CREATIVE SELF-MANAGEMENT AS A TOOL OF ENHANCING INNOVATION’S PORTFOLIO OF BUSINESS ORGANIZATION

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This study is based on theoretical approaches that could justify an innovation-oriented organization's management integrity, focusing on interactive creative management and creative self-management synergy. There have been suggested three methodological paradigms of the educational model of creative (self)management.

While applying the profound interview method during the participation, the organization staff’s attitudes were disclosed regarding the independent innovative activity, their lack of competence. The correlation is identified concerning the results of the Siauliai and Vilnius logistics organizations’ (2009) and organizations of different profile in North Lithuania (2010) survey.

Key words: to creativity oriented business organization, creative self-management, relation, teaching, studying, training, promotion of innovation.

Introduction
Organisations in the global world discover today new ways for realization of ambitious plans of development and achieving better results. For example, the vanguard company simultaneously pursuing and creating synergy between opportunity, growth, profit, humanistic values and social good. As a formula for the future it brings together the necessity of financial success shareholders demand and the social conscience demanded from the new generation moving up the corporate ranks. (Kanter, 2010). It is true, but we should not disregard the opinion of others authors, who say, for example, "the future belongs to those who are able to abandon the analysis for the sake of synthesis of knowledge, rationalistic thinking in the name of polysemous vision, for those who are able to think systematically". (Salmon, 2004). And such future must be created not only by state policy makers, but by those working in various organizations, justifying their acquired qualification of the bachelor's or master's degree, showing more innovative results in the chosen or delegated field of their responsibility. Employes must increase their productivity during creative oriented thinking, self-efficacy learning and innovative moving at working place.

Science and business moved together very slightly (Kvedaravičius, 2008), (Lydeka, 2008) Most attention was paid to the establishment and functioning of various structures in the area of business-incubators, innovation centers technology parks, etc. The scientists with their characteristic enthusiasm were writing more and more articles in widely recognized, prestigious, scientific publications marked with various international indices. The subject was the organizations that are actively involved in professional training, knowledge management, innovative cities, etc. (Karenauskaite, 2005; Jucevicius, 2007; Leonienė, 2006).

In the post-modern organization the desired positive and relatively stable results can be influenced by only management and self-management and synergy.

However, there was a lack of attention for the progress practice, development of scientific prediction and implementation. Today’s challenges require integrate the creativity dimension into the management and self-management process.

Thus, the aim of the study is to prepare and integrate the creative self-management goals, rhetoric, and processes into the content of activity of a particular organization with the aim of encouraging employees’ innovativeness and to improve their skills in this area.

Tasks:
- in theory, to analyze the relation between creativity oriented management and creative self-management, to prepare a theoretical background for developing a creative self-management course;
- to develop a creative self-management course and incorporate it into the training;
- to research possibilities and competences of workers (in Vilnius, Siauliai, other companies in North Lithuania) with a view to increasing the innovative result-oriented activities in the context of creative self-management.

Applied methods – bibliometric identification of publications and publication flow analysis, comparison, formalization, survey, investigation in the presence of others, etc.

Relation between creativity oriented management and creative self-management

Development is a guarantee of the survival of postmodern organizations. This action must be properly organized from the managerial point of view. The probability that it will be self-supporting is very slight. In the view of challenges of the contemporary global and localized business organizations, the organization management and its individual employees’ self-management must be innovative and result-oriented.

Creativity and creative management concepts involve allowing people to be creative in their work, to break rules, to try new ideas, to encourage the creativity of all members of the organisation.

There are many models of creativity – one simple but effective model is that of the four P's which allows creativity to be examined from four different angles:
- person, process, place, and product (Kanter, 2010);
- Person – (The potential for creativity in all individuals);
- Process – (All management functions and processes are open to new and different creative strategies);
- Place – (The climate and culture of the organisation, the location of the organisation, the type of building);
- Product – (Product has to be innovative).

The application of the 4-element scheme gives a possibility to reveal the specific features of the relation between creativity oriented management and creative self-management. There are no basic methodological differences. Thus some authors interpret these concepts as similar, in some cases it gives rise to using them as synonyms (Probst, 1998; Kanter, 2010).

Both creativity oriented management and creative self-management share one aim: to develop innovative products and services offered by the organization. But different tools are used. In the case of creativity oriented management, the focus is on the systematic approach to the organization development via initiating and implementing organization strategies aimed at promoting creativity, openness of the main management functions and processes towards various creativity-promoting strategies. In this case we speak about the direction from the top down. In the other case, we speak about the initiatives from bottom to top. In most cases these initiatives are located at the level of an employee. It is the employee who takes the initiative of exploring his or her creativity potential, he keeps himself motivated in the context of the common organization strategy, implements self-management processes related to specified results, controls the achieved results, ensures the continuation of the process. In both cases, one can notice a considerable impact on the organization culture.

Results of research D. Polansky (2010) suggest that individual characteristics such as goal orientation and learning self-efficacy beliefs are most helpful when employees perceive a supportive innovation policy and supervisory encouragement of updating behaviors.

Interactive management of the organization as the entity of the organization development and creative employee self-management is consistent with the purposes of the organization. It complies with the employee’s aspirations and opportunities and it can be treated as a motivating factor for innovation and it makes assumptions that can influence managerial synergy.

Organisations don’t need pendulums swinging to extremes; they need foundations for generating innovation of all kinds. R. M. Kanter (2009) founds it effective to think of an innovation system as a pyramid.

At the base are a large number of small ideas, solicited regularly from anywhere inside or outside the organization. Continuous improvements and incremental innovations can be implemented immediately. Early-stage ideas with bigger potential can be elaborated upon with minimal time or funding. When companies emphasize this base, they ensure operational excellence and empower everyone to participate in a culture of creativity and change.

The middle of the pyramid is the new-opportunity incubator. It contains a portfolio of projects, prototypes, and ventures with growth promise. These initiatives have their own identity and space for development and testing.
At the pyramid’s peak are a few major bets about future directions—technologies, growth businesses, and themes that get priority for resources and management attention because of breakthrough potential.

Creative self-management emphasizes diadism of creativity and destructive processes in search of creation of changes. In the organization, which has to creativity oriented management and self-management—oriented organization, the development is treated as the creation and introduction of innovations not destroying the basic culture.

**Challenges and paradigms of creative (self)management**

Creative (self)management helps to ensure the person’s freedom to act creatively and innovatively in their and organization’s development. It is the first paradigm of creative (self)management.

The direct dimension of the development is the individual’s ability to achieve their values (Sullivan, 1998). Thus, while constructing the educational structure and content of creative self-management the starting point has to become the suitable development of the objectives of the organization, correlating to the organization's values and intellectual models and employee development opportunities of self-implementation.

Here it is essential that the real organization’s values should not contradict the declared ones and workers’ specific values should be identified but not mystified. The worker must find the organization and, alternatively, an employee must find the organization well. Their real values should be consistent with each other or have the possibility of harmonization.

So, this rule must be the case: when I want (I have the purpose), I perform better than when I have to. What does the employee want and what must he do in a specific organization? Where do desires and obligation differ most distinctly? This is one of the initial assumptions in formulating self-management tasks (Mumford, 2000).

Second methodological paradigm of creation educational model of creative (self)management is the recognition that control and self-control combination is the developing mechanism and the main presumption in the business organization. The change of the organization's development is determined by the following factors: a) the rapid increase of the role of intelligence in the organization, b) blurring of hierarchies and an emerging new groups of individuals that join miscellaneous organizations. (Davila, 2006).

The third paradigm of creative (self)management describes the intellectual power of the employee through knowledge, understanding and experience of uniting the activities of thought and materializing in innovative result.

Innovations can be considered not technological changes in the company’s activity. According to J. Kvedaravičius (2008), we manage and reorganize only artificial processes, rather than those that are happening on their own – naturally. This
author distinguishes 9 processes in the market environment which are essential in the development of the organization: result-oriented (production-oriented), functioning, reproduction, organization, command, leading, management, creativity (innovation), destruction, development.

The formation of the creative course of self-management is based methodologically on the procedural approach to the management. The subject of creative self-management entity is grounded on the integral management of the organization as a way of describing the organization of the enterprise: organization – creation of order, management – supervision of order, leading – the control of processes in the organization by means of goal setting and choice of instruments and the introduction of new procedures and implementation of it.

One of the measures of development – teaching and learning of creative self-management. Creative self-management helps to create and develop staff competence in a learning organization (Marshall, 2008). Among them particularly emphasized are the following: self-planning, self-organizing, co-working, knowledge creation, the use of new technologies, participation in the processes. However, it is essential that creative self-management teaches the employee to set result-oriented goals and implement them in a creative and professional way.

That is how the course differs from many other analyzed courses and approaches relating innovation management: M. Nieto (2002), D. Polansky (2010), M. Mumford (2000), B. Melnikas, A. Jakubavičius, R. Strazdas (2000), B. Vijeikiene, J. Vijeikis (2000). The prepared course of creative self-management is based on the procedural active view, the advantage of the individual to participate in the innovative processes is stressed. The comparison is made with the consolidation of structural-functional approach and the presentation of information on innovation policies, the strategic plans, delayed results from the creator, etc.


The challenge of organizations that are being transformed – the growth of the demand of workers who are able to change, rather than those who can adapt to the changes.

There are two real ways of workers’ behavior in the organization in the process of transformation: 1. Imitate the positive reflection and actions towards changes (and disrupt the organization in this way). 2. To participate effectively in the processes of changes (and thereby contribute to the favorable development of the organization).

The objectives, structure and processes of the creative self-management course

The goal of creative self-management.
To get acquainted with self-management theoretical terms and link them to the employee's personal ambitions, as well as the activities of a specific business organization with emphasis on the employee and the whole organization’s promotion of innovation.

Expected results of the course:
1. the matrix of coordinating individual and organization values, opportunities and objectives;
2. individual self-management model;
3. independent evaluation of the employee’s innovation opportunities index;
4. preparation of the specific applications for the organization’s portfolio of innovation;
5. successful participation in the organization's competition organized by the management;
6. successful objectives of the organization as well as its individual employees favorable assessment on a national (Republic Innovation Contest 2009) and international scale (international global business organization promotions the Eurostar program, the program the EuropeanYear-2009 "Creativity and Innovation");
7. the use of accumulated material regarding the improvement of organization and employee’s image, consolidate the organization and employee’s favorable reputation, dissemination of information in the public (articles, a new book in the communicative format of about the organization and its staff).

Prepared copyright self-management course covers grouped lectures, seminars, creative tasks, tests. The course has an individual-specific component – tutorial by the head teacher of the course, working with course attendees to help them to develop innovative proposals for the competition.

Creative self-management course structure and key topics:
1. The assumptions of creative self-management in the context of new management – 4 hours.
2. Social interaction between the individual and the organization: self-management and self-control – 4 hours.
3. Means of expression of personal and organization’s creative self-
management – 6 hours.

Raising of the demand for employees who manage to change but not to adjust to changes. Values. Real values of the organization. Employees’ preferable competences in the organization. Preconditions for personal self-management and possible objectives. The role of the organization’s mission and vision in self-management. The organizational and communication tools and their development in improving employees’ creative potential and competences. The planning, organizing and controlling of the creative self-management process.

4. Identification, registration and evaluation of the objective of creative self-management – its innovative result.

The relationship between the means and process of qualification development and the process of the development of employees’ competences and performance. The concept and expression of innovation in a particular sector. The structure of registration of an innovative idea, rhetoric and content specific features. A portfolio of innovative ideas; creating the portfolio in a selected organization. Obligatory organizational preconditions for expressing creative self-management.

Relations between qualification development and creative self-management

In the present paper the opportunities of in-service staff training in various organizations and their peculiarities are viewed as preconditions for creative self-management. Two researches were done by the author at different time: the first one in 2009 (Vilnius and Siauliai logistics organizations), the second in 2010 (organizations of different type in North Lithuania)

In 2009 the author undertook a serious study of the implementation of in-service training in some Siauliai logistic organizations (No. 30). There we will deal with the questions related to the in-service training at some Siauliai logistic organizations and how it is related to the ways of raising motivation.

Dates for first research was collect in 2009 (October–November), for second research – in 2010 (October November).

The empirical study contained data collection (through survey by questionnaire, interview) on activity of employees of organizations in participation in qualification improvement and corporate activity improvement processes and decisive factors for their creative real or possible innovation.

By author created questionnaires contained 15 questions, including 6 closed type questions, 5 – open type questions, 2 – scale type questions, 2 – wide choice type questions.

The study was performed through application of objective selection method, with application of organization and employee geographic dislocation and kind of activity criteria. For editing completed forms was used typical programme SPSS statistics. Quantitative analysis performed through application of typical statistic data processing methodology, the material was structured according to accentuated
features and functional causality was established during the qualitative analysis.

The results of research show that up to 36% of the respondents rarely participate in the training sessions. During the interviews they justified their non-attendance by lack of financing and time; further investigation revealed other important factors: the relevance and applicability of the knowledge acquired during the seminars.

More than half of the respondents (58%) gave very low assessment of the acquired knowledge— from 1 to 5 points; only one quarter of the respondents highly (9–10 points) evaluated the training.

In order to assess the impact of the self-study on developing one’s professional qualification, we have studied the activity of the staff in reading professional literature.

More than one third of the respondents read professional literature rarely or very rarely (1–3 points), 29% of the respondents read fairly often (4–7 points), 23% of the respondents read often and very often. The results have shown a great potential that the reading of professional literature has in terms of raising motivation and promoting creative self-management.

The presented figures correlate with the lack of active participation in conference. The above presented data offer a new interpretation of the innovation activities at the organizations under research.

About half of the organizations do not have any structures for research or innovation activities. More than third of them use a flexible way of organizing innovation activities, when there is demand. There has been detected only one company that has a research and development unit.

The respondents were asked opinion about the importance of information in developing product or other innovations. The question was: Which of sources of information (in-company, clients, providers, research institutions, patents, journals, fairs, exhibitions) has most high-level influence to developing innovations?

The fact that the lowest core is given to professional journals and research institutions clearly manifests the deficiency in creative self-management. This assumption is further proved by the determined fact that more than half of the respondents have never had any intention to engage in innovation proposals in their workplace. The other respondents have, at least once, submitted some innovative proposals to their administration. Since the content of their proposals has not been analyzed, we cannot judge the degree of their innovativeness.

The interviewed employees and administration have proved the correctness of the assumption that they do not see any interdependence between the creative self-management that is oriented to innovation results and the company success.

Most respondents view competition and marketing problems as the main obstacles on the way to success. The second factor is the market restrictions and insufficient support from the state. Insufficient competence and know-how, high labour costs and insufficient funding accessibility are viewed as moderate obstacles; such assessment of insufficient competence and know-how shows a lack of
consistency in correlating one’s competence with the activity results. Insufficient availability of unique product I viewed as the least obstacles.

In 2010 by author was done more broad research in North Lithuania business organisations (No. 300).

All the respondents were graduates from Siauliai University: BD and MD graduates of the Faculty of Management and Public Administration and Economics. It is noteworthy that 75% of the Masters graduates view themselves as creative people, for Bachelor degree graduates this parameter constitutes 46.7%. But only 25.9% of the respondents have suggested innovative ideas at their organizations.

More than half of the respondents stress their inclination to experiment, to take risks. 33% of MD respondents apply new methods willingly, 47% apply them with less enthusiasm, but also willingly.

Nevertheless, 35% of the respondents do not raise their qualification. The most popular form of raising qualification is participation in seminars. 37% regularly read professional scientific publications, a small part of the respondents (about 12%) often read journals: “Ekonomika ir vadyba”, „Organizacijų vadyba: sisteminiai tyrimai”, “Viešoji politika ir administravimas”, “The Economist”.

According to 6 parameters (deficit of creativity, time deficit, personal indifference, lack of motivation of employer’s behalf, low salary, unwillingness to separate from others), the respondents were asked to assess (5-point scale) the actions that hinder the innovative result oriented self-management motivation. 80% of MD respondents and 50% of BD respondents admitted that they lose motivation because of their unwillingness to separate from the others. This finding can be further researched in context of the environment impact on self-management.

Specific features of the implementation of the creative self-management course in a selected logistics organization.

The research has been conducted in a logistic company located in Vilnius; the overall staff of the company is 60 employees; the experiment was conducted in a group of 12 employees. The questionnaire similar to the one used in Siaulai proved the same results. The group was offered a course in creative self-management. By using additional targeted consulting there have been identified defined and non-defined innovative ideas. The detailed interviews and research have led to defining and listing factors that cause the employees’ low degree of innovativeness: insufficient self-motivation, a narrow professional outlook, that leads to low interest in the recent professional literature, inconsistent and fragmentary in-service training and insufficient communication and representation skills.

There has been suggested a structure and content of the organization’ portfolio of innovative ideas and ways to form it. The portfolio is formed on the basis of the organization’s mission, values and vision, it also incorporates the defined innovative ideas generated by the experimental group of the organization’ employees; it highlights the application of the purchased or gained by experience competences that
can be used to create new commercial services or to improve the existing services related to the development of the organization.

On the basis of the survey and research results, it has been suggested the hosting organization should audit the applied qualification training means, conduct a tender of target service providers and formulate new challenges for the employees’ competences. It is recommended to continue the practice of involving the course leader in the solving of real problems with the course participants in view of promoting the innovative process in the organization. It is recommended to consider including innovation into a list of competences for the employment procedure, also to consider measuring and defining it in job descriptions.

Conclusions

1. The interactive organization’s management as the development integrity and creative employees’ self management in full compliance with the organization’s objectives and the employees’ aims and capabilities are viewed as innovation-oriented activity that create preconditions for management synergy. Both creativity oriented management and creative self management have the same aim - to raise the weight of the innovative products and services of the organization in the organization overall results. There is difference in specific features of implementation. In the first case, the initiative is directed from top to bottom, in the other case – vice versa.

The presented course in creative self-management, based on the action-oriented attitude, highlights the priority of the content and practice in the individual’s involvement in innovation.

2. There have been suggested three methodological paradigms of the educational model of creative (self)management: Ensuring the person’s freedom to act creatively and innovatively in his and organization’s development; The recognition that control and self-control combination is the developing mechanism and the main presumption in the business organization; The intellectual power of the employee through knowledge, understanding and experience of uniting the activities of thought and materializing in innovative result.

3. The research conducted in Siauliai and Vilnius logistic organizations (2009) and in North Lithuania organizations with more broad profile (2010) has shown similar results: the low level of the employees’ innovation correlate with inconsistent qualification development, inability to prioritize resources of information and knowledge, lack of awareness of competence insufficiency. The major obstacles were identified which stipulate low staff innovation, insufficient self-motivation, a narrow professional outlook which is a result of lack of interest in recent scientific and professional literature, inconsistency in the qualification training, poor text-based communication and representation capabilities, etc.

Recommendations:

1. For development of systematic, complex and scientific method supported and innovative activity oriented professional training module packages, consider
peculiarities of methodology and processes identified in this thesis. Involve the prepared creating self-management course into programs of studies of corresponding higher schools, search for opportunities to supplement the already functioning managerial studies and qualification improvement studies by topics of positioning of creating self-management goals, processes and expected results.

2. Integrate the dimension of creating self-management into organization staff development strategy in order to improve the synergy of knowledge gained by staff members during qualification improvement and personal creative initiative and innovative result seeking activities.

References

Šiame darbe remiamasi teoriniais požiūriais, leidžiančiais pagrįsti į inovacijas orientuotos organizacijos vadybos integralumą, akcentuojant interaktyvios kūrybiškumui palankios vadybos ir kuriančios savivadybos vyskūrusių kūrybiškumui palankios vadybos ir kuriančios savivadybos ryšių, suformuluotos 3 metodologinės paradigmos: individo laisvės kūrybiškai veikti užtikrinimas; organizacijos vystymasis, įtvirtinant interaktyvios vadybos ir kūrybiškumą skatinančios vadybos veiklų derinį; trečioji darbuotojo intelektinės galios realizavimo per ţinias ir veiklas. Parengti ir integruoti kuriančios savivadybos tikslai ir procesai į pasirinktos organizacijos grupės darbuotojų veiklų turinį, identifikuoti veiklas stabdantys trukdžiai: nepakankamos savimotyvijos, kurį lemia ir menkas domėjimasis naujai mokslinė ir profesine literatūra, dispersiškos kvalifikacijos kėlimo praktikos, menkų tekstinės ir represytyvios komunikacijos gebėjimų ir kt. kurių eliminavimas skatintų darbuotojų inovatyvumą ir gerintų jų gebėjimus šioje srityje.

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Raktiniai žodžiai: inovatyvumas, kurianti savivadyba, kvalifikacija, mokymas(is), vadyba, verslo organizacija.