M., Ball P., Van Der Meer R. (2008), *Factors Influencing an Organisation's Ability to Manage Innovation: A Structured Literature Review and Conceptual Model*, "International Journal of Innovation Management", 12(4): 655–676, <http://dx.doi.org/10.1142/S1363919608002138>.
- Taylor A., Greve H. R. (2006), *Superman or the Fantastic Four? Knowledge Combination and Experience in Innovative Teams*, "Academy of Management Journal", 49(4): 723–740, <http://dx.doi.org/10.5465/AMJ.2006.22083029>.
- Thompson L. L., Choi H.-S. (2005), *Creativity and Innovation in Organizational Teams*, Psychology Press.
- Tierney P., Farmer S. M., Graen G. B. (1999), *An Examination of Leadership and Employee Creativity: The Relevance of Traits and Relationships*, "Personnel Psychology", 52(3): 591–620, <http://dx.doi.org/10.1111/j.1744-6570.1999.tb00173.x>.
- Tjosvold D. (1982), *Effects of Approach to Controversy on Superiors' Incorporation of Subordinates' Information in Decision Making*, "Journal of Applied Psychology", 67(2): 189–193, <http://dx.doi.org/10.1037/0021-9010.67.2.189>.
- Wagner R., Harter J. K. (2006), *12: The Elements of Great Managing*, Gallup Press, New York.
- Woodman R. W., Sawyer J. E., Griffin R. W. (1993), *Toward a Theory of Organizational Creativity*, "Academy of Management Review", 18(2): 293–321, <http://dx.doi.org/10.5465/AMR.1993.3997517>.
- Yin R. K. (2009), *Case Study Research: Design and Methods*, Sage, Thousand Oaks, CA.
- Zigarmi D., Nimon K., Houson D., Witt D., Diehl J. (2009), *Beyond Engagement: Toward a Framework and Operational Definition for Employee Work Passion*, "Human Resource Development Review", 8(3): 300–326, <http://dx.doi.org/10.1177/1534484309338171>.

Kreatywne środowisko pracy a zaangażowanie pracowników – badanie potencjalnych powiązań i możliwości

Przedsiębiorstwa osiągające sukcesy charakteryzują się często kreatywnym środowiskiem pracy i (lub) wysokim poziomem zaangażowania pracowników. W literaturze przedmiotu podkreśla się występowanie zależności między kreatywnym środowiskiem pracy a zaangażowaniem pracowników, ale brak badań empirycznych, które by potwierdzały taką zależność. Kwestia ta stanowi przedmiot rozważań w niniejszym opracowaniu, w którym przedstawiono koncepcję badań eksploracyjnych z wykorzystaniem podejścia jakościowego, wykorzystującego częściowo ustrukturyzowane wywiady, obserwację w terenie oraz analizę dokumentów. Główne kwestie badawcze analizowane są na poziomie indywidualnym i zespołowym, odzwierciedlając wielopoziomą naturę konstruktów.

Słowa kluczowe: środowisko pracy, kreatywne zachowania, zaangażowanie pracowników, zespoły.