

### 3. 员工创造性动机管理

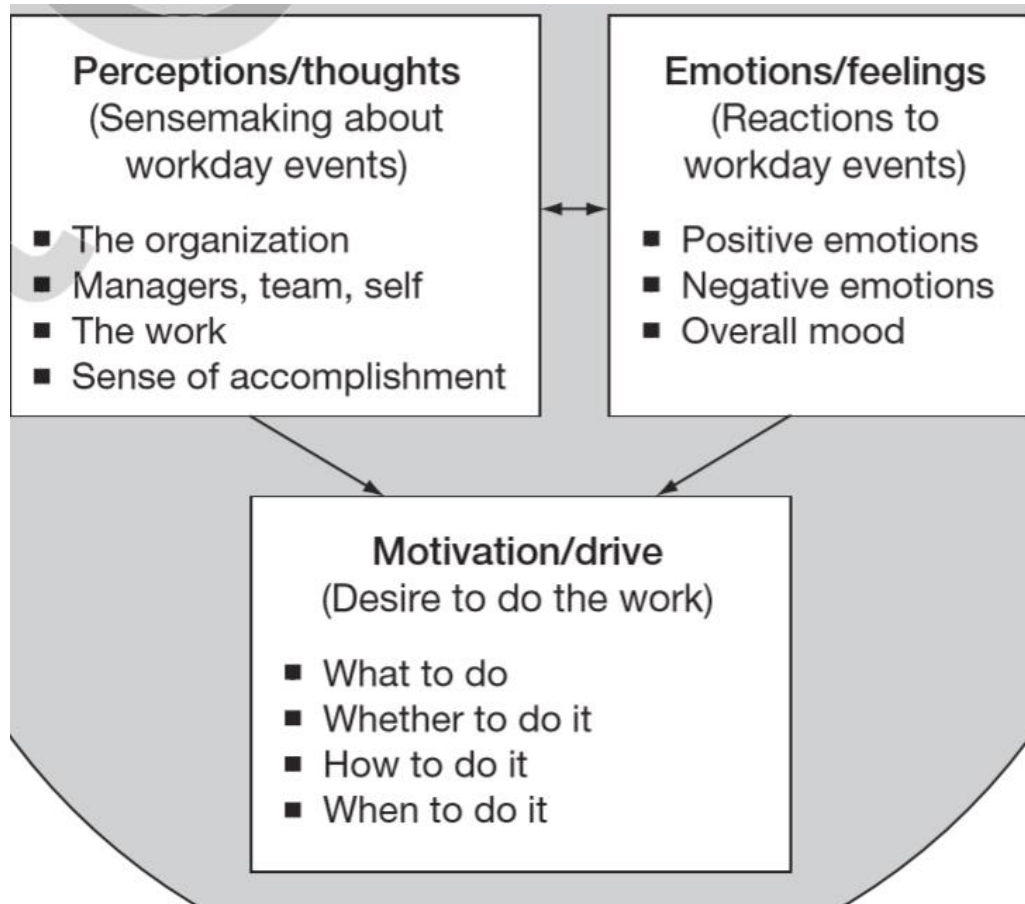
# 影响员工创造力的三类动机

- 内在动机
- 外在动机
- 亲社会动机

- <https://www.bilibili.com/video/av4620231?from=search&seid=1817668323342960246> 出

人意料的工作动机

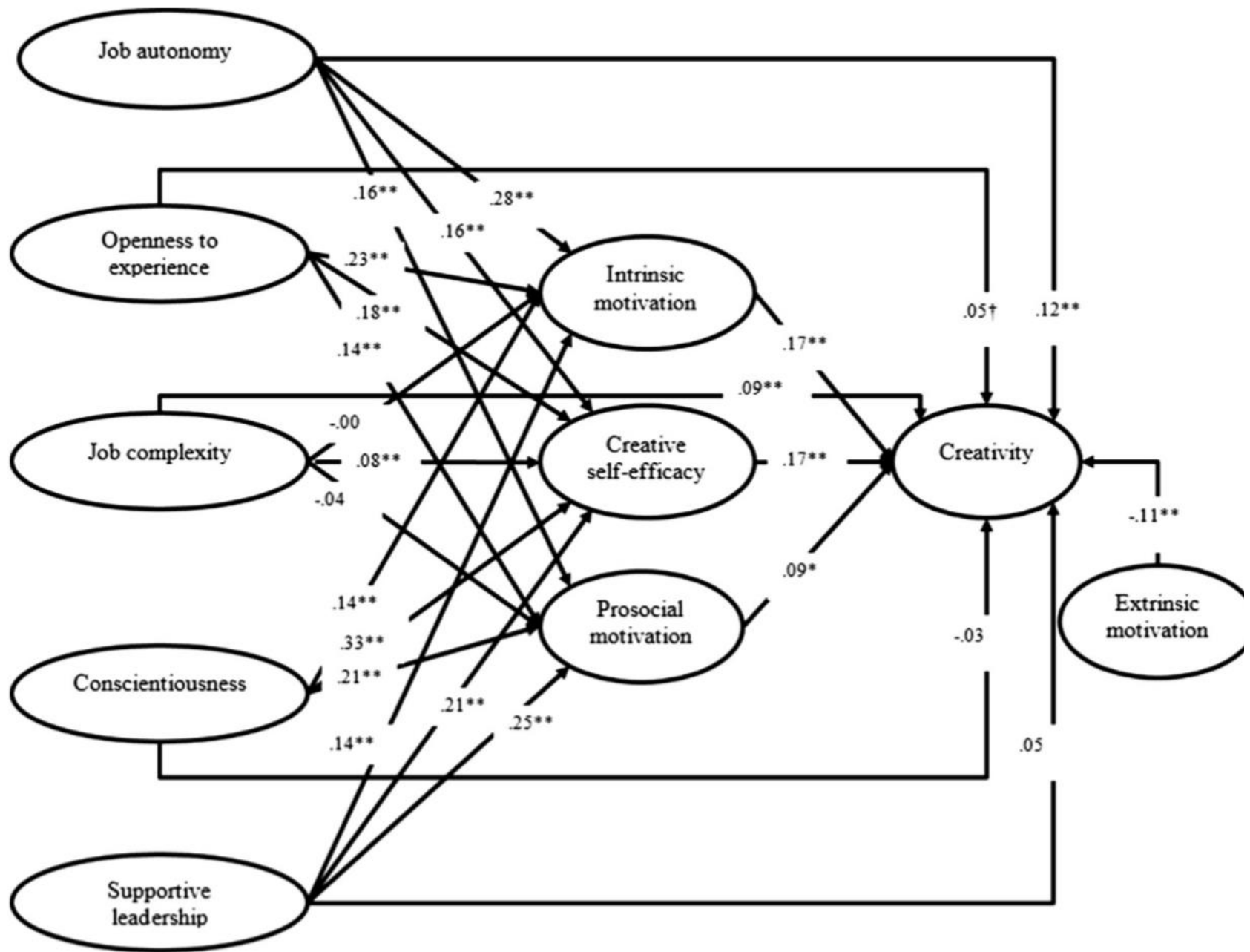
# Inner Work Life



# Motivational mechanisms of employee creativity: A meta-analytic examination and theoretical extension of the creativity literature

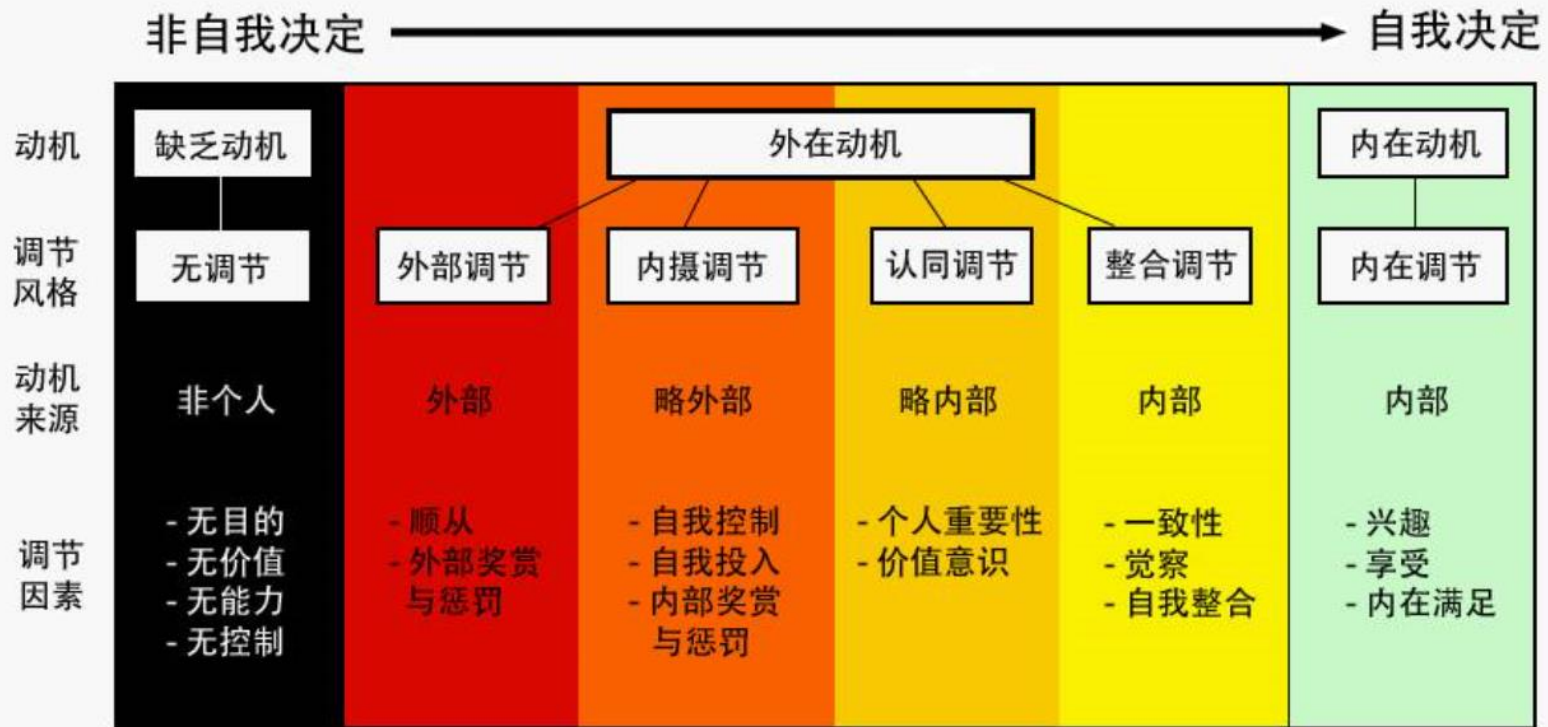
To identify studies that could be used in this meta-analysis, we first searched for articles published through January 2016 in PsycINFO, ISI Web of Science, Business Source Premier, and Google Scholar using search terms such as creativity, creative behavior, creative performance, and creative outcomes in English, Chinese, and Korean. Second, to supplement the electronic search, we conducted a manual search of peer-reviewed management and psychology journals that regularly publish empirical research on creativity such as *Academy of Management Journal*, *Administrative Science Quarterly*, *Creativity Research Journal*, *Journal of Applied Psychology*, *Journal of Creative Behavior*, *Journal of Management*, *Journal of Organizational Behavior*, *Leadership Quarterly*, *Organizational Behavior and Human Decision Processes*, and *Personnel Psychology*. Third, we checked the reference lists of the prior reviews on creativity, including theoretical reviews (e.g., [Hennessey & Amabile, 2010](#); [Shalley et al., 2004](#); [Zhou & Shalley, 2003](#)) and meta-analytic reviews (e.g., [Byron & Khazanchi, 2012](#); [Hammond, Neff, Farr, Schwall, & Zhao, 2011](#)). Moreover, we used the same search terms to search ProQuest Digital Dissertations, as well as conference programs from the Academy of Management and the Society of Industrial and Organizational Psychology from 2008 to 2015. We also tried to obtain unpublished research by contacting researchers in the field of creativity.

Each primary study had to meet the following criteria for inclusion in our meta-analysis. First, it had to be an empirical investigation of creativity at the individual level of analysis. Studies on team creativity (e.g., [Shin & Zhou, 2007](#)) were excluded from the analyses given that the present research focuses on individual creativity. Second, we only included studies that provided correlation coefficients or other information (e.g., *F* values and *d* values) that could be used to estimate the relationships between creativity and other variables. We excluded those that did not report such information (e.g., [Shalley, 1995](#); [Zhou, 1998](#)). Third, a study had to report sample size for us to calculate the sample size-weighted effect size. Fourth, when the same sample was used in two or more articles, we considered only the one that provided greater information. When a study used two or more independent samples, we coded the independent samples separately (e.g., [Grant & Berry, 2011](#); [Zhou, 2003](#)). We obtained a final sample of 191 independent samples ( $N = 51,659$ ) (see [Appendix A](#) for all coded studies included in this meta-analysis).



# Intrinsic versus Extrinsic Motivation and the Role of Reward

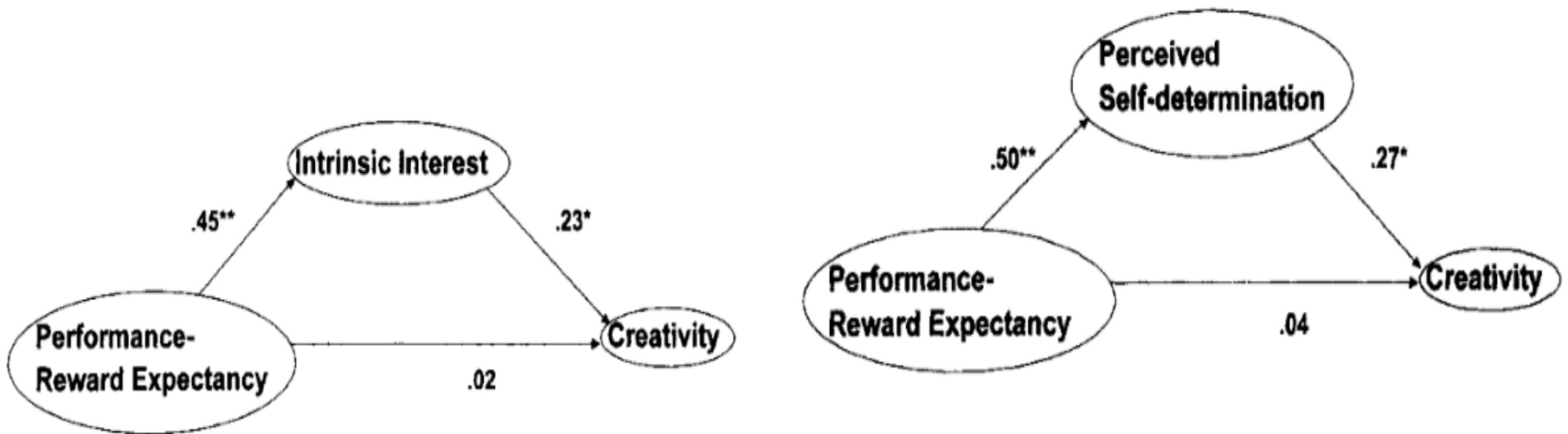
## 自我决定论图解



(Based on Ryan, R.M. & Deci, E.L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*. 55(1), 68-78.)



# Incremental Effects of Reward on Creativity



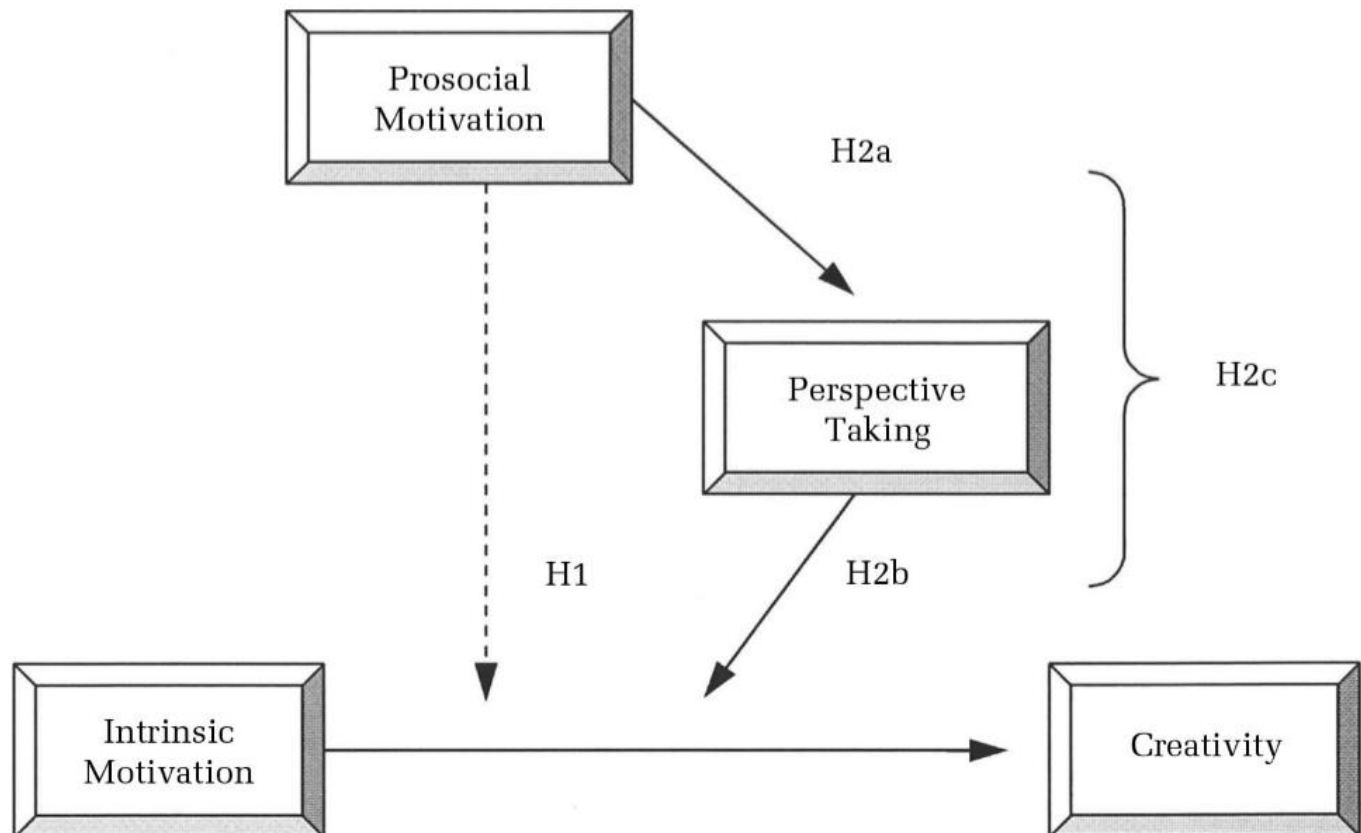
Eisenberger & Rhoades, 2001, JPSP

- Woodman, for example, observed that:
- “motivational interventions such as evaluations and reward systems may adversely affect intrinsic motivation toward a creative task because they redirect attention away from the heuristic aspects of the creative task and toward the technical or rule-bound aspects of task performance” (*p. 300*).

- [https://www.bilibili.com/video/BV11J411c7LR/?spm\\_id\\_from=333.788.videocard.10](https://www.bilibili.com/video/BV11J411c7LR/?spm_id_from=333.788.videocard.10) **Air**

**Jordan 34 设计师专访 | 履程访客**

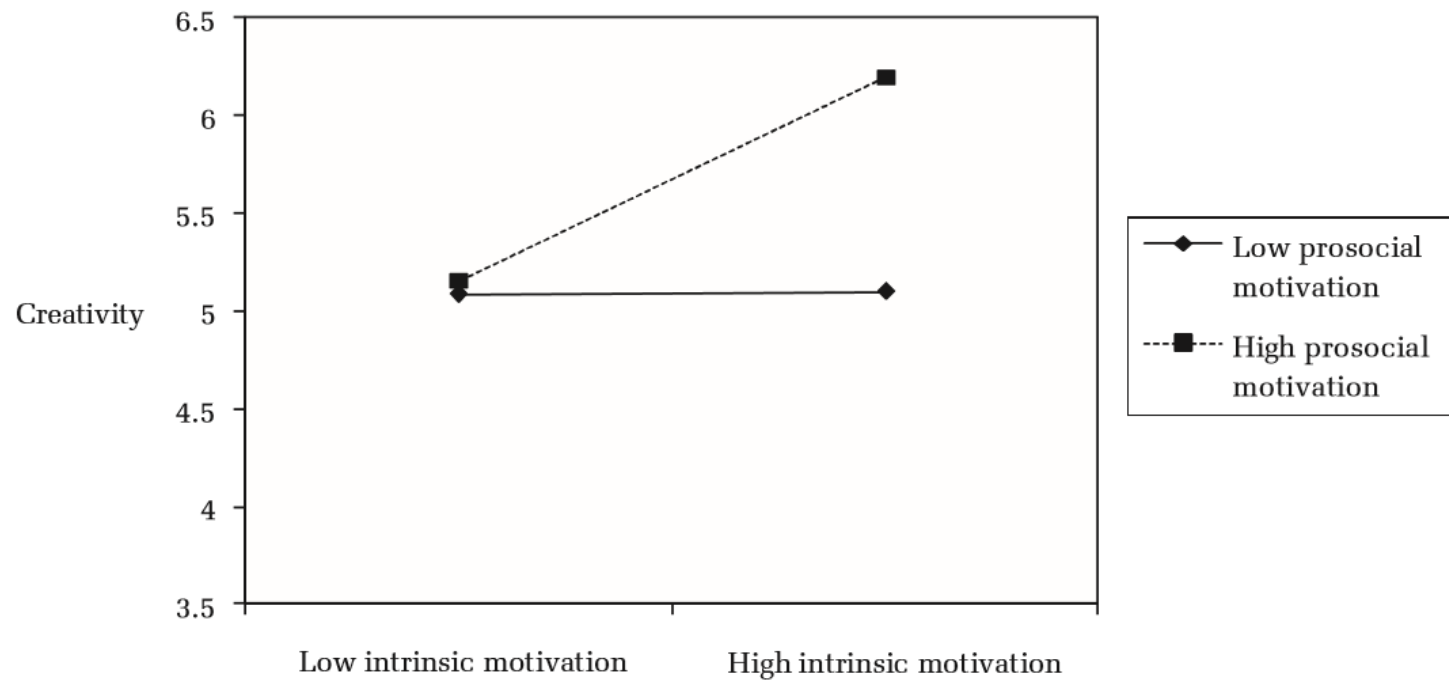
# THE NECESSITY OF OTHERS IS THE MOTHER OF INVENTION: INTRINSIC AND PROSOCIAL MOTIVATIONS, PERSPECTIVE TAKING, AND CREATIVITY



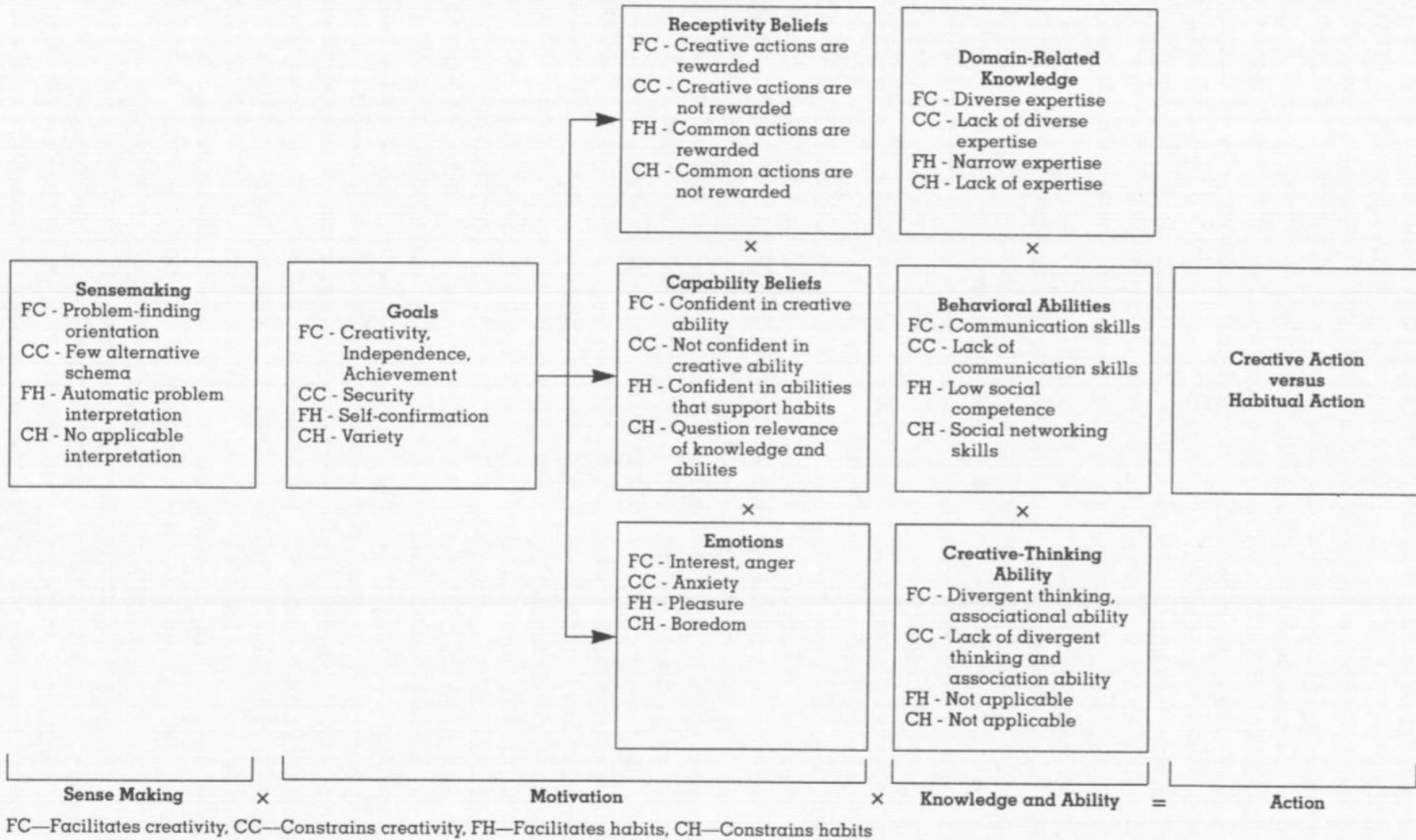
Grant & Berry, 2011, AMJ

# Samples and Measurement

- A human resources professional sent an electronic message to all 269 security force officers on the base announcing a collaboration with a research team interested in conducting an academic study of their experiences. The officers were invited to complete a survey online either during or outside of work hours.
- To protect confidentiality, the survey was hosted on a university server, and participants had the opportunity to identify themselves by code names, which were later matched to their supervisors' ratings by a neutral third party.
- We received completed surveys from 90 officers, for a response rate of 33.5 percent. Nine months later, we asked their supervisors to evaluate the creativity that they had exhibited since the surveys were completed. We received supervisor ratings for all 90 officers, a 100 percent response rate. With the exception of five supervisors who rated multiple employees, each supervisor rated a single unique employee.
- Intrinsic motivation:
  - “Because I enjoy the work itself” and “Because it’s fun”
- Prosocial motivation:
  - “Because I want to help others through my work”  
and “Because I care about benefiting others through my work”



**FIGURE 1**  
**A Theory of Creative Individual Action**



# The motivation–creativity literature centers around several basic issues:

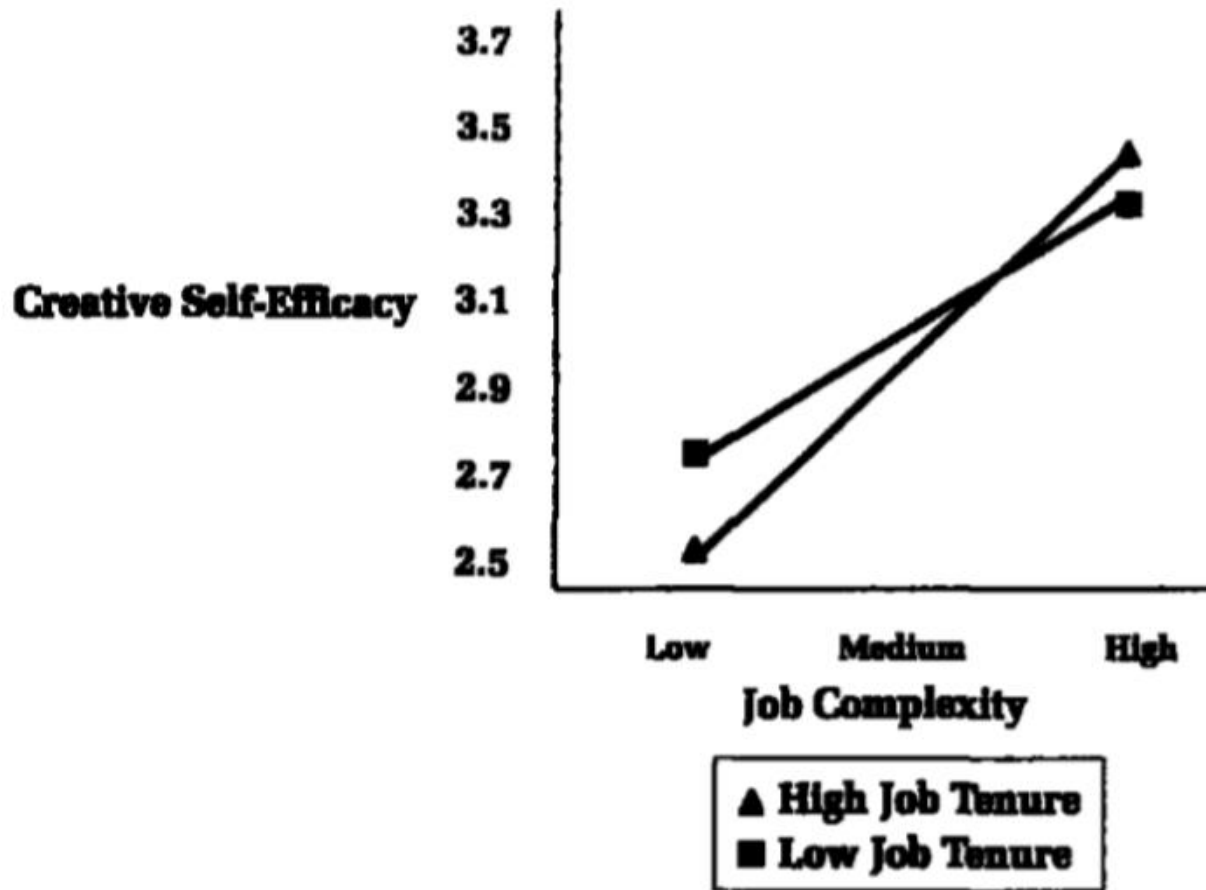
1. Intrinsic versus extrinsic motivation
2. Prosocial motivation
3. Personality
4. Creative self-efficacy
5. Self-identity
6. Approach versus avoidance orientation (prevent--promote)
7. Goal setting and achievement motivation
8. Cognitive motivation to achieve structure and closure versus to be open-minded



# Creative Self-efficacy

- "the belief one has the ability to produce creative outcomes"
- "While creative self-efficacy is the capacity to do a job creatively, an individual with a high creative personal identity will be driven to do everything creatively, not just the job, because creativity is fundamental to his or her self-definition" (Jaussi et al.)

# CREATIVE SELF-EFFICACY: ITS POTENTIAL ANTECEDENTS AND RELATIONSHIP TO CREATIVE PERFORMANCE



# EMPLOYEE LEARNING ORIENTATION, TRANSFORMATIONAL LEADERSHIP, AND EMPLOYEE CREATIVITY: THE MEDIATING ROLE OF EMPLOYEE CREATIVE SELF-EFFICACY

**TABLE 4**  
**Results of Hierarchical Linear Modeling for**  
**Mediation Analysis<sup>a</sup>**

Variables	Estimate	s.e.	<i>t</i>	<i>p</i>
Step 1: Employee creative self-efficacy				
Employee learning orientation	0.45	0.09	4.82	.00
Transformational leadership	0.13	0.06	1.99	.05
Step 2: Employee creativity				
Employee learning orientation	0.18	0.07	2.57	.01
Transformational leadership	0.10	0.05	2.02	.04
Step 3: Employee creativity				
Employee learning orientation	0.14	0.07	1.91	.06
Transformational leadership	0.09	0.05	1.83	.07
Employee creative self-efficacy	0.09	0.04	1.99	.05

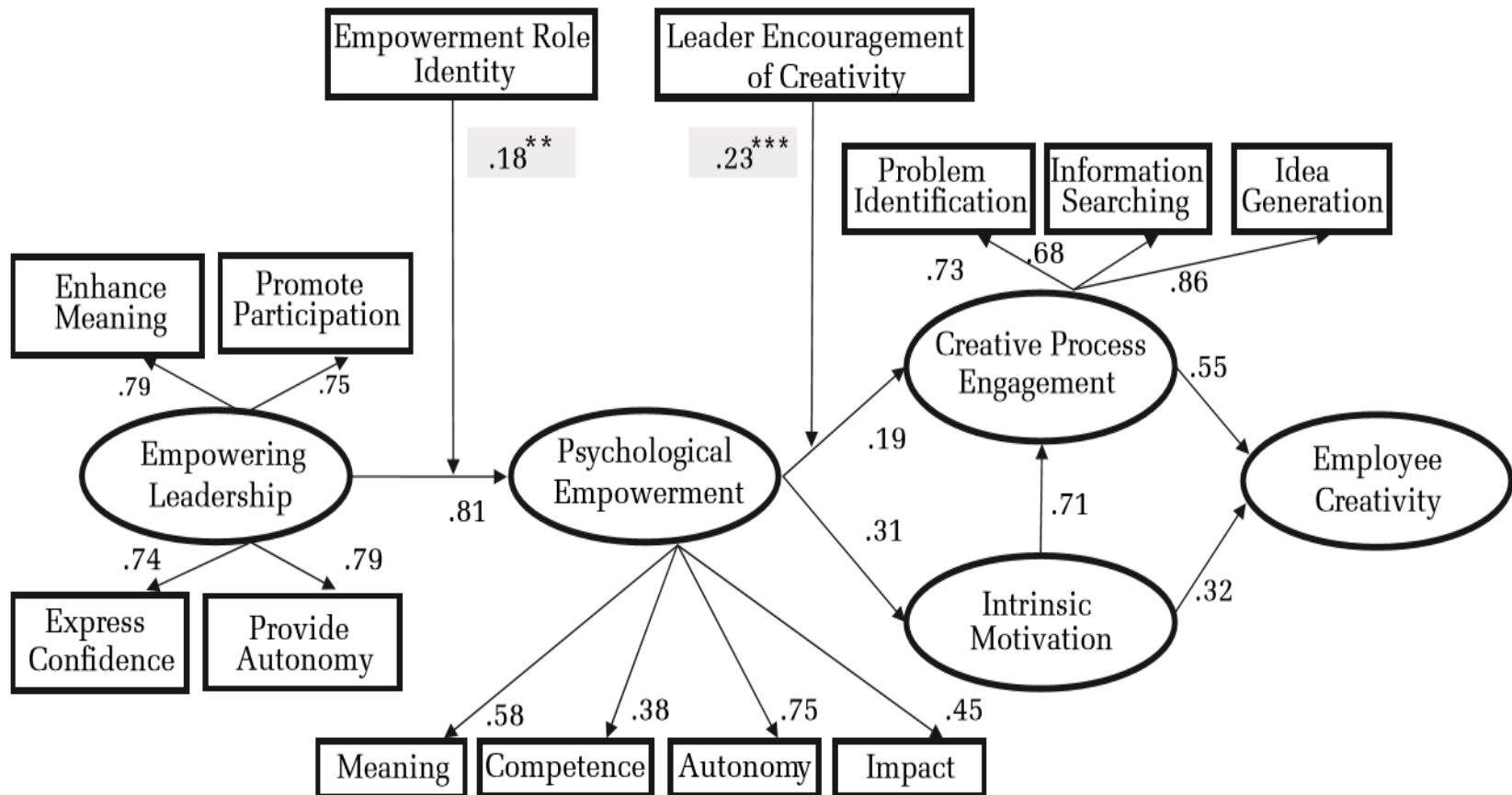
<sup>a</sup> *n* = 200.

# 影响创造性动机的重要因素

- 心理安全
- 学习导向
- 身份认同

# **Engagement and Flow**

# LINKING EMPOWERING LEADERSHIP AND EMPLOYEE CREATIVITY: THE INFLUENCE OF PSYCHOLOGICAL EMPOWERMENT, INTRINSIC MOTIVATION, AND CREATIVE PROCESS ENGAGEMENT



<sup>a</sup>  $n = 367$ . All paths in structural model analysis are significant at  $p < .05$ . Control variables are not shown for ease of presentation.

\*\*  $p \leq .01$

\*\*\*  $p \leq .001$

Samples come from a major information technology (IT) company headquartered in the People's Republic of China (PRC).

员工创造行为的自我奖励系统？

# Goal Setting and Goal Orientation

- Learning orientation, “I often look for opportunities to develop new skills and knowledge.”
- Avoidance orientation, “I’m concerned about taking on a task at work if my performance would reveal that I had low ability.”
- Approach orientation, “I’m concerned with showing that I can perform better than my co-workers.”

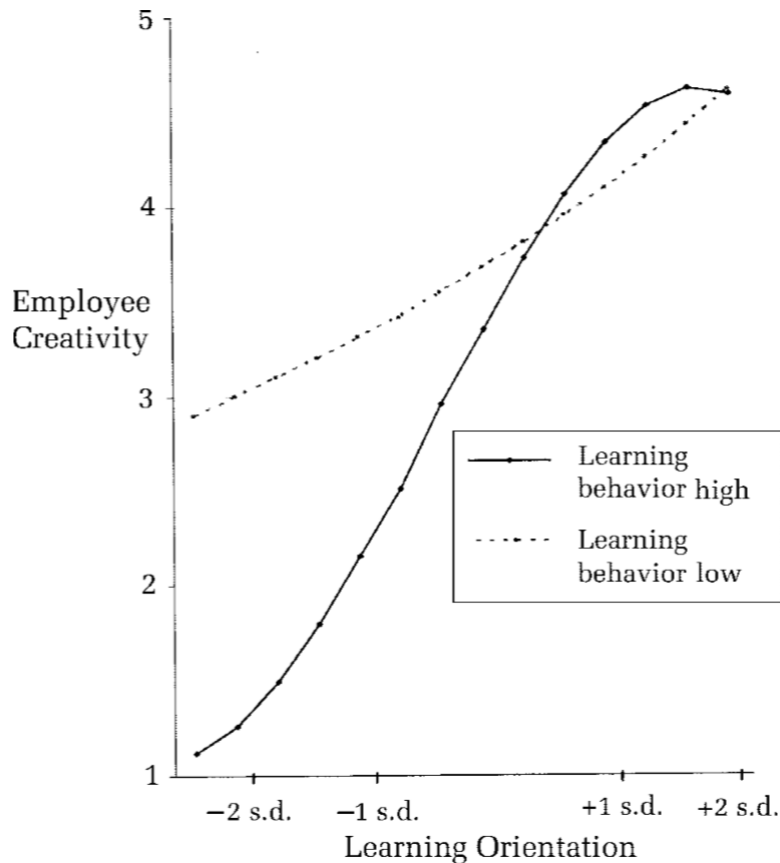


# GOAL ORIENTATION, TEAM LEARNING BEHAVIOR, AND INDIVIDUAL CREATIVITY

- Cross-national R&D leadership development initiative in a large pharmaceutical company. 25 program teams comprising 255 employees from 4 research divisions in 3 countries (the United States, the United Kingdom, and Sweden).
- All program leaders responded, and an 81 percent member response rate was observed across teams (n =198).

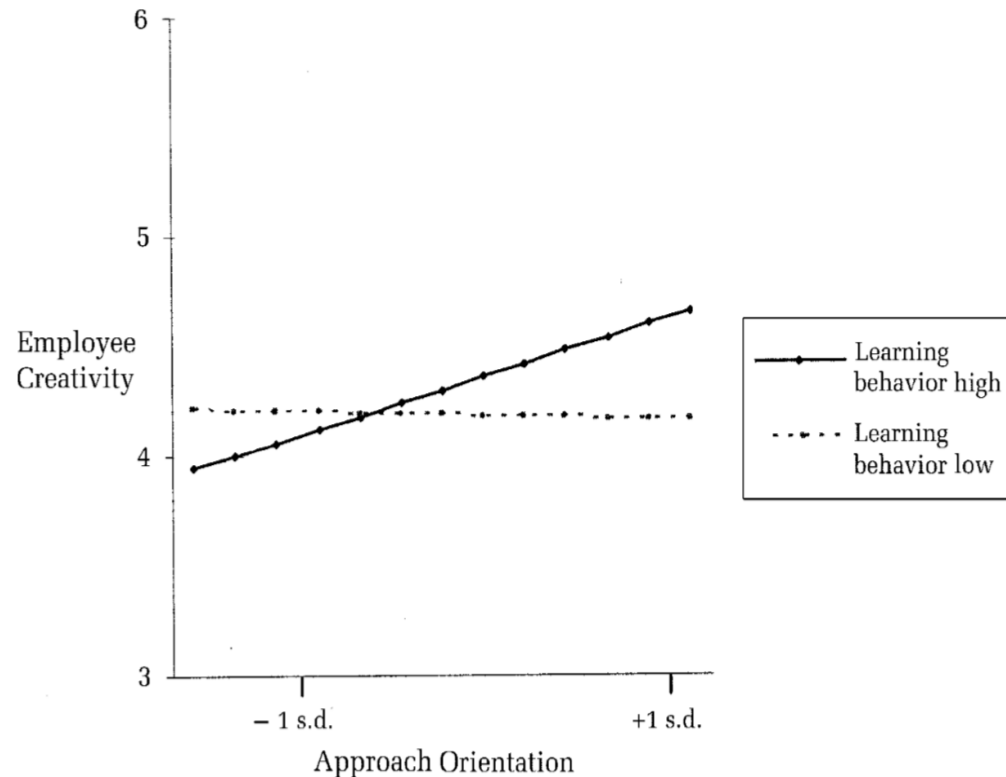
Variable	Coefficient	s.e.	<i>t</i>	$\chi^2$	Model Deviance	$R^{2^b}$	Total $R^{2^c}$
<i>Null model</i>							
Intercept	4.24*	0.16	26.98*	143.29	507.55		
<i>Level 1 variables</i>							
Intercept	3.27*	0.51	6.44*	142.48	503.03	.13	
United States	−0.72*	0.41	1.74				
United Kingdom	−0.46	0.40	1.16				
Gender	0.16	0.15	1.08				
Education	0.25*	0.06	4.10*				
Tenure	0.00	0.00	1.51				
Learning orientation	0.22*	0.07	2.92*				
Avoidance orientation	−0.08	0.06	1.32				
Approach orientation	0.11	0.06	1.77				

**Interaction between Learning Orientation and Team Learning Behavior Predicting Employee Creativity**



According to trait activation theory, a team context may bring out—activate—individual dispositions when the contextual influence in play is relevant to the disposition (Tett & Burnett, 2003; cf. Chen & Kanfer, 2006).

A strong emphasis on learning may thus have diminishing returns for individuals' creativity in the pursuit of work goals



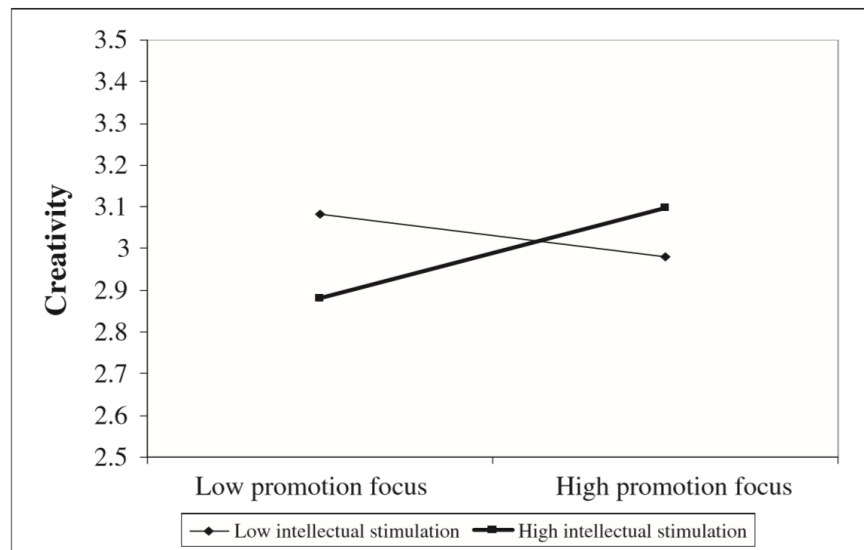
# Promote versus Prevent

- Regulatory focus
- Prevent: oriented towards security, responsibilities, and avoiding aversive outcomes
- Promote: oriented towards opportunities, accomplishing, goals, and approaching desired outcomes

(Higgins, 2000)

# Cognitive Motivation: Closed- versus Open-Mindedness

Context matters: Combined influence of participation and intellectual stimulation on the promotion focus—employee creativity relationship

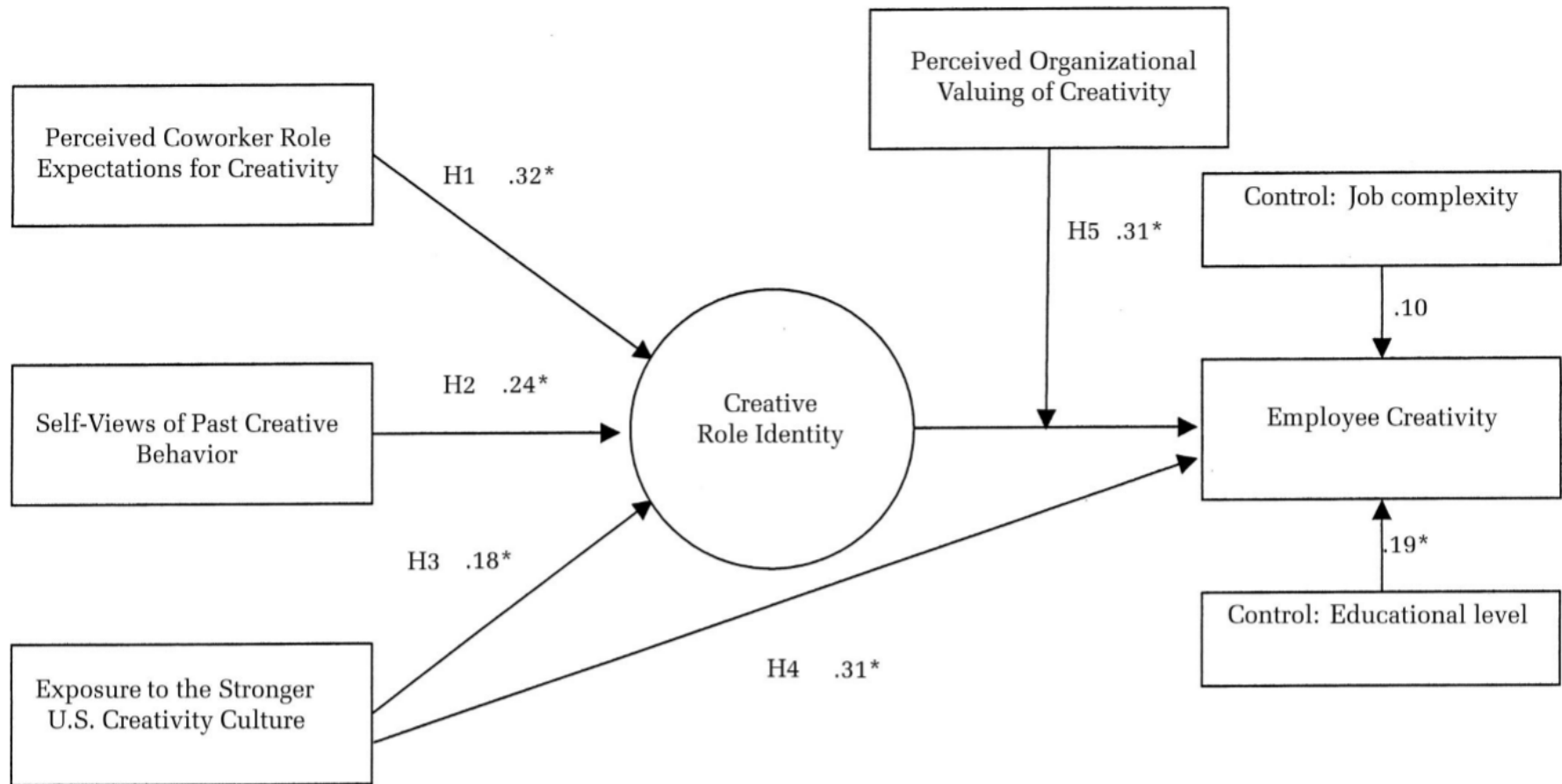


Zhou et al., 2011, JOB

# CREATIVE PERSONAL IDENTITY

- individuals for whom creativity is part of their self-definition will seek out opportunities to be creative at work in order to maintain positive self-regard and affirm a key part of their selfconcept. ... individuals who see creativity as an important part of who they are (i.e., have a strong creative personal identity) will engage in creative efforts both inside and outside of work to reaffirm this important identity."

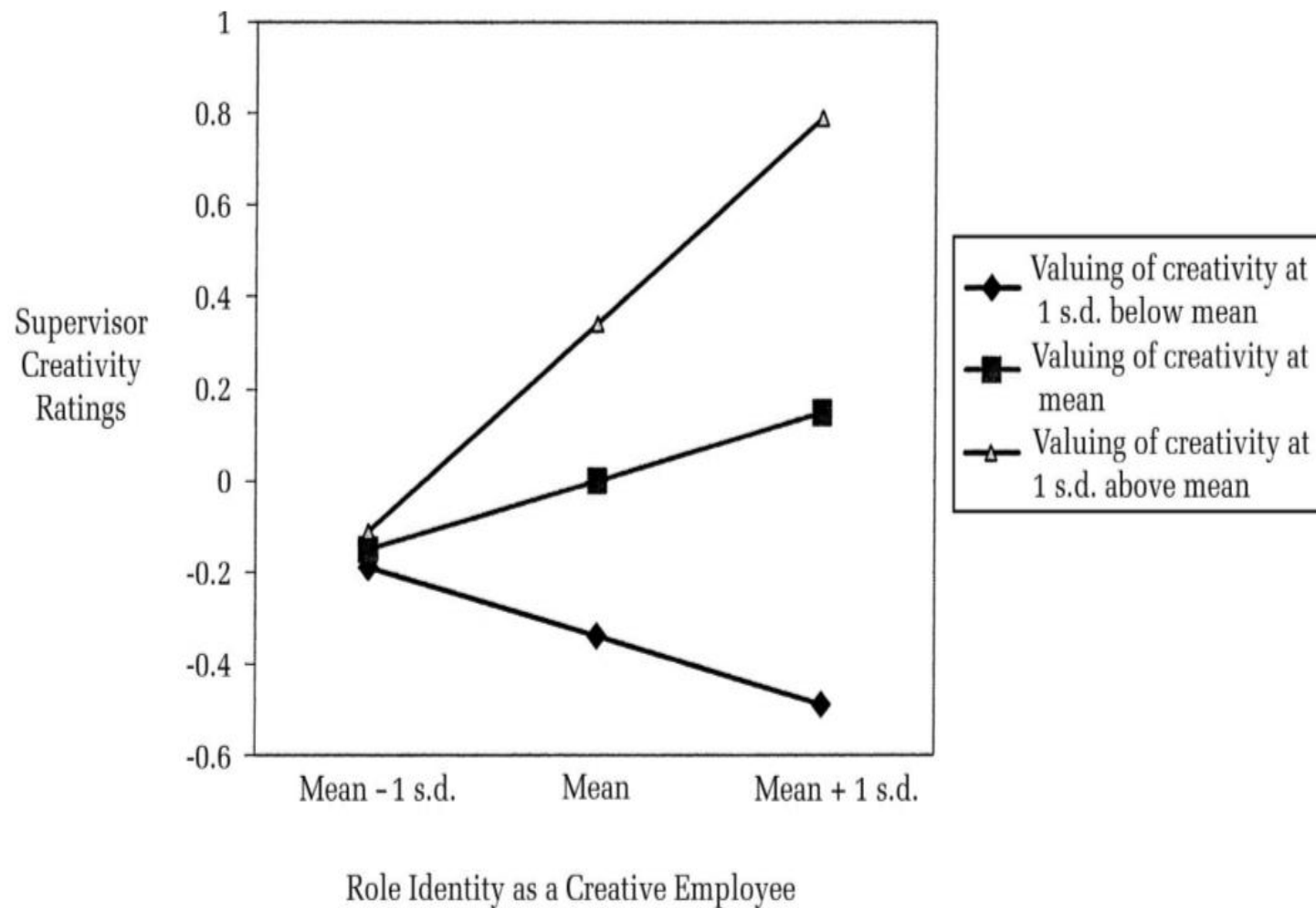
# EMPLOYEE CREATIVITY IN TAIWAN: AN APPLICATION OF ROLE IDENTITY THEORY



<sup>a</sup>  $n = 151$ .  $\chi^2 = 153.93$ ,  $df = 85$ ,  $p < .001$ . Robust CFI = .93, robust IFI = .93, robust RMSEA = .08. Satorra-Bentler scaled difference chi-square versus direct-effects (no interaction) model, 8.19;  $df = 1$ ,  $p < .05$ .

\*  $p < .05$

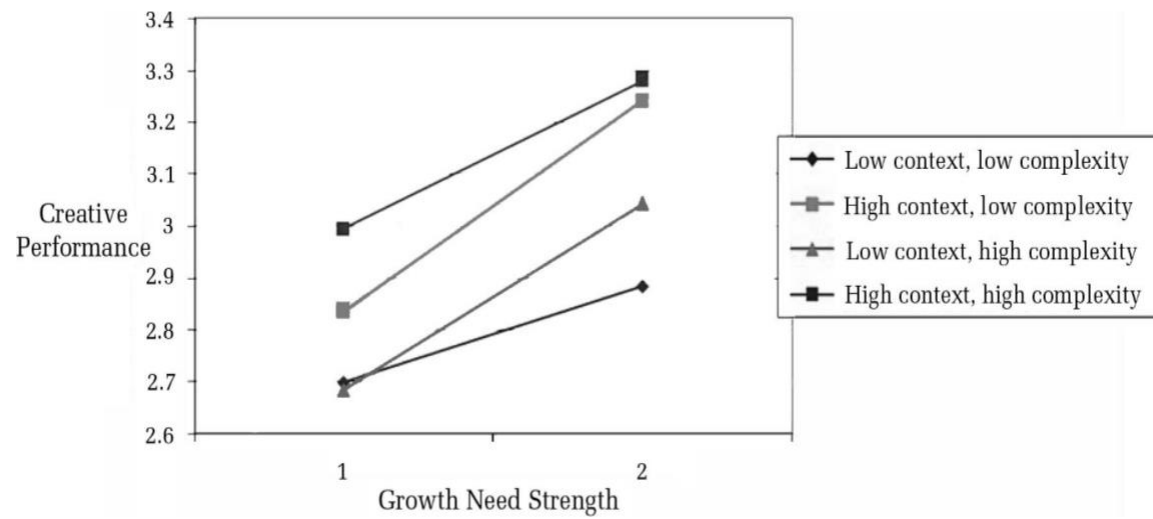
## Interaction of Creative Role Identity and Organizational Valuing of Creativity for Creativity Ratings



## INTERACTIVE EFFECTS OF GROWTH NEED STRENGTH, WORK CONTEXT, AND JOB COMPLEXITY ON SELF-REPORTED CREATIVE PERFORMANCE

- Growth need : “Considering all the things that are personally important to you in a job, how important is it to you to have a job with. . .”: “stimulating and challenging work,” “chances to exercise independent thought and action,” “opportunity to learn new things,” and “opportunities for personal growth and development”
- A context supportive of creativity: “I have sufficient access to the necessary facilities and resources to do my job”
- Job complexity is a latent construct assessing degree of decision latitude, autonomy, and nonroutine work. The survey research staff coded it using the Dictionary of Occupational Titles (DOT; Roos & Treiman, “[What] is your main occupation?”
- The DOT score was further compared to employees’ self-reports of job complexity measured via Hackman and Oldham’s (1980) motivating potential score (MPS); the median alpha of all components was .68. We calculated the MPS using the established formula ( $MPS = \frac{[variety + identity + significance] + 3 \times [autonomy + feedback]}{3}$ ). Prior research has shown that the DOT measure of substantive complexity and the MPS are related both to employee creativity (Shalley et al., 2000; Tierney & Farmer, 2002) and to one another (Oldham & Cummings, 1996). In our data, the MPS and DOT measures were significantly correlated with one another ( $r = .68, p = .001$ ). Therefore, for our analysis we elected to use the DOT measure of complexity, as it is an established non-self-report index of overall job complexity





# 东亚成就动机取向不利于个性化和创造力发展

- Intrinsic motivation
- Individualization
- Unconventional pathways to success
  - Art: Manet and the birth of impressionism
  - Silicon Valley: Being pushed to “rebel”  
Tolerating failures

# Achievement Orientations in East Asia

- Education as the means to an end (survival mode: social and material success)
- Achieving through conforming to prevailing social norms and standards of excellence rather than personal goals and individual agendas (socially-oriented achievement motivation; Yu, 1996)
- Preference for institutionalized pathways to success (from keju, gaokao, to weiqi and classic music)

# 激励的国别差异

- 中国：外在激励
- 欧洲：自由
- 美国：内化的外在激励

# 文化的激励因子

- 中国企业的文化：重仁爱 内省
- 日本企业的文化：重心学 探索
- 美国企业的文化：重创新 个性

# Work is learning and vice versa



Google employees can attend an all-hands meeting each Friday. Flickr/haynes



Glassdoor/Facebook

小厂成长记



Study, create, and enjoy



# 玩兴

- 玩可以促进想像力
- 玩可以促进大脑进入最佳创造的活状况
- 只听别人吩咐无法成伟大
- 玩促进了BDNF，刺激大脑成长
- 鼓励异议与开放式提问可以促进玩兴



# 促进玩兴

- 提问：
- 我们可以从刚才的事件中学到什么？
- 我们错在哪里？
- 你怎么想的？
- 我们做对了哪些？
- 我们还可做些什么得到好结果？
- 我们需要对原型做什么改变？
- 为何我们在这个主题上花这么多时间？
- 我们要避免什么？
- 管理者示范提问精神
- 培育搞笑文化
- 建造创意空间设
- 开反对大会
- 尝试自动写作5-10分钟以上，不加思考地写，最后把它读出来
- 读培育创意的书
- 和孩子玩
- 写下目标，从目标实现倒回到当下