11.9 Core Job Dimensions

Creativity training aims to help trainees develop motivation and abilities congenial to creativity. Thus, the question that arises is will internal motivation occur on the job? According to Oldham and Hackman (1981), there are three critical psychological states for internal motivation to occur. They are the following: (1) experiencing meaningfulness of the work, (2) experienced responsibility for the outcomes, and (3) knowledge of the actual results of work activities. Further they say, "What are needed are reasonably objective, measurable, changeable properties of the work itself that foster these psychological states and through these states enhance internal work motivation" (Oldham and Hackman 1981). Figure 11.3 shows the five core job characteristics interacting with the psychological states resulting in the creative outcome.

11.9.1 Five Core Job Characteristics with the Psychological States

Skill variety: Refers to the degree to which a job requires a variety of activities in carrying out the work, involving the use of different skills and talents of the person.

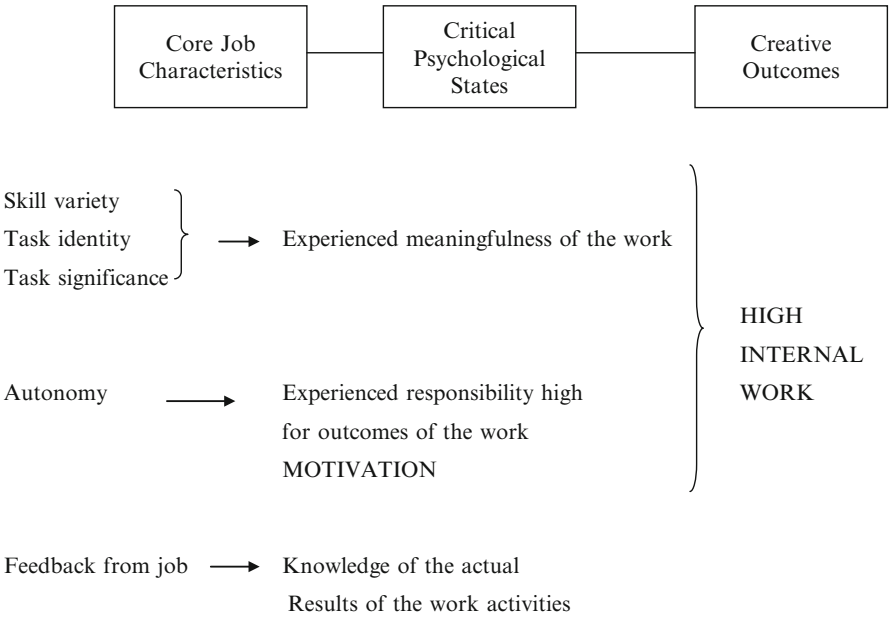

Fig. 11.3 Core job dimensions (*Source*: Oldham and Hackman 1981)

Task identity: The degree to which a job requires completion of a "whole" and identifiable piece of work, that is, doing a job from beginning to end with a visible outcome.

Task significance: The degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization or in the world at large.

Autonomy: The degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out.

Job feedback: The degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance.

11.10 Job Redesign in R&D

When redesigning certain jobs within a unit in the organization, one has to decide on whether work redesign is feasible for that unit. One has to know to distinguish between those aspects of the job that need improving and those that are fine as they are. It is also important to know how to identify how ready the people are who will be involved for the change. The diagnostic instrument Job Diagnostic Survey (JDS) can be ideally used to obtain answers to some of these questions. The major intended uses of the JDS are as follows: (1) to diagnose existing jobs prior to work redesign, as one input in planning whether how redesign should proceed; (2) to evaluate the effects of work redesign, for example, to determine how much jobs have changed, to assess the effects of the changes on employee motivation and satisfaction, and to test for any spin-off effects of the job changes on employee growth need or satisfaction with the work context. Alternative instruments for assessing characteristics of jobs have also been provided by Jenkins et al. (1975) and by Sims et al. (1976).

11.10.1 Four Steps Can Be Suggested for Using the JDS for Job Redesign

Step 1: Conducting the JDS, that is, administration of the JDS.

Step 2: Compare the survey data with the JDS normative data. Means and standard deviations are available for technicians and professionals. However, norms for the Indian group are not available.

Step 3: Feedback and discussions.

Step 4: Job redesign, training for creativity, evaluation, and improving creative climate.

The JDS can be effectively used to improve performance in the R&D department. Organizations also work to increase employee creativity. Unsworth (2001) considered the paradigms of the type of problem and driver for engagement and gives a typology for creativity. This also considers the perceived personal risk aspect (Dewett 2004a, b). Figure 11.4 below exhibits this typology.

While the role of the organizational culture is important to understand employee creativity, it is also essential to have a leader who promotes creativity in the organization (Escribá-Esteve and Montoro-Sánchez 2012). Thus, for an R&D organization, the process of creativity, the factors affecting creativity, and the role of creativity is paramount to understand how innovation takes place.

Problem type	**External**	**Internal**
Open	**Expected Creativity** Required Solutions to Discovered Problem Example: Idea to improve process-nature of outcome not specified. *Modest Perceived Personal Risk*	**Proactive Creativity** Volunteered Solution to Discovered Problem Example: Unprompted suggestion directly relating to one's own work. *High Perceived Risk*
Closed	*Low Perceived Personal Risk* **Responsive Creativity** Required Solutions to Specified Problem. Example: Idea to improve process-nature of outcome specified.	*Modest Perceived Personal Risk* **Contributory Creativity** Volunteered Solutions to Specified Problem Example: Unprompted suggestion not directly relating to one's own work
	Driver for Engagement	

Fig. 11.4 Modified version of Unsworth's (2001) Topology of creativity (*Source*: Dewett 2004a, b)