

DEVELOPMENT OF CREATIVITY – THE CASE OF LITHUANIAN PRODUCTION COMPANIES

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Abstract

The article analyses the importance and problems of, and opportunities for, creativity development. The article points out that creativity is a multidimensional phenomenon, which occurs in a variety of fields and contexts – from art and design to entrepreneurship, science and research, and it is associated with the abilities to analyse and process information, data, and to take risks. It should be noted that creativity is perceived in the modern society as a positive, promoting quality, but its role in a company is ambiguous. The analysis and generalisations of scientific sources allowed us to formulate a hypothesis, which was verified in the research.

The research is based on three Lithuanian production companies, discussing the main factors that affect their employees' creativity. The emphasis is placed on the fact that creativity affects the innovativeness of organisations. It should be noted that creativity is researched in different ways in a variety of contexts, meanwhile in scientific literature, it is typically twofold: as a trait of a personality capable of creative thinking, and as a process of organisation resulting in a creative product. Applying the methods of survey of experts and employees, the situation of personal creativity assessment of managers and employees, as well as the level of usage of methods for creativity development, were determined. A conclusion was drawn that too little attention is paid to creativity development in organisations, and measures for improvement of creativity development have been provided.

Key words: creativity, development, innovation, organisation, production, employees.

Classification JEL: M12 – Personnel Management; M14 – Corporate culture.

1. Introduction

In the context of global economy and increasing competition among companies, creativity development of employees appears to be a very relevant issue. Frequently, the term creativity is understood in the narrow sense, i.e. that it manifests itself only in activities related to the arts. This approach, however, is wrong. Recently, scholars studying this issue distinguish between several types of creativity or means of expression. Creativity is in the nature of every human being, and development of this trait enables a person to be innovative, productive, and proactive in any activity, which is of particular relevance in the period of knowledge economy: creativity is a multidimensional phenomenon which manifests itself in a variety of fields and is typically associated with the development of new and valuable ideas. In modern management, the ability to adapt to the constantly changing conditions, to create and implement new and original ideas is one of the most important components of successful activities, a necessary condition in the rapidly developing society.

Scientific sources emphasise the importance of creativity in business organisations, and attempts are made to explain its essence by evaluating creative skills, creative thinking and the result of creativity in different aspects. The latest studies of foreign countries tend to evaluate creativity as a phenomenon which can manifest itself in every aspect of life. Different scholars analyse creativity of organisations in different aspects – creativity is often analysed as a multiple phenomenon, covering the individual, team and organisational levels. Studies regarding the effect of working environment on creativity clearly show that it is not enough merely to hire creative employees; more efforts should be put in creating environment favourable for creativity. Different researchers have identified various factors that promote creativity in organisations, on the basis of which various research models were formed.

Amabile (1998; 1996; 1997; 1998; 1999; 2004) emphasised that creativity and innovations, likewise other relevant results of organisations, are determined not only by the general strategy of the company and availability of resources, but what is most significant here is the minds of individual employees, who daily carry out their organisational duties individually or in a team. McAdam, McClelland (2002) noted that creativity can be defined as a source of a company's competitive advantage. Al-Beraidi and Rickards (2006) emphasised that creativity is a process of creation that is associated with the development of new and valuable ideas. Montuori (2011) stressed that creativity is a vital human ability. Complex creativity will become the crucial factor while facing the present and creating the future. In the conference 'Promoting Innovation and Creativity' (2008), it was emphasised that creativity is a multidimensional phenomenon that manifests itself in a variety of fields and contexts. However, according to the participants of the conference, creativity can not only be supported, promoted, and developed, but also reduced, stifled or even suppressed. Lithuanian scholars Strazdas, Bareika and Toločka (2010) pointed out that in an attempt to determine the factors important for development of creativity, authors usually analyse creativity in fragments. Šukienė (2010) assumes that every organisation should realise that a creative employee helps the organisation to expand, develop and survive in a competitive market.

The problem of the article: the opportunities of employees' creativity are exploited only partially due to unfavourable environment prevailing in organisations for the development of creativity. *The object of the research:* development of creativity in organisations. *The aim of the research:* having analysed the theoretical and practical factors of creativity development in organisations, the aim is to provide measures for improvement of creativity development. *The tasks of the research* are as follows:

1. To analyse the theoretical aspects of creativity development in an organisation;
2. To define the concept of creativity in the context of creativity development;
3. To identify the situation of creativity development in organizations;
4. To provide measures for improvement of creativity development in organisations.

Methods of the research: logical and systematic analysis of scientific literature, accumulation and analysis of statistical data, comparative analysis, correlation analysis, questionnaire and expert survey, data analysis using SPSS programme.

Theoretical and practical significance of the article: detailed analysis of the concept of creativity, identification of the main features of creativity development in the organisational and personality contexts; extensive analysis of the importance of creativity development for the personal and organisational perception of employees' creativity; provision of proposals for production organisations on improvement of creativity development. The findings of the research may also be useful to other Lithuanian organisations.

2. Theoretical assumptions for creativity development

The concept of creativity is very broad, covering a diverse range of aspects of creativity (Grakauskaitė-Karkockienė, 2006). According to Marin (2007), etymologically, the term 'creativity' has derived from the Latin word 'creare', which means perception, formation, creation. This shows that the term refers to a process, a dynamic action, which itself evolves, develops and includes the origin and purpose. Buš (1991) assumes that 'creativity' is mainly associated with a personality trait, but it can also be applied to a wider range of objects: not only to abilities and creative personality traits, but also to a process and product characteristic that occurs in the change of the cultural universe, in the individual's experience or social significance. Works written in English use one term – 'creativity', in German – 'schöpfertum', meanwhile, in Lithuanian, there are two terms, which are not subject to explanation in this article due to their untranslatability into English. The main concept of this article is development of creativity, and therefore, it is appropriate to provide more

information, namely, in the context of creativity development. Beresnevičius (2010) quotes Jovaiša, who assumes that “development is human communication which shapes a personality through the interaction with the environment and human cultural values. Development is the most common category of pedagogics, which covers growth, education, teaching, training, nurturing, formation”, meanwhile, a continuous development is the concept of philosophy of education, “reflecting the attitude that development is a long-term process that begins at birth and continuous throughout the life, i.e. covering all the age groups as well as the forms of education and training.” The same source emphasises that the example of the surrounding people has a strong influence on creativity development.

Creativity development is expansion of potential opportunities, understood as development of innate abilities ensuring appropriate conditions and using special creativity development programmes (Grakauskaitė-Karkockienė, 2006).

The analysis of creativity constantly raises a question whether creativity can be (self-)developed, or whether this is an innate characteristic? This question is one of the most essential issues in the theory and practice of *creativity development*. Opinions regarding this question vary, as some authors assume that creativity is not subject to development. It was thought that creativity, likewise intellect, is a relatively stable characteristic. Other scholars, on the contrary, argue that it is possible to develop creativity (Beresnevičius, 2010).

The source above maintains that there are three main groups of creative dissemination means:

- Formation of creative environment and favourable conditions for creation. An appropriate creative environment is necessary for the manifestation of creativity;
- Assistance in acknowledging your creative powers and obstacles. Identification of creative skills may help an individual to choose the field of activity, to engage in creative activities, etc.;
- Methods, heuristics, special programmes that develop creativity and creative thinking.

Obviously, different single or complex measures develop human skills, thinking, creative behaviour, and increase and develop creative potential. Creativity (likewise creative thinking, i.e. the ability to solve problems creatively) and its development depend on such educational dimensions as value-based orientations, interest in science and arts, self-esteem, psychological well-being, self-education, the need for creativity, etc., as well as on different environmental factors.

There are two important things in the development of creativity (Grakauskaitė-Karkockienė (2006):

- A belief that you are creative;
- The ability to participate in the process of creation together with others, to hear their confirmation that you are creative, or to accept criticism; this helps to develop self-confidence, teaches to convince others with your ideas, encourages to show that you are creative.

Grakauskaitė-Karkockienė (2006) also points out six conditions that foster inspiration and develop creativity in an organisation:

- The organisation has to appreciate the efforts of employees;
- There is a need for a strategic approach to be adhered to in the creation of the environment favourable to innovations, where knowledge would be converted into innovative products and services;
- A feedback should be ensured between the organisation and its employees;
- Challenges of the organisation have to be compatible with the skills of people who work in the organisation;
- The working environment should reduce physical and psychological distractions;
- Organisations should foster freedom and feeling of self-control of their employees.

Most often, the importance of creativity development is emphasised in the educational/training process, i.e. at school or another educational institution. It should be noted that creativity development is important in all spheres of life and in all organisations. Scientific literature suggests that an organisation is creative and innovative when its employees' activities are based on the pursuit of discovering something new and useful. In the context of contemporary global market economy, activities of business organisations are very dynamic, and therefore, the ability of employees to carry out their work creatively is one of the key factors of an innovative organisation as well as a long-term competitive advantage. This aspect clearly demonstrates the importance of creativity development in an organisation.

Amabile (2004) and Beresnevičius (2010) presented different factors that suppress and foster creativity in an organisation but summing up we can divide the factors into three levels:

- *Organisational* (attitudes of the authoritarian style organisation);
- *Group* (psychological aspects of communication in a group);
- *Personal* (personal attitudes, beliefs and emotions).

It is essential to ensure favourable conditions for creativity development in an organisation and try to eliminate the circumstances and attitudes that suppress employees' creativity. In any case, creativity is useful, especially in the context of dynamic changes. This is confirmed by successful/unsuccessful activities of many organisations. Creation of an appropriate working environment is related to favourable opportunities for employees' creativity to unfold and to develop.

Kesim (2009) notes that creativity is not merely an innate personality trait or ability. Due to its sustained response to any situation, it can be seen as a human approach to life, or even a lifestyle. Such statements clearly illustrate the importance of creativity development in an organisation, because, according to the author, an approach of an individual to a situation, life or even lifestyle is of great importance.

Hoegl and Praveen Parboteeh (2007) emphasise that groups comprise one of the elements with the help of which an organisation combines its employees' creativity. Individuals cooperate directly in such groups, thus integrating diverse knowledge and skills. It can be said that working in groups also develops employees' creativity.

Zabielavičienė (2009), analysing teamwork specifics in the sphere of innovations, emphasises that teamwork should be related to compatibility of creative attitudes and values. The author emphasises the importance of creation of a favourable environment for creativity development in an organisation.

Analysing the importance of creativity development in different types of organisations, it should be noted that this issue is also reflected in the Lithuania's Progress Strategy '*Lithuania 2030*'. The scientific practical conference '*Lifelong Learning for Knowledge, Creativity and Innovation*' (2008) highlighted that creativity combines the triangle of education with the triangle of knowledge, thus promoting implementation of innovation in the society and economy. Snarskis (2008), a participant of the conference, suggested that creativity and its development in business is inseparable from success. Čereška (2008) pointed out that creativity is more than just a creation of a new product. Jokužis (2008) stressed, that even in the context of technologies and automation of technological processes, creative thinking is of special importance. According to Lapytė-Jaščembskienė (2008), the head of 'Creative Workshops', any situation can be approached creatively, even if looking from the outside, it seems that there is no place for creativity. The more creative a person is, the more flexible, innovative, thoughtful he or she becomes, taking a different approach to each situation of life. In recent years, a lot of studies have been carried out in Lithuania to ground the importance of creativity development. Župerkienė and Šimanskytė (2014) conducted a study of creativity application to organisations in Klaipėda. Strazdas, Bareika and Toločka (2010) carried out a research work in Lithuanian organisations and determined that in order to develop

creativity, it is important to take into account all the elements of creativity as an organic system, and to seek for their balance. Aukštuolis (2014) analysed the creativity of employees of Ukmergė sports centre and determined that the concept of creativity of employees in this organisation has so far been poorly developed. Yagidis (2008) analysed the peculiarities of creativity of higher school students of humanities, exact sciences and social sciences. Ručinskaitė (2012) studied the importance of creativity in the development of students' entrepreneurial competences. Staniulytė (2011) studied the link between the employees' satisfaction in work and their creativity and self-efficiency. Cimnolonskaitė (2014) carried out a study analysing the need for consumer's individuality and creativity in the context of furniture design. Kulakova (2010) analysed the interaction between creativity and innovation in an organization at the international dimension. Ganusauskaitė (2009) analysed the importance of creative potential and its development in small and medium-sized Lithuanian enterprises. Beresnevičius (2010) prepared a doctoral dissertation and researched educational dimensions of creativity and creative thinking. Dubinas (2010) researched creativity in the management of human resources in transport organisations. All the above-mentioned authors emphasised in their works that creativity is a partially innate and partially learnt quality. Scientific research, development strategies and studies unambiguously evidence the importance of creativity and its development. Creativity is associated with the opportunity for Lithuania to become a modern, dynamic country, open to the world and cherishing its national identity. It should be noted that creativity is one of the resources of the state's development. Creativity influences the development of a state. The vision of the future development of Lithuanian education is 'a responsible and creatively learning society', based on the highest possible values, especially personal dignity, freedom of thought, responsibility, truth, justice, faith, the sense of beauty, courage, help to others, compassion, and creativity. We can assume that favourable conditions for the development of creativity in an organisation can be ensured by the following:

- Opportunity to object;
- Promotion of creativity;
- Eagerness and optimism;
- Recognition of efforts;
- Compatibility of personal and professional interests;
- Continuous development;
- Sense of responsibility.

Developing the competence of creativity in an organization, the following value-based attitudes are developed:

- Openness to everything what is new, unique and interesting;
- Belief in one's creative powers;
- Exchange of ideas, thoughts and attitudes;
- Desire to create and test new measures and opportunities of creativity;
- Recognition of creativity as an interesting and valuable activity.

Having performed the logic and systemic analysis of scientific literature, and the analysis of strategic documents of Lithuania's development and scientific studies carried out over the last five years, the following research hypothesis can be formulated. ***If favourable conditions for creativity development are created in an organisation, this fosters employees' personal and organisational creativity.***

This hypothesis was tested by carrying out a study in three Lithuanian production companies.

3. Study of creativity development in Lithuanian production companies

The aim of the research: having analysed the characteristics of creativity development in production companies, to provide opportunities for improvement of creativity development. The tasks of the research consist in:

1. To analyse peculiarities of creativity development in production companies;
2. To provide measures for improvement of creativity development in organisations.

The object of the research is creativity development in production companies. The research was conducted using two methods:

- Partially structured expert survey method;
- Company employees' survey method.

In order to determine how creativity is developed in organisations, a qualitative pilot study (expert survey) was carried out. Suchlike methods are applied when conducting research on application of creativity (*Paprika, Derecskei, 2014*). Although this method is sometimes considered to be subjective, as assumed by Bitinas et al. (2008), the objectivity assumption of qualitative research is overstated, because all empirical works of social reality have a clear envelope of subjectivity: subjective selection of research data collection methods; moreover, subjectivity is inevitably present when interpreting research findings and formulating conclusions. Therefore, it is not fair to blame with subjectivity only the qualitative methods (in order to clarify and expand this stage of research, additionally, a questionnaire survey was conducted).

The *experts* who participated in the survey work in food production companies. They are either top managers, or employees directly related to creative processes in the organisation (responsible for creation of new goods, marketing strategy in the organisation, etc.). The survey was conducted in September 2014, in the cities of Klaipėda, Vilnius and Telšiai.

In order to evaluate the situation of creativity development in organisations, one more method was used: a survey of employees of three production companies. As suggested by Kardelis (2005), a questionnaire survey is unambiguous and reliable. At the same time it fosters respondents' willingness to cooperate, to give as fair answers as possible. The results of both of the surveys are juxtaposed and compared in order to determine at what extent the opinion of managers and creative professionals of the companies regarding creativity and its situation, as well as the importance of creativity development, coincides with the employees' opinion.

The questions of the survey were formed taking into consideration the following key elements:

- Creativity development methods and measures used in the organisation;
- Potential of creativity in the organisation;
- Application of creativity in the organisation;
- Perceived organisational support;
- Perceived motivation of the leadership and management;
- Perceived support of a team/working group.

The survey was conducted from 24 November to 15 December 2014. Respondents were provided a link to the questionnaire via e-mail, based on publicly available contacts. As it was mentioned above, the survey was targeted, and a questionnaire was sent to three production companies:

- A producer of strong alcoholic beverages, UAB1 – 156 employees;
- A producer of soft alcoholic beverages, UAB2 – 462 employees;
- A producer of milk and dairy products, AB – 209 employees.

The statistical data package SPSS 18 for Windows (*Special Package for Social Science*) and Microsoft Office Excel was used for the analysis of results and graphical presentation of

data. The following two statistical tests were applied for comparison: Chi-square test and analysis of variance (ANOVA). Chi-square test is also known as a test of independence (homogeneity) of variables. It is usually applied when there is a need to compare two nominal variables. The interpretation of findings is as follows: if the test corresponding p -value is less than 0.05, the variables compared are statistically dependent.

3.1. The sample and organisation of the survey

The sample was calculated according to the formula proposed by Kardelis (2005):

$$n = z^2 \cdot p \cdot \frac{1-p}{e^2} \quad (1)$$

where: n = the required sample size, z = units of the standard error size, which will correspond to the desired degree of confidence ($z = 1.96$ for 95 percent confidence). Kardelis (2005) maintains that scientific research usually relies on 95 percent confidence.

The formula (1) allowed estimating that if $z = 1.96$; $p = 0.95$; $e = 5$ percent, the sample of employees' survey is 277 respondents. In fact, 162 respondents were surveyed. This comprises 59 percent of the required sample. Such an error could have occurred due to the following factors:

- a) Confidentiality – the employees of a company did not want to reply (although, the questionnaire was absolutely anonymous);
- b) Lack of time;
- c) The link to the questionnaire was provided on the general website of the company and to the addresses indicated in the contacts (these addresses usually belong to the top and middle level managers, administrative staff and specialists); they have answered the questions but did not forward the questionnaire to the workers or other employees;
- d) The e-mail was regarded as 'spam', so it failed to reach the users.

Nevertheless, the percentage of respondents is high, and therefore, statistically significant conclusions can be drawn.

3.2. Results of the survey

The article provides only the generalised data of the survey and the fundamental differences, determined in the survey of experts and employees of the company.

Table 1: Creativity assessment of the organisation according to the type of company (own study)

Company type	Yes	No	I can't answer
AB	52.8%	19.4%	27.8%
UAB1	74.5%	14.5%	10.9%
UAB2	68.4%	14.5%	17.1%

We can see that 52.8 percent of the employees of AB, and even 74.5 percent of UAB1, and 68.4 percent of UAB2, believe that the organisations in which they work are creative. Meanwhile, all 100 percent of experts who have participated in the survey indicated that their organisations are creative. All the experts are either top level managers or creative professionals, and therefore, their opinion does not always correspond to the opinion of the middle level managers, administrative staff, specialists and other workers.

The data provided in Table 2 reveals that only top level managers (100 percent) think that the organisation in which they work is creative; meanwhile the opinions of other levels of employees differ. 76.2 percent respondents of the category 'Other' (the e-questionnaire shows that the most frequent position on the category 'Other' is that of a worker) do not know and

cannot answer whether their organisation is creative or not. The opinion of experts mostly corresponds to the opinion of other top level managers, and does not correspond to the workers' opinion in the category 'Other'. We can assume that top level managers (experts and others) identify organisations as creative because their personal work is closely related to creativity.

Table 2: Creativity assessment of organisation according to the currently held position (own study)

Position	Yes	No	I can't answer
Top level manager	100.0%	—	—
Middle level manager	66.7%	29.2%	4.2%
Administrative staff	89.2%	4.6%	6.2%
Specialist	70.3%	18.9%	10.8%
Other	—	23.8%	76.2%

Statistically significant differences were revealed ($p = 0.005 < 0.05$) in assessing the conditions created in the organisation for creativity to unfold according to the company type (Table 3). Obviously, the best conditions are created in UAB1.

Table 3: Respondents' opinion on conditions for creativity to unfold created in organisation (own study)

Statements		Mean	St. deviation	F	p-value
Organisation has created conditions for creative skills and abilities to unfold.	AB	3.31	1.21	5.330	0.006
	UAB1	4.04	0.97		
	UAB2	3.57	1.12		
I can obtain sufficient resources in the organisation for development and implementation of my ideas.	AB	3.03	1.21	5.841	0.004
	UAB1	3.87	1.06		
	UAB2	3.51	1.17		
Organisation has created conditions to participate in working group(s) or team(s).	AB	3.25	1.36	3.575	0.030
	UAB1	3.91	0.85		
	UAB2	3.62	1.21		
I have enough freedom in the organisation to decide how to accomplish my tasks better.	AB	3.03	1.48	6.101	0.003
	UAB1	3.91	0.87		
	UAB2	3.59	1.19		
Application of creative skills in the organisation allows revealing my full potential.	AB	2.94	1.37	5.239	0.006
	UAB1	3.72	0.98		
	UAB2	3.53	1.13		

The employees of this company gave the most favourable evaluations for the following:

- The conditions created in the organisation for creative skills and abilities to unfold (0.97);
- The opportunities in the organisation to receive sufficient resources to develop and implement their ideas (1.06);
- The opportunities formed in the organisation to participate in working group(s) or team(s) (0.85);
- Freedom to decide how to better accomplish their tasks in the organisation (0.87);

- Application of creative skills in the organisation, which allows unfolding full potential of employees (0.98).

Employees of the other two companies evaluate the conditions for development of their personal creativity somewhat worse. The employees of AB evaluate their opportunities the worst (including their personal creativity, and the conditions created in the company for creativity to unfold/develop).

Therefore, we can assume that the employees of the milk processing company have a lower personal potential of creativity, and the conditions for their creativity to unfold are worse. Meanwhile, better conditions for creativity are ensured by the producers of soft and strong alcoholic beverages. In this regard, the opinion of employees corresponded to the opinion of experts only partially, because managers of all the three companies claimed that organisations ensure appropriate conditions for creativity to unfold, especially in the context of different branches and separate product lines. And again, we can assume that experts evaluate the situation more favourably due to the positions they hold.

The questionnaire provided a group of questions which facilitated determining whether and how employees are motivated for creatively done work and their efforts. In addition, it provided questions aiming at identifying a typical behaviour of managers in developing creativity of employees.

In addition, attempts were made to find out what methods are used in the organisations to develop creativity. Statistically significant correlations ($p = 0.005 < 0.05$) were determined evaluating motivation of employees for creatively done work in the organisation, based on the type of the company (Table 4). Motivation for creative work, for the ability to solve problems and to take risks was best evaluated by the employees of UAB1. Moreover, employees of this company best evaluate the payment and rewards for creative and innovative ideas as well as open communication among employees.

Table 4: Motivation of employees for work done creatively according to organisation type (own study)

Motivation of employees		Mean	St. deviation	F	p-value
Employees are motivated in the organisation for creatively done work and their efforts.	AB	3.25	1.25	5.062	0.007
	UAB1	3.89	0.94		
	UAB2	3.39	1.05		
Employees are encouraged in the organisation to solve problems creatively.	AB	3.11	1.21	4.596	0.011
	UAB1	3.84	1.05		
	UAB2	3.45	1.16		
Employees are encouraged in the organisation to take risks.	AB	3.06	1.37	4.724	0.010
	UAB1	3.84	1.03		
	UAB2	3.51	1.19		
Creative and innovative ideas are paid and/or rewarded in the organisation.	AB	2.86	1.36	3.657	0.028
	UAB1	3.51	1.10		
	UAB2	3.46	1.24		
Open communication among employees is encouraged in the organisation (e.g. exchange of opinions).	AB	3.11	1.25	4.088	0.019
	UAB1	3.82	1.04		
	UAB2	3.58	1.16		

A similar situation was found in evaluating the management of concrete organisations (Table 5). In this case, the employees of UAB2 (soft alcoholic beverage factory) evaluate their management better regarding two positions if compared to the employees of UAB1:

- The management of the organisation are an example of creativity (they are looking for new ideas and ways to solve problems) – UAB2 – 1.02, UAB1 – 1.09.
- The management of the organisation are always ready to discuss any problems or ideas with employees – UAB2 – 1.04, UAB1 – 1.06.

In this case, the opinion of employees only partially coincides with the views expressed by the experts. All the seven experts emphasised that employees are motivated for their creative ideas, are encouraged to exchange them as often as possible. The other three elements were better evaluated by the employees of UAB1. We can assume that the employees of UAB1 are more motivated for creativity than the employees of UAB2 and AB. Obviously these organisations have better conditions formed for the development of creativity.

Table 5: Evaluation of management in fostering creativity according to type of company (own study)

Management of the organisation		Mean	St. deviation	F	p-value
The management of the organisation are the example of creativity (they are looking for new ideas and ways to solve problems).	AB	3.00	1.22	4.386	0.014
	UAB1	3.69	1.09		
	UAB2	3.43	1.02		
The management of the organisation encourage looking at problems creatively, taking into consideration many different attitudes.	AB	3.03	1.32	4.607	0.011
	UAB1	3.78	1.07		
	UAB2	3.45	1.15		
The management of the organisation treat me as a personality, and not as a group member.	AB	2.89	1.21	7.524	0.001
	UAB1	3.84	1.08		
	UAB2	3.51	1.15		
The management of the organisation encourage employees to learn in the fields of creativity and innovations.	AB	2.94	1.37	3.881	0.023
	UAB1	3.64	1.13		
	UAB2	3.49	1.15		
The management of the organisation are always ready to discuss any problems or ideas with the employees.	AB	2.92	1.30	7.238	0.001
	UAB1	3.80	1.06		
	UAB2	3.58	1.04		

In assessing the methods applied in the development of creativity, the 'problem reversal' method is evaluated differently ($p = 0.005 < 0.05$), based on mean evaluations, this method is most popular in UAB1, less popular in UAB2, and least popular in AB.

Table 6: Evaluation of methods applied for development of creativity according to the type of organisation (own study)

Methods		Mean	St. deviation	F	p-value
"Problem reversal" method	AB	2.91	1.22	5.483	0.005
	UAB1	3.76	1.14		
	UAB2	3.43	1.20		

Here, it should be emphasised that the experts of AB pointed out that application of methods for development of creativity is inappropriate, as there is no time for playing in production. In the opinion of experts, the creativity of employees of their company is demonstrated by launching new products to the market every year as well as by the company's competitiveness. Perhaps, this fact resulted in the least favourable evaluation

among the employees of this company regarding their personal creativity, the support of the company, and application of methods for the development of creativity. The expert survey revealed a contradiction – initially the experts of AB claimed that application of methods for the development of creativity is inappropriate, and yet they pointed out that they apply the methods of ‘problem reversal’, ‘higher goals’ and ‘kingdom of senses’.

There were no statistically significant differences found with respect to application of other methods. Table 7 provides information on the measures taken in the organisations for the development of creativity. Statistically significant correlations were found with respect to the following measures ($p = 0.005 < 0.05$):

- Management sends employees to various trainings;
- Management sends employees to conferences;
- Employees are provided with the opportunities to go to different organisations.

And again, the employees of UAB1 evaluate their situations most favourably. To develop creativity of their employees, the management of this company usually send them to trainings, conferences and other organisations. There were no statistically significant correlations found with respect to other measures used. In the context of measures taken to develop creativity, the opinions of experts and employees are almost the same, because Table 7 identifies statistically significant correlations regarding only three measures; in addition, experts pointed out that almost all the measures for the development of creativity are applied in their organisations.

Table 7: Measures used to develop creativity according to the type of company (own study)

Measures		Mean	St. deviation	F	p-value
Management sends their employees to various trainings.	AB	3.17	1.38	3.273	0.040
	UAB1	3.85	1.12		
	UAB2	3.63	1.27		
Management sends their employees to conferences.	AB	3.03	1.38	3.650	0.028
	UAB1	3.78	1.22		
	UAB2	3.61	1.34		
Employees are provided with the conditions to go to different organisations.	AB	2.91	1.36	3.081	0.049
	UAB1	3.54	1.21		
	UAB2	3.03	1.42		
	UAB1	3.37	1.32		
	UAB2	3.12	1.42		

Very similar distributions were found regarding other methods used for the development of creativity. It is yet not clear whether administrative staff and employees who have attributed themselves to the category ‘Other’ use various methods for creativity development more often than top and middle level managers, or the latter believe that they are creative enough, and therefore, consider application of specific methods inappropriate. A similar situation was found regarding the measures used for creativity development according to the position held.

Summarising the findings, we can assume that creativity and development of creativity are important in the target organisations, because they improve competitive opportunities of the organisations and fosters creation of innovation. The best situation in the context of creativity and development of creativity was found in UAB1 – the producer of strong alcoholic beverages, because both the experts of the company and the respondents who participated in the survey emphasised the importance of creativity development and better

evaluated the methods and measures used for creativity development in their organisation. A relatively good situation was also found in UAB2 – the producer of soft alcoholic beverages. The employees of this company evaluated their personal creativity and methods and measures used for creativity development in their organisation less favourably. The least favourable situation was found in AB – the milk processing company. The research allows us to suggest that the producers of alcoholic beverages foster and develop creativity of their employees. These companies apply methods of creativity development more frequently, and involve more employees. In these companies, not only top and middle level managers but also administrative employees evaluate favourably their potential of creativity as well as the methods and measures used for creativity development.

3.3. Discussion

The analysed theoretical material pointed out that creativity development is strongly influenced by the example of the surrounding people. The research findings revealed that the best example from the management is received by the employees of UAB1 and UAB2, meanwhile the example of the management in AB is not sufficient, because the managers of this company pointed out that there is no time for “playing” in production. They equated the application of methods and measures for creativity development in an organisation to a waste of time and meaningless games.

It is only upon dual research that we can assume that conditions for creativity development are the worst in AB. As it was stated above, the experts and employees of this organisation evaluated their personal creativity and the methods and measures used for creativity development in their organisation most unfavourably. Such data were received correlating the results by the company type and by the positions held.

Scientific literature points out that an organisation is creative and innovative when activities of its employees are based on the attempt to invent something new and useful. Management and employees of all the three companies emphasise the importance of creativity and innovation in the market conditions. Although, the management of AB emphasised that creativity is inevitable and self-evident in their activities, the research findings substantially differ from their statements. The worst situation for creativity development was found in AB.

We can assume that conditions for creativity development in UAB1 and UAB2 are more favourable than in AB. Obviously, favourable conditions have to be created in the organisation for creativity development and attempts have to be made to eliminate the circumstances and attitudes that suppress employees' creativity. This leads to the conclusion that creation of an appropriate working environment is related to favourable opportunities for employees to unfold and develop their creativity.

It should also be noted that creativity remains one of the most important factors of long-term competitiveness in business organisations, and it manifests itself at different levels – from application of management methods to creation and development of new products. Therefore, an organisation that seeks to become or remain innovative has to take into consideration the working environment, because it has a significant influence on the employees' creativity, which in turn fosters productivity and the growth of the number of innovations.

The theoretical part of the work suggested that creativity is not only an innate personal trait or ability. This statement was also confirmed by the research, as over 70 percent of the respondents noted that creativity is a partially innate and partially learned quality. This obviously illustrates the importance of creativity development in organisation.

The effect of teamwork on the employees' creativity was also researched. The theoretical material and practical research clearly illustrate that teamwork develops employees' creativity.

Table 8: Measures for improvement of creativity development (own study)

Creativity development measures	The aim of the measure	The benefit of the measure to the organisation	Possible outcomes
1. To prepare creativity development plan.	The aim of the plan is to provide specific activities for creativity development as well as their results.	The plan will help to evaluate the needs of a specific organisation more accurately; to appoint the employees in charge.	The creativity development activities will be better targeted; the organisations will avoid random activities and chaos.
2. To organise a cycle of lectures and creative activities for managers in order to acquaint them with specific methods for creativity development, their advantages, disadvantages and opportunities.	The aim of the cycle of lectures and creative activities is to provide specific information for managers and to increase their competence in the knowledge of methods used for the development of creativity.	If managers understand and know the methods of creativity better, they will be able to ensure high quality communication of information to the employees.	Both managers and employees will better understand the essence of methods, the opportunities of their application, and will use them more often to find solutions.
3. To organise workshops in the companies in order to promote openness of managers and employees as well as a belief in their creative opportunities.	The aim of these workshops is to provide all the employees of the organisation with identical information, and to promote their openness.	Employees and managers will be encouraged to exchange ideas openly, and their confidence will increase.	Managers and employees will learn to express their ideas more openly, and will become more creative.
4. To motivate employees and managers for creativity and creative ideas.	The aim of the motivation is to show the employees that their creative potential is important to the company.	The employees and managers will understand that their creativity is appreciated.	Employees and managers will provide a variety of proposals more often, the number of proposals will increase, and the change to get really valuable ideas will increase.
5. To perform a wide range of activities and to involve more employees of the company in the processes of creativity development.	To show the employees that not only the ideas of managers but also the ideas of employees are important.	The relationship will improve in the organisation; employees will think of the development of creativity not only as of a prerogative of managers but also as that of their own.	Creativity development will be taken for granted; all the employees of the organisation will understand that creativity = more open communication and cooperation = innovation = better competitive opportunities.

The theoretical part of the work points out that teamwork specificity in the sphere of innovations should be linked to the harmonisation of creative and attitude-related values. The development of creative teamwork in the sphere of innovation needs the following:

- Top managers and capital owners should understand the significance of reconceptualization and should be psychologically ready to take actions to promote the process;

- The majority of managers should have reached the fifth stage of moral development and should be psychologically ready to raise and defend essentially new ideas;
- Upon comprehensive evaluation of the situation in the divisions of an organisation and the prevailing value system, an appropriate form should be chosen for employees to present creativity as a value, as well as the measures to maintain it;
- Management should invoke the feeling of satisfaction in the subordinates, which would depend on the results of their work; and development should be ensured by paying more attention to the application of transformational leadership principles in practice.

The emphasis is placed on the creation of a favourable environment for development of creativity in an organisation. Therefore, we can assume that managers of UAB1 and UAB2 create favourable conditions for the development of creativity in an organisation. *The hypothesis, that if favourable conditions for creativity development are created in an organisation, this fosters employees' personal and organisational creativity, was confirmed.*

In the context of this research, it is appropriate to propose measures for improvement of creativity development to the investigated companies.

The analysed theoretical material and the research findings clearly illustrated that creativity development in modern organisations is an important factor for improvement of their corporate culture, the relationship between managers and co-workers, the development of innovation in organisations, and the assurance of competitive opportunities.

4. Conclusions

Creativity is very important for many organisations and it is frequently defined as the ability of an individual or organisation to create innovations that are original, valuable and recognised in the public. The term 'creativity' is used to emphasise processes, activities, products, and already obtained results. Theoretical material describes creativity as an ability to think in an original, non-standard way, to solve problems, and emphasises the fact that creative ideas have to be recognised and applied in practice. To make the ideas useful to others, they have to be turned into a certain form – goods or services.

Creativity development is important in all fields of life. Different single or complex measures develop human skills, thinking, creative behaviour, and increase and develop creative potential. Creativity and its development depend on such educational dimensions as value-based orientations, interest in science and arts, self-esteem, psychological well-being, self-education, the need for creativity, and different environmental factors. To foster creativity, two things are essential: a belief that you are creative, and the ability to participate in the process of creation together with others, to hear their confirmation that you are creative or to accept criticism. It is essential to create favourable conditions for development of creativity in an organisation and try to eliminate the circumstances and attitudes that suppress employees' creativity. Favourable conditions for creativity development in an organisation are created by: an opportunity to object; promotion of creativity; eagerness and optimism; recognition of efforts; compatibility of personal and professional interests; continuous development; and the sense of responsibility.

The research revealed that creativity and development of creativity are important in the target organisations, because they improve competitive opportunities of organisations and foster creation of innovation. The best situation in the context of creativity and development of creativity was found in UAB1 – the producer of strong alcoholic beverages; experts and respondents of this company who have participated in the survey emphasised the importance of creativity development and better evaluated the methods and measures used for creativity development in their organisation. A relatively good situation can also be found in UAB2 – the producer of soft alcoholic beverages. The employees of this company evaluated their

personal creativity and methods and measures used for creativity development in their organisation less favourably. The least favourable situation is found in AB – the milk processing company. The research allows us to suggest that the producers of alcoholic beverages foster and develop their employees' creativity. These companies apply methods of creativity development more frequently, and involve more employees. In these companies, not only top and middle level managers but also administrative employees evaluate favourably their potential of creativity as well as the methods and measures used for creativity development. The research hypothesis, that if favourable conditions for creativity development are created in an organisation, this fosters employees' personal and organisational creativity, was confirmed.

Five measures for improvement of creativity development have been proposed, which will help the organisations to make the process of creativity development more purposeful and will allow them to achieve better results. Developing creativity purposefully, the following moral values will be developed in organisations: openness to everything what is new, unique and interesting; belief in one's creative powers; exchange of ideas, thoughts and attitudes; desire to create and test new measures and opportunities of creativity; recognition of creativity as an interesting and valuable activity.

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