

Architecture Engagement Dynamic: Contemporary Approach to Enhance Employee Creativity

Palin Phoocharoon

Abstract—Despite strategic leadership plays the distinctive constructs to foster employee creativity in organizational research in recent decades. Few empirical understanding has captured the richness and the interdependence of the concept behind employee creativity, particularly, in the micro-level foundation. “Architectural Engagement Dynamic” concept is proposed. It is the organizing of the micro-level foundation variable between leader and employee creativity. Architectural Engagement will become the optimum solution because it focuses on the design of face-to-face interaction system among individuals within corporate domains. The premise of this research is to advance our theoretical of leadership and employee creativity. Architectural engagement dynamic landscape of leadership to enhance internal drive on employee creativity.

Index Terms—Architectural Engagement Dynamic, Micro-level foundations, Transformational Leadership, Absorptive Capacity, Employee Creativity

I. INTRODUCTION

As the business environment has become more complex and uncertain, more and more organizations have responded by promoting using employee as their fundamental unit of organizational structure in an effort to generate of new and useful ideas through creativity concerning products, services, processes, and procedures in organizations [1],[3]. Given the dominant role of leadership in workplace to encounter the dynamics environment and shorten product life cycle due to the market saturation, leaders are coming to realize that they should enhance employee creativity effectively. Creativity refers to the phenomenon whereby a person creates something new (a product, a solution, a work of novel) that has the unique value. Recently, research scholar interest in creativity in a wildly range, the focus of the study is to investigate the relationship between creativity and organizational learning process, particularly, focus on individual’s existing creative resources to improve the effective of learning process under the supervision of transformational leadership. In business reality, employee work in team. Thus, individual employee creativity is embedded in organizational context [20]. Therefore, managing creativity is not only focuses on the identification of employees with creative potential but also an understanding of how the team contexts influence individual

creativity. This dynamics relationship become the challenge for research and practice that required a cross-level study of understanding insight into the dynamic interplay between leader, individual, and team. Creativity and creative acts are therefore studied across several disciplines-psychology, cognitive science, sociology and innovation management.

Over the past fifty years, scholars in many fields, globally, have developed a vast body of academic research and case study on employee creativity to increase innovation. Various aspects of innovation such as process innovation, service innovation, and strategic innovation, requires the strong contribution from employee creativity. In its broadest sense, enhancing employee creativity has, of course, received considerable research attention over the years. Although a number of studies have investigated the relationship of creativity with general intelligence variable, to date few studies have focused on micro-level foundation of organizational process.

In building the comprehensive understanding of employee creativity, organizational researchers have increasingly begun to focus on the comprehensive models of employee creativity using micro-level foundation variables such as creative-self-efficacy, goal orientation, individual creativity psychological empowerment, intrinsic motivation, creative process engagement [1-3]. Although this work has provided certain results regarding the determinants of creativity outcome. The roles of leadership has not been fully explored, particularly, the internal mechanism and relationship between individual and team to enhance creativity.

Recent models and studies of leadership on employee creativity focus on the leader actions-specifically, sharing power or empowering responsibility and autonomy to employee [4], and employee’s response to empowerment through their motivation [5], [6]. However, few studies have tested the mediating role of psychological variable such as motivation and psychological empowerment in the process of organization learning through absorptive capacity. My study builds on integration of these two perspectives by designing mechanisms through which transformational leadership could enhance team learning behavior and effectively influence the employee creativity.

The purpose of the study is to advance our theoretical and empirical understanding of the micro-level foundation of employee creativity. A central premise of this research is to integrate the role of leader and their social interaction holds great promise as a new direction of understanding the driver of employee creativity. Understanding micro-level foundations that incorporate both individual-level and social interactional factors might explain the certain creativity. Thus, this research focused not only the psychological

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Graduate School of Business Administration (GSBA), National Institute of Development Administration (NIDA), BKK 102040 Thailand (e-mail: palin@nida.ac.th)

foundation of individual but also social interactional as well. In addition, individualized leadership theory implies that the influences of leadership vary for subordinates who differ on how they value the relationship between leader and their employee. Thus, examining the role of employee values in the relationship between transformational leadership and employee creativity through team learning behavior is the key research objective.

In sum, I sought to contribute to the literature by explaining how transformational leadership is related to creativity. Moreover, I proposed the micro-level foundation variables for the study by integrating into the well-designed architectural engagement dynamic model.

II. LITERATURE REVIEW

Considerable evidence of increasingly turbulent environments, heightened competition, and unpredictable technological change requires leader to foster their employees to be more creative [7]. Recent research in the field of organizational behavior has noticed an increasing interest in testifying micro-level origins of organizational routines and capabilities that enhance employee creativity. Given the innovative role of employee in the organization, one key dominant factor that may have substantial impact on employee creativity is leadership. Transformational leadership has been studied intensively by leadership researchers in the recent year, and has been linked to creativity in both individual and team level. As Avolio [22] noted, every leader displays behavior that can be characterized as transformational leader, transactional, and non-transactional leader. However, effective leaders more often display transformational leadership behavior than others. In order to demonstrate transformational leadership character and behavior on employee creativity, it require for greater consideration of individual, team, and contextual antecedents of transformational leadership and organizational simultaneously.

Undoubtedly, this question can be studied from many aspects. In order to conduct an investigation, I begin with the influence of transformational leader on team learning behavior, since we could draw conclusion on both theoretical and empirical for such influence on employee creativity. In order to understand employee creativity process better, design choice on organization's architecture to enhance employee creativity is proposed. Organization's architecture represents some of the most powerful strategic level available to the top management in the contemporary organization. However, few studies know surprisingly little about the antecedents and consequences of those designs. This research initiates the optimal design choice on contingent environment and internal fit mechanism considerations, and revising the rigid connection.

Organizational design refers to the organizing of both explicit mandated formal structure (e.g., authority, span of control, incentive, information processing structure) and emergent informal structure (e.g., culture, passionate, informal socializing ties, creativity). Attempting to deepen

our understanding of how transformational leadership influence both formal and informal components of organizational design, requires novel understanding of the micro-level foundation factors that shape team learning efficacy and individual creativity as well as clearly understanding the mechanism that underlie the consequence of organizational architecture. In addition, recent research indicates that employee creativity can be fundamentally influenced through process innovation. Although the vast body of academic research and writing on innovation, few focuses on building the internal drive factors behind organizational process in the micro-level foundation. Inspired by Zollo and Winter [23] work on deliberate learning processes and Cohen and Levinthal [19] on absorptive capacity, that have begun to explore the micro-level origins of both organizational routines and capabilities. Therefore, this study proposed the concept of "architectural engagement dynamic" to build on these micro-level original developments to explore new advances and significant understanding of employee creativity.

A. Organizational Architecture, Architectural engagement dynamic, and Employee Creativity

Organizational architecture refers to architecture the influence of the spatial environment on the cognition, the mind, and the behavior of humans in and around organizations. Thus, organizational architecture interrelates in the area of research in which interdisciplinary is a central perspective. The factors that shape organizational architecture underlying from management, organizational design, environmental psychology, and change management. Recent research in organizational design noted that organizational architecture is a metaphor, like traditional architecture its shapes the organizational space where life will take place. Additionally, it also represents a concept which implies a connection between the organizational structures with the eco-system inside the organization in order to create a unique synergistic system which be able to enhance organizational performance, particularly through employee creativity.

The purpose of organizational architecture is to enhance the organizational routines and capabilities which able to continuously create innovation output through employee creativity. Conventionally, success organizational architecture is characterized by their simplicity, flexibility, reliability, economy, and acceptability. Recently, a vast amount of literature has emerged in which organizational routines and capabilities are central to explaining differences in firm behavior. However, the majority of studies directed at these phenomena rely only on the macro-foundation origin. Therefore, understanding how individual and interactional processes enable the development of organizational competence and capabilities is important. This research is an attempt to explore the micro-level origins of organizational routine and capabilities on employee creativity. Thus, I focus my research in the micro-foundation origin of organizational architecture that promoting better employee creativity as the organizational collective outcome through the automaticity of routine behavior in firm's learning processes. This study focuses on the micro-foundation design within the execution

process which refers to “architectural engagement dynamic” to increase employee creativity.

“Enterprise architecture” concept is proposed. the concept of business management of IT (information technology) to enhance organizational effectiveness and good governance. This study stands to generate the potential contribution of this concept to management application. Thus, architectural engagement dynamic can be defined as the designed mechanisms that are used as a basis for energizing internal drive of existing resources and capabilities. The engagement process encompasses a variety of tasks, with a particular focus on management solution design based on micro-level foundation.

Recent research suggests that design mechanisms within an organization’s architecture become one of the most powerful strategic levers available to cope with the volatile competitive environment. However, we surprisingly understand little about the antecedents and consequences of those mechanisms, particularly on increasing employee creativity.

By integrating insights from leadership and employee creativity research, I developed the architectural engagement dynamic model of employee creativity (see Figure 1) in conjunction with the arguments presented below.

B. Model and Proposition Development

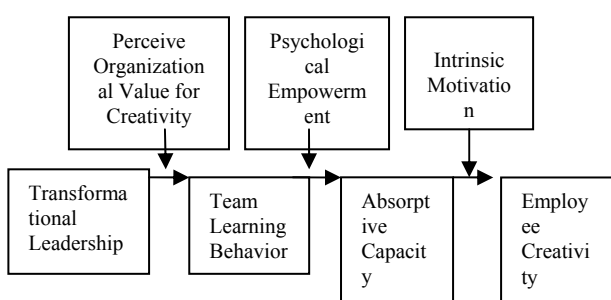


Figure 1. Architectural Engagement Dynamic Model

Transformational Leadership and Team Learning Behavior

To understand the antecedent and the consequence of architectural engagement dynamic process on employee creativity, it is important to understand what determines employee creativity. Driven by the assumption that employee creativity is beneficial for work outcomes, most scholars focus greater effort on transformational leadership [8], [9]. In the contemporary leadership theory, leadership style has major two broad categories: transformational and transactional leadership ranking the best and the active relatively. The transactional form of leadership is characterized by leaders’ engaging in an exchange process with followers whereby the leader rewards or punishes followers on the basis of follower performance [30].

Transformational leadership influences the fundamental attitude, cognitive, and assumptions of the organizational members, focusing a common purpose to achieve the organizational objectives. However, despite this type of leadership’s theoretical significance and potentially substantial enhance employee creativity, understanding on how transformational leadership is related to team learning behavior is very few. Although evidence shows that the

transformational leader exerts a substantial influence on performance, understanding of the process through which they exercise this influence require an understanding of the micro-foundation process that has an effect on employee creativity.

Transformational leadership has been defined as influencing subordinates by “broadening and elevating followers’ goals and providing them with confidence to perform beyond the expectations specified in the implicit or explicit exchange agreement” [10]. However, despite this type of leadership’s theoretical significance and potentially substantial enhancement of creativity, to date, the study that focused on how transformational leadership is related to team learning behavior still limited. Bass [11] theorized that transformational leadership comprises four dimensions: intellectual stimulation, individualized consideration, charisma, and inspirational motivation. Researcher in leadership area reviewed conceptualization of transformational leadership behavior and summarize the basic character as following; 1) articulating a vision of the future, 2) fostering group-oriented work, 3) setting high expectations , 4) challenging followers’ thinking, 5) supporting followers’ individual needs, 6) acting as a role model [24]. All definition suggests that transformational leadership is positively related to follower creativity because it can boost the morality and motivation of team learning. Avolio [23] noted that an effective leader displays behavior that can be characterized as transformational and transactional leadership; however, the most effective leader more often exhibit transformational leadership. It is because transformational leaders have charisma, inspiration, and those characteristics that encourage good communication networks and a spirit of trust enabling transmission and sharing of knowledge and generate creative thinking through knowledge slack.

More specifically, when leader provides inspirational motivation, teams are encouraged to challenge the status quo and active to learn more. Transformational leaders also stimulate transfers of explicit and tacit knowledge in individuals and team. Tacit knowledge is considered more strategic than explicit; it generates sustainable competitive advantages and enhancing organizational performance based on innovation that derives from employee creativity. Senge [25] noted that organizational learning can be influenced by tacit knowledge. The strength of team become the critical variables particularly the effective of team learning behavior.

According to trait activation theory, team context may bring out the activeness when contextual influence in play is relevant to the disposition [28], [29]. Thus, enhancing creativity not only requires the identification of individual with creative potential but also understanding of how the team characteristics influence the creativity of individuals. Cross-level focus insight the dynamic process between transformational leader and team learning behavior is proposed. Understanding employee creativity through the architecture the engagement of team learning behavior on transformational leadership provides more insights in cross-level influence in organizational behavior and contributing future evidence for the promise of this approach.

Thus, the influence of micro-level foundation origin on

team learning behavior encourage and facilitates individual learning and also relate to the contextual factor such as transformational leadership of bringing out learning-oriented individuals' disposition to engagement in learning. However, research found that team learning behavior will enhance learning, particularly on an individual with a stronger learning orientation. Focusing on team learning behavior only may mislead the creativity development because learning does not necessarily translate directly in to creativity. Therefore, team learning behavior effectiveness should be considered along with transformational leadership effectiveness on inspiring, challenging, and supporting follower to think creatively. Moreover, the capabilities of transformational leader on articulating the vision of the future become more important to promote employee creativity through team learning behavior. As noted previously, there is support that transformational leader encourages and facilitates employee creativity through team learning behavior.

Proposition 1: The greater transformational leadership, the higher team learning behavior.

Perceive Organizational Value for Creativity

In developing the micro-level foundation engagement by focused on process intensity, I further drew on a sense-making perspective, individual employee's decision to interest in recognize the value of external knowledge is preceded by the focus of organizational policy and strategy on competitive advantage [15]. Extending these insights to creativity, we may consider that although learning generally is beneficial to creativity, beyond a certain point team learning behavior may enhanced by other organizational context that generate creative solutions, particularly the organizational communication on strategic direction. Team learning behavior without clear purpose may not be able to deliver creative results.

Creativity refers to the development of new with innovate ideas that create value-added to product, service, and process. Therefore, team learning in applied setting is not so much about generating new ideas for future opportunity. When team learning is overly focused on day-to-day operations and today opportunities rather than future opportunities, it will oppose employee creativity enhancement. Transformational leadership is the one who provides guidance to followers, challenging to think and supporting them and recognizes their inputs as valuable. Accordingly, team members receive recognition by transformational leader for their contribution of creative idea and innovation, which motivates them to looking for the new knowledge and share their unique knowledge with each others. When a transformational leader engage in communications, there are more effective for team member to enhance team learning behavior, particularly on expecting the creativity from their employee. Amabile [14] noted that perceived valuing of creativity is a key component of an organizational environment that supports the creativity development. Therefore, the proposed model apply the concept of architectural engagement dynamic by considering perceived organizational value for creativity and the moderating variable that can enhance team learning behavior.

Articulating and communicating the vision of organization is one of an essential role of transformational leader. From

rationale perspective, an individual and team decision to engage in learning to generate creative solutions is preceded by their estimation of a reasonable response regarding such action from leader. If the employee anticipates a negative response, they will avoid learning behavior. Thus, if the leader communicates clearly on its intention of valuing creativity to create and sustain organizational competitiveness, employee and team member will increase its intention to learn more. Perceived value for creativity requires leader to communicate effectively.

Therefore, applying this concept to learning process, I would expect that perceiving organizational value action modifies the extent to which transformational leadership will actually affect team learning behavior

Proposition 2: Perceive organizational value for creativity will strengthen the relationship between transformational leadership and team learning behavior.

Team Learning Behavior and Absorptive Capacity

To sustain competitive advantage, firm need to support and encourage employee to recognize new external knowledge, assimilate it, and apply it to commercial ends. This ability, referred to as absorptive capacity [19], has emerged as an essential force in strategy and organizational innovation. Absorptive capacity recently research addressed that firms increasingly relies on external knowledge to foster innovation and enhance their performance [17], [18]. While, the management of knowledge and innovation are the key resources and capabilities that can enhance organization to create, exploit, renew and apply new knowledge to create an innovative capability for organizational improvement. However, many firms have experience strong difficulties to benefits from external knowledge.

Transformational leadership and team learning behavior become the core process on enhancing employee creativity, especially on the turbulence time of business environment. Absorptive capacity is become one of the firm's fundamental learning processes to identify, assimilate, transform, and exploit external knowledge from environment. Cohen and Levinthal [19] and Todorova and Durisin [27] noted that absorptive capacity consider as a dynamic capability starting with recognizing the value of external knowledge. Zahra and George [26] use the term acquisition of new external knowledge instead.

Research on learning and innovation provides empirical evidence for the crucial role of recognizing the value of new external knowledge on creating the competitive advantage in the dynamic environment. The ability to recognize and value external knowledge depends to a great extent on the ability of organization, particularly team and individual of the firm. Therefore, team learning behavior has some to influence absorptive capacity in the beginning process under the execution of transformational leader. Therefore, he or she should manage an organization on the basis of knowledge process-based which integrate information, tacit and explicit knowledge and acquiring external knowledge and exploit all knowledge effectively.

Zahra and George [26] advanced the research on absorptive capacity by extending into two capacity; 1) potential absorptive capacity, which refers to knowledge acquisition and assimilation, captures efforts expended in

identifying and acquiring new external knowledge and in assimilating knowledge obtained from external source, 2) realized absorptive capacity, which include knowledge transformational and exploitation, encompasses deriving new insights and consequence from the combination of existing and newly acquired knowledge, and incorporating transformed knowledge into operation. I conceptually apply architectural engagement dynamic concept in the proposed model to identify and empirically examine how team learning behavior affect dimensions of absorptive capacity dynamically.

Extending these insights to employee creativity, absorptive capacity consider as the process-based learning. Integrating transformational leadership and architectural engagement dynamic process on team learning behavior will enhance absorptive capacity. Team learning behavior facilitates individual learning and is particularly relevant contextual factor for bringing about learning-oriented individuals' disposition to engage in learning.

Jansen and colleague exploring how organizational antecedents affect potential and realized absorptive capacity, they indicate that organizational mechanisms associated with coordination capabilities primarily enhance a unit's potential absorptive capacity. Organizational mechanisms associated with socialization capabilities primarily increase a unit's realized absorptive capacity [31]. Both coordination capabilities and socialization capabilities basically manage through team action process. Recent conceptual research has suggested that team learning behavior that participates in decision making increases the quantity and quality of ideas or proposals. These results suggest that team learning behavior may increase absorptive capacity.

Proposition 3: The greater team learning behavior, the higher absorptive capacity.

Psychological Empowerment

The micro-level foundation engagement considering the role of psychological empowerment in facilitating team learning behavior on absorptive capacity. Thomas & Velthouse [6:668] posited that psychological empowerment is "presumed to be proximal cause of intrinsic task motivation and satisfaction". Conger and Kanungo [16:474] defined psychological empowerment as a process of heightening feeling of employee self-efficacy "through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information". Theoretical approaches to empowerment

Spreitzer [5] defined empowerment as a process or psychological state manifested in four cognitions: meaning, competence, self-determination, and impact. Conceptually, meaning concerns a sense of feeling that one's work is personally important. Competence refers to self-efficacy, or belief in one's ability to successfully perform tasks. Self-determination indicates perceptions of freedom to choose how to initiate and carry out task. The impact represents the degree to which one views one's behaviors as making a difference in work outcomes.

Conceptually, architectural engagement dynamic of psychological empowerment in the process of team learning behavior and absorptive capacity consider as the essential

design process enhancing employee creativity. When transformational leader tend to promote team learning behavior by communicate the expected creativity value from employee. Each employee perceived organizational value for creativity and start acquiring external knowledge through absorptive capacity. The process will help employee realize the importance of their contribution on creative thinking. This process potentially gives an employee's participate in creative activities. Moreover, it also encourage employee a feeling of greater control over the routine task and enhanced sense that their own behaviors can promote absorptive capacity.

Thus, psychological empowerment become an enabling process that enhances an employee's task initiation and persistence which support and facilitate absorptive capacity [16]. Therefore, on the basis of theoretical arguments and previous studies demonstrating link between the elements of psychological empowerment, team learning behavior and absorptive capacity.

Proposition 4: Psychological empowerment will strengthen the relationship between team learning behavior and absorptive capacity.

Absorptive Capacity and Employee Creativity

As employee creativity is an important source of organizational innovation and competitive advantage [14], [21]. Organizations are increasingly seeking to foster individual creativity. Most organizations people work in team-basis, and individual creativity is often enacted in this context [20]. However, enhancing creativity may require more on the external knowledge rather than knowledge within the organization. Given the importance of external knowledge to industrial innovation, absorptive capacity represents an important part of a firm's ability to be creative and be able to create. Unlike "learning-by-doing", which facilitate firms to do better than normally do, absorptive capacity provides firms to learn, transform and develop new knowledge. Absorptive capacity refers to one of the firm's fundamental learning processes to be more innovative.

According to the architectural engagement dynamic model, I focus on creativity as a process in which employees develop novel and useful solutions to challenges and problems encountered in goal pursuit. The micro-level foundation of absorptive capacity both on potential and realized absorptive capacity enable employees to combine sets of existing and newly acquired knowledge to promote creativity. Cohen and Levinthal [19] noted that the term absorptive capacity labels the capabilities of the firm to innovate. Absorptive capacity consists of the capabilities to recognize the value of new knowledge, to assimilate it, and to apply it to commercial ends. As mentioned previously, for creative to emerge, employee must engage in creative activities, creative learning behavior process, specifically which the strong support of architectural engagement dynamic process. Considerable evidence indicates that absorptive capacity is critical to employee in organizations. Accordingly, I proposed a proposition a direct impact of absorptive capacity on employee capacity.

Proposition 5: The greater absorptive capacity, the higher employee creativity

Intrinsic Motivation and Employee Creativity

Gottschalg and Zollo [31] articulates a theory of the conditions under which the alignment between individual and collective interests generate sustainable competitive advantage. The study based on the influence of tacitness, context specificity, and causal ambiguity in the determinants of different types of motivation (extrinsic, normative intrinsic, and hedonic intrinsic) under the environmental dynamism contexts. Architectural engagement dynamic model focuses on the intrinsic motivation during the process of absorptive capacity and employee creativity on the basis of collective interest alignment among organization, team, and individual employee.

To the extent that individual employees of organization are basically motivated to perform follow organizational goals. Thus, the potential advantage of the firm derived from the availability of knowledge and skills translates into action effectiveness. Absorptive capacity is an effective solution to enhance knowledge and skills. Therefore, the process through which interest alignment is achieved, can effectively enhancing individual creativity. Dynamically engaging intrinsic motivation condition which enhance interest alignment generate better creativity performance.

In considering the role of psychological empowerment in the architectural engagement dynamic mode in facilitating creativity, research evidence demonstrating the link between intrinsic motivation and psychological empowerment. Intrinsic motivation refers to the extent to which an individual is inner-directed, is interested in or fascinated with a task, and engages in it for the sake of the task itself [32]. According to Amabile [14] componential conceptualization of creativity, intrinsic motivation is one of the most important and powerful influences on employee creativity.

Therefore, on the basis of theoretical arguments and previous studies demonstrating the influence of intrinsic motivation on the relationship between absorptive capacity and employee creativity, I propose:

Proposition 6: Dynamically engage intrinsic motivation will strengthen the relationship between absorptive capacity and employee creativity.

III. CONCLUSION

Much has been written and discussed about the development of employee creativity, yet there is little to show for conceptual development in the micro-level foundation, particularly under organizational architecture engagement. I correct this gap by proposing a theory of transformational leadership and absorptive capacity with the concept of architectural engagement dynamic represents an alternative and promising dynamics model for develop employee creativity in micro-level foundation perspectives. More generally, particularly attention should be given to the assumption underlying dynamics engagement mechanism between leader and follower to enhance distinctive creativity.

IV. IMPLICATION FOR FUTURE RESEARCH

This study has focused on the process-based learning between leader and employee. Thus, additional studies into

the antecedents of the complementary learning are needed. These studies may help only the first step to identify sources of internal drive to energize employee creativity. Further development of a collaborative scheme between academic and practitioners could generate contemporary processes, means, and mechanism by which organization enhance better employee creativity.

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Palin Phoocharoon, (palin@nida.ac.th) is an associate professor of management and head of management department at the Graduate School of Business Administration, National Institute of Development Administration (NIDA). He received his Ph.D. in management from University of Illinois at Chicago. His research focuses on leadership, creativity, motivation, and innovation.