

Factors Enhancing Innovative Work Behavior

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Abstract

This article provides a comprehensive review of recent research on factors that influence Innovative Work Behavior in the workplace. The review process involved conducting a literature search using keywords related to innovative work behavior, specifically targeting abstracts, article bodies, and listings used as keywords in studies and articles. To ensure the quality and relevance of the research, the inclusion criteria were set to English-written academic journals, excluding book chapters, conference papers, and reports. A total of 241 articles were examined, with 211 published articles between 2000 and 2021 being used for data collection based on screening their titles and abstracts for content relevance. The review identifies and discusses several influential factors, including organizational commitment, innovative climate, management support, and innovative skills that impact innovative work behavior within organizations. Finally, the article concludes by evaluating a conceptual model that holds promise in effectively enhancing the quality of daily work activities within organizations.

Keywords: innovative work behavior, organizational commitment, innovative climate, management support, innovative skills

1. Introduction

National Science and Technology Development Agency (1998) stated that the disruptive change is comprised of a characteristic action pattern, and the new model of disruptive change occurs in the operation model in a conventional manner. As a result, it generally causes adaptive organization. This leads every organization to concentrate on

innovative organizational development in their settings. The said organizational development can have certain innovative impacts on every domain, for example, human behavior changes and change in organizational process characteristics, value addition using innovative methods and knowledge, quality development in services and goods, concentrating on reacting to external environments, and handling with satisfaction and needs of competitive potential.

The roles of innovative thinking possessed by employees need to be examined in order to understand their interactions related to their factors. In other words, there is an occurrence of such factors in the workplace through human resource management (HRM), which is a main tool used by organizations to influence and shape their employees' competences, talents, and behavior to support and improve the innovative work behavior. In the sense of the organizational approach to individual innovation, the researcher will focus on the mechanism utilized by the management team to assist in employees putting their innovative efforts on their tasks (Abstein and Spieth, 2014). To survive in the current market scenario and to stay competitive, organizations are in greater demand to be innovative. Ramoorthy, Flood, Slattery, and Sardesai (2005) found that to achieve the task of innovation, organizations work on their employees, i.e., to innovate their methods and operations to get fruitful results. Janssen (2000) is of the view that to have a continuous flow of innovation and to achieve goals, individual employees need to be skilled to innovate. The actions of individual employees are elemental not only for continued innovation, advancement, and development but also for quality management and corporate entrepreneurship (Sharma & Chrisman, 1999).

Innovative work behavior is a dynamic and a complex phenomenon that also encompasses the creativity. Mumford and Gustafson (1988) believe that creativity denotes the formation of novel ideas and innovation and bringing them into practical use. So, the term innovative work behavior encompasses both the creativity and innovative aspects (Janssen, 2000, 2002). As a result of globalization almost all of the modern organizations face multi-faceted challenges. They need to be more innovative than before. Consequently, innovative work behavior is essential for organizations to ensure their existence and to grow in the current era of struggle (Jung, Chow, & Wu, 2003; Tierney, Farmar, & Graen, 1999).

This study will be a part of increasing existing literature regarding innovative work behavior and can be used for orienting supervisors, managers, and CEOs to encourage their employees express their innovative work behavior through management support. Although developing innovative skills is challenging for studies, there are a lot of possible curricular developments of innovation concepts. Thus, there is need for more upcoming digital strategy and instruments in order for developing employee's innovative skills while living in online

settings (Songkram, 2017). Most of the research have been focused on its direct impacts because according to Holbert and Stephenson (2003), with dynamic and complex human behavior, there is need of studying the effect and contingency effect for complete understanding; basic factors need to be considered. Employees with organizational commitment will be an essential resource and fundamental for conducting business performance and achievement to their organizations (Meyer and Allen, 1991). Consequently, the objective of this research is to study the effect of commitment to the organization about the relationship between innovative work behavior, and three subfactors such as innovative climate, innovative skills, and management support.

Research Question?

What factors are enhancing Innovative Work Behavior from the systematic literature review process?

2. Review of Related Literature

2.1 Concepts Regarding Systematic Literature Reviews

The systematic review approach and three main stages such as data collection, data analysis, and data synthesis will be adopted in this research review (Tranfield, Denyer, and Smart, 2003). This research review is unique and different from other system reviews because it is focused on innovative work behavior as the intersection between innovation, creativity, and work behavior (Koopmans et al., 2011). Numerous published studies of innovative work behavior offer the great opportunity to present new ideas and concepts in the related literature and a reliable evidence summary. The potential of this systematic review will depend on competencies of providing large amounts of information in the manageable format and demonstrate scholarship of innovative work behavior. Nevertheless, there are some cons of this systematic review such as difficulty to synthesize the data obtained from multi-disciplines, insufficiently presenting books, and gaining large amounts of materials to be reviewed. However, this review remains a helpful data analysis with a full overview on the literature regarding innovative work behavior and creation of connections between existing sources of information and knowledge because this approach is specifically effective for collecting essences of trendy articles, and it also improves review quality to contain a comprehensive and detailed plan and strategy with minimum bias, which can be carried out by relevant research studies identification, appraisal, and synthesis on the given topic (Uman 2011; Mark and Roberts 2008; Tranfield, Denyer, and Smart, 2003).

2.2 Concepts Regarding Innovative Work Behavior

Since the 1980s, people have considered innovation found in human behavior and more widely examined, which is linked with some research regarding organizational management in the later stages. At first, innovative work behavior was utilized in the psychology studies, and further explained by Scott and Bruce (1994) that innovative work behavior is idea generation—to identify new ideas for problem solving—idea promotion—to put some efforts in seeking some cooperation, supports, and networks for new ideas—and idea realization—to create a prototype or to be disseminated into the instructional practices. Consequently, when different working environments must be changed by the organizations, they must concentrate on creating value in their employees by encouraging expressing that behavior to achieve a good job performance.

In 1994, innovative work behavior (IWB) was shown by Scott and Bruce; nevertheless, it was not defined in their studies, but it was referenced in the section of Innovative Work Behavior instead. Also, in 1990, West and Farr presented this term in their academic work titled *Innovation and Creativity at Work: Psychological and Organizational Strategies*, the first psychology publication mentioned ‘innovation’. According to their publication, the word “innovation in work” was derived from taking actions from realization and creativity. Later in 1994, Scott and Bruce defined innovative work behavior as behavior expressed by an individual involved in the said process. The innovative work behavior contains three stages: identifying problems and solving them, asking for support for new ideas, and generating its prototypes. This leads this definition to have been most used for years.

Subsequently, the concepts of innovative work behavior have been more widely examined and differently defined by many researchers. Moreover, Janssen (2000) introduced the most popular definition of it as having intent to create new ideas, proposing or using new ideas in a work, a group, or an organization to create great benefits for work with the specified role; nevertheless, innovative work behavior was reintroduced by Janssen in operation context. When related studies were reviewed, most of the researchers were quite confused about using two terms, so some of them chose to use the term “innovative work behavior”. Due to this, two terms have different perspectives when they were literally translated. In terms of arbitrary context, innovative work behavior represents a general definition of innovative work behavior while the operational innovative work behavior is involved with work. Thus, considering these two terms defined by two groups of researchers, they gave identical definitions of these two terms. In 2000, innovative work behavior was used in many research studies but was referred to its Janssen’s definition (Carmeli and Spreitzer, 2009; Janssen, 2005; Young, 2012).

Practically, there are two dimensions of innovative work behavior as follows: 1) idea generation—generating new thoughts and ways to solve problems using creativity—and 2) idea implementation—applying a creative thought with the behavior, which is clear and easy-to-understand but unpopular in research studies in terms of dividing behavior concept, leading the dimension of creativity is somehow difficult to evaluate and abstract. Subsequently, innovative work behavior was practically divided into the following three dimensions:

1) Idea generation refers to the creation of useful and new thoughts or ideas. In this stage, a person will identify a problem in different aspects of his or her job and try to create a solution to that problem until he or she has already generated new thoughts or ideas.

2) Idea promotion refers to seeking for sponsor cooperation or support from supporters or authority persons to make the said new ideas or thoughts into a concrete one.

3) Idea realization and innovation refers to behavior that a person realizes the problem and tries to find a way of solving it until the person finds coalition to support his or her ideas or thoughts into a concrete one which can be really used. This can be done by building its visually touched or described prototypes. In this stage, different departments in the organization can be adopted with that innovation. The main component of achieving the task for employees is a can-do attitude.

3. Research Methodology

The systematic review data is collected and obtained from Scopus, a scientific search engine database, because it is the most comprehensive database for choosing peer review publications that offers many facilities for filter data precisely. Moreover, referring to Scopus (2021), there are over 75 million records, 24600 publication titles, and 5000 publications in Scopus, consisting of many different fields such as science and health, physical sciences, life sciences, and social sciences. Citation searches in Scopus is also quite accurately generated and analyzed with powerful data analysis instruments. The researcher searched the keywords about “Innovative Work Behavior”, “Innovative Behavior”, “Employee Innovative Behavior”, and “Innovative Work Behavior in Higher Education” to be found out in their abstracts, article body, or listings used as a keyword for studies and articles. The researcher also set its inclusion criteria in terms of English-written academic journals for maintaining its quality and in consistence with its relevant reviews. Therefore, the researcher excluded book chapters, conference papers, reports, etc., and produced this review using 241 articles. 211 published articles in 2000-2021 were used for data collection and concluded through screening their titles and abstracts for content relevance. Next, the review was synthesized using clustering contributions and concepts from sample articles and publications in Scopus. The concepts regarding innovative work behavior are derived from backgrounds, objectives, and motivations on their studies while contributions on innovative work behavior are from studying research

findings and recommendations for future research on innovative work behavior literature. The researcher critically analyzed the review using current scholarship on innovative work behavior to create a multidimensional framework and certain critiques for innovative work behavior discourse to become a research agenda setting future opportunities of conducting research.

The research methodology is analyzing data obtained from relevant theories, documents, and research studies in order to synthesizing their data which can be divided into the following three steps:

- Step 1 Synthesis of innovative work behavior factors for higher education institutes.
- Step 2 Study the components of innovative work behavior and organizational commitment.
- Step 3 Synthesis of organizational commitment, innovative climate, management support, and innovative skills to pursue innovative work behavior factors for higher education institutions.
- Step 4 Develop a conceptual framework of factors for organizational commitment, innovative climate, management support, and innovative skills that enhance innovative work behavior.

4. Analysis, Results and Discussions

From 241 articles, and 211 published articles in 2000-2021 after conducting a comprehensive content moderation of all papers, the remaining research literature review of 46 articles. The results show there is a relationship between Organizational Commitment, Innovative Climate, Management Support, and Innovative Skills. Thus, four holistic factors supporting innovative work behavior will be studied in this research such as 1) Innovative Climate, 2) Management Support, and 3) Innovative Skills, and 4) Organizational Commitment which will be examined by studying their definitions and importance as follows.

4.1 Concepts Regarding Innovative Climate

According to Mumford and Hunter (2005), many researchers have widely studied the innovation topic alone since many decades, but they have recently used the innovative climate or creative climate as the extensive research topic over the past ten to fifteen years. Moreover, a lot of research regarding innovative environment at work were of interest, especially studies on creative climate conducted by Ekvall in 1996, which he defined it as recurrent and observed patterns of some attitudes, feelings, and behavior shaping life at the workplace. He also indicated that both innovative organization and stagnant organization can

be obviously distinguished by his climate measurement method. According to Litwin and Stringer (1968), the organizational climate concept is derived from studying psychological climate and is generally utilized for explaining the complex and dynamic relationship between human behavior and environmental stimulus. Later, organizational climate was defined by Payne, Pheysey, and Pugh (1971) as how employee's organization and its goals are perceived, and according to Churchill Jr, Ford, and Walker Jr. (1976), it was defined as a sum of social variables containing employee's working environment. Nevertheless, these research studies and relevant models were solely utilized at the individual organization level. The innovative climate was defined by Amabile et al. (1996) as the level to which support for innovation and creativity in the working environment at work were perceived by employees, including certain factors encouraging autonomy and freedom, creativity, pressure, resources, and barriers to employees' creativity.

4.2 Concepts Regarding Management Support

Organizational effectiveness is importantly contributed by management support for organizational personnel. Efficient leaders or managers are required in nonprofit and profit organizations to make their employees motivated (Drucker, 1985), and some studies showed that management supports has many different definitions and numerous components assisting in fostering employees' innovative skills and innovative work behavior at work. Ismail et al. (2019) indicated numerous organizational characteristics impacted by management support, which is considered as a receiving support from the organization enhancing employee's creativity at work. For instance, innovative skills must be encouraged by organizational leaders or managers; this consists of 1) supporting employees to express their creativity and practical skills and building a proactive organizational culture by encouraging employees doing their new activities and finding new approaches to working, as well as gaining freedom by empowering employees to make their decision (Cerne et al., 2018; Raushan, 2016), which results in promoting a technological advancement and innovation growth in the organization (Tsai and Ghoshal, 1998).

One type of social support at work is management support which is referred to the level of gaining employees' support from their managers or leaders (Mazzetti et al., 2019). In terms of perceived organizational support, management support contributes to the recognition level given by employees' managers from their contribution, including how managers' concern about wellbeing is perceived by employees (Eisenberger et al., 2002). Thus, this research defined the term 'management support' as necessarily supporting innovation from

organizations to bring new innovations or ideas into reality. According to managerial practice literature, personnel can be facilitated by working environment in order to be engaged or feel satisfied with the jobs and behave in an innovative way. Moreover, they will be promoted by management support for engaging and using their specialty and knowledge to propose new solutions to better improve any aspects of job. The said solutions can be linked with products, tasks, organizational structure, or work environment, and gaining compensation is, in part, an organizational support. Koshy and Suguna (2014) also said that job performance appraisal can be used as a plan for management support to appraise employees' performance and abilities. It elaborates the level of managers' willing to promote and facilitate any kinds of entrepreneurial activities in the organization and consists of three main dimensions such as 1) enhancing employees to express creativity and adaptability, 2) independency—allowing them to be independent and can freely decide on their tasks—3) support from resources—appropriately gaining access to any resources provided by organizations (Janssen, 2000: Ramamoorthy et al., 2005: Veenendaal and Bondarouk, 2015).

4.3 Concepts Regarding Innovative Skills

Innovation is to some extent an essential aspect for the economy and entrepreneurs of all countries, specifically for developing countries. Thus, innovation education is essential, emergent, and innovative approaches to education and need to be adjusted to develop innovative and entrepreneurial skills. Portuguez, Ross, and Gómez (2019) stated that we must continually analyze educational roles in relation with innovation and entrepreneurship. In addition, some studies showed how developing entrepreneurship skills in Mexico is aided by active teaching and learning methods. However, many people adopted numerous education processes in a remote learning environment, for example, virtual learning, MOOCs (Massive Online Open Courses), and hybrid learning method—mixed between in-person methods and virtual methods. Although it is possible to continually develop the innovation concept, it found difficult to develop skills about innovation. Consequently, a newer digital strategy and instruments are needed for innovative skill development (Songkram, 2017).

Referring to Dyer, Gregersen, and Chistensen, (2011), the research of innovative work behavior relies on five discovery abilities, written in the book titled *The Innovator's DNA* and utilized as the basic information for this research, such as cognitive abilities—associative thinking—behavioral abilities—questioning, observation, interaction, and experimentation, which stimulates the link of ideas to be concurred efficiently and specially emphasized on observing, questioning, associating, and experimenting because of importance on the model

developed by Fila, Purzer, and Mathis (2014) with observation of sequence patterns of the said abilities by groups of innovators analyzing their processes and frequencies.

4.4 Concepts Regarding Organizational Commitment

Organizational commitment is referred to a concept of organization and management development, which many researchers have mostly studied in business consultation companies and academics in many countries. Thus, this research will mostly rely on research results from different countries and grouped into the following different aspects.

Organizational commitment is considered by Meyer and Allen (1991) in the domain of perceptions and expectations carried out by employees to their organization.

Consequently, organizational commitment is defined as employees expressing their positive benefits or feelings towards their organizations, as well as keeping united with their organizations and willing to sacrifice their happiness by making the organizations be in progress or successful.

One important method of cost reduction and improvement of job performance and service and goods quality for organizations is employee commitment, thus both non-profit and profit organizations needing their employees to have strong organizational commitment, enhanced with developing employees' teamwork, empowerment, and trust, which were previously frequently adopted in the non-profit organizations but now applied in the profit organizations more effectively (Daft, 2001). Thus, human resources and employee retention is essentially invested by organizations to meet their goals. An employee with more organizational commitment keeps more positive relationship with their colleagues; when an employee has higher personal satisfaction levels, it leads to personnel turnover and absenteeism in the organizations at lower levels. This results in these employees performing their jobs better than those with lower organizational commitment.

In this research, the organizational commitment has been summarized from its concepts created by Meyer and Allen (1991), consisting of three elements such as an affective commitment, a normative commitment, and a continuance commitment. Meyer and Allen (1991) stated that employees with strongly affective organizational commitment will work because of their desire, but those with highly normative organizational commitment will work because of their obligation; on the other hand, employees with highly ongoing organizational commitment will work because of their necessity.

1) Affective organizational commitment is referred to as employees having positive feelings and attitudes towards becoming a member of their organization. Employees'

attachment to their job performance is linked and consistent with the organization that is, having personal career goals in line with the organization's goals and leading them to remain in that organization with good attitudes and need of membership retention to work for organizational goal achievement. Employees who have higher levels of psychological needs will stay at that organization because they want to stay. The components of psychological engagement with the organization are perceiving job attributes in any domains, including job importance, job independency, supervisor assessment, perceiving to participate in that organization, administration, and dependability on organization.

2) Normative organizational commitment is referred as employees with organizational engagement resulting from norms of society and organization obtained from recognition of ethical need roles to be committed with the organization operating and holding pressure or obligations for people with feeling of responsibility through demonstrating their loyalty to their organization. An employee who is highly normatively affiliated with their organization will remain because they might need it. The components of normative organizational commitment are coworker engagement, dependability on an organization, and management participation.

3) Continuance organizational commitment is referred as employee's commitment when realizing their investment value in their organization beyond physical and mental benefits offered by other organizations, such as an employee who is highly persistent and highly committed with that investment. The components of organizational commitment in terms of persistence were service length, age, willingness to quit a job, and career satisfaction.

The results show a research framework to propose a relationship model of factors affecting innovative work behavior that can be used to support academic employees in higher education as follow:

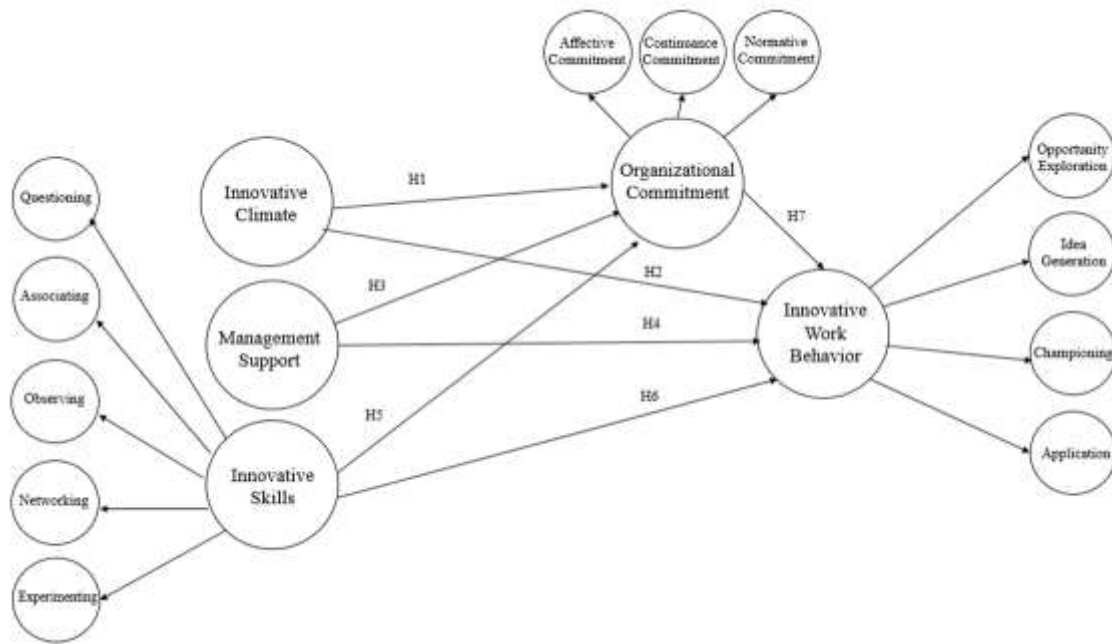


Figure 1 Research Conceptual Framework

5. Conclusion

This comprehensive examination of the existing literature has determined that from 2000 to 2021, a total of 46 researchers have focused on Innovative Work Behavior within higher education. The primary areas of research emphasis were within educational institutions, particularly universities.

In this study, 46 articles that met predefined criteria were analyzed to formulate a conceptual framework elucidating the factors impacting Innovative Work Behavior in higher education. The outcomes of this systematic review reveal that there are relationships between Organizational Commitment, Innovative Climate, Management Support, Innovative Skills, and Innovative Work Behavior. Therefore, a conceptual framework is created for this research to improve the understanding on commitment to an organization, management support, innovative climate, and innovative skills among personnel in higher educational institutions to express their innovative work behavior required in the organization, and it also can be adopted as data source for future research studies on the relevant topic. For future research directions, it becomes evident that there is a relationship between Innovative Work Behavior, Organizational Commitment, Innovative Climate, Management Support, and Innovative Skills conduct within various sectors and environments. Furthermore, there is a need for additional investigation to uncover the underlying mechanisms shaping these connections and to pinpoint the elements that can either foster or impede the cultivation of digital skills and self-reliance. Lastly, conducting longitudinal studies that monitor the evolution of Organizational

Commitment, Innovative Climate, Management Support, Innovative Skills, and Innovative Work Behavior over time holds the potential to yield valuable insights into the enduring effects of these factors on employee performance and organizational outcomes.

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