

Essential elements of employee creativity and innovation

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Abstract

The research sought to explore how employee creativity and innovation could be fostered. This entailed understanding the essential elements needed to support employee creativity and innovation, the workplace barriers to employee creativity and innovation and the outcomes of employee creativity and innovation. A qualitative methodological study was deployed, with 18 participants from six different sectors in South Africa being interviewed through this process. A potential theoretical research contribution was made by adding to the body of knowledge through confirming insights from literature. Furthermore, there was one potential refinement to the body of knowledge which was made. This research study offers senior organisational leaders, Human Resources divisions and Business Strategy divisions insights into the essential elements to be included in organisations innovation strategy or business strategy.

Keywords

Employee creativity

Human side of innovation

Declaration

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Philosophy Corporate Strategy at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

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Student number

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1 January 2025

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1 Chapter 1: Introduction

Chapter 1 is an introduction of the research problem to be explored in this study. This chapter has six sections, namely the relevance of the research from a business perspective, the grounding of the research from a theoretical perspective, the research questions, the research aims, the research contribution and the research scope.

1.1 The relevance of the research from a business perspective

The World Bank warns that the global economy is on the verge of recession (Forbes, 2023). Almost 40% of global CEOs are not confident that their businesses will survive the next decade (PwC, 2023). Locally, Deloitte (2023) warns that South Africa's economy will experience lacklustre growth in the short to medium term. Businesses however are still expected to achieve year on year financial growth, that can at least counter the effects of accelerating inflation (Forbes, 2022a). A challenge that businesses face is how to grow against the dismal economic backdrop.

McKinsey (2022) states that innovation is fundamental to business growth. They caution however, that successful innovation can be challenging to achieve (McKinsey, 2022) with 54% of innovative initiatives failing to be integrated into business agendas (PwC, 2017) and 94% of executives unhappy with their business's innovative performance (McKinsey, 2022). Businesses struggle to align their innovation strategy with their business strategy (Forbes, 2022b). Given the critical role that innovation plays in the achievement of growth, it is imperative for businesses to understand how to drive innovation (McKinsey, 2022). This includes being able to identify and remove barriers to innovation in the workplace.

McKinsey (2022) and HBR (2019) call attention to the fact that innovation often fails due to aspects involving people in the workplace. Humans, in the form of employees and leaders, play a central role in designing, adopting, advocating for, and implementing innovative initiatives (McKinsey, 2022). The process of innovating can be emotionally and cognitively demanding. It requires that employees and other stakeholders persevere in the face of failure or resistance, that they positively receive and integrate criticism, and that they navigate uncertainty and combat self-doubt. These challenges often result in fear amongst employees. 85% of executives find that fear impedes or stalls innovation in their organisations (McKinsey, 2022). The top three fears of employees in the workplace, relative to innovation, is fear of criticism, uncertainty, and negative career

repercussions. These fears tend to compound and form recalcitrant barriers to innovation within the organisation (McKinsey, 2022). Despite this risk, only 10% of businesses address fear as part of their innovation strategy. McKinsey (2022) states that businesses must solve for what they refer to as the “human side of innovation” (McKinsey, 2022, p. 1).

1.2 The grounding of the research from a theoretical perspective

The contemporary business environment is challenging to navigate (Haefner et al., 2021; Oltra & Donada, 2022; Trabucci et al., 2021). It is combined with fast-paced evolving customer expectations and exponentially progressive technology (Ozer & Zhang, 2021; Trabucci et al., 2021). Innovation has been looked to as the solution to these challenges (Grass et al., 2020; Haefner et al., 2021; Henao-Garcia & Montoya, 2023; Jotaba et al., 2022; Khanagha et al., 2021; Trabucci et al., 2021) through its’ ability to build resilience within the business (Diaz-Delgado et al., 2019; Grass et al., 2020). Trabucci et al. (2021) asserts that it is widely accepted that innovation and the effective management thereof is a prerequisite for competitive advantage in the market.

There is a deep reliance on human participation in the innovation process (Grass et al., 2020; Haefner et al., 2021; Mukerjee & Metiu, 2022; Weiss et al., 2022). Employees play a substantial role in determining whether their businesses are innovative (Haefner et al., 2021; Jotaba et al., 2022; McKay et al., 2021; Razinskis et al., 2022; Weiss et al., 2022). Weiss et al. (2022) stresses that every step along the innovation value chain, involves extensive human participation. Kratzer et al. (2021) supports this view by pointing out that innovators are first and foremost human beings.

Central to this research study is the role that people play in relation to innovation, within a business context (Weiss et al., 2022). Innovation is associated with human and social behaviour (Kratzer et al., 2021). The “human side” of innovation is defined as “aspects of the employee (e.g., personality, motivation), their work tasks (e.g., autonomy, challenge), work groups, and whether they get leader and organizational support” (McKay et al., 2021, p. 292). Despite the role that humans, namely employees and other stakeholders, play throughout the innovation process, a major challenge for businesses is motivating employees and other stakeholders to engage in innovation (Trabucci et al., 2021). Innovation can be perceived as intimidating and risky, by employees. Participation in the innovation process can rouse feelings of frustration and disheartenment, which can lead to avoidance of innovation altogether (Diaz-Delgado et al., 2019). An additional

challenge is that often employees are expected to participate in innovation even though it is not their main role (Trabucci et al., 2021). Businesses therefore need to have practices in place to nurture innovation (Trabucci et al., 2021) in order to create and sustain a competitive advantage (Franco & Landini, 2022).

Weiss et al. (2022) argues that the innovation literature has largely remained separate from the organisational behaviour literature. These bodies of work have so far been two discrete fields of study and have largely been explored separately (Weiss et al., 2022). Prior research on innovation has had little integration into organisational behaviour studies (Jotaba et al., 2022). Furthermore, Henao-Garcia and Montoya (2023) and Trabucci et al. (2021) find that the focus of innovation literature has mainly been on technological innovation.

Innovation literature to date, has largely overlooked the role that people play in the innovation process (Grass et al., 2020; Trabucci et al., 2021). It is necessary to explore innovation research beyond technology (Henao-Garcia & Montoya, 2023). Few studies consider the combination of innovation and human participation (Grass et al., 2020). Weiss et al. (2022) in the *Journal of Product Innovation Management*, a four-star accredited journal, identify this as a gap in the literature. Specifically, Weiss et al. (2022) calls for the need to gain a deeper understanding into “the essential elements that support employee creativity and innovation” (Weiss et al., 2022, p. 284). Weiss et al. (2022) advocate for executives to integrate human centricity into their innovation strategies.

1.3 Research questions

The topic of this research study, main research question and sub-research questions are discussed in this section. This study’s topic and research questions were informed by Weiss et al. (2022)’s invitation for further research into the essential elements that support employee creativity and innovation, and therefore derived from the literature.

The main research question is: ‘How is employee creativity and innovation fostered?’

The main research question is then broken up into three sub research questions:

- Research sub question 1: What are the essential elements that support employee creativity and innovation in the workplace?
- Research sub question 2: What are the barriers to employee creativity and innovation in the workplace?

- Research sub question 3: What are the outcomes of employee creativity and innovation in the workplace?

1.4 Research aims

This research study aimed to understand how employee creativity and innovation is fostered. To achieve a holistic understanding, the study sought to explore three components. These were the essential elements needed to support employee creativity and innovation, barriers to employee creativity and innovation and the enablers that overcome these barriers, and finally outcomes of employee creativity and innovation.

From a business perspective, this research study aimed to make practical recommendations to management and other stakeholders on how best to foster employee creativity and innovation. From a theoretical perspective, the study sought to humbly make a theoretical contribution through identifying similarities and differences to the existing academic literature as well as developing a framework that enabled the research question to be better understood. The study hoped to contribute in a small way towards bridging the gap between the innovation management and organisational behaviour literatures, described by Weiss et al. (2022). Finally, in response to Henao-Garcia and Montoya (2023)'s invitation, the study sought to provide an emerging market perspective on the research topic.

1.5 Research contribution

This research study made a contribution from a business perspective as well as a theoretical perspective. Recommendations were made to management and other stakeholders on how to practically foster employee creativity and innovation. These parties included senior organisational leaders and shareholders, as well as senior figures in Strategy and Human Resources divisions. These recommendations included the essential elements that organisations needed to have in place to support employee creativity and innovation, barriers to look out for and actions to be taken to overcome these barriers. Additionally, the outcomes of employee creativity and innovation were outlined to support management and other stakeholders with developing a business case for a creativity and innovation agenda.

From a theoretical perspective, the study identified several similarities with the literature. These were offered as potential additions to the existing body of knowledge. The study identified one potential nuance of difference to the literature. This was offered as a

potential refinement to the existing body of literature. Additionally, a framework was developed to illustrate the constructs, themes and sub themes involved in fostering employee creativity and innovation. Furthermore, the research study provided insights from an emerging market perspective.

1.6 Research scope

The theoretical scope of the research was largely the innovation management literature and organisational behaviour literature. However due to the nature of the research topic, the overlap of human participation and innovation, and it not squarely sitting in one or even two academic bodies of literature, literature from further afield was consulted where necessary. This was based on the topic of the research article and whether that topic fell within the scope of the research question. This included academic literature on the antecedents, challenges and outcomes of employee creativity or innovation or both.

The physical scope of the research was South Africa. This was informed by Henao-Garcia and Montoya (2023)'s assertion that more research on employee creativity and innovation should take place in emerging markets.

2 Chapter 2: Literature review

2.1 Introduction

Chapter 2 reviews the academic literature on employee creativity and innovation. This literature review has been organised into five sections. These sections are definitions, essential elements needed to support employee creativity and innovation, barriers to employee creativity and innovation, outcomes of employee creativity and innovation, and a conclusion. The conclusion includes a framework depicting the key elements of identified as essential elements, barriers and outcomes.

2.1.1 Creativity and innovation abbreviation

For the sake of brevity and ease of reading in this chapter, the phrase 'creativity and innovation' has been replaced with the acronym C and I, and the phrase 'employee creativity and innovation' has been replaced with the acronym EC and I.

2.2 Definitions

2.2.1 Creativity

Creativity is commonly associated with innovation in the literature (Khanagha et al., 2021). These concepts are often used interchangeably and are often not distinctly defined. Seeck and Diehl (2017) cautions that despite creativity's crucial role in relation to innovation, the two concepts should not be considered to be the same thing. A clear definition of creativity is therefore warranted.

Definitions of creativity can be classified into two groups. In the first group, scholars regard creativity as a component of innovation. Razinskas et al. (2022) considers creativity to be one dimension of innovation. The second group is comprised of scholars that regard creativity as distinct from innovation. These scholars believe that creativity is the generation of new ideas, in trying to solve organisational problems (Bormann, 2020; Gamber et al., 2022; McKay et al., 2021; Mukerjee & Metiu, 2022; Trabucci et al., 2021). For these scholars, creativity is therefore not a component of innovation but rather a preceding step to innovation. McKay et al. (2021) and Gamber et al. (2022) define creativity as the generation of new and useful ideas. This study adopts McKay et al. (2021) and Gamber et al. (2022)'s definition of creativity i.e. the generation of new and useful ideas.

2.2.2 Innovation

Common to most definitions of innovation, is that it refers to innovation as a phase of implementation. Innovation is described as the “stage of implementing ideas towards better procedures, practices or products” Mukerjee and Metiu (2022, p. 397). McKay et al. (2021) refers to innovation as “the implementation of those ideas” (McKay et al., 2021), where those ideas that McKay et al. (2021) refers to, are considered as new and useful. This study adopts the definition offered by McKay et al. (2021), that innovation is the implementation of novel and useful ideas.

2.2.2.1 *Process of innovation*

Innovation is often referred to as a process (Gamber et al., 2022). Gamber et al. (2022) identifies the innovation process to have three stages, namely idea generation, idea elaboration and idea implementation (Gamber et al., 2022). Idea generation refers to the stage in which ideas are created. Idea elaboration refers to the stage in which ideas are socialised. The purpose of this phase of socialisation is to obtain and buy-in from critical stakeholders on the idea itself. Idea implementation is the stage in which the idea is implemented.

Contrastingly, Haefner et al. (2021) presents an alternative perspective on the process of innovation. According to Haefner et al. (2021), the innovation process includes five stages. These are idea generation, idea development, idea evaluation and idea selection. Haefner et al. (2021)’s model differs from Gamber et al. (2022)’s model in that Haefner et al. (2021)’s model splits Gamber et al. (2022)’s elaboration and implementation phases into idea development, evaluation and selection.

This study adopts Gamber et al. (2022)’s three stage description of the innovation process, as it is most frequently found in the literature. Furthermore, based on the definitions adopted for this study, the idea generation phase is considered to be creativity, and the idea elaboration and implementation phases is considered to be innovation.

2.2.2.2 *Types of innovation*

The primary types of innovation discussed in the literature can be grouped into two categories. These categories are incremental innovation and radical innovation (Tajeddini et al., 2020). Incremental innovation is a type of innovation which improves and builds upon what already exists. This is the most common type of innovation in

organisations. Tajeddini et al. (2020) states that 90% of an organisation's innovation can be classified as incremental innovation. Conversely, radical innovation is a type of innovation that "disrupts" Ma (2023, p. 4) the market in which the organisation operates in and is less common than incremental innovation (Ma, 2023).

2.3 Essential elements needed to support employee creativity and innovation

2.3.1 Work environment

Franco and Landini (2022); McKay et al. (2021) and Jotaba et al. (2022) similarly assert that the environment in which employees work is of utmost importance in facilitating their C and I. Trabucci et al. (2021) assert that it is incumbent upon organisations to create work environments that are conducive to C and I. Similarly, Mukerjee and Metiu (2022) and Diaz-Delgado et al. (2019) assert that organisations must deliberately design the work environment to be nurturing of EC and I. Mukerjee and Metiu (2022) adds that organisations must be relentless in their determination to build such an environment.

2.3.1.1 *Deliberate organisational intent*

Diaz-Delgado et al. (2019) and Trabucci et al. (2021) assert that organisations must deliberately architect an environment that fosters innovation. Mukerjee and Metiu (2022) emphasises the intentional nature, on the part of the organisation, of creating such an environment and add that organisations must have a "steadfast commitment to innovation" (Mukerjee & Metiu, 2022, p. 401). da Silva et al. (2022) asserts that innovation is dependent on senior leadership of the organisation taking the innovation agenda seriously and channelling adequate resources towards it.

Vassallo et al. (2023) emphasises the importance of innovation being part of an organisation's business strategy. The authors clarify that when innovation is not part of an organisation's strategy, employees who engage in innovation, have to contradict the organisation's strategy in order to be innovative. This is a deterrent to employees engaging in innovation (Vassallo et al., 2023).

2.3.1.2 *Training*

Jotaba et al. (2022) asserts that providing training to employees is one of an organisation's key practices to foster innovation. Training challenges and stimulates the ways in which employees think, leading to increased employee creativity and resultant innovation. Similarly, Diaz-Delgado et al. (2019) emphasises the value that can come

from training employees on creative and innovative content. The resultant value that the authors refer to is an environment in which the generation of ideas is emboldened and innovation is core to the ways of work in the organisation. Tajeddini et al. (2020) agrees with Jotaba et al. (2022) and Diaz-Delgado et al. (2019) in that training translates into increased innovation. Tajeddini et al. (2020) however identifies the training of senior leadership as the impetus for an innovative organisation.

2.3.1.3 Resource availability

da Silva et al. (2022) asserts that in order for innovation to occur in an organisation, the organisation needs to make resources available. The authors explain that this requires the organisation prioritising resources towards innovation initiatives. Trabucci et al. (2021) adds that employees must be given the capacity i.e. time, to engage in C and I.

2.3.1.4 Psychological safety

Newman et al. (2017) defines psychological safety as a “shared belief amongst individuals as to whether it is safe to engage in interpersonal risk-taking in the workplace” (Newman et al., 2017, p. 522). Mukerjee and Metiu (2022) argue that employee psychological safety is a precursor to innovation. Employees that feel psychologically safe are secure enough to take risks, to share and implement their ideas, and to fail. The authors assert that psychological safety brings about EC and I. Similarly, Newman et al. (2020) asserts that employees’ perception of psychological safety translates into employee creativity. The authors agree with Mukerjee and Metiu (2022) in that risk taking is involved in attempts to be creative and innovative. Both Mukerjee and Metiu (2022) and Newman et al. (2020) identify characteristics of a psychologically safe work environment to be one in which employees feel safe enough to voice their opinions and ideas, participate in feedback, take risks and experiment with creative and innovative solutions.

2.3.1.5 Inclusion of employees in organisations innovation strategy

Trabucci et al. (2021) asserts that one characteristic of a work environment that is conducive to C and I is one where employees are at the core of the organisation’s innovation strategy. Becker et al. (2022) offers an alternate perspective, focusing on a leader’s role in making employees feel a sense of inclusion. The authors elaborate that the act of leaders being inclusive towards employees translates into employees being increasingly involved in creative initiatives.

2.3.1.6 *Demonstrated evidence of prior implemented innovation*

Tajeddini et al. (2020) emphasises the importance of employee ideas not being ignored. The authors elaborate that this is an indication to employees that their ideas and they themselves are valued by the organisation.

2.3.1.7 *Leadership*

Becker et al. (2022) and da Silva et al. (2022) assert that leaders can have a significant impact in determining how innovative their employees are. Similarly, Grass et al. (2020) agrees that leaders affect EC and I, and add that this is due to the authority that leaders have to shape the environment in which employees work. Additionally, Gahan et al. (2021) argues that leadership positively impacts innovation and Tajeddini et al. (2020) asserts that leaders have the ability to cultivate C and I.

Leadership traits. Gahan et al. (2021) asserts that two leadership traits which positively impact employee innovation is a leader's level of competence and cognitive ability. Contrastingly, Ma (2023) argues that it is a leader's curiosity that notably affects employee innovation. The authors elaborate that leaders with a high level of interest curiosity motivate employees to learn. This in turn results in innovation which could either be incremental innovation or disruptive innovation. Ma (2023) further asserts that leaders with a high level of deprivation curiosity motivate employees to solve problems currently in existence. This leads to incremental innovation. Becker et al. (2022) adds an additional trait of a leader able to stimulate their employees to be creative and innovative. This is the ability to inspire employees. Diaz-Delgado et al. (2019) then identifies a leader's ability to introduce, usher change and gain employee support for change, as favourable to innovation as an outcome.

Leadership types. Henao-Garcia and Montoya (2023) asserts that different types of leadership styles impact employee innovation differently. Becker et al. (2022) asserts that transformational leadership enables employee creativity and innovation. The authors elaborate that this leadership style is charismatic, challenges employees' thinking and is attentive to each of their employees. Furthermore, transformational leaders excel at communicating the vision of the organisation.

2.3.2 *Communication*

Jotaba et al. (2022) asserts that communication is a vital organisational practice for driving innovation. Tajeddini et al. (2020) and Becker et al. (2022) agree with Jotaba et al. (2022)'s assertion of communication being important for C and I, however they believe

that that is the case from two different perspectives. From an employee perspective, Tajeddini et al. (2020) asserts that communication is important for innovation to occur in an organisation, as it is a mechanism for employees to share information with each other. This then leads to increased C and I in the organisation. From a leadership perspective, Becker et al. (2022) asserts that communication is a mechanism for leaders to encourage employees to voice their ideas and be more creative.

2.3.3 Recruitment

There is some debate in the academic literature on the efficacy of recruitment as a practice to increase innovation within organisations. There is similarity between Oltra and Donada (2022) and Bogers et al. (2018) who assert that recruitment is a critical Human Resources practice that enables innovation. Bogers et al. (2018) attributes the positive relationship between recruitment and innovation, to knowledge of the external environment which the new recruit introduces into the organisation. Similarly, Chang (2023) asserts that new knowledge of the external environment infused into the organisation, increases innovation. Grass et al. (2020) echoes this sentiment, asserting that knowledge of the external environment is fundamental to innovation taking place within the organisation. In stark contrast, Jotaba et al. (2022) argues that recruitment is not the most effective practice to stimulate innovation. The authors attribute their opinion to the challenge of recovering the cost of recruitment. Jotaba et al. (2022) asserts that the cost of new recruits is not offset by an uplift in revenue or reduction in operating cost, as a result of these employees now working for the organisation. The authors instead favour upskilling existing employees within the organisation, and assert that that has more beneficial results on innovation.

2.3.4 Intrinsic motivation

Franco and Landini (2022) asserts that intrinsic motivation is an antecedent of creativity. Similarly, Becker et al. (2022) and Seeck and Diehl (2017) assert that intrinsic motivation is an antecedent of innovation. Olafsen et al. (2024) sheds light on why this is by explaining that employees have a deep seated need to have autonomy, perceive themselves as competent and experience connectedness.

2.3.4.1 *Employee's deriving value from C and I*

Becker et al. (2022) asserts that some employees derive satisfaction from engaging in C and I. Similarly, Franco and Landini (2022) echoes this sentiment. The authors explain

that these employees are intrinsically motivated and have a natural sense of satisfaction which motivates them to be creative and innovative.

2.3.4.2 Employee sense of purpose

Becker et al. (2022) asserts that employees who perceive the act of engaging in C and I as meaningful, experience intrinsic motivation and are then internally motivated to be creative and innovative. Similarly, Olafsen et al. (2024) asserts that where alignment exists between the work employees do and their fervour, their need for connectedness is met. As a result, employees' intrinsic motivation is increased. In agreement with Becker et al. (2022) and Olafsen et al. (2024), Diaz-Delgado et al. (2019) asserts that when employee's personal values align with that of the organisation's, a natural intrinsic motivation is developed.

2.3.4.3 Employee autonomy

Reiche (2023) defines autonomy in a workplace context as "an individual's freedom and discretion to carry out and craft work roles and responsibilities" (Reiche, 2023, p. 1004). Reiche (2023) elaborates that autonomy increases employee's intrinsic motivation levels. The authors elucidate that employees given decision making responsibility contributes to their sense of meaningfulness. The authors add that organisations that promote autonomy amongst employees tend to have less hierarchical organisational structures which in turn is less bureaucratic in nature (Reiche, 2023).

Contrastingly, Becker et al. (2022) defines employee autonomy as employees being "psychologically empowered" (Becker et al., 2022, p. 378). Becker et al. (2022) asserts that employees that are given autonomy are more likely to be engage in creativity, as they feel free to explore new ideas. This results in an increase in quality and quantity of ideas. Similarly, Franco and Landini (2022) agrees that employee autonomy leads to increased innovation. Seeck and Diehl (2017) asserts that employee autonomy increases creativity specifically.

2.3.5 Extrinsic motivation mechanisms

Malek et al. (2020) asserts that extrinsic reward and incentivisation mechanisms can be used by organisations to drive desired behaviour. The authors note that these mechanisms can be both of a financial or non-financial nature. The authors further argue that although incentive mechanisms are effective for motivating employees, their efficacy varies.

2.3.5.1 Remuneration

There is some debate amongst authors as to the efficacy of remunerating employees in order for them to be creative and innovative. Jotaba et al. (2022) asserts that organisations must implement certain practices to encourage C and I, one of which is remunerating employees in exchange for desired behaviour. In this case, the desired behaviour is demonstrating C and I. Diaz-Delgado et al. (2019) echoes this sentiment emphasising that an organisation's desire to be innovative should be accompanied by remunerating employees. Diaz-Delgado et al. (2019) asserts that organisations need to incentivise employees with rewards and bonuses for having generated and implemented innovative ideas. The authors believe that compensation is crucial for innovation to occur. Similarly, Tajeddini et al. (2020) and Oltra and Donada (2022) agree that remuneration has a positive impact on EC and I. Finally, Diaz-Delgado et al. (2019) explains that remuneration to reward C and I ensures that employees feel valued by the organisation.

Contrastingly, some scholars caution against remuneration as an incentive for C and I. Alavi et al. (2022) asserts that incentivisation for innovative behaviour has adverse effects. In the context of the sale of complex service innovations, Alavi et al. (2022) finds that variable remuneration incentives initially result in an increase in the sale of innovations. However, in the long term, these incentives result in a decline in sales. The authors conclude that this effect results from remuneration, as an incentive, driving the wrong behaviour. This behaviour is to drive quantity, as that is what employees are incentivised to do, rather than quality which may adversely affect quantity.

2.3.5.2 Employee Key Performance Indicators (KPIs)

Jotaba et al. (2022) identify the performance appraisal mechanism as one of four key organisational practices that impact innovation. The authors emphasise the importance of alignment between an employee's targets and the organisation's ambition to be innovative. Diaz-Delgado et al. (2019) echoes this sentiment, asserting that employee performance contracts, and consequent performance bonuses, must be linked to innovation, if innovation is to be cultivated in the organisation. Contrastingly, Diaz-Delgado et al. (2019) argue that obliging employees to be creative and innovative can backfire, as they may perceive this to be a tick box exercise.

2.3.5.3 Recognition

Malek et al. (2020) argues that incentives of a non-financial nature play a crucial role in motivating employees to be creative and innovative, asserting that recognition is one such incentive. Malek et al. (2020) clarifies that an employee's perception of how they are regarded by the organisation, influences their motivation levels. The authors add that employees need to feel seen by the organisation and they need to be perceived as regarded highly by the organisation. Diaz-Delgado et al. (2019) similarly considers recognition to be a powerful mechanism to incentivise employees. The authors underscore how valuable recognition is as an incentive tool, particularly when organisations cannot afford to offer employees financial incentives.

2.3.5.4 Innovation competitions

Cavallo and Burgers (2024) asserts that innovation competitions are effective mechanisms to stimulate the generation of ideas amongst employees. The authors elucidate that the academic literature on innovation competitions identifies two different formats, innovation competitions limited to within the boundaries of the organisation and competitions that take place outside the organisation. The latter, often organised by an intermediary, is open to multiple organisations to enter. The authors argue that internal innovation competitions are limited by the employees of the organisation, and their ability to think creatively and their knowledge of relevant subject matter (Cavallo & Burgers, 2024). External innovation competitions however are comprised of diverse participant groups. Organisations that participate in external competitions are exposed to innovative ideas from a variety of sources and are able to potentially integrate these ideas into their organisations. This increases the potential for innovation. Cavallo and Burgers (2024) cautions that although innovation competitions can stimulate the quantity of idea generation, there is no assurance that ideas will be of good quality.

2.3.6 Partnerships

Trabucci et al. (2021) asserts that innovation should not be restricted to take place within the boundaries of the organisation.

2.3.6.1 Partnering for capability

Vassallo et al. (2023), Belitski et al. (2023) and Abu El-Ella et al. (2016) similarly assert that partnering with external service providers for the purposes of C and I, leads to increased innovation within the organisation. Belitski et al. (2023) asserts that organisations are at liberty to collaborate with external parties in the interest of achieving

creative and innovative objectives. Similarly, Abu EI-Ella et al. (2016) asserts that organisations are advantaged by doing so. Belitski et al. (2023) argues that this type of partnership provides organisations with access to a variety of knowledge that they may not have otherwise had access to, resulting in innovation. Diaz-Delgado et al. (2019) adds that in an environment with low investment appetite, a partnership of this nature works well.

2.3.6.2 Networks

Mukerjee and Metiu (2022) asserts that the nature of innovation is highly social. The authors argue that the relationships between employees aid them to solve problems that they encounter in the workplace. Ozer and Zhang (2021) similarly assert that the social networks that employees belong to, impact their ability to be creative. The authors argue that the stronger an employee's social network, the more creative they are able to be. Ozer and Zhang (2021) emphasises that strong employee networks result in creativity, whereas Franco and Landini (2022) and Kratzer et al. (2021) argue that employees' social networks impact innovation. Offering an alternative perspective, Jotaba et al. (2022) states that organisations that encourage networking amongst employees are able to be more innovative than organisations that do not do so.

2.3.6.3 Cross functional team collaboration

Gahan et al. (2021) emphasises the crucial role that collaboration plays in driving innovation. Similarly, Jotaba et al. (2022) asserts that collaboration is critical for innovation to take place in an organisation. The authors argue that organisations should encourage collaboration amongst organisations.

da Silva et al. (2022) asserts that one form of collaboration is a cross functional team. The authors emphasise the importance of this structure, arguing that innovation initiatives are most often driven by a collective group rather than an individual employee. Similarly, Diaz-Delgado et al. (2019) stresses that the establishment of diverse teams of multidisciplinary specialists, with representation from across the business is correlated with creative and innovative activity in the organisation. This assertion is further shared by Mitchell and Boyle (2021) who argue that this team structure is one of the most optimal configurations for successful innovation. Adding to this sentiment, Tajeddini et al. (2020) and Henao-Garcia and Montoya (2023) argue that cross functional teams are able to propel forward creative and innovative projects in organisations. Addressing the topic of employee selection for these teams, Henao-Garcia and Montoya (2023) emphasises the

importance of organisations being discerning about which employees are staffed in these teams.

Grass et al. (2020) asserts that cross functional teams are often referred to as agile teams. The authors declare that agile teams have a specific structure, arguing that a key characteristic of these teams is that they are structured in a social way. The authors clarify that agile methodology considers the importance of the human above that of business processes and tools. This echoes the sentiment shared by Mukerjee and Metiu (2022), that the nature of innovation is social. Khanagha et al. (2021), Kratzer et al. (2021) and Trabucci et al. (2021) similarly agree that cross functional teams adopt an agile philosophy. Speaking to why agile teams are so effective at being creative and innovative, Grass et al. (2020) asserts that bureaucracy is minimised in this setting as team members are able to work fast and the team is structured in such a way that they can be adaptable to changes.

Cross functional team leadership. Khanagha et al. (2021) asserts that cross functional teams have a specific leadership format. The authors determine that no leadership role is formally assigned to anyone. Scholars have differing views on how cross functional teams should be led. Khanagha et al. (2021) argues that team members can informally nominate a leader. Conversely, Mitchell and Boyle (2021) asserts that team members can share leadership responsibilities. Contrastingly, Diaz-Delgado et al. (2019) proposes that leadership be rotated across team members, giving each member an opportunity to have leadership responsibility.

Innovation team stressors. Mitchell and Boyle (2021) asserts that due to innovation teams being highly diverse, conflict often arises. Similarly, Khanagha et al. (2021) argues that in a situation in which teams share leadership responsibility, peer pressure commonly occurs, which can lead to conflict. Khanagha et al. (2021) clarifies that the challenge with this type of team conflict is that it redirects efforts that should be being channelled towards creative and innovative projects, into conflict. Therefore, the objective of C and I is hindered. Razinskas et al. (2022) presents an alternative perspective. The authors argue that stressors, in a cross functional team setting, can have positive or negative consequences. The authors identify these as challenge or hinderance stressors and argue that they have an indirect impact on team innovation. Challenge stressors tend to have a positive impact on innovation (Razinskas et al., 2022). As teams try to overcome challenges, team members become closer. Hinderance stressors however tear the team apart and put the innovation objective at risk. The

negative impact of a hinderance stressor has a larger impact than the positive impact of a challenge stressor (Razinskas et al., 2022).

Mitigation of team stressors. Mitchell asserts that team members considered to be experts in their functional areas were often regarded as de facto legitimate leaders amongst team members. This concept is referred to as “professional salience” (Mitchell & Boyle, 2021, p. 360). The authors argue that professional salience reduces conflict.

2.4 Barriers to employee creativity and innovation

2.4.1 Employee resistance

Mukerjee and Metiu (2022) assert that employees often display resistance to C and I initiatives in the workplace. Similarly, Cinar and Simms (2019) emphasise that employee resistance to C and I, is one of the most substantial challenges to the implementation of innovation. The sentiment that employee resistance is a significant challenge to C and I, is shared by Vassallo et al. (2023). The authors add that employee resistance mounts as ideas progress through the stages of the innovation process i.e. from idea generation to implementation.

Doeze J et al. (2022) asserts that employee resistance to C and I stems from a fear of change. The authors elaborate that the employees evaluate how the potential change in the organisation will affect them personally, with the information that they are given regarding the change. The outcome of this evaluation is often deemed to be negative. This then causes employees to resist the potential change. Doeze J et al. (2022) further asserts that employees have a more general fear of the unknown. This fear is worsened when employees are not given forewarning of the change, and where the change occurs unexpectedly. Differently to Doeze J et al. (2022) , Cinar and Simms (2019) assert that employee resistance to C and I emerges from an employee’s fear that the organisational mandate for EC and I will lead to more work for the employee to do. Cinar et al. (2021) adds an entirely different perspective, asserting that employees resist creative and innovative initiatives due to fear that these initiatives will result in their privacy being infringed on. These employees believe that C and I will create transparency on the work that they do and that they may be judged as lacking in work performance. Newman et al. (2020) adds that employee resistance is a significant challenge for organisations, as it deters other employees from championing creative and innovative initiatives. This is due to the fact that they know that they will be faced with seemingly insurmountable resistance from their colleagues.

2.5 Enablers to overcome barriers to employee creativity and innovation

2.5.1 Resistance management

Vassallo et al. (2023) and Gamber et al. (2022) present two different ways to address employee resistance to C and I, the former is reactive and the latter is proactive. Vassallo et al. (2023) argues that employees striving to implement innovative initiatives are bound to experience resistance from stakeholders in the organisation. The authors identify two components to overcoming this resistance. The first is to understand why relevant stakeholders are resistant to the innovative initiative. The second is to identify what motivates the individual stakeholder on a personal level. Based on the understanding of the source of their resistance and the understanding of what motivates the stakeholder, the employee can overcome resistance by convincing the stakeholder of the benefits of the innovative initiative and obtain their buy-in. Gamber et al. (2022) offers an alternative, more proactive, approach. The authors focus on obtaining stakeholder buy-in prior to the manifestation of resistance. Gamber et al. (2022) argues that when employees increase the amount of effort put into socialising their ideas with stakeholders, chances of a successful implementation of the innovation increases. The process of socialisation includes seeking feedback from stakeholders on the idea, prior to implementation.

2.5.2 Employee risk appetite

There is some debate amongst authors as to the role that empathy and risk taking plays in overcoming employee resistance and implementing innovation. Empathy is often associated with improved levels of innovation (Vassallo et al., 2023). This is reflected in design thinking or human centred design which is widely adopted by businesses to encourage innovation (Trabucchi et al., 2021). Vassallo et al. (2023)'s challenges this view by demonstrating that emotional empathy, specifically, is detrimental to innovation implementation.

Vassallo et al. (2023) suggests that there is an ideal employee profile most likely to implement innovation. The authors describe this employee to have a high-risk appetite, elevated levels of cognitive empathy and low levels of emotional empathy, with risk appetite weightier than empathy. This trait combination enables employees to overcome obstacles when trying to implement an innovation.

2.6 Outcomes of employee creativity and innovation in the workplace

The academic literature presents different types of outcomes of C and I. The first group of outcomes identified by scholars is that of C and I positively impacting the organisation's standing and competitiveness within the market. Adla (2020) and Khanagha et al. (2021) similarly assert that a key outcome of innovation is the organisation's ability to survive in a challenging contemporary business environment. McKay et al. (2021) and Diaz-Delgado et al. (2019) similarly argue that a key outcome of innovation is not limited to an organisation's ability to survive, but to create a competitive advantage in the market. Differently to these scholars, Tajeddini et al. (2020) asserts that innovation allows organisations to not just create but sustain a competitive advantage in the market. With a focus on the outcome of creativity, rather than innovation, Nguyen and Le (2019) notably argues that creativity increases an organisation's competitiveness.

The second group of outcomes is related to superior financial performance. Gahan et al. (2021) and Bormann (2020) similarly assert that an outcome of C and I is enhanced organisational performance. Tajeddini et al. (2020) asserts that innovation results in increased market share and organisational profitability. Aligning with the profitability outcome offered by Tajeddini et al. (2020), Diaz-Delgado et al. (2019) asserts that an outcome of C and I is increased organisational cost efficiency.

A third group of outcomes of C and I is related to improvements within the organisation. Mukerjee and Metiu (2022) asserts that outcomes of innovation are enhanced ways of work in the organisation. Similarly, Tajeddini et al. (2020) adds that outcomes of innovation are optimised processes and enhanced products. Trabucci et al. (2021) echoes this sentiment, asserting that an outcome of innovation is a more efficient organisation. Sharing Tajeddini et al. (2020)'s perspective on enhanced products, Newman et al. (2020) asserts that innovation outcomes include differentiated products and services. Introducing an additional perspective, Diaz-Delgado et al. (2019) asserts that other outcomes of C and I include the rate at which organisational learning takes place.

The fourth group of outcomes is related to benefits to stakeholders. Although Seeck and Diehl (2017) agrees that outcomes of innovation advantage organisations, the authors introduce the notion that innovation aids all of the organisation's stakeholders as well. Seeck and Diehl (2017) elucidates that stakeholders refer to all stakeholder groups that

are involved in the innovation process. Focusing on a different group of stakeholders, Ozer and Zhang (2021) asserts that an outcome of creativity is the organisation is being able to better meet customer needs. Vassallo et al. (2023) introduces an additional stakeholder group in the Public sector context specifically. The authors assert that an outcome of innovation is the provision of services to citizens of a country.

2.7 Conclusion

The academic literature on fostering employee creativity and innovation, the research question, is best understood in four parts, namely the essential elements needed to support employee creativity and innovation in the workplace, barriers to employee creativity and innovation, enablers to overcome these barriers and outcomes of employee creativity and innovation.

Essential elements needed to support employee creativity and innovation in the workplace include the work environment. Factors that affect the work environment include deliberate organisational intent, employee training, resource availability, psychological safety, inclusion of employees, evidence of prior implementation, leadership, communication and recruitment. The second group of essential elements refer to employee intrinsic motivation. These are employee's deriving value from employee creativity and innovation, employee sense of purpose and employee autonomy. Thirdly, essential elements needed to support employee creativity and innovation include extrinsic motivation mechanisms. These include remuneration, employee KPIs, recognition and innovation competitions. The final essential element from the academic literature reviewed includes partnering. This is comprised of partnering for capability, employee networks and cross functional team collaboration.

Barriers to employee creativity and innovation include employee resistance. Enablers to overcome this barriers is resistance management and employee risk appetite.

Outcomes of employee creativity and innovation include a competitive advantage, financial benefits, organisational improvements and stakeholder benefits.

These are summarised in the conceptual framework depicted immediately below.

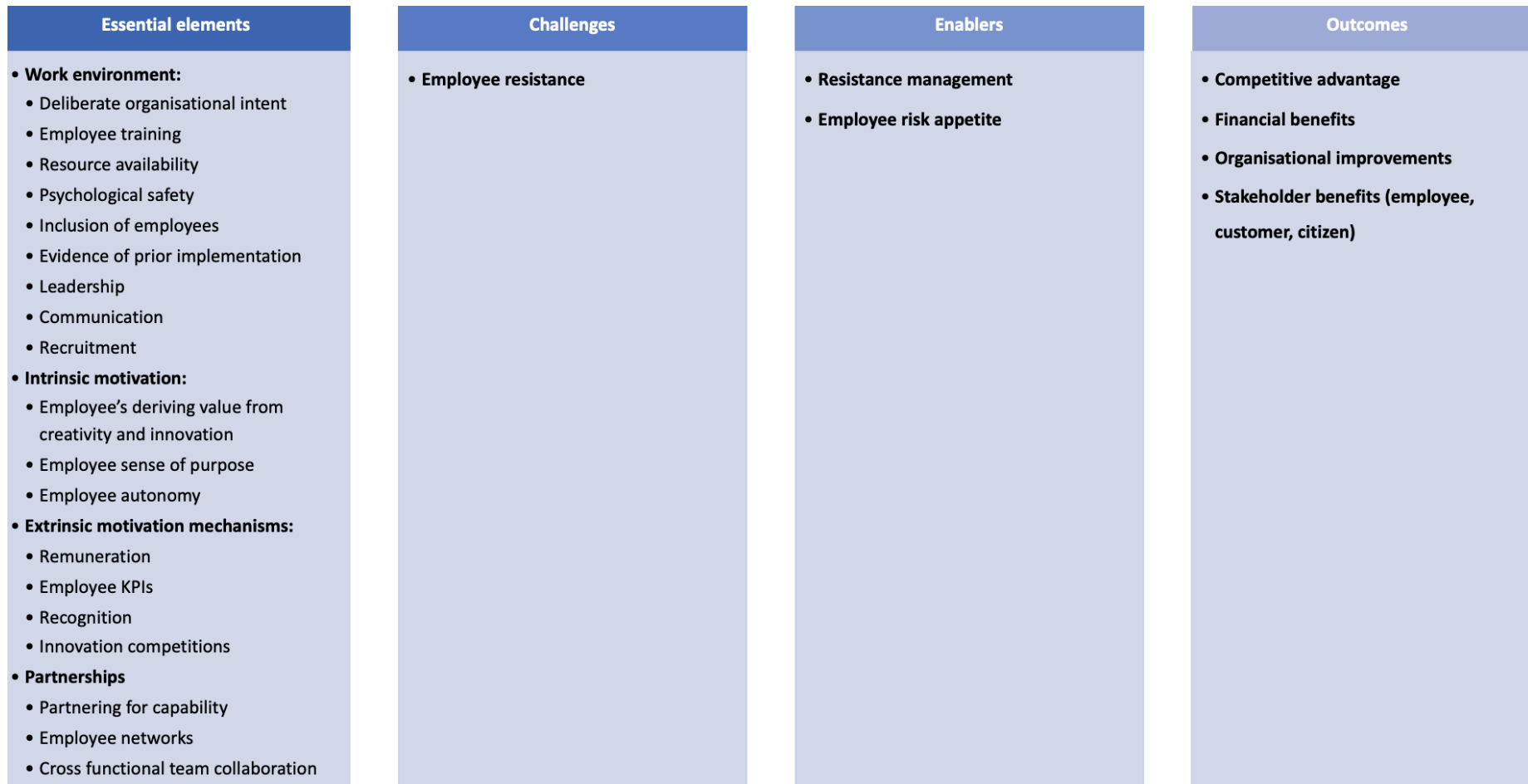


Figure 1: Conceptual framework. Source: Researcher (Stu. No. 23691167)

3 CHAPTER 3: RESEARCH QUESTIONS

The topic of this research study, the main research question and sub-research questions are discussed in this section. This study's topic and research questions were informed by Weiss et al. (2022) invitation for further research into the essential elements that support employee creativity and innovation, and were therefore derived from the literature. Weiss et al. (2022) called for the need to gain a deeper understanding into "the essential elements that support employee creativity and innovation" (Weiss et al., 2022, p. 284) This formed that basis of the topic.

The main research question was formulated as: 'How is employee creativity and innovation fostered?' The main research question was then broken up into three sub research questions:

Research sub question 1: What are the essential elements that support employee creativity and innovation in the workplace?

Research sub question 2: What are the barriers to employee creativity and innovation in the workplace?

Research sub question 3: What are the outcomes of employee creativity and innovation in the workplace?

Furthermore, in response to Henao-Garcia and Montoya (2023)'s invitation, the study sought to provide an emerging market perspective on the research topic.

4 Chapter 4: Research Methodology

4.1 Introduction

Chapter 4 outlines the research methodology employed in this study. This chapter has eleven sections. These include the research design, population/setting, sampling method, level and unit of analysis, measurement instrument, data collection, data analysis, research quality and rigour, ethical considerations and limitations. For each selection made, a justification was provided by the researcher for why this choice was appropriate for the research study.

A note on ethical considerations, although they are discussed holistically in section 4.10 *Ethical considerations*, they are repeated in relevant sections of this chapter, as the researcher attempted to keep them front of mind throughout the research process.

4.2 Research design

4.2.1 Research approach

A phenomenological approach was used as the research approach (Bell et al., 2019). It provided the researcher with the opportunity to describe a participant's experiences from their personal perspective and to attempt to understand the significance and meaning that they have attributed to those experiences (Wojnar & Swanson, 2007). This approach was suitable for the study as each participant's experiences and meaning in relation to creativity innovation in the workplace was sought out. Given the human centeredness of the research question, it was important for the researcher be sensitive to each participant's human experience and their unique social reality (Bell et al., 2019).

Inductive theory was applied in the study. Inductive theory, being the process of developing theory from data, was well suited to this investigation as a gap of theory existed in the literature (Weiss et al., 2022). Inductive theory was therefore useful to generate and develop theory, from the data collected, and elucidate the human orientated aspects of creativity and innovation.

4.2.2 Epistemological considerations

Interpretivism was the epistemological consideration for this study. Interpretivism acknowledges that each human being has a unique experience of the social world (Bryman, 2016). It allowed the researcher to understand the distinct social realities of each participant and the subjective meaning they attribute to the world (Bell et al., 2019).

This depth of insight facilitates the process for the human influences on creativity and innovation to emerge.

4.2.3 Ontological considerations

Constructionism was the ontological consideration for this study. Constructionism acknowledges that participants contribute to, and are not separate from, the social outcomes that they experience (Bell et al., 2019). As Gehman et al. (2018) explains, studying a socially constructed world “requires an approach that captures the organizational experience in terms that are adequate at the levels of meaning for the people living that experience” (Gehman et al., 2018, p. 286). This is what the study aimed to do and aligned with interpretivism and phenomenology.

4.2.4 Research methodological choice

The study was conducted using exploratory qualitative research (Bell et al., 2019). Qualitative research, with its focus on words rather than quantification, was well suited to this topic (Bryman, 2016). Given the relative novelty of the research area, as explained earlier, an exploratory exercise in particular was appropriate. The researcher sought to understand what occurred rather than test a theory explaining what is occurring (Bell et al., 2019). Additionally, qualitative research aligns with the phenomenological approach, inductive theory and interpretivist and constructionist considerations.

4.3 Population/setting

The population for this study was employees who possessed the knowledge and experience to contribute to answering the research question and sub research questions of this study (Creswell et al., 2007). This included employees with work experience on creative and innovative initiatives.

As discussed in section 1.4, *Research aims*, the setting of South Africa was selected due to the request by Henao-Garcia and Montoya (2023) for future research on employee creativity and innovation to take place in emerging markets. South Africa being an emerging market was therefore selected for this study.

4.4 Sampling method

4.4.1.1 Purposive sampling

Sampling criteria. Purposive sampling was selected as the sampling method for this study, as it allowed for participant selection based on specific criteria (Berndt, 2020). The criteria was informed by considering who could best contribute towards answering the research question and sub research questions. Three criteria were selected. These were:

1. Employees of organisations in the Private or Public sector.
2. Employees of large organisations.
3. Working professionals in positions considered to be close to employee creativity and innovation initiatives in organisations e.g. organisational leaders, senior employees within Product development, Research development, Business strategy and Human Resources and Project management divisions.

Market sector was not included as a selection criterion. Given the research setting of South Africa, an emerging market, the researcher believed it would be beneficial to recruit participants from various sectors across the South African economy. Furthermore, the research question did not require the research study to be constrained to one organisation or market sector.

Participant recruitment. Using the sampling criteria, the researcher recruited participants from their professional network. The group, working professionals, was selected as the interviewer sought to ensure that all participants fully understood the nature of the study, instructions, questions and their rights. The interviews took place in English with the assumption that working professionals regularly use the language to converse on business matters. No incentives were offered in exchange for participation. Participant selection expressly excluded vulnerable people (susceptible to coercion or influence or individuals with difficulty providing free, informed consent to partaking in the research project).

Limitations of purposive sampling. Drawbacks of the purposive sampling method included the risk of researcher-bias and lack of representation of the population (Berndt, 2020). To mitigate the former, the researcher adopted a reflexive, introspective stance being aware of personal biases that arose (Braun & Clarke, 2020). Addressing the latter, the study did not seek to generalise findings and therefore the lack of representation of the population was not of concern (Bell et al., 2019).

4.4.1.2 Sample size

The number of interviews conducted was determined by an estimated saturation point (Doyle et al., 2020). At a point of saturation, collecting further data served only to repeat existing findings (Bell et al., 2019; Braun & Clarke, 2020). Hennink and Kaiser (2022) found that, for a homogenous participant group, 9 to 17 interviews was the range to meet saturation. Given the diverse group of participants in this study, as per the sampling criteria, the researcher conducted 18 interviews. Other factors that were taken into account when identifying a sample size was the research study's mandated timeframe by the Gordon Institute of Business Science (GIBS).

The table below reflects the list of anonymised participants interviewed. The table indicates that the sampling criteria in section 4.4.1.1 *Purposive sampling* was met for all participants. Participants were recruited from the Private or Public sector, belonged to large organisations and were working professionals from the designated groups identified in 4.4.1.1 *Purposive sampling*.

Table 1: Interview participant list.

Participant number	Criterion 1: Private / Public sector	Criterion 2: Large organisation	Criterion 3: Job title
1	Public sector	Yes	Senior Manager
2	Private sector	Yes	Product Manager
3	Private sector	Yes	Project Manager
4	Private sector	Yes	Research & Development Manager
5	Private sector	Yes	Project Manager
6	Public sector	Yes	Strategy Manager
7	Private sector	Yes	Human Resources Manager
8	Private sector	Yes	Human Resources Manager
9	Private sector	Yes	Business Improvement Specialist
10	Private sector	Yes	Senior Manager
11	Private sector	Yes	Business Improvement Specialist
12	Public sector	Yes	Business improvement Specialist
13	Public sector	Yes	Human Resources Manager
14	Public sector	Yes	Marketing & Strategy Manager
15	Private sector	Yes	Marketing & Strategy Manager
16	Private sector	Yes	Project Manager
17	Private sector	Yes	Product Development Manager
18	Private sector	Yes	Strategy Manager

Source: Researcher (Stu. no. 23691167)

4.5 Level and unit of analysis

The level of analysis for this study was the organisation. The unit of analysis was the individual (Bell et al., 2019). This was informed by the research gap identified by Weiss

et al. (2022), outlined in *section 1.2 The grounding of the research from a theoretical perspective* for further research to be conducted to elucidate the elements needed in organisation to support employee creativity and innovation.

4.6 Measurement instrument

An interview format was adopted to gather the required information in order to answer the research question and sub research questions (Bell et al., 2019). A semi-structured interview format in particular, was adopted. This was due to the flexibility that semi-structured interview formats provided in allowing researchers to ask probing questions (Josselson, 2013). Probing questions provided further insight into what participants said and to adequately understand the meaning behind a participants words. Additionally, this format allowed the interview to flow organically, which increased the likelihood that participants felt comfortable enough to open up and be honest with the researcher (Jacob & Furgerson, 2012).

The research instrument was an interview protocol containing curated questions (Bell et al., 2019) that were aligned to each of the research study's sub research questions. Ten questions were selected, including an opening, and closing question and excluding probing questions. This aligned with guidance from Bell et al. (2019) that interview questions should range between seven to ten questions. The interview protocol began with an opening question with the intention of making participants feel comfortable and easing them into the interview (Josselson, 2013). The interview protocol can be found in *Appendix 3, Interview protocol*.

4.7 Data collection

4.7.1 Duration

The research design was cross sectional in nature, as it occurred at a point in time (Bryman, 2016). The process of interviewing participants, including participant invitation, took six weeks to complete. This period was however considered as a point in time.

4.7.2 Participant invitation

Once the researcher identified potential participants from their professional network who met the purposive sampling criteria, outlined in *4.4.1.1 Purposive sampling*, these potential participants were invited to be interviewed. The researcher contacted the potential participants to invite them to participate in the research study. The invitation

began with the following information, a high-level view of the research topic, where the researcher was careful not to influence participants thoughts about the topic in any way, an explanation that this was a master's level research study being conducted as part of the MPhil Corporate Strategy degree through GIBS and an explanation that the researcher had received ethical clearance from GIBS to perform the study. The researcher emphasised that the interview would be completely confidential. The researcher then provided the potential participant with an estimated time requirement for the interview, of 45 to 60 minutes, an option of an in-person or virtual interview, based on the potential participant's preference, and a range of dates and times for the potential participant to choose from. Potential participants were not offered incentives to take part in the study. This initial contact was made via email, LinkedIn messages or WhatsApp messenger.

Once potential participants responded, indicating their willingness to participate, and selected a meeting time, the interviewer emailed the participant a meeting invitation. The meeting invitation was either for an in-person or virtual meeting based on the participants preference. Virtual meetings were scheduled via secure software communications platforms, MS Teams or Google Meet. The body of the meeting invitation thanked them for agreeing to participate in the study. The researcher repeated that the study was confidential. The researcher explained that the interviews would be recorded for transcription purposes only and that no names of individuals or organisations would be included in the research study.

The researcher attached the participant consent form to the email and asked that the participant read through it, sign it virtually and return it to the researcher prior to the interview. Additionally, the researcher attached the GIBS issued ethical clearance to the email, to put the participant at ease that the study would be ethical and was university sanctioned.

4.7.3 Interview briefing

Each interview began with the researcher providing the participant with a short briefing. This was deliberately not recorded as the researcher sought to put the participants at ease and felt that recording from the outset would make participants feel uncomfortable. The researcher began by greeting each participant and thanking them for their time. The researcher repeated that the expected time for the interview would be 45 to 60 minutes and that the researcher would not go over this time period. This was important as most

participants had made time available during their workday and likely had work commitments immediately after the interview was complete.

Informed consent form. The researcher asked if the participant had received the informed consent form with the meeting invitation. Where participants had not had an opportunity to review the form, the researcher read through the form with the participant, paused to give them time to digest the contents of the form and requested that they sign and share it with the researcher. This was done prior to the interview commencing.

Confidentiality and recording. Where the participant had read and returned the form, the researcher reiterated key aspects of the informed consent form. The researcher repeated that the interview was confidential (Bell et al., 2019) but explained the need to record the interview for transcription purposes. Regarding confidentiality, the researcher explained that in the event of a name of an individual or organisation being mentioned in the recording, the researcher would remove them from the transcript.

Storage of recording. The researcher stated that recordings would be deleted once the Research Report was complete and that the redacted transcripts would be kept for a period of ten years, as per GIBS requirements. The researcher explained that all recording files, prior to deletion, would be password protected and saved on the researcher's personal computer with a backup to a secure Cloud account.

Transcription. The researcher outlined the transcription process to the participant, stating that the researcher would perform the transcription themselves using transcription software and that no additional independent transcriber would be involved.

Final remarks. The researcher explained that if the participant, at any time, wished to discontinue the interview, they were at liberty to do so. The participant was reminded that GIBS may use any part of the research project for academic dissemination i.e. research report, scientific article, conference paper, book and popular dissemination i.e. TV, radio, lay article, book or podcast. The researcher was intentional to not withhold any pertinent information from the participant. Furthermore, the researcher ensured that none of the participants were harmed or disadvantaged in any way.

4.7.4 The interview

Prior to beginning the interview with the first question on the interview protocol, the researcher sought to put the participant at ease by giving them a sense of what to expect in the interview. The researcher explained that there were no right or wrong answers to the question and that the researcher was interested in understanding the participants unique perspective and experience. The researcher asked if the participant had any questions. If there were questions, the researcher answered them. If there were no questions, the researcher asked if the participant was ready to proceed. If the participant said yes, the researcher asked if they could begin the recording. If the participant said yes, the researcher began the interview.

The interview was recorded on two devices in case one of the recordings was unsuccessful (Bell et al., 2019). Once the recording began, the researcher asked the first question. The researcher followed the interview protocol questions (Josselson, 2013) and then progressed through the interview protocol. During the interview, the researcher did not take notes so that they could always maintain eye contact with the participant. The researcher demonstrated open body language.

Where necessary, the researcher asked follow up questions to gain a deeper understanding of the participant's meaning. The researcher also repeated back to the participant their understanding of what the participant was saying. Once the questions on the interview protocol had been posed, the researcher stopped the recording and thanked the participant once more for their participation.

4.7.5 Post interview

Once the interview was complete, the researcher downloaded the emailed informed consent form, where it had been completed during the interview. The researcher then checked to see whether the interview had successfully recorded. The researcher proceeded to save the recording of the interview, naming the interview file with the interview number, the participant's job title and the sector in which the participant worked. The file name intentionally did not include any identifiers. Recording files were then password protected and stored on the researcher's secure personal computer and backed-up to their secure Cloud account. Data management complied fully with the Protection of Personal Information act.

4.8 Data analysis

4.8.1 Interview transcription

The first step of the data analysis process was to transcribe the interviews. This step was performed as advised by Braun and Clarke (2006) who asserted that data in the form of words collected from an interview format require transcription, in order for the data to be analysed. Similarly, Bell et al. (2019) argued for the importance of interview transcription in qualitative research. An Artificial Intelligence software named Otter AI was used to transcribe the eighteen interview recordings collected. The process of transcription was to upload each recording, one at a time, into the Otter AI software. Selections were made in the software for the transcript to indicate a change in speaker i.e. the interviewer and participant and to include timestamps. Once the transcript was generated, it was saved on the researcher's personal computer, password protected and backed up to a secure Cloud account. The file was named with the following criteria, the transcript number which correlated to the participant number, the participant's job title and the sector in which they were employed.

The researcher then edited the transcripts by listening to the recording of the interview whilst reading the transcript. Where the AI was found to have incorrectly captured what the participant had said, the researcher made a correction in the transcript. During this process, the researcher redacted any identifiers of the participant or their organisation. This was to ensure confidentiality (Bell et al., 2019) that the participant had been promised in the interview briefing.

The process of editing and correcting the AI generated transcripts allowed the researcher to deepen their level of familiarity with the data collected, and began the process of data analysis (Braun & Clarke, 2006, 2020). As the researcher reviewed each transcript, insights began emerging in relation to what the participant was saying and the academic literature that had been reviewed. Further, insights across participants began emerging for the researcher, as additional transcriptions were edited. The participant made initial notes of these thoughts (Braun & Clarke, 2006).

4.8.2 Reflexive thematic analysis

Reflexive thematic analysis was the analytical method employed to analyse the data collected (Braun & Clarke, 2020). Following the transcription process, the researcher began the coding process. This was performed manually using a spreadsheet (Braun & Clarke, 2006; Sundler et al., 2019). The researcher pulled all the participant's answers

into one spreadsheet. For each participant's transcript, their answers were categorised by interview question. The researcher proceeded to identify codes within the answers, highlighting the relevant quotes associated with the code. Codes were identified as pieces of the data relevant to the research question and sub research questions being answered (Braun & Clarke, 2006). These themes were considered to be first order categories. The researcher identified 188 first order codes. Themes were then developed from these codes. Themes identified patterns across codes (Braun & Clarke, 2006, 2020). These patterns indicated a natural grouping of the codes and were considered to be second order categories. The researcher identified 79 second order categories. Taking it one level higher, the researcher then identified broader themes that ran across the second order categories. This resulted in 30 themes. These were considered to be sub themes (Braun & Clarke, 2006). The researcher then considered whether overarching themes could be applied to these sub themes (Braun & Clarke, 2006). 8 themes were then identified. Finally, 4 constructs were identified. This is depicted in the figure that follows immediately below.

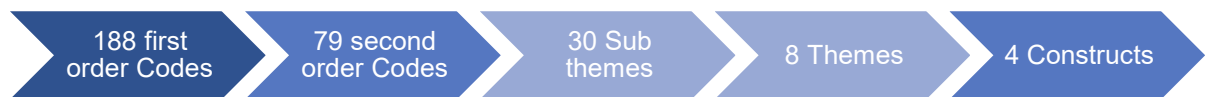


Figure 2: Outcome of data analysis process. Source: Author of this research study (student number 23691167)

4.8.3 Presentation of findings

By sub research question, findings from the data analysis process, were discussed for each theme. First, quotations from participants, relevant to the theme, are presented as evidence of that theme. This was followed by an in-sector analysis comparing the similarities and differences within each participant group. A cross-sector analysis was then performed, identifying the similarities and differences across each of the participant groups. Finally, each theme concluded by highlighting key similarities and differences noted for the theme. This process is depicted in the figure that follows immediately below.



Figure 3: Presentation of theme findings. Source: Author of this research study (student number 23691167)

Once all themes for the sub research question were discussed, the sub research question was concluded with key findings for all themes and sub themes within that sub research question. The process was repeated for all three sub research questions.

4.8.4 Participant grouping

Participants were grouped by the sector they were employed in. Six participant groups were identified. In the Private sector, these sectors were Financial services, Management consulting, Healthcare, Telecommunications and Automotive. Participants interviewed in the Public sector were employed by five different Public sector organisations. However, the Public sector was grouped into and counted as one sector. This was done in order to prevent the identification of these organisations, as per ethical considerations discussed in section 4.10, *Ethical considerations*.

4.8.5 Presentation of theoretical discussion

The purpose of the theoretical discussion was to compare key findings from this research study, outlined in the findings chapter, to the academic literature reviewed. The objective of the comparison was to identify similarities between research findings and academic literature and where appropriate note potential nuances of difference that may exist.

Each theme's section opened with a recap of the key findings from Chapter 5, followed by relevant literature from Chapter 2. A comparison was then performed between the findings and the existing literature. Where literature relating to a finding had not been reviewed in Chapter 2, new literature was reviewed. A comparison between the findings and new literature was then performed. Finally, the section concluded with similarities between the findings and literature. Where relevant, potential nuances of difference between the findings and literature were noted. This process is depicted in the figure that follows immediately below.



Figure 4: Theoretical discussion process for Theme 1 theoretical. Source: Author of this research study (student number 23691167)

4.8.6 Three step process

In instances where a finding from Chapter 5 did not have associated reviewed literature in Chapter 2, a process was followed to find additional relevant literature in order to

perform a comparison and theoretically discuss the finding. The objective of this endeavour was to determine whether the finding had similarity to academic literature or whether it presented a possible nuance of difference to the existing academic literature on the subject. The process followed is indicated in the figure that follows immediately below.

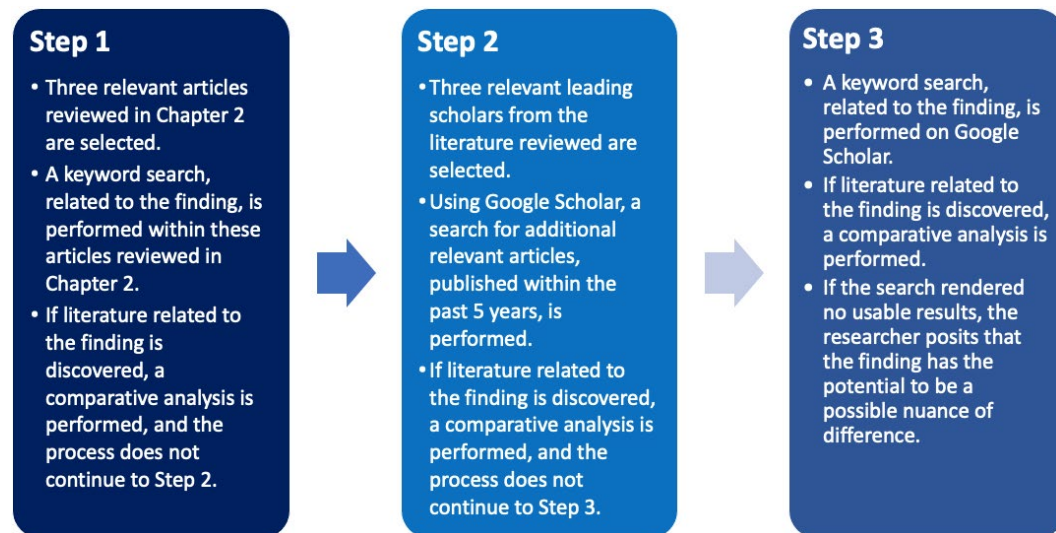


Figure 5: Three step process. Source: Author of this research study (student number 23691167)

4.8.7 Presentation of research outcomes

Once research findings had been compared with the literature, they were considered to research outcomes. The research study's outcomes were classified as similar or a potential nuance of difference to the literature. These research outcomes were then offered as "potential additions" (Crane et al., 2018, p. 2) to the existing body of knowledge and "potential refinements" (Crane et al., 2018, p. 2) to the existing body of knowledge. Where similarity to the academic literature existed regarding research outcomes of this study, the study sought to position them as potential additions to the body of knowledge. These were considered as potential additions as they confirmed the existing literature (Crane et al., 2018) Where potential nuances of difference existed to the academic literature, regarding research outcomes in this study, the study sought to position them as potential refinements to the body of knowledge (Crane et al., 2018).

4.9 Research quality and rigour

There is an argument that qualitative research should not have the same requirements as quantitative research when it comes to quality and validity (Bell et al., 2019). Traditional requirements for reliability and validity are associated with quantitative

research and not fit-for-purpose for qualitative research. Qualitative research scholars argue that the appropriate criteria for qualitative research is instead trustworthiness and authenticity (Bell et al., 2019). Methodological coherence suggested by Poucher et al. (2020) is a further criteria of demonstrating quality and rigour. Methodological coherence refers to an alignment between the research study's ontological and epistemological considerations, the research strategy and data and analysis. This study has a constructionist ontology, an interpretivist epistemology, a qualitative research strategy and reflexive thematic analysis (Bell et al., 2019). This demonstrates coherence throughout the research process, from the ontology to the method of analysis (Braun & Clarke, 2020). The way in which the requirements for trustworthiness and authenticity have been met are described below.

4.9.1.1 Trustworthiness

Trustworthiness is comprised of credibility, transferability, dependability, and confirmability (Bell et al., 2019). Credibility has been likened to internal validity, in quantitative research, transferability has been likened to external validity, in quantitative research, dependability has been likened to reliability, in quantitative research, and confirmability has been likened to objectivity, in quantitative research. Credibility (Bell et al., 2019), requires that research is conducted according to leading practice and that findings are verified to have been correctly understood, through participant validation. The researcher used leading practice guidelines offered by renowned qualitative researchers throughout the research process. During the interviews, the researcher ensured that they understood what the participant said through obtaining validation from the participant.

Due the sample size and nature of qualitative research, this study did not seek to generalise findings (Bell et al., 2019). Transferability therefore was delivered through detailed description of the research process that was followed.

The requirement for dependability (Bell et al., 2019) was met via strict auditing protocol. This included review of research outputs throughout the research process, by the supervisor, taking supervisor feedback into consideration and making amendments. This involved documentation of the entire research process in accordance with university requirements.

Confirmability, the final criterion of trustworthiness, acknowledges that objectivity in qualitative research is not possible (Bell et al., 2019). The researcher acted in good faith and did not intentionally affect the outcome of the study.

4.9.1.2 Authenticity

Authenticity (Bell et al., 2019) required that the researcher represented relevant social context in an unbiased manner so as to not influence the meaning of participant answers. The researcher endeavoured to meet this requirement during the interviews with participants and in analysing participant answers, during the data analysis process.

4.10 Ethical considerations

The following ethical considerations were considered for this research study. Participants did not need to be recruited from specific organisations and were not limited to one organisation. The nature of the study allowed for the information required to be obtained from any organisation that met the sampling criteria in section 4.4.1.1 *Sampling criteria*, see section B question 15 of the GIBS Ethical Application form.

Participants were drawn from the researcher's professional network based on the criteria outlined in section 4.4.1.1 *Sampling criteria*. Participants were asked to read through the informed consent form, whether participants had any questions and to sign the informed consent form.

Video and audio files were to be saved only until the Research Report examination period has concluded. During this period, video and audio recording files were password protected, stored on the researcher's personal computer, and backed up to the researcher's secured Cloud account, see section B, question 14 of the GIBS Ethical Application form.

Once examination of the Research Report was completed, video and audio files were to be deleted and only the primary data record, the interview transcripts, were to be stored for a period of ten years. No names of people or organisations or other identifiers were included in interview transcripts. All transcripts were checked, and names were replaced with pseudonyms or placeholders. Pseudonyms were used in the Research Report. All interview transcripts were to be stored for a period of at least ten years, see section B, question 24 and 25 of the GIBS Ethical Application form. They were to be stored on a USB drive, password protected and physically stored in a secure safe.

4.11 Limitations

Limitations of this research study included the researcher being a novice researcher, the time allocated to complete the research study being limited and the scope of the research being a limitation. Methodological limitations were discussed in section 4.9 Research quality and rigour, together with the actions that the researcher took to mitigate them. These are summarised in this section. Furthermore, limitations of purposive sampling were discussed in section 4.4.1.1 *Purposive sampling*.

As a novice researcher, the researcher lacked extensive experience performing academic research. This may have led to unintentional errors during the research process. The researcher attempted to ameliorate this limitation by closely following the guidance of leading academic literature on how best to conduct a research study of this nature. The researcher followed guidelines by Bell et al. (2019) for the entire research process, Josselson (2013) for data collection and Braun and Clarke (2006) and (Braun & Clarke, 2020) for data analysis. Additionally, the researcher's supervisor played an integral part in quality control of the research conducted.

The second limitation was that of time. The research study was required to be completed within a fixed time frame dictated by GIBS. This may have limited the researcher's ability to review academic literature, collect additional data, perform further iterations of data analysis and improve the write up of the report. An additional limitation of the time allocation was that a longitudinal study was not feasible.

The research scope determined by the research question and sub research questions created a boundary condition for the research study. This study was solely focused on understanding how to foster employee creativity and innovation, from a human perspective. Considered out of the scope of this research was technological innovation, the drivers thereof and more technical aspects of innovation.

Methodological limitations included the subjective nature of qualitative research, challenges with replicability and process transparency, perceived lack of structure, subjectivity on the part of the researcher and generalisation of findings (Bell et al., 2019). Addressing the first concern, the researcher selected participants from their professional network, with which they had only professional working relationships and limited personal relationships, if any. Addressing the second concern, this research study followed

structured guidelines in terms of format and content issued by GIBS and was supervised throughout. Further, the researcher attempted to document the process in extensive detail, particularly the participant selection, data collection and analysis processes, to ensure that future researchers could attempt to follow similar steps (Braun & Clarke, 2006). Various documents were additionally included in the appendix for transparency purposes. Regarding the third concern, the researcher used a rigorous interview protocol and followed structured guidelines by leading research scholars throughout the research process. In terms of the concern for generalisation, this limitation has not been sought to be mitigated as the qualitative research does not intend to achieve generalisability (Bell et al., 2019).

5 Chapter 5: Findings

5.1 Introduction

Chapter 5 presents the findings from the data analysis process. To recap, this study sought to explore the research question, 'How is employee creativity and innovation fostered?'. In an attempt to answer this question, the research question was broken down into three sub research questions. During the data collection process, participants were asked interview questions related to each of the three sub research questions. The data collected from these interviews were analysed to identify themes, sub themes and constructs for each of the sub research questions. These themes and sub themes are discussed in detail in this chapter.

Four constructs and nine themes were identified from the data analysis process. For sub research question 1 (sub RQ 1), the essential elements needed to support employee creativity and innovation in the workplace, the construct, antecedents, was identified. This construct had five themes. The themes were an enabling environment, intrinsic motivation, extrinsic motivation, partnership and market conditions. These themes and sub themes are discussed in detail in this chapter.

For sub research question 2 (sub RQ 2), the barriers to employee creativity and innovation in the workplace, two constructs were identified during the data analysis process. The construct, challenges, had one theme, employee resistance. The second construct for sub research question 2 was enablers. This had one theme, namely Human Resources enablement. These themes and sub themes are discussed in detail in this chapter.

For sub research question 3 (sub RQ 3), the outcomes of employee creativity and innovation, one construct, outcomes, was identified during the data analysis process. This construct had two themes, internal and external outcomes. These themes and sub themes are discussed in detail in this chapter.

The figure below illustrates the constructs and themes identified for each sub research question as a result of the data analysis process.

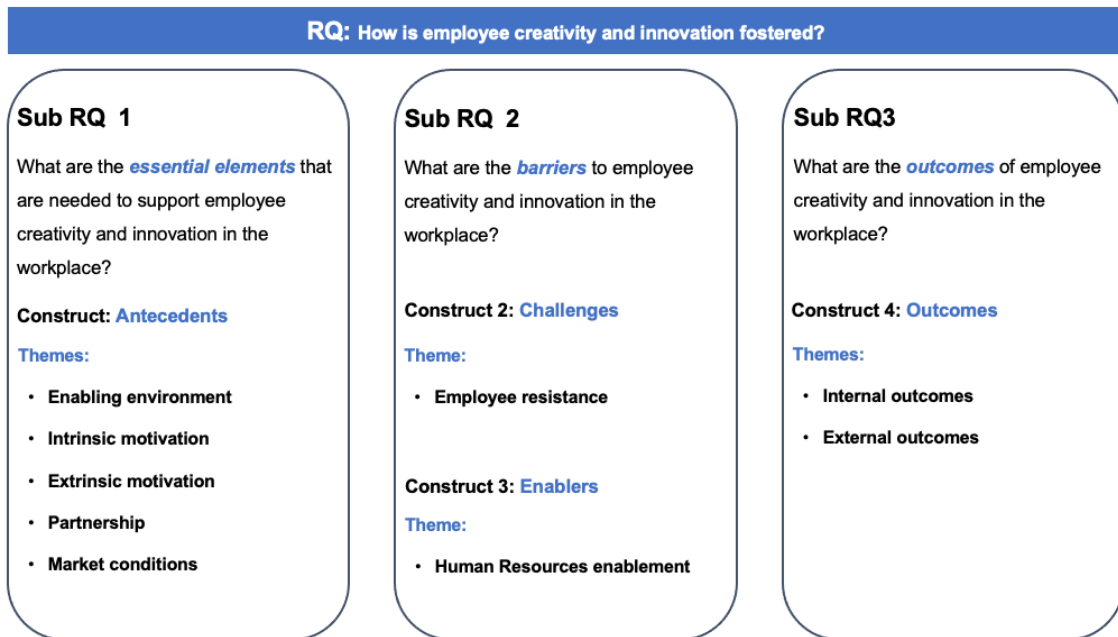


Figure 6: Themes and constructs. Source: Researcher (Stu. no. 236911167)

5.2 Presentation of findings

By sub research question, findings from the data analysis process, are discussed for each theme. First, quotations from participants, relevant to the theme, are presented as evidence. This is followed by an in-sector analysis comparing the similarities and differences within each participant group. Specifically, the meaning attributed to each sub theme, by participants in the participant group was explored. Similarities and differences in these meanings were identified.

In some instances, the number of participants referring to a sub theme was noted, however the researcher did not place an undue amount of importance on this, given that this study was qualitative, rather than quantitative in nature.

A cross-sector analysis is then performed, identifying the similarities and differences across each of the participant groups. Finally, each theme concludes by highlighting key similarities and differences noted for the theme. This process is depicted in the figure that follows immediately below.



Figure 7: Presentation of theme findings. Source: Researcher (Stu. no. 236911167)

Once all themes for the sub research question have been discussed, the sub research question is concluded with key findings for all themes within the sub research question.

5.2.1 EC and I

Worth noting, is that for the sake of brevity and ease of reading, this chapter refers to the phrase 'employee creativity and innovation' as EC and I.

5.2.2 Participant grouping

Participants were grouped by the sector they were employed in. Six participant groups were identified through the data analysis process. In the Private sector, these sectors were Financial services, Management consulting (from here on referred to as Consulting), Healthcare, Telecommunications and Automotive. Participants interviewed in the Public sector were employed by five different Public sector organisations. The Public sector was grouped into and counted as one sector. This was done in order to prevent the identification of these organisations, as per ethical considerations discussed in section 4.10, *Ethical considerations*.

5.3 Sub RQ 1: Essential elements to support employee creativity and innovation

In analysing the data gathered for sub RQ 1, the essential elements needed to support employee creativity and innovation (EC and I), one construct, antecedents, was identified. Antecedents referred to conditions identified by participants in the workplace that supported employee creativity and innovation. The antecedents were grouped into four themes, namely an enabling environment, intrinsic motivation, extrinsic motivation and partnering. These themes and their sub themes are discussed in this section.

5.3.1 Theme 1 - Enabling environment

An enabling environment is a term selected by the researcher to describe an overarching theme that entailed six sub themes. These sub themes are a deliberate organisational intent to be a creative and innovative organisation, employees having access to capabilities that they require in order to be creative and innovation in the workplace, employees perception of their work environment as psychologically safe, employees being included in organisational efforts to drive EC and I, evidence of prior implementation of innovative initiatives in the organisation and enabling leadership. This theme and sub themes is depicted in the figure that follows immediately below.

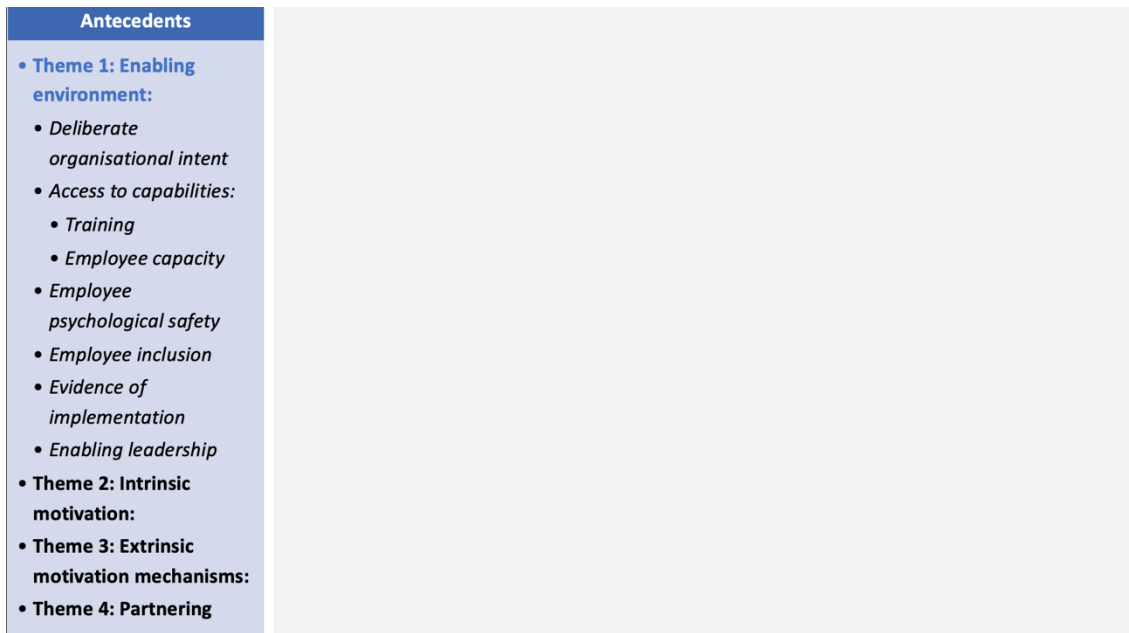


Figure 8: Antecedents, Theme 1, Sub themes. Source: Researcher (Stu. no. 236911167)

This section follows the structure outlined in 5.2 Presentation of findings.



Figure 9: Presentation of findings structure, Theme 1. Source: Researcher (Stu. no. 236911167)

5.3.1.1 Evidence of the enabling environment theme

Participant quotes, relevant to this themes, are captured in the table that follows below. Quotations are categorised by sub theme, for ease of identification. Participant quotations are further colour coded by participant group. Financial Services is highlighted in blue, Public Sector in green, Healthcare in orange and Telecommunications in grey.

Table 12: Evidence of Enabling environment theme

Theme 1 - Enabling environment
Sub theme 1: Deliberate organisational intent
Financial Services Participant 18: <i>“Innovation is a part of our core values. It emphasises that innovation is at the heart of how we do our operations. We always want to ensure that we’re operating as effectively, efficiently as possible and bringing new ideas to the table. That’s quite important. Innovation is one of our four organisational values. Innovation is at the centre of what we do.”</i>

Public Sector | Participant 1: *“We need to communicate that as an organization we are deliberate about having innovative ways of doing things”*

Consulting | Participant 3: *“From a culture perspective, creativity and innovation needs to be promoted by not only leaders, but also the organisation.”*

Sub theme 2: Access to capabilities

Financial Services | Participant 18 | Training: *“Creativity is something that we do encourage a lot. What the organization has tried to do in recent times is encourage employee creativity across the various levels of the organization. From management, all the way to the top, even from junior managers. There are various courses that we've all been tasked to do. I've done one with Singularity, with Stellenbosch's Future Business School and how they talk about the different futures that we expect. Above senior management level, you've got a Harvard learning program. This also seeks to drive employee creativity.”*

Healthcare | Participant 2 | Capacity: *“Resourcing. It's not enough to just have ideas but to implement them, you do need resourcing for the team”.*

Telecommunications | Participant 16 | Time: *“Because of the nature of the environment, people are flat out busy and don't actually have the time. For employee creativity, people thrive in that space if they have time to think and space to do it and sitting in back to back meetings you don't have that.”*

Sub theme 3: Employee psychological safety

Financial Services | Participant 9: *“Having the freedom to voice your opinion. It needs to feel like a safe space where you can say anything that you want to. A culture where it is not asked but expected to challenge the status quo and an environment being open enough to support that, because you have people that challenge the way that things are done, but if there isn't openness in the environment, it creates enemies.”*

Financial Services | Participant 18: *“Do people feel psychologically safe to bring about their innovations to allow their creativity? Do people feel that they can really come up to their leaders and to bring ideas to the forefront, and I think the belief that those ideas will be taken seriously, and that's where the psychological safety element comes in. Because where there isn't psychological safety, you can put a lot of ideas out there, and they end up going nowhere, and as a result it stifles your innovation. So for us, it's very important that people feel it's an environment or culture where they're heard, where they're respected.”*

Consulting | Participant 3: *“Trust is important because from an organization's perspective, if you come up with an idea, there's an element of sharing it openly. In my experience, there has been some reluctance from the workforce to share some of their ideas because they feel if they raise it, it may be that some leaders might take credit for that. The environment needs to feel psychologically safe.”*

Telecommunications | Participant 5: *“The different type of communication or message that you send should be to say that it is okay to try something and if it doesn't work out, you should not be stuck in that or be afraid to try something new for fear of being reprimanded or harsher types of consequences being applied as a result of you failing. You need to be given room to fail, so that you can see how to do things better.”*

Sub theme 4: Employee inclusion

Public Sector | Participant 12: *“We have engaged the employees so that there is more understanding of innovation. We also engaged with employees to bring their innovative ideas. We want employees to understand that every employee plays a role in innovation.”*

Sub theme 5: Evidence of implementation

Public Sector Participant 1: <i>"...but there needs to be evidence, there needs to be evidence that we implement some of those creative innovations that employees come with."</i>
Sub theme 6: Enabling leadership
Financial Services Participant 18: <i>"The tone from the top needs to support all of this, so the CEO, the leaders etc. need to not just talk the talk but they must walk the walk and ensure that where ideas like this are coming, they're encouraging them, they're living this and they're also driving the right behaviour."</i>
Public Sector Participant 6: <i>"Where there is creativity and innovation, it's in pockets, it's management driven. Management gives the space to say, within these boundaries, let's see whether we can come up with creative ways of doing this thing better."</i>
Public Sector Participant 1: <i>"Leadership themselves needs to be leading by example...the message should be in order to live this strategy, we need employee creativity. It needs to be done at that level of ExCo, that level of the Board, to say how do we ensure that we have people who are constantly being innovative, who are being creative to elevate the strategy."</i>
Consulting Participant 11: <i>"In the one team, I felt a lot more comfortable being creative because of the team leader. He didn't shoot you down or make you feel bad by proposing something out of the norm."</i>
Healthcare Participant 2: <i>"...having support from leadership to actually be able to do certain things and to have that go ahead to actually go into the hospitals and to make those changes."</i>

Source: Researcher (Stu. no. 236911167)

5.3.1.2 *In-sector analysis of the evidence*

Financial Services participant group. Half the Financial services participant group six made reference to an enabling environment as an antecedent of EC and I. Four sub themes were identified across this participant group i.e. deliberate organisational intent, access to capabilities, employee psychological safety and enabling leadership. Access to capabilities and employee psychological safety were the only sub themes with similarity across participants in this group. Notably, this participant group did not mention employee inclusion or evidence of implementation, as antecedents of EC and I.

One of the six Financial services participants referred to the deliberate organisational intent sub theme. Participant 18 emphasised the importance of an organisation being deliberate about its desire to be a creative and innovative organisation through the example of their own organisation where innovation was one of the organisation's core values. The participant explained that in doing so, the organisation sent a clear message to employees about the importance and priority of innovation in the organisation.

One of the six Financial services participants referred to employees having access to the capabilities that they require, in order to be creative and innovative. Participant 18 underscored the necessity for organisation to provide training to employees in order for them to be more creative and innovative.

Two of the six Financial services participants referred to employees perception of the work environment being psychological safe, explaining that this allowed employees to be creative and innovative. Participant 9 argued that when employees feel psychologically safe at work, they are able to voice their opinions and ideas without fear of retribution for challenging the status quo. Participant 18 shared the same sentiment.

One of the six Financial services participants referred to enabling leadership. Participant 18 argued that organisational leaders need to lead by example with regard to creativity and innovation. This meant that leaders needed to encourage employee's ideas as they were shared and take these ideas seriously.

Public Services participant group. More than half of the Public Sector participants made reference to an enabling environment as an antecedent of EC and I. Four sub themes were identified across this participant group i.e. deliberate organisational intent, employee inclusion, evidence of implementation and enabling leadership. Enabling leadership was the only sub theme with similarity across participants in this group. Notably, this participant group did not mention access to capabilities or employee psychological safety, as antecedents of EC and I.

One of the five Public sector participants referred to deliberate organisational intent as an antecedent of EC and I. Participant 1 argued the importance of organisations being deliberate about their aspiration to be an innovative

One of the five Public sector participants referred to employee inclusion, as an antecedent of EC and I. Participant 12 argued that employees needed to be central to organisations innovative efforts. The participant cited their organisation as an example of the organisation engaging with employees to encourage them to contribute creative and innovative ideas and to impart the message that they, the employees, played a key role in the organisation's innovation strategy.

One of the five Public sector participants referred to evidence of implementation, as an antecedent of EC and I. Participant 1 argued that seeing examples of implemented

innovative initiatives encouraged employees to be creative and innovative. The participant explained that this was an indication to employees that the organisation was receptive and conducive to EC and I, having successfully supported other employees to implement innovative efforts.

Two of the five Public sector participants referred to enabling leadership, as an antecedent of EC and I. Participants argued that leaders provided their team with permission to be creative and innovative, and needed to lead by example when it came to driving creativity and innovation in an organisation. Participant 6 explained that EC and I was limited in their organisation, but where it did exist, it was due to the leader of that business area. The participant clarified that the leader gave their team permission to be creative. Participant 1 added that leaders held the responsibility for leading by example regarding creativity and innovation.

Consulting participant group. One of the two Consulting participants made reference to an enabling environment, as an antecedent of EC and I. Four sub themes were identified across this participant group i.e. deliberate organisational intent, employee psychological safety, and enabling leadership. There was no instances of similarity across participants in this group. Notably, this participant group did not mention access to capabilities, employee inclusion or evidence of implementation, as antecedents of EC and I.

One of the two Consulting participants referred to the deliberate organisational intent sub theme. Participant 3 argued that it was their organisation's responsibility to promote EC and I. The participant explained that in doing so, the organisation demonstrated deliberate intent to be a creative and innovative organisation.

One of the two Consulting participants referred to the employee psychological safety sub theme. Participant 3 argued that a psychologically safe workplace allowed to trust those around them enough to share their ideas.

One of the two Consulting participants referred to enabling leadership, as an antecedent of EC and I. Participant 11 argued that leaders played a significant role in determining whether their employees were creative and innovative. The participant elaborated that where leaders were not dismissive of employee ideas, EC and I was more likely to abound.

Healthcare participant group. One out of the two Healthcare participants made reference to an enabling environment, as an antecedent of EC and I. Two sub themes were identified across this participant group i.e. access to capabilities required and enabling leadership. There was no instances of similarity across participants in this group. Notably, these were the only sub themes mentioned by this participant group and were made by the same participant.

One of the two Healthcare participants referred to employees having access to the capabilities that they require, as an antecedent of EC and I. Employee capacity was the capability identified. Participant 2 argued that the organisation needed sufficient employees to implement ideas in order for innovation to take place.

One of the two Healthcare participants referred to enabling leadership, as an antecedent of EC and I. Participant 2 described the importance of having the support and endorsement from their senior leaders for the innovative initiatives that they were trying to implement. The participant explained that this made innovation implementation easier.

Telecommunications participant group. One out of the two Telecommunications participants made reference to an enabling environment, as an antecedent of EC and I. Two sub themes were identified across this participant group i.e. employee access to capabilities required and employee psychological safety. There were no instances of similarity across participants in this group. Notably, these were the only sub themes mentioned by this participant group and they were made by different participants.

One of the two Telecommunications participants referred to employees having access to the capabilities that they require in order to be creative and innovative in the workplace. Employee capacity was the capability identified. Participant 16 argued that employees need to be allocated time by the organisation during their working hours, to be creative and innovative. The participant explained that were employees to be in back-to-back meetings all day, they had no time to be creative or innovative.

One of the two Telecommunications participants referred to the employee psychological safety sub theme. Participant 5 argued that psychological safety was important and that the organisation and its stakeholders needed to play a vital role in removing the fear of failure and negative consequences were to employees to fail at an innovation attempt.

5.3.1.3 Cross sector analysis of the evidence

A cross sector analysis was performed across the six participant groups. Similarities and differences across the participant groups were identified. This analysis is aided by the table that follows immediately. The table summarises sub themes identified across all participant groups and indicates the participant groups that made reference to these sub themes. Participant groups are colour coded and acronyms are used in the table for simplicity. Financial Services is referred to as FS in blue, Public Sector as PS in green, Consulting as CO in pink, Healthcare as HC in orange, Telecommunications as TE in grey and Automotive as AU in white.

Table 3: Cross-sector comparison of Enabling environment sub themes

Theme 1 – Enabling environment		FS	PS	CO	HC	TE	AU
		Many	Many	Some	Few	Few	None
Sub themes	1.Deliberate organisational intent	x	x	x			
	2.Access to capabilities	x			x	x	
	3.Employee psychological safety	x		x		x	
	4.Employee inclusion		x				
	5.Evidence of implementation		x				
	6.Enabling leadership	x	x	x	x		

Source: Researcher (Stu. no. 236911167)

As a theme, an enabling environment was referred to by five of the six participant groups. Only the Automotive participant group did not refer to this as an antecedent of EC and I. The most references to this theme was made by the Financial services and Public sector participant groups.

Across participant groups, four sub themes were mentioned by more than one group. These topics included deliberate organisational intent, access to capabilities, employee psychological safety and enabling leadership. Three participant groups, Financial services, Public sector and Consulting, referred to the deliberate organisational intent sub theme. In reference to this sub theme, participants in this group similarly emphasised the importance of organisations being deliberate in their intention to be innovative organisations, and cited this as an antecedent for EC and I.

Three participant groups, Financial services, Healthcare and Telecommunications, referred to access to capabilities sub theme. In reference to this sub theme, participants

in this group similarly emphasised the importance of employees having access to the capabilities that they required in order to be creative and innovative in the workplace. However, the capabilities that were mentioned differed across the groups. The Financial services group identified training as required capabilities. The Healthcare and Telecommunications groups highlighted employee capacity in the form of time to work on creative and innovative initiatives as a required capability.

Three participant groups, Financial services, Consulting and Telecommunications, referred to the employee psychological safety sub theme. In reference to this sub theme, participants in these groups similarly emphasised the importance of employees feeling psychologically safe in order to be creative and innovative in the workplace. Similarity existed across participant groups with Financial services and Consulting explaining that employees needed to feel psychologically safe in order to share their ideas in the workplace. Notably different, Telecommunications emphasised the importance of employee fear of failure, with regard to EC and I, needing alleviation by the organisation, as part of psychological safety.

Four participant groups, Financial services, Public, sector, Consulting and Healthcare referred to the enabling leadership sub theme. In reference to this sub theme, participants in these groups similarly emphasised the importance of leaders that enable creativity and innovation in the workplace. Similarity existed across participant groups with Financial services and Public sector emphasising that leaders needed to lead by example when it came to driving EC and I. Financial Services and Consulting similarly argued that leaders needed to be encouraging of employees ideas. Notably different, Public sector argued that an enabling leader gave employees permission to be creative and innovative, Healthcare argued that an enabling leader gave their support and endorsement to innovative initiatives which helped ensure their implementation and Financial Services added that enabling leaders took employee ideas seriously.

One participant group only, the Public sector group referred to the employee inclusion and evidence of implementation sub themes.

5.3.1.4 Conclusion of Enabling environment theme

An enabling environment, as an antecedent of creativity and innovation was referred to by nearly all of the participant groups, five of the six participant groups. Notably, only the Automotive participant group did not refer to an enabling environment as an antecedent.

An enabling environment was composed of six sub themes, organisations being deliberate about being innovative organisations, giving employees access to the capabilities that they required to be creative and innovative, making employees feel psychologically safe, ensuring that employees are included in the innovation agenda, demonstrating evidence of prior implementation of innovation and having leaders that enabled EC and I. Most participant groups referred to enabling leadership as a sub theme and antecedent for EC and I. Notably, only the Public sector referred to the employee inclusion and evidence of implementation sub themes. The remaining sub themes were referred to by three different participant groups.

5.3.2 Theme 2 - Intrinsic motivation

Employee intrinsic motivation, as an antecedent to EC and I, emerged as the second theme. The intrinsic motivation theme had three sub themes i.e. employees being motivated to be creative and innovative when given autonomy in their roles, employees being motivated by the value they derive from being creative and innovative itself and employees being motivated by a sense of purpose as to why they do the work they do, which then leads them to be creative and innovative. This theme and sub themes is depicted in the table that follows immediately below.

Antecedents
<ul style="list-style-type: none"> • Theme 1: Enabling environment • Theme 2: Intrinsic motivation: <ul style="list-style-type: none"> • <i>Employee autonomy</i> • <i>Employees finding value in innovating</i> • <i>Employee sense of purpose</i> • Theme 3: Extrinsic motivation mechanisms • Theme 4: Partnering

Figure 10: Antecedents, Theme 2, Sub themes. Source: Researcher (Stu. no. 236911167)

This section follows the structure outlined in section 5.2 *Presentation of findings*.



Figure 11: Presentation of findings structure, Theme 2. Source: Researcher (Stu. no. 236911167)

5.3.2.1 Evidence of intrinsic motivation theme

Participant quotes, relevant to this themes, are captured in the table that follows below. Quotations are categorised by sub theme, for ease of identification. Participant quotations are further colour coded by participant group. Financial Services is highlighted in blue, Public Sector in green, Healthcare in orange and Telecommunications in grey.

Table 4: Evidence of Intrinsic motivation theme

Theme 2 - Intrinsic motivation
Sub theme 1: Employee autonomy
Financial Services Participant 10: <i>“The organisation promotes the entrepreneurial spirit as part of the culture. My organisation is not very structured in terms of how we do things...people then are able to be creative because they are not bound by certain things that say, you have to do it this way. That unstructured-ness creates that level of space and creativity where people can go think about things in different ways...that allows people to be very creative and allows them the ability to be innovative.”</i>
Telecommunications Participant 5: <i>“If employees understand that in any environment you have the freedom to be able to look at how you can improve your way of work. If employees are then given that leverage to be able to do that, that’s when you see not only improvement in innovative ways but also in productivity.”</i>
Sub theme 2: Employees finding value in innovating
Public Sector Participant 1: <i>“Motivating employees to be creative and innovative is important. Do people actually find value in innovating? You know, is the innovation actually important to them? Does that form part of their work gratification and work satisfaction? If innovation doesn’t give me a kick at work, then I’m not going to be bothered.”</i>
Sub theme 3: Employee sense of purpose
Public Sector Participant 13: <i>“In the Public sector, the issue is not that we are not creative thinkers, creative doers, or innovative people. The issue is, how passionate are you in terms of your purpose? How passionate are you with your job? ...because people are not passionate about what they are doing, they end up losing motivation...if you are passionate enough though, knowing your purpose in the company, you will achieve everything you want.”</i>
Consulting Participant 3: <i>“The workforce and myself are more resonated towards purpose. I’m willing to give more than my role to a company, which I feel I resonate with their values, purpose, etc. If the organization contributes, resonates in some values from a corporate social responsibility perspective like being green for example, I feel like we can promote some of that creativity within the workforce. Those initiatives kind of need to be aligned with the company through its purpose. From a workforce perspective, we need to be aligned to that as well. I feel there needs to be alignment. I take pride in, there’s a certain part, where you want to give as well. For example, we have this youth unemployment program. I’m always a volunteer, I feel, for me, I want to give back in society and do as much as I can to impart any knowledge, skills, etc., with the hopes that they could, my mentees, could eventually be more employed. I get fulfilled that I had two mentees for the past two years and they did get employed. It gives me that fulfilment.”</i>

Source: Researcher (Stu. no. 236911167)

5.3.2.2 *In-sector analysis of the evidence*

An in-sector analysis was performed within each participant group. Specifically, the meaning attributed to each sub theme, by participants in the participant group was explored. Similarities and differences in these meanings were identified.

In some instances, the number of participants referring to a sub theme was noted, however the researcher did not place an undue amount of importance on this, given that this study was qualitative, rather than quantitative in nature.

Financial Services participant group. One of the six Financial services participants made reference to intrinsic motivation, as an antecedent of EC and I. The participant referred to the sub theme, employee autonomy. Participant 10 articulated that employee autonomy was empowered in their organisation. As a result, employees in the organisation tended to engage in creativity and innovation. The participant explained that this was due to a flat organisational structure and the organisation not prescribing exactly how employees should conduct their work.

Public sector participant group. Almost half of the Public sector participants, two of the five participants, made reference to intrinsic motivation, as an antecedent of EC and I. Participants referred to the employees finding value in innovating and employee sense of purpose sub themes. Participant 1 argued that some employees naturally found value in and derived satisfaction from being creative and innovative. This was in and of itself sufficient motivation for employees to engage in creativity and innovation. Participant 13 argued that employees with a sense of purpose as to why they do the work they do, are intrinsically motivated to be creative and innovative in the workplace.

Consulting participant group. One of the two Consulting participants made reference to intrinsic motivation, as an antecedent of EC and I. The participant referred to the sub theme, employee sense of purpose. Participant 3 articulated a personal motivation to be creative and innovative when their own sense of purpose aligned with that of their organisations'.

Telecommunications participant group. One out of the two Telecommunications participants made reference to intrinsic motivation, as an

antecedent of EC and I. The participant referred to the sub theme, employee autonomy. Participant 5 argued that when employees were given the autonomy and freedom to improve their work, they were more creative and innovative.

5.3.2.3 *Cross-sector analysis of the evidence*

A Cross-sector analysis was performed across the six participant groups. Similarities and differences across the participant groups were identified. This analysis is aided by the table that follows immediately. The table summarises sub themes identified across all participant groups and indicates the participant groups that made reference to these sub themes. Participant groups are colour coded and acronyms are used in the table for simplicity. Financial Services is referred to as FS in blue, Public Sector as PS in green, Consulting as CO in pink, Healthcare as HC in orange, Telecommunications as TE in grey and Automotive as AU in white.

Table 5: Cross-sector comparison of Intrinsic motivation sub themes

Theme 2 – Intrinsic motivation		FS	PS	CO	HC	TE	AU
		Once	Many	Once	None	Once	None
Sub themes	1.Employee autonomy	x				x	
	2.Employees finding value in innovating		x				
	3.Employee sense of purpose		x	x			

Source: Researcher (Stu. no. 236911167)

As a theme, intrinsic motivation was referred to by four of the six participant groups. Only the Healthcare and Automotive participant groups did not refer to intrinsic motivation as an antecedent of EC and I. The most references to this theme was made by the Public sector participant group.

Across participant groups, two sub themes were mentioned by more than one group. These sub themes included employee autonomy and employee sense of purpose. Notably, only one participant group referred to the employees finding value in innovating sub theme.

Two participant groups, Financial services and Telecommunications, referred to the employee autonomy sub theme. In reference to this sub theme, participants in these groups similarly emphasised the importance of organisations giving employees

autonomy in their roles, which then led to them performing their jobs in creative and innovative ways.

Two participant groups, Public sector and Consulting, referred to the employee sense of purpose sub theme. In reference to this sub theme, participants in these groups similarly emphasised the importance of an employee having a sense of purpose which motivates them to perform their work. Notably, the Consulting participant added that when their sense of purpose was in alignment with the organisation's sense of purpose, they felt more motivated to be creative and innovative.

Only one participant group, the Public sector group referred to the employees finding value in innovating.

5.3.2.4 Conclusion of Intrinsic motivation theme

Intrinsic motivation, as an antecedent of creativity and innovation was referred to by more than half the participant groups, four of the six participant groups. Notably, only the Healthcare and Automotive participant groups did not refer to intrinsic motivation as an antecedent. The intrinsic motivation theme was composed of three sub themes, employees being motivated to creative and innovative when given autonomy in their roles, employees being motivated by the value they derive from being creative and innovative itself and employees being motivated by a sense of purpose as to why they do the work they do, which then leads them to be creative and innovative. Most participant groups referred to the employee autonomy and employee sense of purpose sub themes. Notably, only the Public sector referred to the employees deriving value from creativity and innovation.

5.3.3 Theme 3 - Extrinsic motivation mechanisms

Extrinsic motivation mechanisms, as an antecedent to EC and I, emerged as the third theme. The extrinsic motivation mechanism theme had four sub themes i.e. employees being remunerated in exchange for EC and I, employees receiving recognition for their EC and I, innovation competitions for employees to enter and creativity or innovation Key Performance Indicators (KPIs) being assigned to employees. From this point forth in this section, these sub themes will be shorted to remuneration incentives, recognition incentives, innovation competitions and employee KPIs. This theme and sub themes is depicted in the figure that follows immediately below.

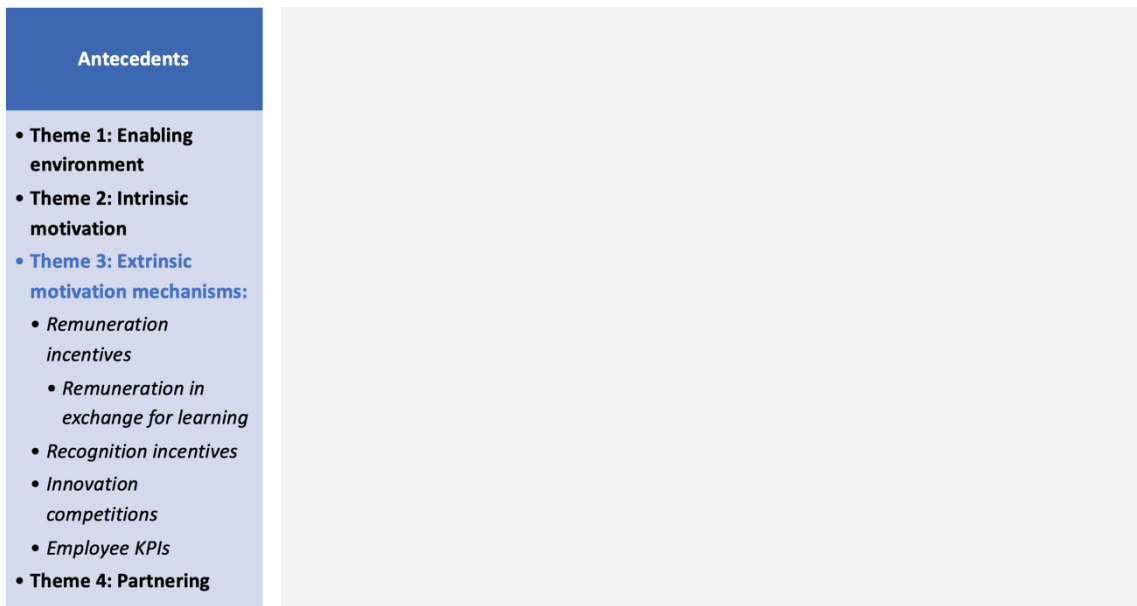


Figure 12: Antecedents, Theme 3, Sub themes. Source: Researcher (Stu. no. 236911167)

This section follows the structure outlined in section 5.2 *Presentation of findings*.



Figure 13: Presentation of findings structure, Theme 3. Source: Researcher (Stu. no. 236911167)

5.3.3.1 Evidence of Extrinsic motivation mechanisms theme

Participant quotes, relevant to this themes, are captured in the table that follows below. Quotations are categorised by sub theme, for ease of identification. Participant quotations are further colour coded by participant group. Financial Services is highlighted in blue, Public Sector in green, Healthcare in orange and Telecommunications in grey.

Table 6: Evidence of Extrinsic motivation mechanisms theme

Theme 3 - Extrinsic motivation mechanisms
Sub theme 1: Remuneration incentives
Financial Services Participant 18: <i>“I also think incentives for the employees are quite important. I mean, we've seen previously with Vodacom and the please call me idea how an employee brought an innovation and then they weren't necessarily incentivized. So that, in a sense, discourages employees to bring things to the to the table. But I think if you've got the right structures in place, the right incentives in place that encourage employees to do that, it also does drive the right behaviour because you don't want people sitting there and having all of these ideas and then thinking, actually, I'm just going to take this for myself, or I'll take this to a competitor or I'll take this somewhere else, where they might be more interested in my ideas.”</i>

Public Sector Participant 1: <i>“Motivating employees to be creative and innovative is important. How are people being incentivised? If I don't feel as if the compensation actually speaks to me, then I'm not going to do it.”</i>
Consulting Participant 3: <i>“In my previous company, . . . if you complete an online course, you get R1000, even if the course itself is free. They're promoting learning. If you do a certification, you're getting in some sort of incentive. They had this value proposition where if you want to study a course which did require quite a lot of money, you can choose what your top three courses are, and then they have a budget, I think of R10000. It creates a continuous improvement learning culture and not only are you upskilling yourself but you are upholding the brand of your company. . . . But at my current company, it's just promoted through your scorecard to just drive that behaviour. I've been exposed to both models. The former works better where you're promoting innovation and creativity through an incentive.”</i>
Sub theme 2: Recognition incentives
Public Sector Participant 1: <i>“We acknowledge employees.”</i>
Public Sector Participant 12: <i>“We have suggestion boxes. We also have got competitions, but these competitions is a safety competitions, but the safety competitions is motivated by creativity. All those safety competitions, whatever that is needed, that the factors and the elements of the safety competition, is driven by the creativity...It's a biggest tool that can drive the creativity at work. Everybody wants to be part of this thing because they want to be listed as people who have come up with ideas of being creative...You are being named to say you have come up with this kind of an idea.”</i>
Consulting Participant 3: <i>“If you're promoting creativity, there's a certain aspect of reward and fulfilment, if there's not a reward but that fulfilment from the workforce, from the staff, feeling proud of some of the ideas being acknowledged.”</i>
Telecommunications Participant 5: <i>“If you come up with an idea or you improve the way in which things are working, then there's an opportunity for either your line manager or someone to say, I appreciate this person. Since they've come into this environment, I have seen this and that type of changes or improvements and therefore I nominate them for an award. That becomes a very good motivation because if you get that award, you get encouraged to do more of what you're doing in order to improve the way in which things are done.”</i>
Automotive Participant 15: <i>“Its recognition. There has been a culture of encouraging people to congratulate those that are doing good and give them feedback.”</i> <i>“In our town halls, we have a section for awards...Sometimes they get incentives but the main thing in terms of being creative, what motivates people, is to be recognized on the platform we have.”</i>
Sub theme 3: Innovation competitions
Financial Services Participant 8: <i>“What happens in this Leadership Development Program is that it's 30 people that get broken up into groups of five, and they get to choose a topic. It's almost like the Apprentice type of thing. You've got to work on a project but it's got to be something that's not yet been done within the organization. They get to present their project in our auditorium, we'll have three to four executives that then listen to them. This program is actually the platform where people are able to bring their innovation.”</i>
Financial Services Participant 17: <i>“The organisation has competitions, and there's quite a bit of light shone on the people competing, so there's recognition within the</i>

business. That fosters an environment where, if you've got an idea, you get encouraged to bring it forward."

Sub theme 4: Employee KPIs

Financial Services | Participant 18: *"It's important to get the right motivation for your people to actually innovate because having the right incentives becomes quite important. . . If those things are not outlined in people's KPIs, people are simply not just going to drive extra things because, I mean, we all know we just want to work to get our money at the end of the day. . . Every single person in the organization has innovation as a KPI. You have to physically show how you've driven innovation. Otherwise you don't get that x%. So we make sure that it's really aligned, and it's the same throughout the organization. Doesn't matter who you are. It's also just priorities. It's ensuring that people have innovation as a priority in their role, which is quite important."*

Public Sector | Participant 1: *"Because it's important, it should be part of a KPI. If it's not written in the KPIs, if it's not in a strategy and it's not in anyone's individual performance contract, it's likely to go out of the window"*

Consulting | Participant 3 | KPIs: *"I can relate it to what's happening currently, our KPIs and our scorecards. It has to also promote creativity and innovation."*

Source: Researcher (Stu. no. 236911167)

5.3.3.2 *In-sector analysis of the evidence*

Financial services participant group. Half the Financial services participant group, three out of six, made reference to extrinsic motivation mechanisms, as an antecedent of EC and I. three sub themes were identified in this participant group i.e. remuneration incentives, innovation competitions and the employee KPIs sub themes. Innovation competitions was the only sub theme with similarity across participants in this group. Notably, this participant group did not mention the recognition incentives sub theme.

One of the six Financial services participants referred to the remuneration incentive sub theme. Participant 18 emphasised the importance of organisations being able to remunerate employees for EC and I. The participant added that if employees were not remunerated, they may be inclined to hoard their creative ideas or take them to competitors.

Two of the six Financial services participants referred to the innovation competitions sub theme. Both participants stressed the important role that innovation competitions played, as an antecedent to EC and I. However, participants shared different opinions of why this is the case. Participant 8 argued that innovation competitions encouraged employees to generate ideas. Participant 17 argued that employees who participated in innovation competitions received recognition, which served to motivate them.

One of the six Financial services participants referred to the employee KPIs sub theme. Using their organisation as an example, Participant 18 argued that in order for employees to be sufficiently motivated towards achieving EC and I, innovation needed to be a KPI in every employee's performance contract. The participant explained that this ensures that creativity and innovation is a priority for every employee.

Public sector participant group. Almost half of the Public sector participants, two of the five, made reference to extrinsic motivation mechanisms, as an antecedent of EC and I. Three sub themes were identified in this participant group i.e. remuneration incentives, recognition incentives and employee KPIs sub themes. Recognition incentives was the only sub theme with similarity across participants of this group. Notably, this participant group did not mention the innovation competitions sub theme.

One of the five Public sector participants referred to the remuneration incentive sub theme. Participant 1 argued that remuneration as an incentive was critical to motivate employees to be creative and innovative. The participant emphasised that the lack of remuneration as an incentive would likely result in employees not participating in creativity and innovation.

Nearly half of the Public sector participants, two out of five, referred to the recognition incentive sub theme. Similarly, both participants argued that employees who engaged in creative and innovative initiatives received recognition from the organisation, which served to motivate employees.

One out of the five Public sector participants referred to the employee KPIs sub theme. Participant 1 argued that if KPIs were not embedded in employee performance contracts, employees would not engage in creativity and innovation.

Consulting participant group. One of the two Consulting participants made reference to extrinsic motivation mechanisms, as an antecedent of EC and I. Three sub themes were identified in this participant group i.e. remuneration incentives, recognition incentives and employee KPIs sub themes. Notably, all three of these references came from the same participant. Notably, this participant group did not mention the innovation competitions sub theme.

One out of the two Consulting participants referred to the remuneration incentives sub theme. Participant 3 added a unique perspective on remuneration. Using their previous organisation as an example, the participant explained that the organisation encouraged employees to learn creative and innovative content by remunerating them for each completed course. The participant elaborated that employees would then use these learnings within the organisation to be more creative and innovative.

One out of the two Consulting participants referred to the recognition incentives sub theme. Participant 3 argued that employees who perceive their creative or innovative efforts to be acknowledged by the organisation experienced fulfilment and renewed motivation. The participant stated that there need not always be a financial reward in order for an employee to be motivated by the organisation, to be creative and innovative. Organisational recognition could be just as effective.

One out of the two Consulting participants referred to the employee KPIs sub theme. Participant 3 argued that creativity and innovation KPIs assigned on an individual level have limitations and are not as effective as remunerating employees in exchange for learning creative and innovative content.

Telecommunications participant group. One of the two Telecommunications participants made reference to extrinsic motivation mechanisms, as an antecedent of EC and I. One sub theme was identified in this participant group i.e. the recognition incentives sub theme. Notably, the remuneration incentives, innovation competitions and employee KPIs sub themes were not raised by this group. Citing their organisation as an example, Participant 5 argued that when organisations, in the form of leaders and colleagues, recognise employees for creativity or innovation, through awards, employees feel motivated.

Automotive participant group. The only Automotive participant made reference to extrinsic motivation mechanisms, as an antecedent of EC and I. One sub theme was identified in this participant group i.e. the recognition incentives sub theme. Notably, the remuneration incentives, innovation competitions and employee KPIs sub themes were not raised by this group. Addressing the recognition incentives sub theme, Participant 15 explained that their organisation handed out awards at town hall meetings for employees who had participated in creative and innovative behaviour. The participant explained that employees valued the public recognition and this was a source of further motivation.

5.3.3.3 Cross-sector analysis of the evidence

A Cross-sector analysis was performed across the six participant groups. Similarities and differences across the participant groups were identified. This analysis is aided by the table that follows immediately. The table summarises sub themes identified across all participant groups and indicates the participant groups that made reference to these sub themes. Participant groups are colour coded and acronyms are used in the table for simplicity. Financial Services is referred to as FS in blue, Public Sector as PS in green, Consulting as CO in pink, Healthcare as HC in orange, Telecommunications as TE in grey and Automotive as AU in white.

Table 7: Cross-sector comparison of Extrinsic motivation mechanisms sub themes

Theme 3 – Extrinsic motivation mechanisms		FS	PS	CO	HC	TE	AU
		Many	Few	Many	None	Low	Low
Sub themes	1. Remuneration incentives	x		x			
	2. Recognition incentives		x	x		x	x
	3. Innovation competitions	x					
	4. Employee KPIs	x	x	x		x	

Source: Researcher (Stu. no. 236911167)

As a theme, extrinsic motivation mechanisms was referred to by five of the six participant groups. Only the Healthcare participant group did not refer to this as an antecedent of EC and I. The most references to this theme were made by the Financial services and Consulting sector participant groups.

Across participant groups, three sub themes were mentioned by more than one group. These sub themes included remuneration incentives, recognition incentives and employee KPIs. Only one sub theme was referred to by the Financial Services participant group.

Two participant groups, Financial services and Consulting, referred to the remuneration incentives sub theme. In reference to this sub theme, participants in these groups similarly emphasised the importance of organisations remunerating employees for being creative and innovative. Notably different however, where the Financial services group explained that remuneration incentives were important because they encouraged employees to share ideas and discouraged employees from hoarding ideas, the

Consulting group explained the remuneration in exchange for learning creative and innovative content was highly effective.

Four participant groups, Public sector, Consulting, Telecommunications and Automotive, referred to the recognition incentive sub theme. In reference to this sub theme, participants in these groups similarly mentioned that organisations provided employees with recognition for demonstrating creativity and innovation and that this served to motivate employees.

Three participant groups, Financial services, Public sector and Consulting, referred to the employee KPIs sub theme. In reference to this sub theme, there were differences in terms of whether employee KPIs were antecedents or not. Financial services and Public sector noted that employee KPIs were critical to have as they made innovation a priority for all in the organisation. The Consulting group however shared concerns that employee KPIs were not successful at driving EC and I.

5.3.3.4 Conclusion of Extrinsic motivation mechanisms theme

Extrinsic motivation mechanisms, as an antecedent of creativity and innovation was referred to by nearly all of the participant groups, five out of the six participant groups. Notably, the Healthcare participant group did not refer to extrinsic motivation mechanisms. The extrinsic motivation mechanisms theme was composed of four sub themes. This entailed employees being remunerated in exchange for EC and I, employees receiving recognition for their EC and I, innovation competitions for employees to enter and creativity or innovation Key Performance Indicators (KPIs) being assigned to employees.

5.3.4 Theme 4 – Partnering

Partnering, as an antecedent to EC and I, emerged as the fourth theme. The partnering theme had three sub themes i.e. organisations partnering with external service providers for capabilities they do not have internally, employees accessing their network within their organisations and employees collaborating in cross functional teams. From this point onwards, these sub themes have been shortened to partnering for capability, employee networks and cross functional collaboration. This theme and sub themes is depicted in the figure that follows immediately below.

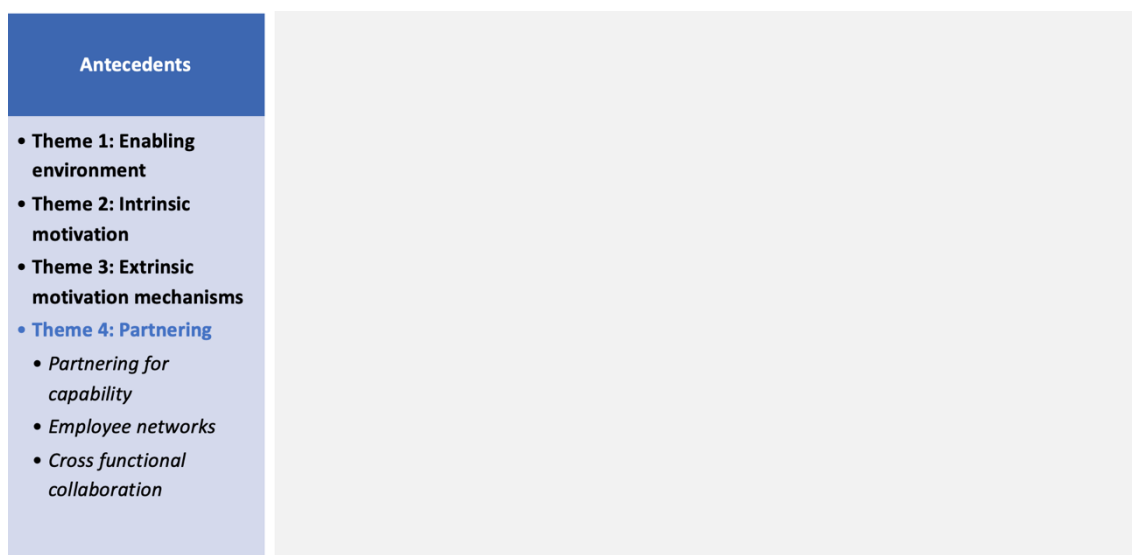


Figure 14: Antecedents, Theme 4, Sub themes. Source: Researcher (Stu. no. 236911167)

This section follows the structure outlined in section 5.2 *Presentation of findings*.



Figure 15: Presentation of findings structure, Theme 4. Source: Researcher (Stu. no. 236911167)

5.3.4.1 Evidence of the Partnering theme

Participant quotes, relevant to this theme, are captured in the table that follows immediately below. Quotations are categorised by sub theme, for ease of identification. Participant quotations are further colour coded by participant group. Financial Services is highlighted in blue, Consulting in pink and Telecommunications in grey.

Table 8: Evidence of Partnering theme

Theme 4 - Partnering
Sub theme 1: Partnering for capability
Financial Services Participant 8: <i>“We did some research to work with an external provider. We had the idea but we didn't know what it would look like, so we partnered with this organization to make it come alive. You don't always have that capability internally. It was a nice test case that gave us great insights.”</i>
Sub theme 2: Employee networks
Consulting Participant 11: <i>“On my current project, we hit a roadblock where we had no idea how to get to a cost saving number that we had initially proposed. We reached out to a team in Hungary, that was part of our organisation, that actually did a similar project. They had built a model over the last 10 years. When they showed it to us, it was mind blowing how outside of the box their thinking was. That really pushed us in the right direction”.</i>

Sub theme 3: Cross functional collaboration

Financial Services | Participant 18: “Our CEO created a group which was actually tasked with finding new ideas for the business. Initially, he just literally put together a bunch of guys and girls from the organisation into a group. That group came up with about five or six ideas for innovations. And, what's happening now is, two of the guys from the team are now permanently part of that project team...they partner up with, for example, the stokvel group. They'll partner up with that and see how we can bring innovations...so at any given point in time, they're running like two or three pilots at the same time, different parts of the business.”

Telecommunications | Participant 16: “a very deliberate workshop, or program that pulled people together to do creative and innovative initiatives.”

Source: Researcher (Stu. no. 236911167)

5.3.4.2 In-sector analysis of the evidence

Overview. An in-sector analysis was performed within each participant group. Specifically, the meaning attributed to each sub theme, by participants in the participant group, was explored. Similarities and differences in these meanings were identified. In some instances, the number of participants referring to a sub theme was noted, however the researcher did not place an undue amount of importance on this, given that this study was qualitative, rather than quantitative in nature.

Financial Services participant group. Two of the six Financial services participants made reference to partnering, as an antecedent of EC and I. Two sub themes were identified across this participant group i.e. partnering for capability and cross functional collaboration. Notably, this participant group did not mention employee networks, as an antecedent of EC and I.

One of the six Financial services participants referred to the partnering for capability sub theme. Participant 8 emphasised the importance of organisations partnering with external service providers for capabilities that they do not have internally within the organisation. The participant explained that in doing so, partnering with an external service provider created access for the organisation, to the capability required, in order to carry out the innovative initiative.

One of the six Financial services participants referred to the cross functional teams sub theme. Participant 18 emphasised the critical role that cross functional teams played in driving EC and I. The participant explained that a cross functional team in their organisation had been established with a mandate to drive EC and I. The participant

added that the cross functional team was successfully implementing creative and innovative projects due to their focus.

Consulting participant group. One of the two Consulting participants made reference to partnering as an antecedent of EC and I. One sub theme was identified across this participant group i.e. employee networks. Notably, this participant group did not mention partnering for capability and cross functional collaboration, as antecedents of EC and I. Participant 11 illustrated the value of employees having access to a network within their organisation. The participant explained that this allowed them to gain instant access to an existing innovative solution to a problem, that their colleague had taken then years to develop.

Telecommunications participant group. One of the two Telecommunications participants made reference to partnering as an antecedent of EC and I. One sub theme was identified across this participant group i.e. cross functional collaboration. Notably, this participant group did not mention partnering for capability and employee networks, as antecedents of EC and I. Participant 16 emphasised the need for teams to be established for the purpose of EC and I.

5.3.4.3 Cross sector analysis of the evidence

A cross sector analysis was performed across the six participant groups. Similarities and differences across the participant groups were identified. This analysis is aided by the table that follows immediately below. The table summarises sub themes, pertaining to the partnering theme, identified across all participant groups and indicates the participant groups that made reference to these sub themes. Participant groups are colour coded and acronyms are used in the table for simplicity. Financial Services is referred to as FS in blue, Public Sector as PS in green, Consulting as CO in pink, Healthcare as HC in orange, Telecommunications as TE in grey and Automotive as AU in white.

Table 9: Cross sector comparison of Partnering sub themes

Theme 4 - Partnering		FS	PS	CO	HC	TE	AU
		Some	None	Low	None	Low	None
Sub themes	1. Partnering for capability	x					
	2. Employee networks			x			
	3. Cross functional collaboration	x				x	

Source: Researcher (Stu. no. 236911167)

Overview. As a theme, partnering was referred to by four of the six participant groups. Only the Public sector and Automotive participant groups did not refer to this as an antecedent of EC and I. The most references to this theme was made by the Financial services participant group.

Similarities. Across participant groups, one sub theme was mentioned by more than one group. This sub theme was cross functional collaboration. Two participant groups, Financial services and Consulting, referred to the cross functional collaboration sub theme. In reference to this sub theme, participants in this group similarly emphasised the importance of the establishment of teams with a focus on achieving EC and I.

Differences. Notably different across participant groups is that the sub themes, partnering for capability and employee networks were mentioned by one participant group each. Additionally, these were different participant groups. The partnering for capability sub theme was mentioned by the Financial services participant group only. The employee networks sub theme was mentioned by the Consulting participant group only.

5.3.4.4 *Conclusion of Partnering theme*

Overview. Partnering, as an antecedent to EC and I, was the fourth theme to emerge in the data analysis process. The partnering theme had three sub themes i.e. organisations partnering with external service providers for capabilities they do not have internally, employees accessing their network within their organisations and employees collaborating in cross functional teams.

Sub themes. The partnering for capability sub theme referred to the importance of organisations partnering with external service providers for capabilities that they do not have internally within the organisation. In doing so, partnering with an external service provider created access for the organisation, to the capability required, in order to carry out the innovative initiative. The employee networks sub theme referred to employees having access to a network within their organisation that gave them access to existing innovative solutions that they could implement. The cross functional collaboration sub theme emphasised the critical role that cross functional teams played in driving EC and I. Cross functional teams established with the mandate to drive EC and I were able to focus on implementing creative and innovative projects.

Similarities. As a theme, partnering was referred to by four of the six participant groups. Across participant groups, one sub theme was mentioned by more than one group. This sub theme was cross functional collaboration. Two participant groups, Financial services and Consulting, referred to the cross functional collaboration sub theme. In reference to this sub theme, participants in this group similarly emphasised the importance of the establishment of teams with a focus on achieving EC and I.

Differences. Only the Public sector and Automotive participant groups did not refer to partnering as an antecedent of EC and I. Notably different across participant groups is that the sub themes, partnering for capability and employee networks were mentioned by one participant group only. Additionally, these were different participant groups. The partnering for capability sub theme was mentioned by the Financial services participant group only. The employee networks sub theme was mentioned by the Consulting participant group only.

5.3.5 Conclusion of Sub RQ 1

Sub RQ 1 posed the question 'What are the essential elements needed to support EC and I in the workplace'. This section presented the themes identified in the data analysis process, that answer this question. The construct, antecedents was associated with the answer to this question. Each theme represented an overarching antecedent required in the workplace that served to support EC and I. Each theme was comprised of sub themes that were antecedents of EC and I, in their own right.

The four themes outlined in this section, an enabling environment, employee intrinsic motivation, extrinsic motivation mechanisms and organisational partnerships were identified as the essential elements needed to support EC and I in the workplace.

An enabling environment was composed of a deliberate organisational intent to be a creative and innovative organisation, employees having access to capabilities that they require in order to be creative and innovation in the workplace, employees perception of their work environment as psychologically safe, employees being included in organisational efforts to drive EC and I, evidence of prior implementation of innovative initiatives in the organisation and enabling leadership. These were each sub themes of the enabling environment theme.

Employee intrinsic motivation entailed employees being motivated to be creative and innovative when given autonomy in their roles, employees being motivated by the value they derived from being creative and innovative itself and employees being motivated by a sense of purpose as to why they do the work they do, which then led them to be creative and innovative. These were each sub themes of the intrinsic motivation theme.

Extrinsic motivation mechanisms were mechanisms the organisation could use to motivate employees to be creative and innovative. These mechanisms included employees being remunerated in exchange for EC and I, employees receiving recognition for their EC and I, innovation competitions for employees to enter and creativity or innovation Key Performance Indicators (KPIs) being assigned to employees. These were each sub themes of the extrinsic motivation mechanisms theme.

Partnerships that existed inside of and between the organisation and external parties served to drive EC and I. Partnerships came in the form of organisations partnering with external service providers for capabilities they do not have internally, employees accessing their network within their organisations and employees collaborating in cross functional teams. These were each sub themes of the partnering theme. These themes and sub themes are depicted in the figure that follows immediately below.

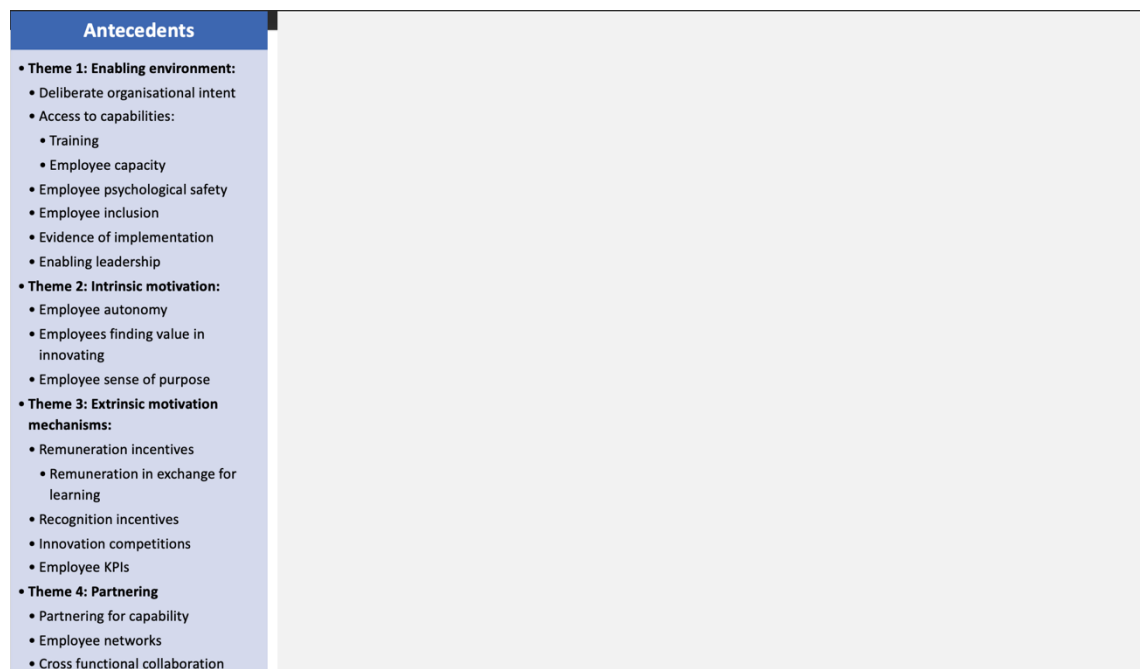


Figure 16: Sub RQ 1, Antecedents, themes and sub themes. Source: Researcher (Stu. no. 236911167)

5.4 Sub RQ 2: Barriers to employee creativity and innovation

In analysing the data gathered for sub RQ 2, the barriers to EC and I, two constructs, challenges and enablers, were identified. Challenges referred to obstacles in the workplace that deterred EC and I. The challenges were grouped into one theme, namely employee resistance. Enablers referred to enablers to overcome these challenges. The challenges were grouped into one theme, namely Human Resources enablement. These themes and sub themes are discussed in this section.

5.4.1 Theme 5 – Employee resistance

Employee resistance, as a challenge to EC and I, emerged as the fifth theme in the data analysis process. The employee resistance theme had three sub themes i.e. employee resistance to creativity and innovation due to the change that it brings about, employee resistance to creativity and innovation due to the perception of this being additional work for them and employee resistance to EC and I due to fear of exposure of insufficient job performance as a result of transparency that may come from creative and innovative initiatives. From this point onwards, these sub themes have been shortened to resistance to change, perception of additional work and fear of exposure. This theme and sub themes is depicted in the figure that follows immediately below.

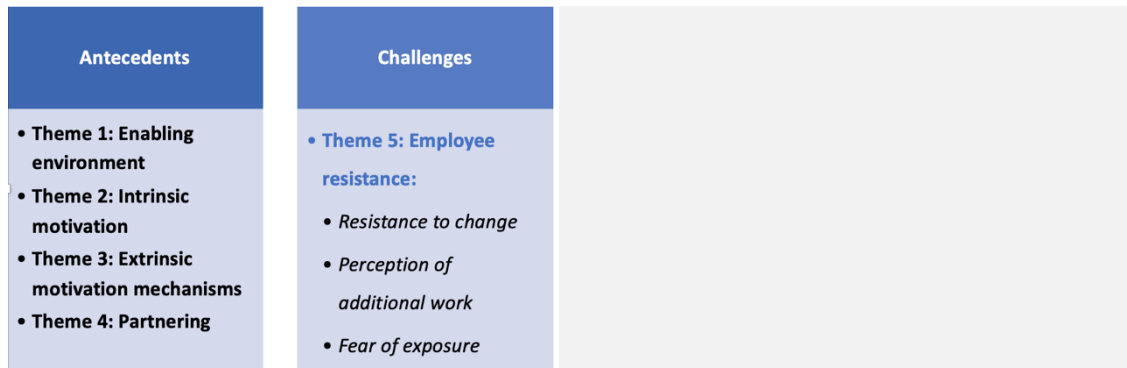


Figure 17: Challenges, Theme 5, Sub themes. Source: Researcher (Stu. no. 236911167)

This section follows the structure outlined in 5.2 Presentation of findings.



Figure 18: Presentation of findings structure, Theme 5. Source: Researcher (Stu. no. 236911167)

5.4.1.1 Evidence of the Employee resistance theme

Participant quotes, relevant to this theme, are captured in the table that follows immediately below. Quotations are categorised by sub theme, for ease of identification. Participant quotations are further colour coded by participant group. Financial Services are highlighted in blue, Public sector in green and Healthcare in orange.

Table 10: Evidence of Employee resistance theme

Theme 5 - Employee resistance
Sub theme 1: Resistance to change
Financial Services Participant 17: <i>“Some people are just used to the way things are. The challenge with innovation, a lot of times, is that it brings change. Not everyone is on board with change. There are people who are comfortable with the way things are and don't want to change.”</i>
Public Sector Participant 13: <i>“When you pitch a way of doing things, or come with your creative mind and have an opinion, it comes across as wanting to change how things have been done. That's not always what people want and they have resistance.”</i>
Public Sector Participant 14: <i>“Internally, people may say, no, there's nothing wrong with how I used to do it. I used to achieve what I needed to achieve in this fashion, so I am comfortable with my methods. Why do you want to introduce something foreign to me?”</i>
Healthcare Participant 2: <i>“A lot of pushback. There are people in the organisation that have been there for 20 plus years that are kind of stuck in the way that they do things. When you've been in an organisation for that long, it's very difficult to change the way that you do things, or to be told to do something a different way, when it's worked out for you previously.”</i>
Sub theme 2: Perception of additional work
Public Sector Participant 1: <i>“The human element of our innovation still needs a lot of work, because culture drives innovation. If someone feels this is extra work, then they are probably not going to do it”</i>
Sub theme 3: Fear of exposure
Healthcare Participant 2: <i>“There is also pushback because some of the things that we implement might shine a light on certain people's work or lack thereof. That coming to the surface is also something that results in people pushing back.”</i>

Source: Researcher (Stu. no. 236911167)

5.4.1.2 In-sector analysis of the evidence

Overview. An in-sector analysis was performed within each participant group. Specifically, the meaning attributed to each sub theme, by participants in the participant group, was explored. Similarities and differences in these meanings were identified. In some instances, the number of participants referring to a sub theme was noted, however the researcher did not place an undue amount of importance on this, given that this study was qualitative, rather than quantitative in nature.

Financial Services participant group. One of the six Financial services participants made reference to employee resistance, as a challenge to EC and I. One sub theme was identified across this participant group i.e. resistance to change. Notably, this participant group did not mention perception of additional work or fear of exposure, as challenges to EC and I. With regards to resistance to change, Participant 17 emphasised that resistance to change was a barrier to EC and I. The participant elaborated that employees were comfortable with the status quo and uncomfortable with the change that EC and I brought about. Notably, there was no similarity across participants in this group regarding the employee resistance theme.

Public Sector participant group. More than half of Public sector participants, three out of five, made reference to employee resistance, as a challenge to EC and I. Two sub themes were identified across this participant group i.e. resistance to change and perception of additional work. Notably, this participant group did not mention fear of exposure, as a challenge to EC and I. With regards to the resistance to change sub theme, Participants 13 and 14 similarly explained that employees perceived those with creative and innovative ideas and initiatives, in a threatening manner, as wanting to change things in a way that would affect these employees negatively. They were therefore resistant to the creative and innovative ideas and initiatives. Notably different, with regards to the perception of additional work sub theme, Participant 1 argued that employees could perceive an organisational mandate for EC and I, as creating additional work for them. This then led them to resist and not partake in EC and I.

Healthcare participant group. One of the two Healthcare participants made reference to employee resistance, as a challenge to EC and I. Two sub themes were identified across this participant group i.e. resistance to change and fear of exposure. Notably, this participant group did not mention the perception of additional work as a challenge to EC and I. With regards to the resistance to change sub theme, Participant 2 argued that employees, particularly those with a long tenure within the organisation, found it difficult to change the way they did things. With regards to the fear of exposure sub theme, Participant 2 argued that employees often feared that the transparency that creativity and innovation led to would expose them as not doing their jobs well enough. Notably, there was no similarity across participants in this group regarding the employee resistance theme.

5.4.1.3 Cross sector analysis of the evidence

A cross sector analysis was performed across the six participant groups. Similarities and differences across the participant groups were identified. This analysis is aided by the table that follows immediately below. The table summarises sub themes, pertaining to the employee resistance theme, identified across all participant groups and indicates the participant groups that made reference to these sub themes. Participant groups are colour coded and acronyms are used in the table for simplicity. Financial Services is referred to as FS in blue, Public Sector as PS in green, Consulting as CO in pink, Healthcare as HC in orange, Telecommunications as TE in grey and Automotive as AU in white.

Table 11: Cross sector comparison of Employee resistance sub themes

Theme 5 – Employee resistance		FS	PS	CO	HC	TE	AU
		Once	Many	None	Few	None	None
Sub themes	1. Resistance to change	x	x		x		
	2. Perception of additional work		x				
	3. Fear of exposure				x		

Source: Researcher (Stu. no. 236911167)

Overview. As a theme, employee resistance was referred to by three of the six participant groups. Only the Consulting, Telecommunications and Automotive participant groups did not refer to this as a challenge of EC and I. The most references to this theme was made by the Public sector participant group.

Similarities. Across participant groups, only one sub theme was mentioned by more than one group. This sub theme was resistance to change. Three participant groups, Financial services, Public sector and Healthcare, referred to the resistance to change sub theme. In reference to this sub theme, participants in this group similarly emphasised that employee resistance to change was a barrier to EC and I.

Differences. Notably different across participant groups is that the sub themes, perception of additional work and fear of exposure was mentioned by one participant group each. Additionally, these were different participant groups. The perception of additional work sub theme was mentioned by the Public sector participant group only. The fear of exposure sub theme was mentioned by the Healthcare participant group only.

5.4.1.4 *Conclusion of Employee resistance theme*

Overview. Employee resistance, a challenge to EC and I, was the fifth theme to emerge in the data analysis process. The employee resistance theme had three sub themes i.e. employee resistance to creativity and innovation due to the change that it brings about, employee resistance to creativity and innovation due to the perception of this being additional work for them and employee resistance to EC and I due to fear of exposure of insufficient job performance as a result of transparency that may come from creative and innovative initiatives.

Sub themes. The resistance to change sub theme referred to employee resistance to creativity and innovation due to a fear of change. The perception of additional work sub theme referred to employee resistance to creativity and innovation due to the perception of this being additional work for them. The fear of exposure theme referred to employee resistance to creativity and innovation due to fear of exposure, of insufficient job performance, as a result of transparency that may come from creative and innovative initiatives.

Similarities. As a theme, employee resistance was referred to by three of the six participant groups. Across participant groups, one sub theme was mentioned by more than one group. This sub theme was resistance to change. Three participant groups, Financial services, Public sector and Healthcare, referred to the resistance to change sub theme. In reference to this sub theme, participants in this group similarly emphasised the challenge that employee resistance to change was to the achievement of EC and I.

Differences. Only the Consulting, Telecommunications and Automotive participant groups did not refer to employee resistance as a challenge to EC and I. Notably different across participant groups is that the sub themes, perception of additional work and fear of exposure was mentioned by one participant group each. Additionally, these were different participant groups. The perception of the additional work sub theme was mentioned by the Public sector participant group only. The fear of exposure sub theme was mentioned by the Healthcare participant group only.

5.4.2 Theme 6 – Human Resources enablement

Human Resources enablement, as an enabler to overcome the challenge of employee resistance which was identified as a barrier to EC and I. This was the sixth theme that emerged through the data analysis process. The Human Resources enablement theme

had three sub themes i.e. the organisation effectively managing the change brought about by EC and I, the organisation communicating how important EC and I was in the organisation and the organisation recruiting employees that would drive EC and I. From this point onwards, these sub themes have been shortened to change management, communication and recruitment. This theme and sub themes are depicted in the figure that follows immediately below.

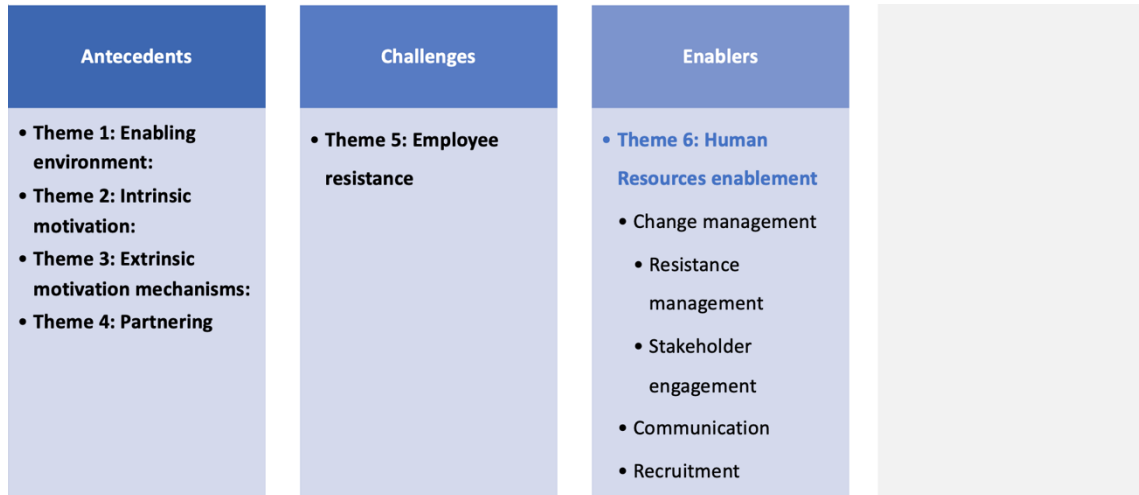


Figure 19: Enablers, Theme 6, Sub themes. Source: Researcher (Stu. no. 236911167)

This section follows the structure outlined in 5.2 Presentation of findings.



Figure 20: Presentation of findings structure, Theme 6. Source: Researcher (Stu. no. 236911167)

5.4.2.1 Evidence of the Human Resources enablement theme

Participant quotes, relevant to this theme, are captured in the table that follows immediately below. Quotations are categorised by sub theme, for ease of identification. Participant quotations are further colour coded by participant group. Financial Services is highlighted in blue, Public sector in green, Healthcare in orange and Telecommunications in grey.

Table 12: Evidence of Human Resources enablement theme

Theme 6 – Human Resources enablement
Sub theme 1: Change management
Public Sector Participant 12: “The only way is for the organisation to go deep into the bottom of the problem as the issue or the challenge is identified. If there is a lack

of employee engagement platforms, creating those employee engagement platforms can increase creativity. Finding out why employees are demotivated. Once you know why, you can deal with the root cause so that you can get them to be creative.”

Public Sector | Participant 14: *“The expectation from managers would be, to introduce steps trying to showcase, to get buy in from people in various ways. You can have one on one meetings, you can have departmental meetings, where you explain, where questions and answers are provided. And then sometimes you can just combine different groups of stakeholders where a topic like this can be introduced, so that people can share their views. Collectively, they can then say, now we are prepared to work together to achieve this.”*

Public Sector | Participant 13: *“So resistance is always there. As a creative or innovative thinker, before you introduce something, you need to allow people to understand the why part. Why are you doing this? What are we contributing to the organisation, with this? How does this help them? So, if you come and say, I have an idea, we should be doing this. It's like you are imposing your thinking onto people. But if you were to sit down with them and say, this is this thing, I see this as a way of doing that and it will help us achieve that, and with this it can take us there, and we, as a public service organisation will look better. No one wants to look like a public servant that is not working. Everyone wants an easy way of getting more done quickly, of working smart rather than hard, so they will say why not. So, when you introduce innovative things, you need to have engagement with your team. Let them have a buy-in. Let them own it. Put it on the table and allow them to own it, allow them to have input on it. We cannot all be creative thinkers...but you'll always find support from people that have bought your idea and they will run with it.*

Public Sector | Participant 13: *“All creative and innovative ways of doing things will come with resistance but at least we have change champions. We have a section that deals with change management with everything that changes in the organisation. These officials will go and sit down and have an engagement with the managers, senior managers, and other colleagues, to help them understand why the change is needed.”*

Healthcare | Participant 2: *“It was a lot of stakeholder engagement, engaging with people on the ground, and then also just working with them to build the product so they have a good understanding of what we're trying to do, and they're also part of the journey of trying to improve the process and minimising the chances of it being a tick box exercise but rather actually being widely adopted.”*

Sub theme 2: Communication

Financial Services | Participant 18: *“We've got posters all over the place talking about what we mean by innovation.”*

Public Sector | Participant 1: *“Firstly, we need to communicate that as an organisation we are deliberate about having innovative ways of doing things.”*

Telecommunications | Participant 5: *“Secondly, the type of communication and interaction in terms of awareness with your employees.”*

Sub theme 3: Recruitment

Financial Services | Participant 9: *“Hiring for culture, making sure that the right people with the right skills and way of looking at things, and people skills are coming through.”*

Source: Researcher (Stu. no. 236911167)

5.4.2.2 *In-sector analysis of the evidence*

Overview. An in-sector analysis was performed within each participant group. Specifically, the meaning attributed to each sub theme, by participants in the participant group, was explored. Similarities and differences in these meanings were identified. In some instances, the number of participants referring to a sub theme was noted, however the researcher did not place an undue amount of importance on this, given that this study was qualitative, rather than quantitative in nature.

Financial Services participant group. Two of the six Financial services participants made reference to Human Resources enablement, as an enabler to EC and I. Two sub theme were identified across this participant group i.e. communication and recruitment. Notably, this participant group did not mention change management, as an enabler of EC and I. With regards to communication, Participant 18 argued that communication was an enabler of EC and I. The participant explained that posters throughout the organisation communicated to employees what was meant by innovation and the organisation's strategy with regard to innovation. This demonstrated to employees the importance of EC and I within the organisation. With regards to recruitment, Participant 9 argued that recruiting employees with the right skill set for creativity and innovation was important.

Public Sector participant group. Nearly all Public sector participants, four out of five, made reference to Human Resources enablement, as an enabler to EC and I. Two sub themes were identified across this participant group i.e. change management and communication. Notably, this participant group did not mention recruitment, as an enabler of EC and I. With regards to change management, three Public sector participants referred to this sub theme. Participants referred to different aspects of change management i.e. stakeholder engagement and resistance management. There was similarity across Participants 13 and 14 who both identified stakeholder engagement as a key part of change management. The participants explained that it was critical to obtain buy-in from all impacted stakeholders prior to implementing an innovative initiative. Differently, Participant 12 identified resistance management as a key part of change management. The participant explained that organisations needed to get to the root cause of the source of employee resistance, and address the cause. With regards to communication, Participant 1 differently to the rest of the participant group, argued that it was crucial for the organisation and its leaders to communicate to employees how important EC and I was in the organisation.

Healthcare participant group. One of the Healthcare participants made reference to Human Resources enablement, as an enabler to EC and I. One sub theme was identified across this participant group i.e. change management. Notably, this participant group did not mention communication and recruitment, as an enabler of EC and I.

With regards to change management, Participant 2 argued that change management, in the form of stakeholder engagement, was an enabler of EC and I. The participant explained that engaging with stakeholders, being impacted by the creative and innovative initiative, was important. The participant expanded on this point by stating that giving employees input into the initiative that was being developed was a way to gain their buy-in and help them understand the objective of the creative or innovative initiative and increase adoption of the initiative.

Telecommunications participant group. One of the two Telecommunications participants made reference to Human Resources enablement, as an enabler to EC and I. One sub theme was identified across this participant group i.e. communication. Notably, this participant group did not mention change management and recruitment, as an enabler of EC and I. With regards to communication, Participant 5 argued that communication, was an enabler of EC and I. The participant explained that it was crucial for the organisation to communicate to employees how important creativity and innovation was within the organisation.

5.4.2.3 Cross sector analysis of the evidence

A cross sector analysis was performed across the six participant groups. Similarities and differences across the participant groups were identified. This analysis is aided by the table that follows immediately below. The table summarises sub themes, pertaining to the employee resistance theme, identified across all participant groups and indicates the participant groups that made reference to these sub themes. Participant groups are colour coded and acronyms are used in the table for simplicity. Financial Services is referred to as FS in blue, Public Sector as PS in green, Consulting as CO in pink, Healthcare as HC in orange, Telecommunications as TE in grey and Automotive as AU in white.

Table 13: Cross sector comparison of Human Resources enablement sub themes

Theme 6 – Human Resources enablement		FS	PS	CO	HC	TE	AU
		Few	Few	None	Once	One	None
Sub themes	1.Change management		x		x		
	2.Communication	x	x			x	
	3.Recruitment	x					

Source: Researcher (Stu. no. 236911167)

Overview. As a theme, Human Resources enablement was referred to by four of the six participant groups. Only the Consulting and Automotive participant groups did not refer to this as an enabler to overcome barriers to EC and I. The most references to this theme was made by the Public sector participant group.

Similarities. Across participant groups, two sub themes were mentioned by more than one group. These sub themes were change management and communication. With regards to change management, two participant groups Public sector and Healthcare, referred to the change management sub theme. Participants in these groups similarly emphasised the importance of managing change as an enabler of EC and I. Specifically, both participant groups referred to the need to obtain buy-in from stakeholders impacted by creative and innovative initiatives. With regards to communication, three participant groups, Financial services, Public sector and Telecommunications, referred to the communication sub theme. Participants emphasised the necessity of organisations communicating the importance of creativity and innovation, as an enabler of EC and I. Participant groups explained that in doing so, the organisation demonstrated the importance of creativity and innovation to employees.

Differences. Notably different across participant groups is that the sub theme, recruitment, was mentioned by one participant group only, Financial services. This participant group emphasised the importance of recruitment of employees that would drive EC and I, as an enabler of EC and I.

5.4.2.4 Conclusion of Human Resources enablement theme

Overview. Human Resources enablement, as an enabler of EC and I, was the sixth theme to emerge in the data analysis process. The Human Resources enablement theme had three sub themes i.e. the organisation effectively managing the change

brought about by EC and I, the organisation communicating how important EC and I was in the organisation and the organisation recruiting employees that would drive EC and I.

Sub themes. The change management sub theme referred to stakeholder engagement and resistance management. The communication sub theme referred to the necessity of organisations communicating the importance of creativity and innovation, as an enabler of EC and I. The recruitment sub theme referred to the organisation recruiting employees that would drive EC and I.

Similarities. As a theme, Human Resources enablement was referred to by four of the six participant groups. Across participant groups, two sub themes were mentioned. These sub themes were change management and communication. Two participant groups, Public sector and Healthcare, referred to the change management sub theme. In reference to this sub theme, participants in this group similarly emphasised the importance of managing change as an enabler of EC and I. As part of this sub theme, resistance management was described as organisations needing to get to the root cause of the source of employee resistance to creativity and innovation, and address the cause. Participants referred to the need to obtain buy-in from stakeholders impacted by creative and innovative initiatives. Three participant groups, Financial services, Public sector and Telecommunications, referred to the communication sub theme. In reference to this sub theme, participants in this group similarly emphasised the necessity of organisations communicating the importance of creativity and innovation and in so doing, the organisation demonstrated the importance of creativity and innovation to employees.

Differences. Only the Consulting and Automotive participant groups did not refer to Human Resources enablement as an enabler of EC and I. Notably different across participant groups is that the sub theme, recruitment was mentioned by one participant group, Financial services, only.

5.4.3 Conclusion of Sub RQ 2

Sub RQ 2 posed the question 'What are the barriers to EC and I in the workplace'. This section presented the themes identified in the data analysis process, that answer this question. The constructs, challenges and enablers, were associated with the answer to this question. The challenges construct had one overarching theme, employee resistance. This was comprised of employee resistance to creativity and innovation due to the change that it brings about, employee resistance to creativity and innovation due

to the perception of this being additional work for them and employee resistance to EC and I due to fear of exposure of insufficient job performance as a result of transparency that may come from creative and innovative initiatives.

The enablers construct had one overarching theme, Human Resources enablement. Human Resources enablement was the enabler to overcoming this barrier. This was comprised of the organisation effectively managing the change brought about by EC and I, the organisation communicating how important EC and I was in the organisation and the organisation recruiting employees that would drive EC and I. These themes and sub themes are depicted in the figure that follows immediately below.

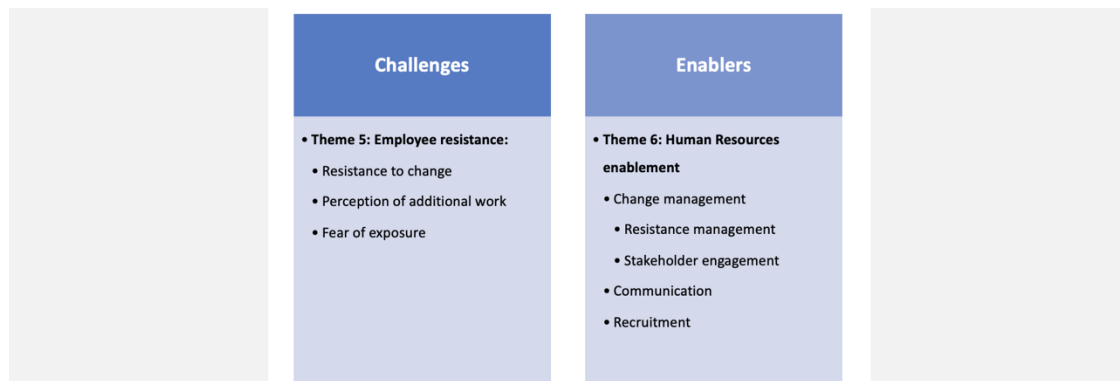


Figure 21: Sub RQ 2, Challenges and enablers, themes and sub themes. Source: Researcher (Stu. no. 236911167)

5.5 Sub RQ 3: Outcomes of employee creativity and innovation

In analysing the data gathered for sub RQ 3, the outcomes of EC and I, one construct, outcomes, was identified. This construct had two themes, internal and external outcomes. These themes and sub themes are discussed in this section.

5.5.1 Theme 7 – Internal outcomes

Internal outcomes was a theme identified as an outcome of EC and I. This was the seventh theme that emerged through the data analysis process. The internal outcomes theme had three sub themes i.e. people, process and financial. This theme and sub themes are depicted in the figure that follows immediately below.



Figure 22: Outcomes, Theme 7, Sub themes. Source: Researcher (Stu. no. 236911167)

This section follows the structure outlined in 5.2 Presentation of findings.



Figure 23: Presentation of findings structure, Theme 7. Source: Researcher (Stu. no. 236911167)

5.5.1.1 Evidence of the Internal outcomes theme

Participant quotes, relevant to this theme, are captured in the table that follows immediately below. Quotations are categorised by sub theme, for ease of identification. Participant quotations are further colour coded by participant group. Financial Services is highlighted in blue, Public sector in green, Telecommunications in grey and Automotive in white.

Table 14: Evidence of Internal outcomes theme

Theme 7 – Internal outcomes
Sub theme 1: People
Financial Services Participant 17: “The organisation wants to foster an environment where employees are happy. Providing an outlet for creativity can do that.”
Public Sector Participant 1: “Being creative in how we meet the needs of our employees, how we meet the needs of our stakeholders...”
Sub theme 2: Process
Financial Services Participant 17: “Then there's small, incremental innovations that have to do with the ways of work, or the ways we do certain things that impact our processes.”
Public Sector Participant 1: “We’re constantly innovating every day in how we collect our data. We have more regular updates. We have a platform that we use, where we’re able to have all 200 teams work on this one document. On this one document, we’re able to know where, what everyone is doing at each particular time

<i>and what are their challenges. I would really say that's a direct experience to innovation."</i>
Public Sector Participant 12: "...individual performance, to optimise it"
Telecommunications Participant 5: "the way in which things are done within the organisation to improve productivity."
Sub theme 3: Financial
Financial Services Participant 18: "We're ultimately looking to drive cost efficiencies..."
Financial Services Participant 10: "There've been new products and initiatives launched through innovation and creativity. Some of those initiatives have gone on to affect the bottom line..."
Automotive Participant 15: "...the other problem is cost to serve and warehousing costs...that means stock in must go out quickly...you don't have too much stock."

Source: Researcher (Stu. no. 236911167)

5.5.1.2 *In-sector analysis of the evidence*

Overview. An in-sector analysis was performed within each participant group. Specifically, the meaning attributed to each sub theme, by participants in the participant group, was explored. Similarities and differences in these meanings were identified. In some instances, the number of participants referring to a sub theme was noted, however the researcher did not place an undue amount of importance on this, given that this study was qualitative, rather than quantitative in nature.

Financial services participant group. Half of the Financial services participants made reference to internal outcomes of EC and I. Three sub themes were identified across this participant group i.e. people, process and financial. With regards to people outcomes, Participant 17 argued that outcomes of EC and I were of a people nature, to increase employee morale. With regards to process outcomes, Participant 17 argued that outcomes of EC and I were improvements in organisational processes. With regards to financial outcomes, there was similarity across participants. Participants 10 and 18 argued that outcomes of EC and I sought improve cost efficiency.

Public sector participant group. Two of the five Public sector participants made reference to internal outcomes of EC and I. Two sub themes were identified across this participant group i.e. people and process. With regards to people outcomes, Participant 1 argued that outcomes of EC and I were of a people nature, to meet the needs of employees. With regards to process outcomes, Participant 1 and 12 similarly argued that outcomes of EC and I were optimisation of business processes.

Telecommunications participant group. One of the two Telecommunications participants made reference to internal outcomes of EC and I. One sub theme was identified across this participant group i.e. process. With regards to process outcomes, Participant 5 argued that outcomes of EC and I were of a process nature, to improve organisational productivity.

Automotive participant group. The only Automotive participant made reference to internal outcomes of EC and I. One sub theme was identified across this participant group i.e. financial. With regards to financial outcomes, Participant 15 argued that outcomes of EC and I were to improve cost efficiency.

5.5.1.3 Cross sector analysis of the evidence

A cross sector analysis was performed across the six participant groups. Similarities and differences across the participant groups were identified. This analysis is aided by the table that follows immediately below. The table summarises sub themes, pertaining to the employee resistance theme, identified across all participant groups and indicates the participant groups that made reference to these sub themes. Participant groups are colour coded and acronyms are used in the table for simplicity. Financial Services is referred to as FS in blue, Public Sector as PS in green, Consulting as CO in pink, Healthcare as HC in orange, Telecommunications as TE in grey and Automotive as AU in white.

Table 15: Cross sector comparison of Internal outcomes sub themes

Theme 7 – Internal outcomes		FS	PS	CO	HC	TE	AU
		Many	Few	None	None	Once	Once
Sub themes	1.People	x	x				
	2.Process	x	x			x	
	3.Financial	x					x

Source: Researcher (Stu. no. 236911167)

Overview. As a theme, internal outcomes was referred to by four of the six participant groups. Only the Consulting and Healthcare participant groups did not refer to this outcome. The most references to this theme was made by the Financial services participant group.

Similarities. Across participant groups, all sub themes were mentioned by more than one group. These sub themes were people, process and financial. With regards to people, two participant groups Financial services and Public sector, referred to the people sub theme. Participants in these groups explained that outcomes of creativity and innovation were of a people nature, specifically to improve employee morale and meet employee needs. With regards to process, three participant groups, Financial services, Public sector and Telecommunications, referred to the process sub theme. Participants explained that the outcome of EC and I were to improve business processes. With regards to financial, two participant groups, Financial services and Automotive, referred to the financial sub theme. Participants explained that the outcome of EC and I was to improve cost efficiency in the organisation.

Difference. Consulting and Healthcare participants did not refer to internal outcomes as an outcome of EC and I.

5.5.1.4 *Conclusion of Internal outcomes theme*

Overview. Internal outcomes, as an enabler of EC and I, was the seventh theme to emerge in the data analysis process. The internal outcomes theme had three sub themes i.e. people, process and financial.

Sub themes. The people sub theme referred to internal employee outcomes. The process sub theme referred to internal process outcomes. The financial sub theme referred to internal financial outcomes.

Similarities. As a theme, internal outcomes was referred to by four of the six participant groups. Across participant groups, all sub themes were mentioned. These sub themes were people, process and financial outcomes. Two participant groups, Financial services and Public sector referred to the people sub theme. Both participant groups cited improvements for the employee, as internal outcomes of EC and I. Two participant groups, Financial services and Public sector referred to the people sub theme. Participants cited improvements for the employee, as internal outcomes of EC and I. With regards to process, three participant groups, Financial services, Public sector and Telecommunications referred to the process sub theme. Participants explained that optimisation of business processes was an internal outcome of EC and I. With regards to financial, two participant groups, Financial services and Automotive referred to the

financial process sub theme. Participants explained that improvements in cost efficiency was an internal outcome of EC and I.

Differences. The Consulting and Healthcare participant groups did not refer to internal outcomes as outcomes of EC and I.

5.5.2 Theme 8 – External outcomes

External outcomes was a theme identified as an outcome of EC and I. This was the eighth theme that emerged through the data analysis process. The external outcomes theme had three sub themes i.e. competitive advantage, customer and financial. This theme and sub themes are depicted in the figure that follows immediately below.



Figure 24: Outcomes, Theme 8, Sub themes. Source: Researcher (Stu. no. 236911167)

This section follows the structure outlined in 5.2 Presentation of findings.



Figure 25: Presentation of findings structure, Theme 8. Source: Researcher (Stu. no. 236911167)

5.5.2.1 Evidence of the external outcomes theme

Participant quotes, relevant to this theme, are captured in the table that follows immediately below. Quotations are categorised by sub theme, for ease of identification. Participant quotations are further colour coded by participant group. Financial Services is highlighted in blue, Public sector in green, Telecommunications in grey and Automotive in white.

Table 16: Evidence of External outcomes theme

Theme 8 – External outcomes
Sub theme 1: Competitive advantage
Financial Services Participant 10: <i>“The organisation is encouraging innovation and creativity that we can grow and have sustainable growth, that we can remain relevant and competitive.”</i>
Financial Services Participant 17: <i>“...to find ideas that can be brought into fruition and hopefully gain a competitive advantage from that.”</i>
Healthcare Participant 4: <i>“Our vision is for us, in pharmaceuticals and life sciences, through innovation, to try to improve healthcare.”</i>
Telecommunications Participant 5: <i>“If I look back at the project, preparing for the fifth generation deployment, was that your organisation becomes a leader in being one of the first organisations to achieve a 5G network while your competitors are still figuring out how to deploy this.”</i>
Telecommunications Participant 16: <i>“For the Telco, the ideal is for the company to be number one in their industry.”</i>
Sub theme 2: Customer
Public Sector Participant 1: <i>“how we meet the needs of the citizens. Because our context is citizen, which is really our target audience.”</i>
Healthcare Participant 2: <i>“ultimately it’s about bringing in more patients to our facilities.”</i>
Telecommunications Participant 5 : <i>“...improved customer satisfaction”</i>
Automotive Participant 15: <i>“We saw that competitors introduced all terrain tyres. As a company, we’re introducing something similar to compete with them. It will be a product that will be specifically from South Africa. We’ll be able to sell it to other countries...it was a matter of listening to the customer saying, you don’t have products of a wider range that people want. Build it or otherwise we’ll go to a competitor. So we’re making the basket more desirable for the customer.”</i>
Sub theme 3: Financial
Financial Services Participant 9: <i>“We say its putting the customer first but the true reason is returning shareholder value.”</i>
Telecommunications Participant 16: <i>“Prior to 2022, the organisation, from a share price perspective, did incredibly well. Part of that was innovative ideas being brought in and fast implementation.”</i>

Source: Researcher (Stu. no. 236911167)

5.5.2.2 In-sector analysis of the evidence

Overview. An in-sector analysis was performed within each participant group. Specifically, the meaning attributed to each sub theme, by participants in the participant group, was explored. Similarities and differences in these meanings were identified. In some instances, the number of participants referring to a sub theme was noted, however

the researcher did not place an undue amount of importance on this, given that this study was qualitative, rather than quantitative in nature.

Financial Services participant group. Half of the Financial services participants made reference to external outcomes of EC and I. Two sub themes were similarly identified across this participant group i.e. competitive advantage and financial. Notably different, the customer sub theme was not mentioned by this group. With regards to competitive advantage outcomes, similarly Participants 10 and 17 argued that outcomes of EC and I were competitive advantage. Both participants explained that the outcome was to have a market competitive advantage. With regards to financial outcomes, Participant 9, differently to the group, argued that the outcome of EC and I was to return shareholder value.

Public Sector participant group. One of the five Public sector participants made reference to external outcomes of EC and I. One sub themes was identified across this participant group i.e. customer. Notably, the competitive advantage and financial sub themes were not mentioned by this group. With regards to the customer outcome, Participant 1 argued that the outcome of EC and I was to meet the needs of the citizens of the country. The participant explained that in the Public sector environment, the citizen was the customer.

Healthcare participant group. Both Healthcare participants made reference to external outcomes of EC and I. Two sub themes was identified across this participant group i.e. competitive advantage and customer. Notably, the financial sub theme was not mentioned by this group. With regards to the competitive advantage outcome, Participant 4 argued that the outcome of EC and I was to improve the Healthcare industry. With regards to customer outcomes, Participant 2 argued that the outcome of EC and I was to increase customer volumes.

Telecommunications participant group. Both Telecommunications participants made reference to external outcomes of EC and I. Three sub themes were identified across this participant group i.e. competitive advantage, customer and financial. With regards to the competitive advantage outcome, Participants 5 and 16 similarly referred to this sub theme. These participants argued that the outcome was for organisations to be industry leaders. With regards to the customer outcome, Participant 5 argued that the outcome of EC and I was to improve customer satisfaction. With

regards to the financial outcome, Participant 16 noted that the organisation’s share price was positively impacted by implementation of innovative initiatives.

Automotive participant group. The only Automotive participant made reference to external outcomes of EC and I. One sub theme was identified across this participant group i.e. customer. Notably, competitive advantage and financial sub themes were not mentioned by this group. With regards to the customer outcome, Participant 15 argued that the outcome of EC and I was to meet the needs of customers.

5.5.2.3 Cross sector analysis of the evidence

A cross sector analysis was performed across the six participant groups. Similarities and differences across the participant groups were identified. This analysis is aided by the table that follows immediately below. The table summarises sub themes, pertaining to the employee resistance theme, identified across all participant groups and indicates the participant groups that made reference to these sub themes. Participant groups are colour coded and acronyms are used in the table for simplicity. Financial Services is referred to as FS in blue, Public Sector as PS in green, Consulting as CO in pink, Healthcare as HC in orange, Telecommunications as TE in grey and Automotive as AU in white.

Table 17: Cross sector comparison of External outcomes sub themes

Theme 8 – External outcomes		FS	PS	CO	HC	TE	AU
		Many	One	None	Few	Many	One
Sub themes	1.Competitive advantage	x			x	x	
	2.Customer		x		x	x	x
	3.Financial	x				x	

Source: Researcher (Stu. no. 236911167)

Overview. As a theme, internal outcomes was referred to by five of the six participant groups. Only the Consulting participant group did not refer to this outcome. The most references to this theme was made by the Financial services and Telecommunications participant groups.

Similarities. Across participant groups, all sub themes were mentioned by more than one group. These sub themes were competitive advantage, customer and financial. With regards to competitive advantage, three participant groups Financial services,

Healthcare and Telecommunications, referred to this sub theme. Participants in these groups explained that outcomes of EC and I were the organisation obtaining competitive advantage in the market. With regards to customer, four participant groups, Financial services, Public sector, Healthcare, Telecommunications and Automotive referred to this sub theme. Participants explained that the outcome of EC and I was to increase customer volumes, improve customer satisfaction and meet the needs of customers. Notably different, the Public sector participant group referred to meeting the needs of citizens as citizens were customers in a Public sector context. With regards to financial, two participant groups, Financial services and Telecommunications referred to this sub theme. Participants explained that the outcome of EC and I was to return shareholder value and increase the share price.

Difference. The Consulting participant group did not refer to external outcomes as an outcome of EC and I.

5.5.2.4 Conclusion of Theme 8 – External outcomes

Overview. External outcomes, as an outcome of EC and I, was the eighth theme to emerge in the data analysis process. The external outcomes theme had three sub themes i.e. competitive advantage, customer and financial.

Sub themes. The competitive advantage sub theme referred to organisations achieving a competitive advantage in the market. The customer sub theme referred to outcomes related to the customer. The financial sub theme referred to external financial outcomes such as shareholder value and share price.

Similarities. As a theme, external outcomes was referred to by five of the six participant groups. Across participant groups, all sub themes were mentioned. These sub themes were competitive advantage, customer and financial outcomes. With regards to competitive advantage, three participant groups Financial services, Healthcare and Telecommunications, referred to this sub theme. Participants in these groups explained that outcomes of EC and I were the organisation obtaining competitive advantage in the market. With regards to customer, four participant groups, Financial services, Public sector, Healthcare, Telecommunications and Automotive referred to this sub theme. Participants explained that the outcome of EC and I was to increase customer volumes, improve customer satisfaction and meet the needs of customers. Notably different, the Public sector participant group referred to meeting the needs of citizens as citizens were customers in a Public sector context. With regards to financial, two participant groups,

Financial services and Telecommunications referred to this sub theme. Participants explained that the outcome of EC and I was to return shareholder value and increase the share price.

Differences. The Consulting participant groups did not refer to external outcomes, as outcomes of EC and I.

5.5.3 Conclusion of Sub RQ 3

Sub RQ 3 posed the question ‘What are the outcomes of EC and I in the workplace’. This section presented the themes identified in the data analysis process, that answer this question. The constructs, outcomes, was associated with the answer to this question. The outcomes construct had two themes, internal outcomes and external outcomes. Internal outcomes included people outcomes related to the employee, business process improvement outcomes and internal financial outcomes which were specifically related to cost efficiency. External outcomes included organisations achieving competitive advantage in their market sector, outcomes related to improvements for the customer and external financial organisational outcomes such as shareholder value and share price. These themes and sub themes are depicted in the figure that follows immediately below.

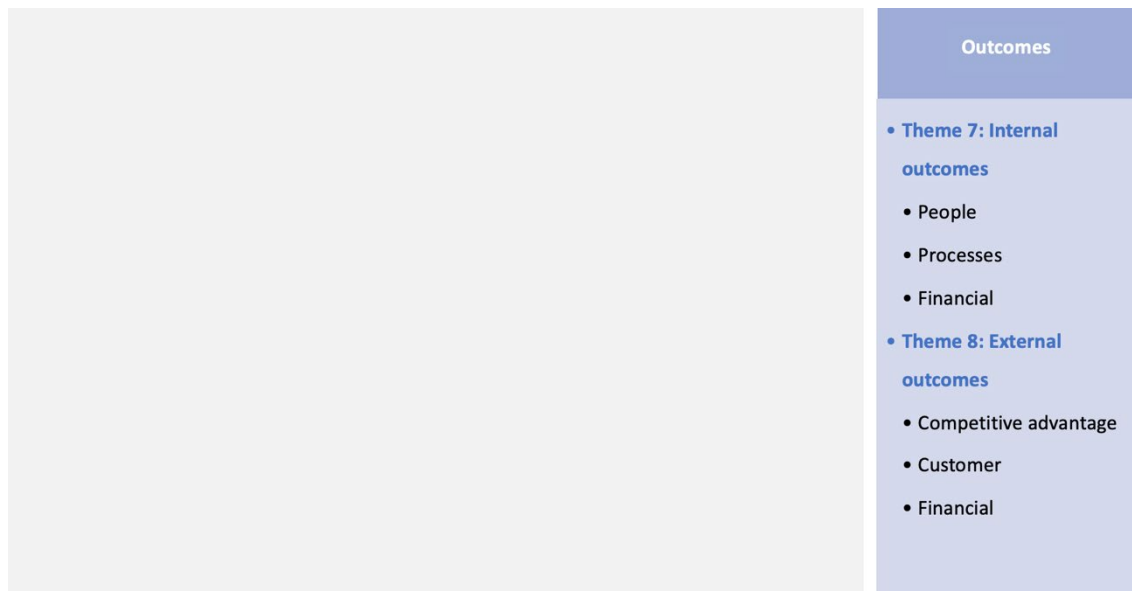


Figure 26: Sub RQ 3, Outcomes, themes and sub themes. Source: Researcher (Stu. no. 236911167)

5.6 Research question: How is employee creativity and innovation fostered

In analysing the data gathered for all sub research questions, four constructs and eight themes were identified. These findings shed light on the main research question. They are summarised on a high level in the figure that follows immediately below.

Antecedents	Challenges	Enablers	Outcomes
<ul style="list-style-type: none"> • Theme 1: Enabling environment: <ul style="list-style-type: none"> • Deliberate organisational intent • Access to capabilities: <ul style="list-style-type: none"> • Training • Employee capacity • Employee psychological safety • Employee inclusion • Evidence of implementation • Enabling leadership • Theme 2: Intrinsic motivation: <ul style="list-style-type: none"> • Employee autonomy • Employees finding value in innovating • Employee sense of purpose • Theme 3: Extrinsic motivation mechanisms: <ul style="list-style-type: none"> • Remuneration incentives <ul style="list-style-type: none"> • Remuneration in exchange for learning • Recognition incentives • Innovation competitions • Employee KPIs • Theme 4: Partnering <ul style="list-style-type: none"> • Partnering for capability • Employee networks • Cross functional collaboration 	<ul style="list-style-type: none"> • Theme 5: Employee resistance: <ul style="list-style-type: none"> • Resistance to change • Perception of additional work • Fear of exposure 	<ul style="list-style-type: none"> • Theme 6: Human Resources enablement <ul style="list-style-type: none"> • Change management <ul style="list-style-type: none"> • Resistance management • Stakeholder engagement • Communication • Recruitment 	<ul style="list-style-type: none"> • Theme 7: Internal outcomes <ul style="list-style-type: none"> • People • Processes • Financial • Theme 8: External outcomes <ul style="list-style-type: none"> • Competitive advantage • Customer • Financial

Figure 27: Research question, Constructs, Themes and Sub themes. Source: Author of this research study (student number 23691167)

6 Chapter 6: Theoretical discussion of findings

6.1 Introduction

The purpose of this chapter is to perform a theoretical discussion comparing key findings from this research study, outlined in Chapter 5, to the academic literature reviewed in Chapter 2. The objective of the comparison is to identify similarities between research findings and academic literature and where appropriate note potential nuances of difference that may exist.

This chapter is similarly structured to Chapter 5, first by sub research question, then construct and theme. Each theme's section opens with a recap of the key findings from Chapter 5 and is followed by relevant literature from Chapter 2. A comparison is then performed between the findings and the existing literature. Where literature relating to a finding has not been reviewed in Chapter 2, new literature is reviewed. A comparison between the findings and new literature is then performed. Finally, the section concludes with similarities between the findings and literature. Where relevant, potential nuances of difference between the findings and literature are noted. This process is depicted in the figure that follows immediately below.



Figure 28: Theoretical discussion process for Theme 1 theoretical. Source: Researcher (Stu. no. 236911167)

6.1.1 Three step process

In instances where a finding from Chapter 5 does not have associated reviewed literature in Chapter 2, a process is followed to find additional relevant literature in order to perform a comparison and theoretically discuss the finding. The objective of this endeavour is to determine whether the finding has similarity to academic literature or whether it presents a possible nuance of difference to the existing academic literature on the subject. The process followed is indicated in the figure that follows immediately below.

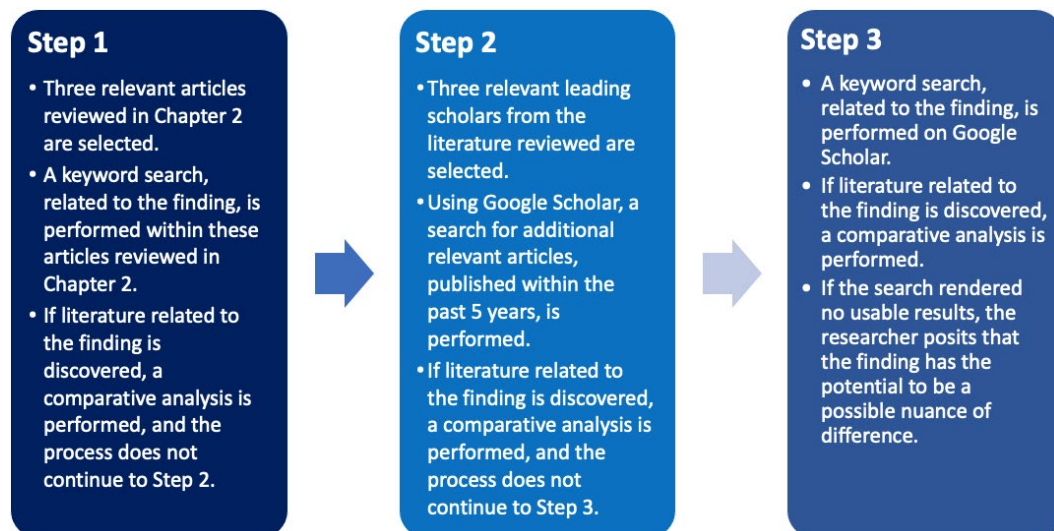


Figure 29: Three step process. Source: Researcher (Stu. no. 236911167)

6.1.2 EC and I

Worth noting, is that for the sake of brevity and ease of reading, this chapter refers to the phrase ‘employee creativity and innovation’ as EC and I.

6.2 Sub RQ 1: Essential elements to support employee creativity and innovation

Findings to sub RQ 1, essential elements needed to support EC and I in the workplace, are associated with the construct, antecedents. The antecedents construct comprised four main themes. These themes were the enabling environment, employee intrinsic motivation, extrinsic motivation mechanisms and partnering within and outside of the organisation. A theoretical discussion of these themes is performed in this section. This compares key findings from the research study to the academic literature reviewed. The comparison seeks to identify similarities and potential nuances of difference between the findings and literature.

6.2.1 Theme 1 – Enabling environment

This section follows the structure outlined in *6.1 Introduction*.



Figure 30: Theoretical discussion process for Theme 1. Source: Researcher (Stu. no. 236911167)

6.2.1.1 *Recap of findings on the Enabling environment theme*

Six key findings were identified from the Enabling environment theme. These findings were that deliberate organisational intent, access to capabilities, employee psychological safety, employee inclusion, evidence of prior implementation and enabling leadership were antecedents of EC and I.

Finding 1. Deliberate organisational intent. Finding 1 stated the importance of the organisation being deliberate about its intention to be an innovative organisation, sending a clear message to employees that innovation is a priority for the organisation.

Finding 2. Access to capabilities. Finding 2 stated that an antecedent to EC and I included employees having access to the capabilities that were needed in order to be creative and innovative. These capabilities included training and employee capacity.

Finding 3. Employee psychological safety. Finding 3 stated that employee psychological safety is as an antecedent of EC and I.

Finding 4. Employee inclusion. Finding 4 stated that employees feeling included in the organisation's innovation strategy, is an antecedent of EC and I.

Finding 5. Evidence of prior implementation. Finding 5 stated that evidence of prior implementation of innovation was an antecedent for EC and I. This referred to employees seeing other examples of innovation already having been implemented.

Finding 6. Enabling leadership. Finding 6 stated that leaders that enable and support EC and I, is an antecedent of EC and I.

These findings are summarised in the table following immediately below.

Table 18: Enabling environment theme: Findings

Theme 1 – Enabling environment: Findings	
Finding 1	Deliberate organisational intent was found to be an antecedent of EC and I.
Finding 2	Access to capabilities, training and capacity, was found to be an antecedent of EC and I.
Finding 3	Employee psychological safety was found to be an antecedent of EC and I.
Finding 4	Employee inclusion was found to be an antecedent of EC and I.

Finding 5	Evidence of prior implementation was found to be an antecedent of EC and I.
Finding 6	Enabling leadership was found to be an antecedent of EC and I.

Source: Researcher (Stu. no. 236911167)

6.2.1.2 *Recap of literature on the Enabling environment theme*

Work environment. Franco and Landini (2022); McKay et al. (2021) and Jotaba et al. (2022) similarly assert that the environment in which employees work is of utmost importance in facilitating their C and I. Trabucchi et al. (2021) assert that it is incumbent upon organisations to create work environments that are conducive to C and I. Similarly, Mukerjee and Metiu (2022) and Diaz-Delgado et al. (2019) assert that organisations must deliberately design the work environment to be nurturing of EC and I. Mukerjee and Metiu (2022) adds that organisations must be relentless in their determination to build such an environment.

Deliberate organisational intent. Diaz-Delgado et al. (2019) and Trabucchi et al. (2021) assert that organisations must deliberately architect an environment that fosters innovation. Mukerjee and Metiu (2022) emphasises the intentional nature, on the part of the organisation, of creating such an environment and add that organisations must have a “steadfast commitment to innovation” (Mukerjee & Metiu, 2022, p. 401). da Silva et al. (2022) asserts that innovation is dependent on senior leadership of the organisation taking the innovation agenda seriously and channelling adequate resources towards it.

Vassallo et al. (2023) emphasises the importance of innovation being part of an organisation’s business strategy. The authors clarify that when innovation is not part of an organisation’s strategy, employees who engage in innovation, have to contradict the organisation’s strategy in order to be innovative. This is a deterrent to employees engaging in innovation (Vassallo et al., 2023).

Training. Jotaba et al. (2022) asserts that providing training to employees is one of an organisation’s key practices to foster innovation. Training challenges and stimulates the ways in which employees think, leading to increased employee creativity and resultant innovation. Similarly, Diaz-Delgado et al. (2019) emphasises the value that can come from training employees on creative and innovative content. The resultant value that the authors refer to is an environment in which the generation of ideas is emboldened and innovation is core to the ways of work in the organisation. Tajeddini et al. (2020) agrees with Jotaba et al. (2022) and Diaz-Delgado et al. (2019) in that training

translates into increased innovation. Tajeddini et al. (2020) however identifies the training of senior leadership as the impetus for an innovative organisation.

Resource availability. da Silva et al. (2022) asserts that in order for innovation to occur in an organisation, the organisation needs to make resources available. The authors explain that this requires the organisation prioritising resources towards innovation initiatives. Trabucci et al. (2021) adds that employees must be given the capacity i.e. time, to engage in C and I.

Psychological safety. Newman et al. (2017) defines psychological safety as a “shared belief amongst individuals as to whether it is safe to engage in interpersonal risk-taking in the workplace”. Mukerjee and Metiu (2022) argue that employee psychological safety is a precursor to innovation. Employees that feel psychologically safe are secure enough to take risks, to share and implement their ideas, and to fail. The authors assert that psychological safety brings about EC and I. Similarly, Newman et al. (2020) asserts that employees’ perception of psychological safety translates into employee creativity. The authors agree with Mukerjee and Metiu (2022) in that risk taking is involved in attempts to be creative and innovative. Both Mukerjee and Metiu (2022) and Newman et al. (2020) identify characteristics of a psychologically safe work environment to be one in which employees feel safe enough to voice their opinions and ideas, participate in feedback, take risks and experiment with creative and innovative solutions.

Inclusion of employees in organisations innovation strategy. Trabucci et al. (2021) asserts that one characteristic of a work environment that is conducive to C and I is one where employees are at the core of the organisation’s innovation strategy. Becker et al. (2022) offers an alternate perspective, focusing on a leader’s role in making employees feel a sense of inclusion. The authors elaborate that the act of leaders being inclusive towards employees translates into employees being increasingly involved in creative initiatives.

Demonstrated evidence of prior implemented innovation. Tajeddini et al. (2020) emphasises the importance of employee ideas not being ignored. The authors elaborate that this is an indication to employees that their ideas and they themselves are valued by the organisation.

Leadership. Becker et al. (2022) and da Silva et al. (2022) assert that leaders can have a significant impact in determining how innovative their employees are.

Similarly, Grass et al. (2020) agrees that leaders affect EC and I, and add that this is due to the authority that leaders have to shape the environment in which employees work. Additionally, Gahan et al. (2021) argues that leadership positively impacts innovation and Tajeddini et al. (2020) asserts that leaders have the ability to cultivate C and I.

Leadership traits. Gahan et al. (2021) asserts that two leadership traits which positively impact employee innovation is a leader's level of competence and cognitive ability. Contrastingly, Ma (2023) argues that it is a leader's curiosity that notably affects employee innovation. The authors elaborate that leaders with a high level of interest curiosity motivate employees to learn. This in turn results in innovation which could either be incremental innovation or disruptive innovation. Ma (2023) further asserts that leaders with a high level of deprivation curiosity motivate employees to solve problems currently in existence. This leads to incremental innovation. Becker et al. (2022) adds an additional trait of a leader able to stimulate their employees to be creative and innovative. This is the ability to inspire employees. Diaz-Delgado et al. (2019) then identifies a leader's ability to introduce, usher change and gain employee support for change, as favourable to innovation as an outcome.

Leadership types. Henao-Garcia and Montoya (2023) asserts that different types of leadership styles impact employee innovation differently. Becker et al. (2022) asserts that transformational leadership enables employee creativity and innovation. The authors elaborate that this leadership style is charismatic, challenges employees' thinking and is attentive to each of their employees. Furthermore, transformational leaders excel at communicating the vision of the organisation.

6.2.1.3 Comparative analysis of the findings with the existing literature

Finding 1. Deliberate organisational intent. Finding 1 stated the importance of the organisation being deliberate about its intention to be an innovative organisation, sending a clear message to employees that innovation is a priority for the organisation. Finding 1 was similar to Trabucci et al. (2021) who asserts that organisations are to be deliberate about creating an environment that nurtures innovation and Mukerjee and Metiu (2022) who asserts that innovation is the result of an organisation's unwavering dedication to being an innovative organisation.

Finding 2. Access to capabilities. Finding 2 stated that an antecedent to EC and I included employees having access to the capabilities that were needed in order to be creative and innovative. These capabilities included training and employee capacity. Finding 2 was similar to Jotaba et al. (2022) who asserts that training of employees results in EC and I. Finding 2 was similar to da Silva et al. (2022) who stated that innovation requires resources in the organisation to be prioritised and allocated towards innovation.

Finding 3. Employee psychological safety. Finding 3 stated that employee psychological safety is as an antecedent of EC and I. This is similar to Newman et al. (2020), Mukerjee and Metiu (2022) and Gahan et al. (2021) who emphasise the importance of psychological safety as an antecedent of EC and I.

Finding 4. Employee inclusion. Finding 4 stated that employees feeling included, in an organisations innovation agenda, is an antecedent of EC and I. This is similar to Trabucchi et al. (2021) who asserts that employees should be central to an organisation's innovation agenda.

Finding 5. Evidence of prior implementation. Finding 5 stated that evidence of prior implementation of innovation was an antecedent for EC and I. This referred to employees seeing other examples of innovation already having been implemented. This is similar to Tajeddini et al. (2020) who asserts that it is an organisations responsibility to ensure that employees ideas are taken seriously, and that this indicates to employees that are not ignored. This motivated them to strive to be creative and innovative.

Finding 6. Enabling leadership. Finding 6 stated that enabling leadership, leaders that enable creativity and innovation, is an antecedent of EC and I. This was similar to Becker et al. (2022), Gahan et al. (2021), Grass et al. (2020) and da Silva et al. (2022) who assert that leaders have a significant impact in determining whether their employees would be innovative.

6.2.1.4 Comparative analysis of the findings with new literature

All findings for this theme had literature reviewed in Chapter 2 and therefore did not require new literature for the purpose of comparison.

6.2.1.5 Conclusion of the Enabling environment theme

There was similarity between the research study's findings and the academic literature on the Enabling environment theme. Deliberate organisational intent to be a creative and innovative organisation, employees having access to capabilities that they require in order to be creative and innovative in the workplace, employees perception of their work environment as psychologically safe, employees being included in organisational efforts to drive EC and I, evidence of prior implementation of innovative initiatives in the organisation and enabling leadership were found to be antecedents of EC and I. These findings were in alignment with the academic literature.

This is summarised in the table that follows immediately below.

Table 19: Comparative analysis outcomes for Enabling environment theme

Theme 1 – Enabling environment comparative analysis		
Finding 1	Deliberate organisational intent was found to be an antecedent of EC and I.	Similarity with literature
Finding 2	Access to capabilities, training and employee capacity, was found to be an antecedent of EC and I.	Similarity with literature
Finding 3	Employee psychological safety was found to be an antecedent of EC and I.	Similarity with literature
Finding 4	Employee inclusion was found to be an antecedent of EC and I.	Similarity with literature
Finding 5	Evidence of prior implementation was found to be an antecedent of EC and I.	Similarity with literature
Finding 6	Enabling leadership was found to be an antecedent of EC and I.	Similarity with literature

Source: Researcher (Stu. no. 236911167)

6.2.2 Theme 2 – Intrinsic motivation

The findings for this theme are discussed in this section. This section includes five parts. The section opens with a recap of findings for this theme from Chapter 5. This is followed by a recap of the relevant literature from Chapter 2. Thereafter a comparative analysis between the findings in Chapter 5 and the relevant literature from Chapter 2 is performed. Where appropriate, a comparative analysis is then conducted between findings in Chapter 5 and new academic literature. Finally, the section is concluded. This process is depicted in the figure that follows immediately below.



Figure 31: Theoretical discussion process for Theme 2. Source: Researcher (Stu. no. 236911167)

6.2.2.1 Recap of findings on the Intrinsic motivation theme

Four key findings were identified from the Intrinsic motivation theme. These findings were that intrinsic motivation, employee autonomy, employees finding value in innovating and employee sense of purpose were antecedents of EC and I.

Finding 1. Intrinsic motivation. Intrinsic motivation emerged as an antecedent to EC and I. Intrinsic motivation, in this context, referred to employee motivation that came from within the employee and motivated them to be creative and innovative.

Finding 2. Employee autonomy. Employees with a sense of purpose and meaning as to why they do the work they do, was found to be a source of intrinsic motivation to be creative and innovative, and an antecedent of EC and I. The finding found that this sense of purpose could stem from an employee's alignment of values with the organisation.

Finding 3. Employees finding value in innovating. Employees naturally finding value in, and deriving satisfaction from, being creative and innovative, was identified as an antecedent of EC and I. This satisfaction was in and of itself sufficient motivation for employees to engage in creativity and innovation.

Finding 4. Employee sense of purpose. Employees with a sense of purpose as to why they do the work they do was found to be a source of intrinsic motivation to be creative and innovative and an antecedent of EC and I.

These findings are summarised in the table following immediately below.

Table 20: Intrinsic motivation theme: Findings

Theme 2 – Intrinsic motivation findings	
Finding 1	Intrinsic motivation is an antecedent of EC and I.
Finding 2	Employee autonomy is an antecedent of EC and I.

Finding 3	Employees naturally deriving value from creativity and innovation is an antecedent of creativity and innovation.
Finding 4	Employee with a sense of purpose related to their work is an antecedent of EC and I.

Source: Researcher (Stu. no. 236911167)

6.2.2.2 *Recap of literature on the Intrinsic motivation theme*

Intrinsic motivation. Franco and Landini (2022) asserts that intrinsic motivation is an antecedent of creativity. Similarly, Becker et al. (2022) and Seeck and Diehl (2017) assert that intrinsic motivation is an antecedent of innovation. Olafsen et al. (2024) sheds light on why this is by explaining that employees have a deep seated need to have autonomy, perceive themselves as competent and experience connectedness.

Employee's deriving value from C and I. Becker et al. (2022) asserts that some employees derive satisfaction from engaging in C and I. Similarly, Franco and Landini (2022) echoes this sentiment. The authors explain that these employees are intrinsically motivated and have a natural sense of satisfaction which motivates them to be creative and innovative.

Employee sense of purpose. Becker et al. (2022) asserts that employees who perceive the act of engaging in C and I as meaningful, experience intrinsic motivation and are then internally motivated to be creative and innovative. Similarly, Olafsen et al. (2024) asserts that where alignment exists between the work employees do and their fervour, their need for connectedness is met. As a result, employees' intrinsic motivation is increased. In agreement with Becker et al. (2022) and Olafsen et al. (2024), Diaz-Delgado et al. (2019) asserts that when employee's personal values align with that of the organisation's, a natural intrinsic motivation is developed.

Employee autonomy. Reiche (2023) defines autonomy in a workplace context as "an individual's freedom and discretion to carry out and craft work roles and responsibilities" (Reiche, 2023, p. 1004). Reiche (2023) elaborates that autonomy increases employee's intrinsic motivation levels. The authors elucidate that employees given decision making responsibility contributes to their sense of meaningfulness. The authors add that organisations that promote autonomy amongst employees tend to have less hierarchical organisational structures which in turn is less bureaucratic in nature (Reiche, 2023).

Contrastingly, Becker et al. (2022) defines employee autonomy as employees being “psychologically empowered” (Becker et al., 2022, p. 378). Becker et al. (2022) asserts that employees that are given autonomy are more likely to be engage in creativity, as they feel free to explore new ideas. This results in an increase in quality and quantity of ideas. Similarly, Franco and Landini (2022) agrees that employee autonomy leads to increased innovation. Seeck and Diehl (2017) asserts that employee autonomy increases creativity specifically.

6.2.2.3 *Comparative analysis of the findings with the existing literature*

Finding 1. Intrinsic motivation. Finding 1 stated that intrinsic motivation was an antecedent to EC and I. Intrinsic motivation, in this context, referred to employee motivation that came from within the employee and motivated them to be creative and innovative. This was similar to Becker et al. (2022), Seeck and Diehl (2017) who asserted that intrinsic motivation is an antecedent of innovation, and Franco and Landini (2022) who asserted that intrinsic motivation is an antecedent of creativity which results in innovation.

Finding 2. Employee autonomy. Finding 2 stated that employee autonomy was an antecedent of EC and I. Employees were empowered to be autonomous in their jobs by their organisation. They were not prescribed exactly how to go about doing their jobs. This is similar to Seeck and Diehl (2017) who assert that employee autonomy results in creativity and Franco and Landini (2022) who assert that employee autonomy results in innovation.

Finding 3. Employees finding value in innovating. Finding 3 stated that employees naturally finding value in, and deriving satisfaction from, being creative and innovative, was as an antecedent of EC and I. This satisfaction was in and of itself sufficient motivation for employees to engage in creativity and innovation. This is to similar to Diaz-Delgado et al. (2019) and Becker et al. (2022) who assert that employees can derive satisfaction from the process of participating in creative and innovative initiatives itself. More generally, Franco and Landini (2022) assert that an unprompted sense of satisfaction can be derived from employees performing certain activities.

Finding 4. Employee sense of purpose. Finding 4 stated that employees with a sense of purpose and meaning, as to why they do the work they do, was found to be a source of intrinsic motivation to be creative and innovative, and an antecedent of EC

and I. The finding found that this sense of purpose could stem from an employee's alignment of values with the organisation. This is similar to Becker et al. (2022) who asserts that when employees feel that they are engaging in meaningful work, and perceive creativity and innovation as such, they are motivated on a personal level to be creative and innovative. Similarly, Diaz-Delgado et al. (2019) argues that when alignment between values held by the employee and that of the organisation is achieved, employees are motivated.

6.2.2.4 Comparative analysis of the findings with new literature

All findings for this theme had literature reviewed in Chapter 2 and therefore did not require new literature for the purpose of comparison.

6.2.2.5 Conclusion of the Intrinsic motivation theme

There was similarity between the research study's findings and the academic literature on the intrinsic motivation theme. Intrinsic motivation was found to be an antecedent of EC and I. Employee autonomy, employees naturally deriving value from creativity and innovation and employees with a sense of purpose related to their work, were found to be antecedents of EC and I.

This is summarised in the table that follows immediately below.

Table 21: Comparative analysis outcomes for Intrinsic motivation theme

Theme 2 – Intrinsic motivation comparative analysis		
Finding 1	Intrinsic motivation is an antecedent of EC and I.	Similarity with literature
Finding 2	Employee autonomy is an antecedent of EC and I.	Similarity with literature
Finding 3	Employees naturally deriving value from creativity and innovation is an antecedent of creativity and innovation.	Similarity with literature
Finding 4	Employees with a sense of purpose, related to their work, is an antecedent of EC and I.	Similarity with literature

Source: Researcher (Stu. no. 236911167)

6.2.3 Theme 3 – Extrinsic motivation mechanisms

This section follows the structure outlined in 6.1 Introduction.



Figure 32: Theoretical discussion process for Theme 3. Source: Researcher (Stu. no. 236911167)

6.2.3.1 *Recap of findings on Extrinsic motivation mechanisms theme*

Seven key findings were identified from the Extrinsic motivation mechanisms theme. These findings were that remuneration incentives, recognition incentives, innovation competitions and employee KPIs were antecedents of EC and I.

Finding 1. Remuneration incentives. Finding 1 stated that employees being remunerated in exchange for creativity and innovation is an effective incentive and antecedent of EC and I.

Finding 2. Recognition incentives. Finding 2 stated that recognition is an antecedent of EC and I. Incentives need not always be financial in nature. Recognition is an example of a non-financial incentive. Recognition can be a particularly effective incentive when organisations cannot offer remuneration incentives due to cost cutting.

Finding 3. Innovation competitions. Finding 3 stated that innovation competitions encourage employees to share their creative ideas with the organisation and are an antecedent of EC and I.

Finding 4. Employee Key Performance Indicators (KPIs). Finding 4 stated that employee KPIs are antecedents of EC and I.

Finding 5. Remuneration incentives, idea hoarding. Finding 5 stated that Remuneration incentives were effective as they discouraged employees from hoarding ideas.

Finding 6. Remuneration incentives, learning. Finding 6 stated that Remuneration in exchange for learning creative and innovative subject matter, was an antecedent of EC and I.

Finding 7. Innovation competitions and recognition. Finding 7 stated that Innovation competitions provided employees with recognition.

These findings are summarised in the table following immediately below.

Table 22: Extrinsic motivation mechanisms theme: Findings

Theme 3 – Extrinsic motivation mechanisms: Findings	
Finding 1	Employees being remunerated, in exchange for creativity and innovation, is an effective incentive and antecedent of EC and I.
Finding 2	Recognition is an antecedent of EC and I. Incentives need not always be financial in nature. Recognition is an example of a non-financial incentive. Recognition can be a particularly effective incentive when organisations cannot offer remuneration incentives.
Finding 3	Innovation competitions encourage employees to share their creative ideas with the organisation and are an antecedent of EC and I.
Finding 4	Employee KPIs are antecedents of EC and I.
Finding 5	Remuneration incentives, were effective, as they discouraged employees from hoarding ideas.
Finding 6	Remuneration, in exchange for learning creative and innovative subject matter, was an antecedent of EC and I.
Finding 7	Innovation competitions provided employees with recognition.

Source: Researcher (Stu. no. 236911167)

6.2.3.2 Recap of literature on the Extrinsic motivation mechanisms theme

Malek et al. (2020) asserts that extrinsic reward and incentivisation mechanisms can be used by organisations to drive desired behaviour. The authors note that these mechanisms can be both of a financial or non-financial nature. The authors further argue that although incentive mechanisms are effective for motivating employees, their efficacy varies.

Remuneration. There is some debate amongst authors as to the efficacy of remunerating employees in order for them to be creative and innovative. Jotaba et al. (2022) asserts that organisations must implement certain practices to encourage C and I, one of which is remunerating employees in exchange for desired behaviour. In this case, the desired behaviour is demonstrating C and I. Diaz-Delgado et al. (2019) echoes this sentiment emphasising that an organisation’s desire to be innovative should be accompanied by remunerating employees. Diaz-Delgado et al. (2019) asserts that organisations need to incentivise employees with rewards and bonuses for having generated and implemented innovative ideas. The authors believe that compensation is crucial for innovation to occur. Similarly, Tajeddini et al. (2020) and Oltra and Donada

(2022) agree that remuneration has a positive impact on EC and I. Finally, Diaz-Delgado et al. (2019) explains that remuneration to reward C and I ensures that employees feel valued by the organisation.

Contrastingly, some scholars caution against remuneration as an incentive for C and I. Alavi et al. (2022) asserts that incentivisation for innovative behaviour has adverse effects. In the context of the sale of complex service innovations, Alavi et al. (2022) finds that variable remuneration incentives initially result in an increase in the sale of innovations. However, in the long term, these incentives result in a decline in sales. The authors conclude that this effect results from remuneration, as an incentive, driving the wrong behaviour. This behaviour is to drive quantity, as that is what employees are incentivised to do, rather than quality which may adversely affect quantity.

Employee Key Performance Indicators (KPIs). Jotaba et al. (2022) identify the performance appraisal mechanism as one of four key organisational practices that impact innovation. The authors emphasise the importance of alignment between an employee's targets and the organisation's ambition to be innovative. Diaz-Delgado et al. (2019) echoes this sentiment, asserting that employee performance contracts, and consequent performance bonuses, must be linked to innovation, if innovation is to be cultivated in the organisation. Contrastingly, Diaz-Delgado et al. (2019) argue that obliging employees to be creative and innovative can backfire, as they may perceive this to be a tick box exercise.

Recognition. Malek et al. (2020) argues that incentives of a non-financial nature play a crucial role in motivating employees to be creative and innovative, asserting that recognition is one such incentive. Malek et al. (2020) clarifies that an employee's perception of how they are regarded by the organisation, influences their motivation levels. The authors add that employees need to feel seen by the organisation and they need to be perceived as regarded highly by the organisation. Diaz-Delgado et al. (2019) similarly considers recognition to be a powerful mechanism to incentivise employees. The authors underscore how valuable recognition is as an incentive tool, particularly when organisations cannot afford to offer employees financial incentives.

Innovation competitions. Cavallo and Burgers (2024) asserts that innovation competitions are effective mechanisms to stimulate the generation of ideas amongst employees. The authors elucidate that the academic literature on innovation competitions identifies two different formats, innovation competitions limited to within the

boundaries of the organisation and competitions that take place outside the organisation. The latter, often organised by an intermediary, is open to multiple organisations to enter. The authors argue that internal innovation competitions are limited by the employees of the organisation, and their ability to think creatively and their knowledge of relevant subject matter (Cavallo & Burgers, 2024). External innovation competitions however are comprised of diverse participant groups. Organisations that participate in external competitions are exposed to innovative ideas from a variety of sources and are able to potentially integrate these ideas into their organisations. This increases the potential for innovation. Cavallo and Burgers (2024) cautions that although innovation competitions can stimulate the quantity of idea generation, there is no assurance that ideas will be of good quality.

6.2.3.3 *Comparative analysis of the findings with the existing literature*

Finding 1. Remuneration incentives. Finding 1 stated that employees being remunerated in exchange for creativity and innovation is an effective incentive and antecedent for EC and I. This aligns with Jotaba et al. (2022) who isolate remuneration as a key mechanism that organisations should implement to encourage EC and I. Additionally, Oltra and Donada (2022) and Tajeddini et al. (2020) identify remuneration incentives as an antecedent of EC and I.

Finding 2. Recognition incentives. Finding 2 stated that incentives need not always be financial in nature, citing recognition as an example of a non-financial incentive. Recognition can be an effective incentive particularly when organisations cannot offer remuneration incentives due to cost cutting. Finding 2 is in alignment with Malek et al. (2020) who classify recognition as one of three incentive types. In terms of efficacy, the authors found that recognition was an effective incentive for EC and I. This finding holds similarity to Diaz-Delgado et al. (2019) who assert that organisations are not always in a position to offer remuneration as an incentive, and in these instances, recognition is an effective incentive.

Finding 3. Innovation competitions. Finding 3 states that innovation competitions encourage employees to share their creative ideas with the organisation. This is similar to Cavallo and Burgers (2024) who assert that innovation competitions stimulate employee ideas. In this way, they are an antecedent of EC and I.

Finding 4. Employee KPIs. Finding 4 stated that employee KPIs were antecedents of EC and I. This was supported by Jotaba et al. (2022) and Diaz-Delgado

et al. (2019) who asserted that organisations must have innovation targets linked to remuneration.

6.2.3.4 Comparative analysis of the findings with new literature

For three findings, there was no academic literature to be compared to. These findings were:

- **Finding 5.** Remuneration incentives were effective as they discouraged employees from hoarding ideas.
- **Finding 6.** Remuneration in exchange for learning creative and innovative subject matter, was an antecedent of EC and I.
- **Finding 7.** Innovation competitions provided employees with recognition.

The three step process outlined in section 6.1.1. *Three step process*, was followed to identify literature to confirm or refute these findings.

Finding 5. The three step process was followed for Finding 5 and is summarised in the table that follows immediately below.

Table 23: Three step process for Extrinsic motivation mechanisms, Finding 5

Step	Remuneration incentives were effective as they discouraged employees from hoarding ideas.	Result
1	Relevant literature review articles: Jotaba et al. (2022); Malek et al. (2020); Tajeddini et al. (2020)	No matches
	Keyword search: “remuneration” and “employee hoarding” and “ideas”	
2	Leading incentive and Human Resource Management scholars: Alavi, S; Gamber, M and Seeck, H	No relevant articles
	Keyword search: “remuneration” and “employee hoarding and “ideas”	
	Period: 2020 - current	
3	Google Scholar keyword search: “remuneration”, innovation, creativity, employee hoarding ideas	One article found: Jabid et al. (2022)
	Period: 2020 - current	

Source: Researcher (Stu. no. 236911167)

None of the articles selected in step 1 matched the keyword search. Similarly, none of the leading scholars named in step 2 had relevant articles on Finding 5. Finally, the Google Scholar search in step 3 returned one useful article by Jabid et al. (2022). In the article, the authors explain that an employee’s creative idea is in effect their intellectual property. As a result, firms must remunerate employees in exchange for their ideas. The

authors assert that employees hoarding ideas reduces with the implementation of remuneration incentives. Finding 5 holds similarity with Jabid et al. (2022)'s assertion.

Finding 6. The three step process was followed for Finding 6 and is summarised in the table that follows immediately below.

Table 24: Three step process for Extrinsic motivation mechanisms, Finding 6

Step	Remuneration in exchange for learning creative and innovative subject matter, was an antecedent of EC and I.	Result
1	Relevant literature review articles: Alavi et al. (2022) ; Becker et al. (2022) ; Oltra and Donada (2022)	No matches
	Keyword search: “remuneration” or “incentive” and “learning” or “training”	
2	Leading learning and incentive scholars: Bogers, M; Foss, N and Alavi, S	No relevant findings, discussed below
	Keyword search: “remuneration” or “incentive” and “learning” or “training”	
	Period: 2020 - current	
	Articles reviewed: Bogers, M: No relevant articles Foss, N: Colombo et al. (2021) Alavi, S: No relevant articles	
3	Google Scholar keyword search: financial incentive* for employee learning training creativity “innovation”	No relevant articles
	Period: 2020 - current	

Source: Researcher (Stu. no. 236911167)

None of the articles selected in step 1 matched the keyword search. Step 2 rendered one relevant article, Colombo et al. (2021). The authors identified an employee’s intrinsic motivation to expand their own knowledge, as a source of their motivation. This differs to Finding 6 which considers extrinsic incentives, in particular remuneration, to be the source of motivation for learning creative and innovative content. Therefore, this article had no relevant findings and the researcher proceeded to step 3. The Google Scholar keyword search in step 3 returned no relevant articles. Therefore, this finding is a potential nuance of difference to the literature.

Finding 7. The three step process was followed for Finding 7 and is summarised in the table that follows immediately below.

Table 25: Three step process for Extrinsic motivation mechanisms, Finding 7

Step	Innovation competitions provided employees with recognition	Result
1	Relevant literature review articles: Diaz-Delgado et al. (2019) ; Jotaba et al. (2022) ; Malek et al. (2020)	No matches
	Keyword search: "recognition "and "competition"	
2	Leading incentive and Human Resource Management scholars: Alavi, S; Gamber, M and Seeck, H	No relevant articles
	Keyword search: "recognition" and "competition"	
	Period: 2020 - current	
3	Google Scholar search: innovation competition employees receive recognition - engagement, -green, -COVID-19	One article found: Campos-Blazquez et al. (2020)
	Period: 2020 - current	

Source: Researcher (Stu. no. 236911167)

None of the articles selected in step 1 matched the keyword search. Similarly, none of the leading scholars named in step 2 had relevant articles on Finding 7. Finally, the Google Scholar search in step 3 returned one useful article by Campos-Blazquez et al. (2020). In the article, the authors state that innovation competitions provide participating employees with organisational recognition. Therefore, Finding 7 holds similarity with Campos-Blazquez et al. (2020).

6.2.3.5 Conclusion of the Extrinsic motivation mechanisms theme

There was similarity between four of the research study's findings and the existing reviewed academic literature on the Extrinsic motivation mechanisms theme. Remuneration incentives, recognition incentives, innovation competitions and employee KPIs were found to be antecedents of EC and I. These findings were in alignment with the academic literature.

Additional literature was sourced through the three step process for three findings which did not have reviewed literature available in Chapter 2. Having followed this process, two of these findings, remuneration incentives being effective as they discouraged employees from hoarding ideas, and innovation competitions providing employees with recognition, were in alignment with the academic literature found. No literature could be found for one finding, remuneration in exchange for learning creative and innovative subject matter, as an antecedent of EC and I. This is offered as a potential nuance of difference to the literature.

This is summarised in the table that follows immediately below.

Table 26: Comparative analysis outcomes for Extrinsic motivation mechanisms theme

Theme 3 – Extrinsic motivation mechanisms analysis		
Finding 1	Employees being remunerated in exchange for creativity and innovation is an effective incentive and antecedent of EC and I.	Similarity with literature
Finding 2	Recognition is an antecedent of EC and I. Incentives need not always be financial in nature. Recognition is an example of a non-financial incentive. Recognition can be a particularly effective incentive when organisations cannot offer remuneration incentives.	Similarity with literature
Finding 3	Innovation competitions encourage employees to share their creative ideas with the organisation and are an antecedent of EC and I.	Similarity with literature
Finding 4	Employee KPIs are antecedents of EC and I.	Similarity with literature
Finding 5	Remuneration incentives were effective as they discouraged employees from hoarding ideas.	Similarity with literature
Finding 6	Remuneration in exchange for learning creative and innovative subject matter was an antecedent of EC and I.	Potential nuance of difference
Finding 7	Innovation competitions provided employees with recognition.	Similarity with literature

Source: Researcher (Stu. no. 236911167)

6.2.4 Theme 4 – Partnering

This section follows the structure outlined in 6.1 Introduction.



Figure 33: Theoretical discussion process for Theme 4I. Source: Researcher (Stu. no. 236911167)

6.2.4.1 Recap of findings on the Partnering theme

Three key findings were identified from the Partnering theme. These findings were that partnering for capability, employee networks and cross functional collaboration were antecedents of EC and I.

Finding 1. Partnering for capability. Partnership between organisations and external service providers, was an antecedent for creativity and innovation.

Organisations partnered with external service providers where they did not have the capability needed to creatively and innovatively solve an organisational problem.

Finding 2. Employee networks. Employees able to access networks within their organisation, was an antecedent of creativity and innovation. This helped them solve problems by giving them access to creative and innovative solutions through their networks.

Finding 3. Cross functional collaboration. Teams from across the organisation, that were developed for the purpose of collaborating to generate and implement creative ideas, was an antecedent of creativity and innovation.

These findings are summarised in the table following immediately below.

Table 27: Partnering theme: Findings

Theme 4 – Partnering: Findings	
Finding 1	Partnering for capability was found to be an antecedent of EC and I.
Finding 2	Employee networks were found to be an antecedent of EC and I.
Finding 3	Cross functional collaboration was found to be an antecedent of EC and I.

Source: Researcher (Stu. no. 236911167)

6.2.4.2 Recap of literature on the Partnering theme

Trabucci et al. (2021) asserts that innovation should not be restricted to take place within the boundaries of the organisation.

Partnering for capability. Vassallo et al. (2023), Belitski et al. (2023) and Abu El-Ella et al. (2016) similarly assert that partnering with external service providers for the purposes of C and I, leads to increased innovation within the organisation. Belitski et al. (2023) asserts that organisations are at liberty to collaborate with external parties in the interest of achieving creative and innovative objectives. Similarly, Abu El-Ella et al. (2016) asserts that organisations are advantaged by doing so. Belitski et al. (2023) argues that this type of partnership provides organisations with access to a variety of knowledge that they may not have otherwise had access to, resulting in innovation. Diaz-Delgado et al. (2019) adds that in an environment with low investment appetite, a partnership of this nature works well.

Networks. Mukerjee and Metiu (2022) asserts that the nature of innovation is highly social. The authors argue that the relationships between employees aid them to solve problems that they encounter in the workplace. Ozer and Zhang (2021) similarly assert that the social networks that employees belong to, impact their ability to be creative. The authors argue that the stronger an employee's social network, the more creative they are able to be. Ozer and Zhang (2021) emphasises that strong employee networks result in creativity, whereas Franco and Landini (2022) and Kratzer et al. (2021) argue that employees' social networks impact innovation. Offering an alternative perspective, Jotaba et al. (2022) states that organisations that encourage networking amongst employees are able to be more innovative than organisations that do not do so.

Cross functional team collaboration. Gahan et al. (2021) emphasises the crucial role that collaboration plays in driving innovation. Similarly, Jotaba et al. (2022) asserts that collaboration is critical for innovation to take place in an organisation. The authors argue that organisations should encourage collaboration amongst organisations.

da Silva et al. (2022) asserts that one form of collaboration is a cross functional team. The authors emphasise the importance of this structure, arguing that innovation initiatives are most often driven by a collective group rather than an individual employee. Similarly, Diaz-Delgado et al. (2019) stresses that the establishment of diverse teams of multidisciplinary specialists, with representation from across the business is correlated with creative and innovative activity in the organisation. This assertion is further shared by Mitchell and Boyle (2021) who argue that this team structure is one of the most optimal configurations for successful innovation. Adding to this sentiment, Tajeddini et al. (2020) and Henao-Garcia and Montoya (2023) argue that cross functional teams are able to propel forward creative and innovative projects in organisations. Addressing the topic of employee selection for these teams, Henao-Garcia and Montoya (2023) emphasises the importance of organisations being discerning about which employees are staffed in these teams.

Grass et al. (2020) asserts that cross functional teams are often referred to as agile teams. The authors declare that agile teams have a specific structure, arguing that a key characteristic of these teams is that they are structured in a social way. The authors clarify that agile methodology considers the importance of the human above that of business processes and tools. This echoes the sentiment shared by Mukerjee and Metiu (2022), that the nature of innovation is social. Khanagha et al. (2021), Kratzer et al. (2021) and Trabucci et al. (2021) similarly agree that cross functional teams adopt an

agile philosophy. Speaking to why agile teams are so effective at being creative and innovative, Grass et al. (2020) asserts that bureaucracy is minimised in this setting as team members are able to work fast and the team is structured in such a way that they can be adaptable to changes.

Cross functional team leadership. Khanagha et al. (2021) asserts that cross functional teams have a specific leadership format. The authors determine that no leadership role is formally assigned to anyone. Scholars have differing views on how cross functional teams should be led. Khanagha et al. (2021) argues that team members can informally nominate a leader. Conversely, Mitchell and Boyle (2021) asserts that team members can share leadership responsibilities. Contrastingly, Diaz-Delgado et al. (2019) proposes that leadership be rotated across team members, giving each member an opportunity to have leadership responsibility.

Innovation team stressors. Mitchell and Boyle (2021) asserts that due to innovation teams being highly diverse, conflict often arises. Similarly, Khanagha et al. (2021) argues that in a situation in which teams share leadership responsibility, peer pressure commonly occurs, which can lead to conflict. Khanagha et al. (2021) clarifies that the challenge with this type of team conflict is that it redirects efforts that should be being channelled towards creative and innovative projects, into conflict. Therefore, the objective of C and I is hindered. Razinskas et al. (2022) presents an alternative perspective. The authors argue that stressors, in a cross functional team setting, can have positive or negative consequences. The authors identify these as challenge or hinderance stressors and argue that they have an indirect impact on team innovation. Challenge stressors tend to have a positive impact on innovation (Razinskas et al., 2022). As teams try to overcome challenges, team members become closer. Hinderance stressors however tear the team apart and put the innovation objective at risk. The negative impact of a hinderance stressor has a larger impact than the positive impact of a challenge stressor (Razinskas et al., 2022).

Mitigation of team stressors. Mitchell asserts that team members considered to be experts in their functional areas were often regarded as de facto legitimate leaders amongst team members. This concept is referred to as “professional salience” (Mitchell & Boyle, 2021, p. 360). The authors argue that professional salience reduces conflict.

Finding 1. Partnering for capability. Finding 1 stated that partnership between organisations and external service providers, was an antecedent for creativity and innovation. Organisations partnered with external service providers where they did not have the capability needed to creatively and innovatively solve an organisational problem. This was similar to Belitski et al. (2023) and Abu El-Ella et al. (2016) who asserted that organisations who collaborate with other organisations in the external environment benefited from working together, through access to capability that they may not have internally. This resulted in an increased ability to solve organisation problems and in turn increased innovation.

Finding 2. Employee networks. Employees able to access networks within their organisation, was an antecedent of creativity and innovation. This helped them solve problems by giving them access to creative and innovative solutions through their networks. This finding is supported by Ozer and Zhang (2021) who assert that social networks are antecedents of employee creativity. The authors elaborate that the strength of employee's workplace relationships impacts how creative they are able to be. This finding is supported by Franco and Landini (2022) and Kratzer et al. (2021) who assert that employee networks are antecedents of innovation. Mukerjee and Metiu (2022) assert that collaboration which is critical for creativity and innovation is reliant upon the relationships an employee has in the organisation. Jotaba et al. (2022) asserts that employees must assist each other in creative and innovative endeavours as this improves innovation.

Finding 3. Cross functional collaboration. Finding 3 stated that teams from across the organisation that were developed for the purpose of collaborating to generate and implement creative ideas, was an antecedent of creativity and innovation. This was confirmed by the academic literature which emphasises the importance of collaboration across employees in order to achieve innovation (da Silva et al., 2022; Gahan et al., 2021; Jotaba et al., 2022). Cross functional teams specifically, are identified as playing an important role in driving creativity and innovation (Henao-Garcia & Montoya, 2023; Tajeddini et al., 2020).

6.2.4.4 Comparative analysis of the findings with new literature

All findings for this theme had literature reviewed in Chapter 2 and therefore did not require new literature for the purpose of comparison.

6.2.4.5 Conclusion of the Partnering theme

There was similarity between the research study's findings and the academic literature on the partnering theme. Partnering for capability, employee networks and cross functional collaboration were found to be antecedents of EC and I. These findings were in alignment with the academic literature.

This is summarised in the table that follows immediately below.

Table 28: Comparative analysis outcomes for Partnering theme

Theme 4 – Partnering comparative analysis		
Finding 1	Partnering for capability was found to be an antecedent of EC and I.	Similarity with literature
Finding 2	Employee networks were found to be an antecedent of EC and I.	Similarity with literature
Finding 3	Cross functional collaboration was found to be an antecedent of EC and I.	Similarity with literature

Source: Researcher (Stu. no. 236911167)

6.2.5 Conclusion of Sub RQ 1

Sub RQ 1 sought to explore the essential elements needed to support EC and I in the workplace. A theoretical discussion of the themes associated with sub RQ 1, antecedents were performed in this section. This compared key findings from the research study to the academic literature reviewed. The comparison identified mainly similarities between the findings and literature and one potential nuance of difference. This potential nuance of difference was remuneration, in exchange for learning creative and innovative content, being an antecedent of creativity and innovation.

There was similarity between the research study's findings and the academic literature on the Enabling environment theme. Deliberate organisational intent to be a creative and innovative organisation, employees having access to capabilities that they require in order to be creative and innovative in the workplace, employees perception of their work environment as psychologically safe, employees being included in organisational efforts to drive EC and I, evidence of prior implementation of innovative initiatives in the

organisation and enabling leadership were found to be antecedents of EC and I. These findings were in alignment with the academic literature.

There was similarity between the research study's findings and the academic literature on the intrinsic motivation theme. Intrinsic motivation was found to be an antecedent of EC and I. Employee autonomy, employees naturally deriving value from creativity and innovation and employees with a sense of purpose related to their work were found to be additional antecedents of EC and I.

There was similarity between four of the research study's findings and the academic literature on the Extrinsic motivation mechanisms theme. Remuneration incentives, recognition incentives, innovation competitions and employee KPIs were found to be antecedents of EC and I. These findings were in alignment with the academic literature.

Additional literature was sourced through the three step process for three findings which did not have reviewed literature available in Chapter 2. Having followed this process, two of these findings, remuneration incentives being effective as they discouraged employees from hoarding ideas and innovation competitions providing employees with recognition, were in alignment with the academic literature found. No literature could be found for one finding, remuneration in exchange for learning creative and innovative subject matter, as an antecedent of EC and I. This is offered as a potential nuance of difference to the literature.

There was similarity between the research study's findings and the academic literature on the partnering theme. Partnering for capability, employee networks and cross functional collaboration were found to be antecedents of EC and I. These findings were in alignment with the academic literature.

6.3 Sub RQ 2: Barriers to employee creativity and innovation

Findings to sub RQ 2, barriers to EC and I in the workplace, are associated with two constructs, challenges and enablers. The challenges construct comprised one theme, employee resistance. The enablers construct, which represented enablers to overcome these challenges, comprised one theme, Human Resources enablement. A theoretical discussion of these themes is performed in this section. This compares key findings from the research study to the academic literature reviewed. The comparison seeks to identify similarities and potential nuances of difference between the findings and literature.

6.3.1 Theme 5 – Employee resistance

This section follows the structure outlined in 6.1 Introduction.



Figure 34: Theoretical discussion process for Theme 5. Source: Researcher (Stu. no. 236911167)

6.3.1.1 Recap of findings on Employee resistance theme

Four key findings were identified for the Employee resistance theme. These findings were that employee resistance, resistance to change, perception of additional work and fear of exposure, were barriers to EC and I.

Finding 1. Employee resistance. Employee resistance was identified as a key challenge to EC and I.

Finding 2. Resistance to change. Employee resistance to creativity and innovation, due to a fear of change that it brought about, was identified as a key challenge to EC and I.

Finding 3. Perception of additional work. Employee resistance to creativity and innovation, due to the perception of this being additional work for employees, was identified as a key challenge to EC and I.

Finding 4. Fear of exposure. Employee resistance to EC and I, due to fear of exposure of insufficient job performance, as a result of transparency that could come from creative and innovative initiatives, was identified as a key challenge to EC and I.

These findings are summarised in the table following immediately below.

Table 29: Employee resistance theme: Findings

Theme 5 – Employee resistance: Findings	
Finding 1	Employee resistance was a challenge to EC and I.
Finding 2	Resistance to change was a challenge to EC and I.
Finding 3	Perception of additional work was a challenge to EC and I.
Finding 4	Fear of exposure was a challenge to EC and I.

Source: Researcher (Stu. no. 236911167)

6.3.1.2 Recap of literature on the Employee resistance theme

Mukerjee and Metiu (2022) assert that employees often display resistance to C and I initiatives in the workplace. Similarly, Cinar and Simms (2019) emphasise that employee resistance to C and I, is one of the most substantial challenges to the implementation of innovation. The sentiment that employee resistance is a significant challenge to C and I, is shared by Vassallo et al. (2023). The authors add that employee resistance mounts as ideas progress through the stages of the innovation process i.e. from idea generation to implementation.

Doeze J et al. (2022) asserts that employee resistance to C and I stems from a fear of change. The authors elaborate that the employees evaluate how the potential change in the organisation will affect them personally, with the information that they are given regarding the change. The outcome of this evaluation is often deemed to be negative. This then causes employees to resist the potential change. Doeze J et al. (2022) further asserts that employees have a more general fear of the unknown. This fear is worsened when employees are not given forewarning of the change, and where the change occurs unexpectedly. Differently to Doeze J et al. (2022) , Cinar and Simms (2019) assert that employee resistance to C and I emerges from an employee's fear that the organisational mandate for EC and I will lead to more work for the employee to do. Cinar et al. (2021) adds an entirely different perspective, asserting that employees resist creative and innovative initiatives due to fear that these initiatives will result in their privacy being infringed on. These employees believe that C and I will create transparency on the work that they do and that they may be judged as lacking in work performance. Newman et al. (2020) adds that employee resistance is a significant challenge for organisations, as it deters other employees from championing creative and innovative initiatives. This is due to the fact that they know that they will be faced with seemingly insurmountable resistance from their colleagues.

6.3.1.3 Comparative analysis of the findings with the existing literature

Finding 1. Employee resistance. Finding 1 stated that employee resistance was a key challenge to EC and I. This is similar to Cinar et al. (2021), who asserts that resistance from employees is a challenge to creativity and innovation. Furthermore, Vassallo et al. (2023) asserts that resistance from employees is one of the most substantial challenges to creativity and innovation in Public sector organisations in particular.

Finding 2. Resistance to change. Finding 2 states that employee resistance to creativity and innovation, due to a fear of change that it brought about, is a key challenge to EC and I. This is similar to Doeze J et al. (2022) who asserts that employees response to change is fear based as they expect change to affect them in a negative way.

Finding 3. Perception of additional work. Finding 3 stated that employee resistance, to creativity and innovation is due to the perception of this being additional work for them, and is a key challenge to EC and I. This is similar to Cinar et al. (2021) who asserts that employee resistance is the result of employees anticipating innovation to increase their workload.

Finding 4. Fear of exposure. Finding 4 stated that employee resistance, due to fear of exposure, of insufficient job performance, as a result of transparency that may come from creative and innovative initiatives, was a key challenge to EC and I. This was similar to Cinar et al. (2021) who asserts that employees demonstrated increased resistance to creativity and innovation as transparency of their job performance increased.

6.3.1.4 *Comparative analysis of the findings with new literature*

All findings for this theme had literature reviewed in Chapter 2 and therefore did not require new literature for the purpose of comparison.

6.3.1.5 *Conclusion of the Employee resistance theme*

There was similarity between all four of the research study’s findings and the academic literature on the employee resistance theme. Employee resistance, specifically, due to fear of change, the perception of additional work and fear of exposure as challenges to EC and I, were findings aligned to the literature.

This is summarised in the table that follows immediately below.

Table 30: Comparative analysis outcomes for Employee resistance theme

Theme 5 – Employee resistance comparative analysis		
Finding 1	Employee resistance was a challenge to EC and I.	Similarity with literature
Finding 2	Resistance to change was a challenge to EC and I.	Similarity with literature

Finding 3	Perception of additional work was a challenge to EC and I.	Similarity with literature
Finding 4	Fear of exposure was a challenge to EC and I.	Similarity with literature

Source: Researcher (Stu. no. 236911167)

6.3.2 Theme 6 – Human Resources enablement

This section follows the structure outlined in *6.1 Introduction*.



Figure 35: Theoretical discussion process for Theme 6. Source: Researcher (Stu. no. 236911167)

6.3.2.1 Recap of findings on the Human Resources enablement theme

Four key findings were identified for the Human Resources enablement theme. These findings were that change management in the form of resistance management and stakeholder engagement, communication and recruitment were enablers to overcome the barriers to creativity and innovation.

Finding 1. Change management in the form of resistance management.

Managing employee resistance was found to be an enabler of EC and I.

Finding 2. Change management in the form of stakeholder engagement.

Obtaining buy-in from stakeholders impacted by creative and innovative initiatives was found to be an enabler of EC and I.

Finding 3. Communication. Organisations communicating the importance of creativity and innovation to employees, demonstrated the importance of creativity and innovation within the organisation. This was found to be an enabler of EC and I.

Finding 4. Recruitment. Recruiting employees that would drive EC and I was found to be an enabler of EC and I.

These findings are summarised in the table following immediately below.

Table 31: Human Resources enablement theme: Findings

Theme 6 – Human Resources enablement: Findings	
Finding 1	Resistance management was found to be an enabler of EC and I.

Finding 2	Stakeholder engagement was found to be an enabler of EC and I.
Finding 3	Communication was found to be an enabler of EC and I.
Finding 4	Recruitment was found to be an enabler of EC and I.

Source: Researcher (Stu. no. 236911167)

6.3.2.2 *Recap of literature on the Human Resources enablement theme*

Resistance management. Vassallo et al. (2023) and Gamber et al. (2022) present two different ways to address employee resistance to C and I, the former is reactive and the latter is proactive. Vassallo et al. (2023) argues that employees striving to implement innovative initiatives are bound to experience resistance from stakeholders in the organisation. The authors identify two components to overcoming this resistance. The first is to understand why relevant stakeholders are resistant to the innovative initiative. The second is to identify what motivates the individual stakeholder on a personal level. Based on the understanding of the source of their resistance and the understanding of what motivates the stakeholder, the employee can overcome resistance by convincing the stakeholder of the benefits of the innovative initiative and obtain their buy-in. Gamber et al. (2022) offers an alternative, more proactive, approach. The authors focus on obtaining stakeholder buy-in prior to the manifestation of resistance. Gamber et al. (2022) argues that when employees increase the amount of effort put into socialising their ideas with stakeholders, chances of a successful implementation of the innovation increases. The process of socialisation includes seeking feedback from stakeholders on the idea, prior to implementation.

Employee risk appetite. There is some debate amongst authors as to the role that empathy and risk taking plays in overcoming employee resistance and implementing innovation. Empathy is often associated with improved levels of innovation (Vassallo et al., 2023). This is reflected in design thinking or human centred design which is widely adopted by businesses to encourage innovation (Trabucci et al., 2021). Vassallo et al. (2023)'s challenges this view by demonstrating that emotional empathy, specifically, is detrimental to innovation implementation.

Vassallo et al. (2023) suggests that there is an ideal employee profile most likely to implement innovation. The authors describe this employee to have a high-risk appetite, elevated levels of cognitive empathy and low levels of emotional empathy, with risk appetite weightier than empathy. This trait combination enables employees to overcome obstacles when trying to implement an innovation.

Communication. Jotaba et al. (2022) asserts that communication is a vital organisational practice for driving innovation. Tajeddini et al. (2020) and Becker et al. (2022) agree with Jotaba et al. (2022)'s assertion of communication being important for C and I, however they believe that that is the case from two different perspectives. From an employee perspective, Tajeddini et al. (2020) asserts that communication is important for innovation to occur in an organisation, as it is a mechanism for employees to share information with each other. This then leads to increased C and I in the organisation. From a leadership perspective, Becker et al. (2022) asserts that communication is a mechanism for leaders to encourage employees to voice their ideas and be more creative.

Recruitment. There is some debate in the academic literature on the efficacy of recruitment as a practice to increase innovation within organisations. There is similarity between Oltra and Donada (2022) and Bogers et al. (2018) who assert that recruitment is a critical Human Resources practice that enables innovation. Bogers et al. (2018) attributes the positive relationship between recruitment and innovation, to knowledge of the external environment which the new recruit introduces into the organisation. Similarly, Chang (2023) asserts that new knowledge of the external environment infused into the organisation, increases innovation. Grass et al. (2020) echoes this sentiment, asserting that knowledge of the external environment is fundamental to innovation taking place within the organisation. In stark contrast, Jotaba et al. (2022) argues that recruitment is not the most effective practice to stimulate innovation. The authors attribute their opinion to the challenge of recovering the cost of recruitment. Jotaba et al. (2022) asserts that the cost of new recruits is not offset by an uplift in revenue or reduction in operating cost, as a result of these employees now working for the organisation. The authors instead favour upskilling existing employees within the organisation, and assert that that has more beneficial results on innovation.

6.3.2.3 *Comparative analysis of the findings with the existing literature*

Finding 1. Change management in the form of resistance management. Finding 1 stated that resistance management was found to be an enabler of EC and I. Resistance management referred to organisations needing to get to the root cause of the source of employee resistance to creativity and innovation, and address the cause. This is similar to Vassallo et al. (2023) who asserts that employees seeking to implement

EC and I must navigate challenges to these efforts from employees, by seeking to understand their viewpoints and encouraging them to change their minds about these efforts.

Finding 2. Change management in the form of stakeholder engagement.

Finding 2 stated that obtaining buy-in from stakeholders impacted by creative and innovative initiatives was found to be an enabler of EC and I. This is similar to Gamber et al. (2022) who asserts that employees who put additional time and effort into socialising their ideas with critical stakeholders attain their buy-in, which increases effective implementation of these ideas. Additionally, this is similar to Vassallo et al. (2023) who asserts the importance of obtaining stakeholder buy-in.

Finding 3. Communication.

Finding 3 stated that organisations communicating the importance of creativity and innovation to employees was an enabler of EC and I. This is similar to Jotaba et al. (2022) who asserts that communication is a vital organisational practice for driving innovation.

Finding 4. Recruitment.

Recruiting employees that would drive EC and I was found to be an enabler of EC and I. This is similar to Oltra and Donada (2022), Bogers et al. (2018), Grass et al. (2020) and Chang (2023) who assert that employee recruitment is critical to the success of innovation.

6.3.2.4 Comparative analysis of the findings with new literature

All findings for this theme had literature reviewed in Chapter 2 and therefore did not require new literature for the purpose of comparison.

6.3.2.5 Conclusion of the Human Resources enablement theme

There was similarity between all four of the research study's findings and the academic literature on the Human Resources enablement theme. Change management in the form of resistance management and stakeholder engagement, communication and recruitment as enablers of EC and I, were findings aligned to the literature.

This is summarised in the table that follows immediately below.

Table 32: Comparative analysis outcomes for Human Resources enablement theme

<i>Theme 6 – Human Resources enablement comparative analysis</i>

Finding 1	Resistance management was found to be an enabler of EC and I.	Similarity with literature
Finding 2	Stakeholder engagement was found to be an enabler of EC and I.	Similarity with literature
Finding 3	Communication was found to be an enabler of EC and I.	Similarity with literature
Finding 4	Recruitment was found to be an enabler of EC and I.	Similarity with literature

Source: Researcher (Stu. no. 236911167)

6.3.3 Conclusion of Sub RQ 2

There was similarity between all four of the research study's findings and the academic literature on the employee resistance theme. Employee resistance, specifically, due to fear of change, the perception of additional work and fear of exposure as challenges to EC and I, were findings aligned to the literature.

Sub RQ 2 sought to explore the barriers to EC and I in the workplace. A theoretical discussion of the themes associated with sub RQ 2, employee resistance, as a challenge, and Human Resources enablement, as an enabler, were performed in this section. This compared key findings from the research study to the academic literature reviewed. The comparison identified only similarities between the findings and literature.

There was similarity between all four of the research study's findings and the academic literature on the Human Resources enablement theme. Change management in the form of resistance management and stakeholder engagement, communication and recruitment as enablers of EC and I, were findings aligned to the literature.

6.4 Sub RQ 3: Outcomes of employee creativity and innovation

Findings to sub RQ 3, the outcomes of EC and I in the workplace, are associated with the outcomes construct. Two themes are related to this construct, internal and external outcomes. A theoretical discussion of these themes is performed in this section. This compares key findings from the research study to the academic literature reviewed. The comparison seeks to identify similarities and potential nuances of difference between the findings and literature.

6.4.1 Theme 7 – Internal outcomes

This section follows the structure outlined in *6.1 Introduction*.



Figure 36: Theoretical discussion process for Theme 7. Source: Researcher (Stu. no. 236911167)

6.4.1.1 Recap of findings on the Internal outcomes theme

Three key findings were identified for the Internal outcomes theme. These findings were that people i.e. employees, processes and financial outcomes i.e. organisational costs were outcomes of EC and I. These were internal to the organisation.

Finding 1. People. Internal outcomes of EC and I was meeting the needs of employees.

Finding 2. Process. Internal outcomes of EC and I was the optimisation or improvement of business processes.

Finding 3. Financial. Internal outcomes of EC and I was improvement in organisational cost efficiency.

These findings are summarised in the table following immediately below.

Table 33: External outcomes theme: Findings

Theme 7 – Internal outcomes: Findings	
Finding 1	Internal outcomes of EC and I was meeting the needs of employees.
Finding 2	Internal outcomes of EC and I was the optimisation or improvement of business processes.
Finding 3	Internal outcomes of EC and I was improvement in organisational cost efficiency.

Source: Researcher (Stu. no. 236911167)

6.4.1.2 Recap of literature on the Internal outcomes theme

Literature for outcomes in the literature review, Chapter 2, was not yet divided into internal and external outcomes. Therefore, they are combined in this section.

The academic literature presents different types of outcomes of C and I. The first group of outcomes identified by scholars is that of C and I positively impacting the organisation's standing and competitiveness within the market. Adla (2020) and Khanagha et al. (2021) similarly assert that a key outcome of innovation is the

organisation's ability to survive in a challenging contemporary business environment. McKay et al. (2021) and Diaz-Delgado et al. (2019) similarly argue that a key outcome of innovation is not limited to an organisation's ability to survive, but to create a competitive advantage in the market. Differently to these scholars, Tajeddini et al. (2020) asserts that innovation allows organisations to not just create but sustain a competitive advantage in the market. With a focus on the outcome of creativity, rather than innovation, Nguyen and Le (2019) notably argues that creativity increases an organisation's competitiveness.

The second group of outcomes is related to superior financial performance. Gahan et al. (2021) and Bormann (2020) similarly assert that an outcome of C and I is enhanced organisational performance. Tajeddini et al. (2020) asserts that innovation results in increased market share and organisational profitability. Aligning with the profitability outcome offered by Tajeddini et al. (2020), Diaz-Delgado et al. (2019) asserts that an outcome of C and I is increased organisational cost efficiency.

A third group of outcomes of C and I is related to improvements within the organisation. Mukerjee and Metiu (2022) asserts that outcomes of innovation are enhanced ways of work in the organisation. Similarly, Tajeddini et al. (2020) adds that outcomes of innovation are optimised processes and enhanced products. Trabucci et al. (2021) echoes this sentiment, asserting that an outcome of innovation is a more efficient organisation. Sharing Tajeddini et al. (2020)'s perspective on enhanced products, Newman et al. (2020) asserts that innovation outcomes include differentiated products and services. Introducing an additional perspective, Diaz-Delgado et al. (2019) asserts that other outcomes of C and I include the rate at which organisational learning takes place.

The fourth group of outcomes is related to benefits to stakeholders. Although Seeck and Diehl (2017) agrees that outcomes of innovation advantage organisations, the authors introduce the notion that innovation aids all of the organisation's stakeholders as well. Seeck and Diehl (2017) elucidates that stakeholders refer to all stakeholder groups that are involved in the innovation process. Focusing on a different group of stakeholders, Ozer and Zhang (2021) asserts that an outcome of creativity is the organisation is being able to better meet customer needs. Vassallo et al. (2023) introduces an additional stakeholder group in the Public sector context specifically. The authors assert that an outcome of innovation is the provision of services to citizens of a country.

6.4.1.3 *Comparative analysis of the findings with the existing literature*

Finding 1. People. Finding 1 stated that internal outcomes of EC and I was meeting the needs of employees. This is similar to Seeck and Diehl (2017) who asserted that innovation results in improvements for all stakeholders of an organisation, including individuals.

Finding 2. Process. Finding 2 stated that internal outcomes of EC and I was the optimisation or improvement of business processes. This is similar to Mukerjee and Metiu (2022) who asserted that innovation brings about enhanced ways of working and Tajeddini et al. (2020) who asserted that one of the outcomes of innovation is process optimisation.

Finding 3. Financial. Finding 3 stated that Internal outcomes of EC and I was improvement in organisational cost efficiency. This is similar to Trabucci et al. (2021) who asserted that outcomes of innovation include improved organisational efficiency and profitability.

6.4.1.4 *Comparative analysis of the findings with new literature*

All findings for this theme had literature reviewed in Chapter 2 and therefore did not require new literature for the purpose of comparison.

6.4.1.5 *Conclusion of the Internal outcomes theme*

There was similarity between all three of the research study's findings and the academic literature on the internal outcomes theme. Improvements in working lives of employees, business process optimisation and cost efficiency as outcomes of EC and I were findings aligned to the literature.

This is summarised in the table that follows immediately below.

Table 34: Comparative analysis outcomes for Internal outcomes theme

Theme 7 – Internal outcomes comparative analysis		
Finding 1	Internal outcomes of EC and I was meeting the needs of employees.	Similarity with literature
Finding 2	Internal outcomes of EC and I was the optimisation or improvement of business processes.	Similarity with literature
Finding 3	Internal outcomes of EC and I was improvement in organisational cost efficiency.	Similarity with literature

Source: Researcher (Stu. no. 236911167)

6.4.2 Theme 8 – External outcomes

This section follows the structure outlined in 6.1 Introduction.



Figure 37: Theoretical discussion process for Theme 8. Source: Researcher (Stu. no. 236911167)

6.4.2.1 Recap of findings on the External outcomes theme

Three key findings were identified for the External outcomes theme. These findings were that of competitive advantage, customer and citizen needs and financial outcomes.

Finding 1. Competitive advantage. Outcomes of EC and I, was an organisation having a competitive advantage in the market.

Finding 2. Customer. Outcomes of EC and I was meeting the needs of customers or citizens.

Finding 3. Financial. Outcomes of EC and I was improvements in external financial metrics.

These findings are summarised in the table following immediately below.

Table 35: External outcomes theme: Findings

Theme 8 – External outcomes: Findings	
Finding 1	Outcomes of EC and I was an organisation having a competitive advantage in the market.
Finding 2	Outcomes of EC and I was meeting the needs of customers or citizens.
Finding 3	Outcomes of EC and I was an improvement in the organisations financial position.

Source: Researcher (Stu. no. 236911167)

6.4.2.2 Recap of literature on the External outcomes theme

Literature for outcomes in the literature review, Chapter 2, was not yet divided into internal and external outcomes. Therefore, they are combined in this section.

The academic literature presents different types of outcomes of C and I. The first group of outcomes identified by scholars is that of C and I positively impacting the organisation's standing and competitiveness within the market. Adla (2020) and Khanagha et al. (2021) similarly assert that a key outcome of innovation is the organisation's ability to survive in a challenging contemporary business environment. McKay et al. (2021) and Diaz-Delgado et al. (2019) similarly argue that a key outcome of innovation is not limited to an organisation's ability to survive, but to create a competitive advantage in the market. Differently to these scholars, Tajeddini et al. (2020) asserts that innovation allows organisations to not just create but sustain a competitive advantage in the market. With a focus on the outcome of creativity, rather than innovation, Nguyen and Le (2019) notably argues that creativity increases an organisation's competitiveness.

The second group of outcomes is related to superior financial performance. Gahan et al. (2021) and Bormann (2020) similarly assert that an outcome of C and I is enhanced organisational performance. Tajeddini et al. (2020) asserts that innovation results in increased market share and organisational profitability. Aligning with the profitability outcome offered by Tajeddini et al. (2020), Diaz-Delgado et al. (2019) asserts that an outcome of C and I is increased organisational cost efficiency.

A third group of outcomes of C and I is related to improvements within the organisation. Mukerjee and Metiu (2022) asserts that outcomes of innovation are enhanced ways of work in the organisation. Similarly, Tajeddini et al. (2020) adds that outcomes of innovation are optimised processes and enhanced products. Trabucci et al. (2021) echoes this sentiment, asserting that an outcome of innovation is a more efficient organisation. Sharing Tajeddini et al. (2020)'s perspective on enhanced products, Newman et al. (2020) asserts that innovation outcomes include differentiated products and services. Introducing an additional perspective, Diaz-Delgado et al. (2019) asserts that other outcomes of C and I include the rate at which organisational learning takes place.

The fourth group of outcomes is related to benefits to stakeholders. Although Seeck and Diehl (2017) agrees that outcomes of innovation advantage organisations, the authors introduce the notion that innovation aids all of the organisation's stakeholders as well. Seeck and Diehl (2017) elucidates that stakeholders refer to all stakeholder groups that are involved in the innovation process. Focusing on a different group of stakeholders, Ozer and Zhang (2021) asserts that an outcome of creativity is the organisation is being

able to better meet customer needs. Vassallo et al. (2023) introduces an additional stakeholder group in the Public sector context specifically. The authors assert that an outcome of innovation is the provision of services to citizens of a country.

6.4.2.3 Comparative analysis of the findings with the existing literature

Finding 1. Competitive advantage. Finding 1 stated that outcomes of EC and I was an organisation having a competitive advantage in the market. This is similar to Diaz-Delgado et al. (2019) and Nguyen and Le (2019) who state that an outcome of creativity and innovation is competitive advantage.

Finding 2. Customer. Finding 2 stated that outcomes of EC and I was meeting the needs of customers or citizens. This is similar to Ozer and Zhang (2021) and Newman et al. (2020) who assert that EC and I results in improvements for the customer. This further aligns to Vassallo et al. (2023) who asserts that organisations in the Public sector engaging in innovation leads to the provision of citizens with the services they require.

Finding 3. Financial. Finding 3 stated that outcomes of EC and I was an improvement in the organisations financial position. This is similar to Tajeddini et al. (2020) who asserts that EC and I results in improvements of a financial nature for organisations.

6.4.2.4 Comparative analysis of the findings with new literature

All findings for this theme had literature reviewed in Chapter 2 and therefore did not require new literature for the purpose of comparison.

6.4.2.5 Conclusion of the External outcomes theme

There was similarity between all three of the research study's findings and the academic literature on the external outcomes theme. Organisations seeking to achieve a competitive advantage in the market, meeting the needs of customers and citizens, and improvement in the organisations financial standing as outcomes of EC and I were findings aligned to the literature.

This is summarised in the table that follows immediately below.

Table 36: Comparative analysis outcomes for External outcomes theme

Theme 8 – External outcomes comparative analysis		
Finding 1	Outcomes of EC and I was an organisation having a competitive advantage in the market.	Similarity with literature
Finding 2	Outcomes of EC and I was meeting the needs of customers or citizens.	Similarity with literature
Finding 3	Outcomes of EC and I was an improvement in the organisations financial position.	Similarity with literature

Source: Researcher (Stu. no. 236911167)

6.4.3 Conclusion of Sub RQ 3

Sub RQ 3 sought to explore the outcomes of EC and I in the workplace. A theoretical discussion of the themes associated with sub RQ 3, internal outcomes and external outcomes, were performed in this section. This compared key findings from the research study to the academic literature reviewed. The comparison identified only similarities between the findings and literature.

There was similarity between all three of the research study’s findings and the academic literature on the internal outcomes theme. Improvements in working lives of employees, business process optimisation and cost efficiency, as outcomes of EC and I were findings aligned to the literature.

There was similarity between all three of the research study’s findings and the academic literature on the external outcomes theme. Organisations seeking to achieve a competitive advantage in the market, meeting the needs of customers and citizens, and improvement in the organisations financial standing, as outcomes of EC and I were findings aligned to the literature.

6.5 Research question: How is Employee creativity and innovation fostered

This section serves as the conclusion to the chapter. The purpose of this chapter was to perform a theoretical discussion to compare key findings from this research study to the academic literature. The objective of the comparison was to identify similarities between research findings and academic literature. Where appropriate the objective was to note potential nuances of difference that may exist.

This process was performed by sub RQ. In combining the outcomes of the analysis performed for each sub RQ, insights are provided for the main research question, ‘How is EC and I fostered’. These research outcomes are discussed below. They are largely

consistent with the literature. One potential nuance of difference is added as a result of the comparative analysis process.

6.5.1 Sub RQ 1 research outcomes

The following research outcomes were consistent with the literature. Employee creativity is fostered through ensuring that organisations put in place essential elements that support EC and I. These can be summarised as an enabling environment, employee intrinsic motivation, extrinsic motivation mechanisms and partnering.

No literature could be found for one finding, remuneration in exchange for learning creative and innovative subject matter, as an antecedent of EC and I. This is offered as a potential nuance of difference to the literature.

6.5.2 Sub RQ 2 research outcomes

The following research outcomes were consistent with the literature. In order to foster EC and I, organisations must be aware of the barriers to EC and I and work to mitigate them. The most notable of these barriers being employee resistance. This can be avoided and minimised through change management in the form of stakeholder engagement and resistance management, communication and recruitment.

6.5.3 Sub RQ 3 research outcomes

The following research outcomes were consistent with the literature. EC and I is fostered through a clear understanding of the benefits to the organisation, of EC and I. This can be used to make the case for a creativity and innovation agenda within the organisation. These outcomes include improvements for the employee, to business processes, for the customer, to the organisation's financial standing and a competitive advantage in the market.

6.5.4 Framework

Based on these research outcomes, a framework developed to capture insight into the research question, 'How is EC and I fostered' is presented. The framework captures the antecedents, themes and sub themes that came from the sub research questions. All elements of the framework are consistent with the academic literature except for the potential nuance of difference. The potential nuance of difference is remuneration in exchange for learning creative and innovative subject matter, being an antecedent of EC and I. This is indicated on the framework by being underlined and italicised. This framework is adapted from the conceptual framework at the end of Chapter 2.

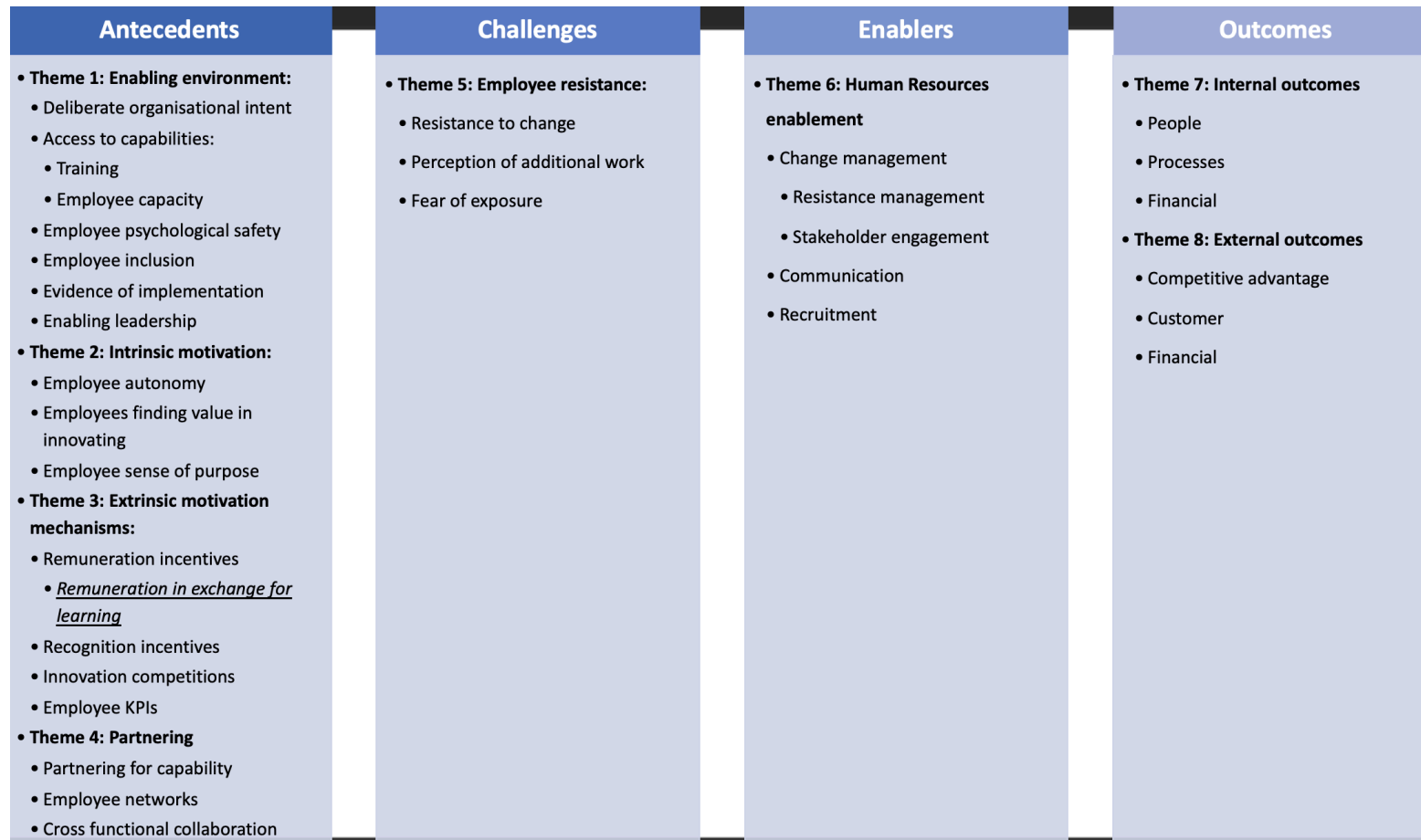


Figure 38: Framework - How to foster employee creativity and innovation. Source: Researcher (Stu. no. 236911167)

7 Chapter 7: Conclusion

7.1 Introduction

Chapter 7 presents a conclusion for this research study. The chapter summarises the key theoretical conclusions of the study, the contribution made by the study, recommendations for management and other stakeholders, limitations of the research and suggestions for future research.

7.2 Key theoretical conclusions

This research study sought to answer the question, 'How is EC and I fostered'. To do so, the study utilised three sub research questions that combined would provide a holistic answer to this question. The key theoretical conclusions which identify the answers to the three research questions and in turn, the main research question, are outlined in this section.

First, similarities between findings and the literature is summarised by theme for sub RQ1. Second, potential nuances of difference between findings and the literature is discussed for sub RQ 1. A conclusion is then presented for sub RQ 1. Conclusions are then presented for sub RQ 1. This process is repeated for sub RQ 2 and sub RQ 3. The overarching research question is then answered.

7.2.1 Sub RQ 1: Essential elements to support EC and I

Sub RQ 1 sought to identify the essential elements needed to support EC and I in the workplace. The four themes associated with sub RQ 1 were an enabling environment, employee intrinsic motivation, extrinsic motivation mechanisms and partnering. As an outcome of the theoretical discussion that compared research study's findings for these themes to the academic literature, several similarities and one potential nuance of difference was found. These similarities and point of potential nuance of difference is outlined in this section.

7.2.1.1 *Similarities between findings and literature for Sub RQ 1*

Enabling environment. A key research outcome was the identification of an enabling environment, an environment that enabled EC and I, as an antecedent of EC and I. This was similar to Trabucci et al. (2021) asserted that it was an organisations responsibility to create a work environment that nurtured innovation. Six further key research outcomes were identified related to an enabling environment.

The first additional research outcome, related to an enabling environment, was organisations demonstrating a deliberate intent to be an innovative organisation. This was found to be an antecedent of EC and I and was similar to Mukerjee and Metiu (2022) who asserted that innovative organisations were unwavering in their desire to be innovative.

The second additional research outcome, related to an enabling environment, was employees having access to the capabilities they needed to be creative and innovative. These capabilities included training and employee capacity i.e. time and were found to be antecedents of EC and I. This was similar to Jotaba et al. (2022) who asserted that training manifested in increased EC and I, and da Silva et al. (2022) who asserted that innovation hinged on adequate organisational resources being allocated to it.

The third additional research outcome was that of employees feeling psychologically safe. This was found to be an antecedent of EC and I. This was similar to Newman et al. (2020), Gahan et al. (2021) and Mukerjee and Metiu (2022) who asserted that employee psychological safety was a pre-requisite for EC and I.

The fourth additional research outcome was employees feeling included in the organisation's innovation agenda. Employee inclusion, was therefore found to be an antecedent of EC and I. This was similar to Trabucci et al. (2021) who asserted that employees were core to an organisation's aspiration to be innovative.

The fifth additional research outcome was the organisation demonstrating evidence that they had implemented prior innovation i.e. employee ideas and projects. This was found to be an antecedent of EC and I, and was similar to Tajeddini et al. (2020) who asserted that it was the organisations responsibility to take employee's ideas seriously.

The sixth additional research outcome was that leaders had the ability to enable creativity and innovation. Enabling leadership, was therefore an antecedent of EC and I. This was similar to assertions by Becker et al. (2022), Gahan et al. (2021), Grass et al. (2020) and da Silva et al. (2022) who argued that leaders have a significant impact in determining whether their employees are innovative.

Intrinsic motivation. The next key research outcome was the identification of employee intrinsic motivation as an antecedent of EC and I. This was similar to Franco and Landini (2022) who asserted the intrinsic motivation was an antecedent of creativity, Becker et al. (2022) and Seeck and Diehl (2017) who asserted that intrinsic motivation was an antecedent of innovation. Three additional key research outcomes were identified related to intrinsic motivation. The first additional research outcome was employee autonomy, being an antecedent of EC and I. This was similar to Franco and Landini (2022) and Seeck and Diehl (2017) who asserted that employee autonomy resulted in EC and I. The second additional research outcome was employees finding value in innovating, being an antecedent of EC and I. This was similar to Becker et al. (2022) and Diaz-Delgado et al. (2019) who asserted that employees could derive sufficient motivational satisfaction from the creative and innovative process itself. The third additional research outcome was employees having a sense of purpose, being an antecedent of EC and I. This was similar to Becker et al. (2022) who asserted that employees who perceive creativity and innovation as meaningful work, are motivated to be creative and innovative.

Extrinsic motivation mechanisms. The study identified research outcomes for extrinsic motivation mechanisms, as antecedents of EC and I. Six key research outcomes with similarity to the literature, was identified in relation to extrinsic motivation mechanisms. The first research outcome was that of employees being remunerated in exchange for creativity and innovation, as an antecedent of EC and I. This was similar to Jotaba et al. (2022), Oltra and Donada (2022) and Tajeddini et al. (2020) who identified remuneration as an antecedent of EC and I. The second research outcome was that of employees being recognised by the organisation for participation in creativity and innovation, as an antecedent of EC and I. This was similar to Malek et al. (2020) who identified recognition to be an effective incentive for EC and I. The third research outcome was that innovation competitions encourage employees to share their creative ideas with the organisation, and are therefore an antecedent of EC and I. This was similar to Cavallo and Burgers (2024) who asserted that innovation competitions stimulated employee ideas, and were thus an antecedent of employee creativity. The fourth research outcome was that of employees being assigned creativity and innovation KPIs, as an antecedent of EC and I. This was similar to Jotaba et al. (2022) and Diaz-Delgado et al. (2019) who asserted that targets within the organisation being linked to innovation, increased innovation. The fifth research outcome was remuneration incentives being effective in discouraging employees from hoarding ideas. This was similar to Jabid et al. (2022) who asserted that remunerating employees for creativity and innovation, reduced

employees hoarding ideas. The sixth research outcome was that innovation competitions provided employees with recognition. This was similar to Campos-Blazquez et al. (2020) who asserted that competitions provided participating employees with recognition from the organisation.

Partnering. The study identified research outcomes for partnering, as an antecedent of EC and I. Three key research outcomes were identified relating to partnering. The first research outcome was that of partnering with external service providers, as an antecedent for creativity and innovation. This was similar to Belitski et al. (2023) and Abu El-Ella et al. (2016) who asserted that organisations who collaborated with organisations in the external environment increased their ability to be innovative. The second research outcome was that of employees having access to networks, as an antecedent for creativity and innovation. This was similar to Ozer and Zhang (2021) who asserted that employee networks are antecedents of employee creativity, and Franco and Landini (2022) and Kratzer et al. (2021) who asserted that employee networks are antecedents of innovation. The third research outcome was that of teams being established from across the organisation to drive creativity and innovation, as an antecedent of EC and I. This was confirmed by the academic literature which emphasised the importance of collaboration across employees in order to achieve innovation (da Silva et al., 2022; Gahan et al., 2021; Jotaba et al., 2022). Cross functional teams specifically, are identified as playing an important role in driving creativity and innovation (Hena-Garcia & Montoya, 2023; Tajeddini et al., 2020).

7.2.1.2 Nuances of difference between findings and literature for Sub RQ 1

The research outcomes for Sub RQ 1 uncovered one potential nuance of difference between the research study's findings and the literature. Related to the extrinsic motivation mechanisms theme, this research outcome noted that remuneration in exchange for learning creative and innovative subject matter, was an antecedent of EC and I. The three step process outlined in section 6.1.1, *Three step process*, was followed to identify literature that this finding could be compared with. One relevant article was found, Colombo et al. (2021). The authors identified employees intrinsic motivation to expand their knowledge, as a source of motivation. However, Colombo et al. (2021) assertion differed to this research outcome and the research outcome was therefore deemed to be a potential nuance of difference to the literature.

7.2.1.3 *Conclusion for Sub RQ 1*

Sub RQ 1 sought to identify the essential elements needed to support EC and I in the workplace. All but one of the research outcomes for sub RQ 1 were found to be consistent with the academic literature presented. One of the research outcomes was found to be a potential nuance of difference. These essential elements in response to sub RQ 1 have been discussed in this section and are summarised below. Sub RQ 1 was considered to be answered.

The antecedents of EC and I were an enabling environment, which included deliberate organisational intent, employees having access to capabilities required to be creative and innovative, employee psychological safety, employee inclusion, organisational evidence of prior implementation of innovation and enabling leadership. A further antecedent of EC and I was employee intrinsic motivation. This included employee autonomy, employees finding value in EC and I and employee sense of purpose. The next group of antecedents of EC and I was extrinsic motivation mechanisms. This included remuneration incentives, recognition incentives, innovation competitions and employee KPIs. The last group of antecedents of EC and I was partnering. This included partnering for capability, employee networks and cross functional collaboration.

Under the extrinsic motivation mechanisms theme, remuneration in exchange for learning creative and innovative subject matter, as an antecedent of EC and I, was found to be a potential nuance of difference.

7.2.2 *Sub RQ 2: Barriers to EC and I*

Sub RQ 2 sought to identify the barriers to and enablers to overcome these barriers to EC and I in the workplace. The two themes associated with sub RQ 2 were employee resistance and Human Resources enablement. As a research outcome of the theoretical discussion that compared the research study's findings, regarding these themes, to the academic literature, only similarities were found. These similarities are outlined in this section.

7.2.2.1 *Similarities between findings and literature for Sub RQ 2*

Employee resistance. Four key research outcomes were identified as barriers to EC and I. The first research outcome was employee resistance as a key challenge to EC and I. This was similar to Cinar and Simms (2019) and Vassallo et al. (2023) who identified employee resistance as a substantial challenge to EC and I. The second

research outcome was employee resistance to creativity and innovation, due to a fear of change, as a key challenge to EC and I. This was similar to Doeze J et al. (2022) who illuminated employees fear of change as an expectation that the change would impact the employee negatively. The third research outcome was employee resistance to creativity and innovation, due to the perception of this being additional work for them, and therefore a key challenge to EC and I. This was similar to Cinar and Simms (2019) who asserted that employees resisted creativity and innovation efforts, as they anticipated innovation increasing their workload. The fourth research outcome was employee resistance, due to a fear of being exposed as non performing. This was a key challenge to EC and I and was similar to Cinar et al. (2021) who asserted that employee resistance could be attributed to a fear of transparency.

Human Resources enablement. Four key research outcomes were identified as enablers to overcoming barriers to EC and I. This was grouped as Human Resources enablement. The first research outcome was change management, in the form of resistance management. Resistance management was found to be an enabler of EC and I. It referred to organisations needing to get to the root cause of the source of employee resistance to creativity and innovation, and to address the cause. This was similar to Vassallo et al. (2023) who asserted that those seeking to mitigate resistance from employees averse to creativity and innovation must understand their viewpoints and seek to change their minds. The second research outcome was change management in the form of stakeholder engagement. Stakeholder engagement was found to be an enabler of EC and I. This referred to obtaining input and buy-in from stakeholders impacted by creative and innovative initiatives. This was similar to Gamber et al. (2022) who asserted that employees who put additional time and effort into socialising their ideas with critical stakeholders attained their buy-in and increased the chances for the implementation of the innovation to be successful. Vassallo et al. (2023) echoed the importance of obtaining stakeholder buy-in as an enabler of EC and I. The third research outcome, communication was an enabler of EC and I. This entailed the organisation communicating the importance of creativity and innovation to employees. This was similar to Jotaba et al. (2022) who asserted that communication was a vital organisational practice in driving innovation. The fourth research outcome, recruitment was found to be an enabler of EC and I. This entailed recruiting employees that would drive EC and I in the organisation. This was similar to (Chang, 2023) , Grass et al. (2020) , Oltra and Donada (2022) and Bogers et al. (2018) who asserted that employee recruitment was critical to the success of innovation.

7.2.2.2 *Nuances of difference between findings and literature for Sub RQ 2*

All research outcomes relating to sub RQ 2 held similarity with the academic literature. Consequently, no potential nuances of difference were found related to sub RQ 2.

7.2.2.3 *Conclusion for Sub RQ 2*

Sub RQ 2 sought to identify the barriers to EC and I in the workplace. All the research outcomes for sub RQ 2 were found to be consistent with the academic literature presented. These barriers and enablers to overcoming these barriers were discussed in this section and are summarised below. Sub RQ 2 was considered to be answered.

The barriers of EC and I were employee resistance, specifically employee resistance due to fear of change, employee resistance due to the perception of EC and I being additional work and employee resistance due to fear of exposure as non performing, as a result of potential transparency generated from creative and innovative initiatives.

The enablers to overcome these barriers to EC and I were change management in the form of resistance management and stakeholder engagement, communicating the importance of creativity and innovation, and recruiting the type of employees that would drive EC and I. This adds to the body of knowledge on the outcomes of EC and I in the workplace.

7.2.3 Sub RQ 3: Outcomes of EC and I

Sub RQ 3 sought to identify the outcomes of EC and I in the workplace. The two themes associated with sub RQ 3 were internal outcomes, outcomes within the organisation and external outcomes, outcomes that manifested in the organisation's external environment. As a research outcome of the theoretical discussion that compared the research study's findings, regarding these themes, to the academic literature, only similarities were found. These similarities are outlined in this section.

7.2.3.1 *Similarities between findings and literature for Sub RQ 3*

Internal outcomes. Three key research outcomes were identified as internal outcomes of EC and I. The first research outcome related to the internal outcomes theme, was meeting the needs of employees. This was similar to Seeck and Diehl (2017) who asserted that innovation resulted in improvements for employees of the organisation. The second research outcome related to the internal outcomes theme, was the optimisation of business processes. This was similar to Tajeddini et al. (2020) who

identified process optimisation and Mukerjee and Metiu (2022) who identified optimised ways of work, as outcomes of EC and I. The third internal outcome, of EC and I, was improvement in organisational cost efficiency. This was similar to Trabucci et al. (2021) who asserted that innovation resulted in improved profitability and efficiency.

External outcomes. Three key research outcomes were identified as external outcomes of EC and I. The first research outcome related to the external outcomes theme, was a competitive advantage in the market. This was similar to Nguyen and Le (2019) and Diaz-Delgado et al. (2019) who asserted that creativity and innovation resulted in market competitive advantage. The second external outcome, of EC and I, was meeting the needs of customers or citizens. This was similar to Ozer and Zhang (2021) and Newman et al. (2020) who asserted that EC and I resulted in improvements for the customer and Vassallo et al. (2023) who asserted that it resulted in the provision of services for citizens. The third external outcome, of EC and I, was improvements in the organisations financial position. This was similar to Tajeddini et al. (2020) who asserted that EC and I resulted in improvements of a financial nature for organisations.

7.2.3.2 Nuances of difference between findings and literature for Sub RQ 3

All research outcomes relating to sub RQ 3 held similarity with the academic literature. Consequently, no potential nuances of difference were found related to sub RQ 3.

7.2.3.3 Conclusion for Sub RQ 3

Sub RQ 3 sought to identify the outcomes, of EC and I in the workplace. All six of the research outcomes for sub RQ 3 were found to be consistent with the academic literature presented. These outcomes of EC and I were internal in nature i.e. people, process and financial, and external in nature i.e. competitive advantage, customer and citizen and financial. This adds to the body of knowledge on the outcomes of EC and I in the workplace. Sub RQ 3 was considered to be answered.

7.2.4 Research question: How is EC and I fostered

This research study sought to answer the question, 'How is EC and I fostered'. The study employed three sub research questions to do so. Employee creativity is fostered through ensuring that organisations put in place essential elements that support EC and I. These can be summarised as an enabling environment, employee intrinsic motivation, extrinsic motivation mechanisms and partnering.

In order to foster EC and I, organisations must be aware of the barriers to EC and I and work to mitigate them. The most notable of these barriers being employee resistance. This can be avoided and minimised through change management in the form of stakeholder engagement and resistance management, communication and recruitment.

Finally, EC and I is fostered through a clear understanding of the benefits to the organisation, of EC and I. This can be used to make the case for a creativity and innovation agenda within the organisation. These outcomes include improvements for the employee, to business processes, for the customer, to the organisation's financial standing and a competitive advantage in the market.

7.2.5 Framework

This framework is a visual representation of the constructs, themes and sub themes identified in the process of exploring the research question and the three sub research questions. The potential nuance of difference, remuneration in exchange for learning, has been added under the Extrinsic motivation mechanisms theme and remuneration sub theme. It is underlined and italicised.

7.2.5.1 Framework for Research question, 'How is EC and I fostered'

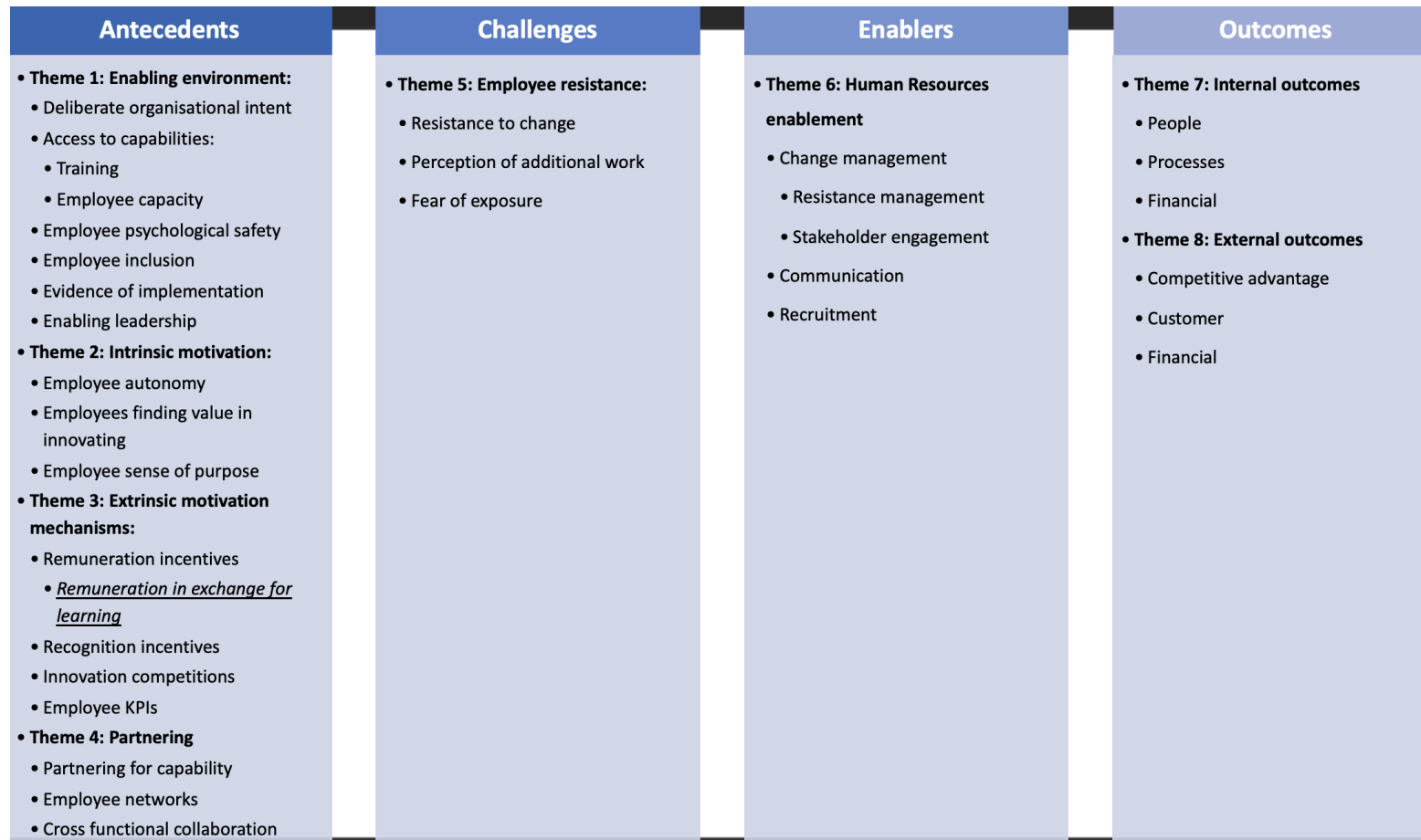


Figure 39: Framework - How to foster employee creativity and innovation. Source: Researcher (Stu. no. 236911167)

7.3 Research contribution

This research study aimed to explore how EC and I was fostered in the workplace, through attempting to understand the essential elements needed to support EC and I, the barriers to EC and I and the outcomes of EC and I. In so doing, the research study humbly attempts to potentially contribute to the body of knowledge on EC and I, in the innovation management academic literature. The research study's contributions are classified as potential additions to the existing body of knowledge and potential refinements to the existing body of knowledge. These are discussed in this section. Additionally, it is worth noting that this research study adds to knowledge on EC and I, in an emerging market context.

7.3.1 Potential additions to the existing body of knowledge

Where similarity to the academic literature exists regarding research outcomes of this study, the study seeks to position them as potential additions to the body of knowledge. These are considered as potential additions as they confirm the existing literature. They are indicated in the table that follows immediately below.

Table 37: Potential additions to existing body of knowledge

Research outcomes as potential additions to existing body of knowledge	
Construct 1: Antecedents	
Theme: Enabling environment	1. Deliberate organisational intent was found to be an antecedent of EC and I.
	2. Access to capabilities, training and capacity, was found to be an antecedent of EC and I.
	3. Employee psychological safety was found to be an antecedent of EC and I.
	4. Employee inclusion was found to be an antecedent of EC and I.
	5. Evidence of prior implementation was found to be an antecedent of EC and I.
	6. Enabling leadership was found to be an antecedent of EC and I.
Theme: Intrinsic motivation	7. Intrinsic motivation is an antecedent of EC and I.
	8. Employee autonomy is an antecedent of EC and I.
	9. Employees naturally deriving value from creativity and innovation is an antecedent of creativity and innovation.
	10. Employee with a sense of purpose related to their work is an antecedent of EC and I.
Theme: Extrinsic motivation mechanisms	11. Employees being remunerated in exchange for creativity and innovation is an effective incentive and antecedent of EC and I.
	12. Recognition is an antecedent of EC and I. Incentives need not always be financial in nature. Recognition is an example of a non-financial incentive. Recognition can be a particularly effective incentive when organisations cannot offer remuneration incentives.

	13. Innovation competitions encourage employees to share their creative ideas with the organisation and are an antecedent of EC and I.
	14. Employee KPIs are antecedents of EC and I.
	15. Remuneration incentives were effective as they discouraged employees from hoarding ideas.
	16. Innovation competitions provided employees with recognition.
Theme: Partnering	17. Partnering for capability was found to be an antecedent of EC and I.
	18. Employee networks were found to be an antecedent of EC and I.
	19. Cross functional collaboration was found to be an antecedent of EC and I.
Construct: Barriers	
Theme: Employee resistance	20. Employee resistance was a challenge to EC and I.
	21. Resistance to change was a challenge to EC and I.
	22. Perception of additional work was a challenge to EC and I.
	23. Fear of exposure was a challenge to EC and I.
Construct: Enablers	
Theme: Human Resources enablement	24. Resistance management was found to be an enabler of EC and I.
	25. Stakeholder engagement was found to be an enabler of EC and I.
	26. Communication was found to be an enabler of EC and I.
	27. Recruitment was found to be an enabler of EC and I.
Construct: Outcomes	
Theme: Internal outcomes	28. Internal outcomes of EC and I was meeting the needs of employees.
	29. Internal outcomes of EC and I was the optimisation or improvement of business processes.
	30. Internal outcomes of EC and I was improvement in organisational cost efficiency.
Theme: External outcomes	31. Outcomes of EC and I was an organisation having a competitive advantage in the market.
	32. Outcomes of EC and I was meeting the needs of customers or citizens.
	33. Outcomes of EC and I was an improvement in the organisations financial position.

Source: Researcher (Stu. no. 236911167)

7.3.2 Potential refinements to body of knowledge

Where a potential nuance of difference exists to the academic literature, regarding one research outcome in this study, the study seeks to position this as a potential refinement to the body of knowledge. As an antecedent of EC and I, this research outcome states that remuneration in exchange for learning creative and innovative subject matter, is an antecedent of EC and I. This is an extrinsic motivation mechanism. This outcome is indicated in the table that follows immediately below.

Table 38: Potential refinement to existing body of knowledge

Research outcome as a potential refinement to existing body of knowledge	
Construct 1: Antecedents	
Theme: Extrinsic motivation mechanism	1. Remuneration in exchange for learning creative and innovative subject matter was an antecedent of EC and I.

Source: Researcher (Stu. no. 236911167)

7.4 Recommendations for management and other stakeholders

Recommendations for management and other stakeholders can be made based on the research outcomes of this study. These are outlined by sub research question. These recommendations are made to senior leaders of the organisation, those with decision making power such as C-Suite, Board members and leaders of Human Resources and Strategy divisions. Furthermore these recommendations are made to organisations in the Private and Public sector alike.

Essential elements needed to support EC and I in the workplace. It is recommended to managers and other stakeholders that organisations seek to create an enabling environment nurturing of EC and I. Specifically, organisations should be deliberate about their intent to be creative and innovative organisations. They should ensure that employees have adequate access to the capabilities that they need in order to be creative and innovative. Organisations should prioritise making sure that employees feel psychologically safe in the workplace and that employees are at the core of the organisation's innovation strategy. Organisations should showcase evidence of successful implementation of innovative initiatives. Finally, organisations need to ensure that leaders are enabling and supportive of EC and I.

Management and other stakeholders should ensure that employees are intrinsically motivated. They are advised to provide employees with autonomy, to monitor whether employees derive value from creative and innovative initiatives and have a sense of purpose and meaning regarding the work they do. To complement intrinsic motivation, management and other stakeholders should ensure that adequate remuneration incentives exist to motivate employees to engage in EC and I, that innovation competitions are established, that employee KPIs are linked to creativity and innovation

and that the organisation prioritises recognising employees for their creative and innovative contributions.

It is recommended that management and other stakeholders forge partnerships, with external parties, where the organisation lacks specific capabilities required to implement innovative initiatives. Organisations should encourage employees to build strong networks with other employees and should establish teams mandated to drive and implement creative and innovative projects within the organisation.

Barriers to EC and I in the workplace. Management and other stakeholders should expect employee resistance to creativity and innovation. They should be understanding of and compassionate to the fact that creativity and innovation may stir up fear of change in employees, may be perceived as additional workload and may result in a fear that creative and innovative initiatives could bring about transparency that might make them look bad at their jobs. To mitigate this resistance, the organisation should implement change management in the form of stakeholder engagement and resistance management, and should communicate the importance of creativity and innovation to the organisation. Furthermore, organisations should seek to recruit employees that are intrinsically motivated.

Outcomes of EC and I in the workplace. From time to time, managers and other stakeholders are called on to convince decision makers to support a creative and innovative agenda in the organisation. To aid in this discussion, it is recommended that they point out the outcomes that EC and I can lead to. These include internal outcomes such as improvements for employees, optimised business processes and improved cost efficiency, as well as external outcomes such as a competitive advantage in the market, more effectively meeting the needs of customers and citizens and enhanced financial performance such as shareholder value and profitability.

7.5 Limitations of the research

Limitations for this research study in general are outlined in this section. Specific limitations related to the research methodology were discussed in *Chapter 4, section 4.11, Limitations*.

The research study had the following general limitations:

- A geographical limitation of the study was that it included participants from organisations based in South Africa only.

- An industry limitation as six sectors only were investigated. From the Private sector, Financial services, Consulting, Healthcare, Telecommunications and Automotive. Additionally, the Public sector was included.
- One potential refinement to the body of knowledge was identified i.e. remuneration in exchange for learning creative and innovative content, is an antecedent of EC and I. This is considered a limitation as this potential refinement could not be investigated in more detail than was explored through the three step process in Chapter 6.

7.6 Suggestions for future research

Suggestions for future research are classified into scope and topics. In response to a need for additional research on EC and I in emerging markets Henao-Garcia and Montoya (2023), this study focused only on organisations based in South Africa. Future research could explore other emerging markets to determine whether this study's research outcomes held across emerging markets.

This research study found one potential nuance of difference to the literature. This has been offered as a potential refinement to the body of literature. However, future research should explore this research outcome in more detail. Remuneration in exchange for learning creative and innovative content should be investigated further to understand the extent to which and parameters in which this is an incentive of and antecedent of EC and I.

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APPENDIX 1: ETHICAL CLEARANCE APPROVAL

**Gordon Institute
of Business Science**
University of Pretoria

**Ethical Clearance
Approved**

Dear

Please be advised that your application for Ethical Clearance has been approved.

You are therefore allowed to continue collecting your data.

We wish you everything of the best for the rest of the project.

[Ethical Clearance Form](#)

Kind Regards

This email has been sent from an unmonitored email account. If you have any comments or concerns, please contact the GIBS Research Admin team.

APPENDIX 2: INFORMED CONSENT FORM

GIBS Informed consent letter

Note: This standard informed consent letter to be used in qualitative interviews must be separate from interview guide and must be signed before the interview commences. The signed form must be stored separately from the data collected. See example of a letter below.

I am conducting research on the Essential elements of employee creativity and innovation. Our interview is expected to last *[insert actual time for interview]*, and will help us understand How is employee creativity and innovation fostered? **Your participation is voluntary, and you can withdraw at any time without penalty.** By signing this letter, you are indicating that you have given permission for:

- the interview to be recorded;
- the recording to be transcribed by a third-party transcriber, who will be subject to a standard non-disclosure agreement;
- verbatim quotations from the interview to be used in the report, provided they are not identified with your name or that of your organisation;
- the data to be used as part of a report that will be publicly available once the examination process has been completed; and
- all data to be reported and stored without identifiers.

If you have any concerns, please contact my supervisor or me. Our details are provided below.

Researcher name [REDACTED]
Email: 23691167@mygibs.co.za
Phone: 078-568-8545

Research supervisor name: Dr. Jill Bogie
Email: BogieJ@gibs.co.za

Signature of participant: _____

Date: _____

Signature of researcher: _____

Date: _____

APPENDIX 3: INTERVIEW PROTOCOL

Research Question: How is employee creativity and innovation fostered?

Topic: Essential elements of employee creativity and innovation.

Section	Question	Notes
Opening Question	Q.1. Please tell me how you got involved in innovation-related projects?	
Framing questions	<i>My first question has 2 parts and I will ask them in turn as they are related:</i> Q.2. Please tell me from your experience, how is innovation understood in your organisation? Q.3. Within this context, and from your experience, how is employee creativity understood in your organisation?	
	Q.4. Based on your understanding, please could you tell me about the relationship between employee creativity and innovation in your organisation?	
Sub RQ 1: <i>What are the essential elements that are needed to support employee creativity and innovation in the workplace?</i>	Q.5. In your experience, what are the factors that facilitate employee creativity and innovation in your organisation?	
Sub-RQ 3: <i>What are the outcomes of employee creativity and innovation in the workplace?</i>	Q.6. Please could you tell me about your understanding of the expected outcomes that your organisation is aiming to achieve from employee creativity and innovation?	
Sub-RQ 2: <i>What are the barriers to employee creativity and innovation in the workplace?</i>	Q.7. In your experience, what are the challenges that your organisation encounters when trying to foster employee creativity and innovation?	
	Q.8. How were these challenges overcome?	
Sub-RQ 3: <i>What are the outcomes of employee creativity and innovation in the workplace?</i>	Q.9. Please could you tell me about the actual outcome that the organisation has achieved through employee creativity and innovation?	
Closing question	Q.10. In order to wrap up the interview, please can you tell me how you see this going forward?	
*Probing questions	<i>Probing questions will be used as and when needed during the interview. These probing questions will be:</i> Q. I wonder if you could tell me more about that. Q. I wonder if you could give me an example of that.	

APPENDIX 4: CODES LIST

No.	Codes
1	Innovation is a process
2	Innovation is new ideas
3	Innovation is a way of thinking
4	Innovation is a way of doing
5	Innovation is a concept
6	Innovation makes things better
7	Innovation is improvement
8	External: Outsourced
9	Innovation means technoloav
10	Nature: Pockets of innovation
11	No organisation definition: No single definition of innovation
12	No organisation definition: Not used in the organisation
13	No organisation definition: The word innovation is used but the organisation has not defined it
14	No participant definition: Participant did not define innovation
15	Outcome: Big and different
16	Outcome: Improves business processes
17	Outcome: New products
18	Outcome: New, improved ways of doing things
19	Tool: Creative problem solving
20	Type: Incremental innovation
21	Innovation translates to behaviour and thinking and ways of doing things
22	Translates to a better way of conducting business
23	Better way of enqaqement
24	Better way of creating value for our clients
25	No organisation definition: Discouraged in the organisation
26	No organisation definition: Organisation has not defined it
27	No participant definition: Participant did not define creativity
28	Outcome: The unconventional
29	Same definition: Creativity and innovation are similar in meaning
30	Tool: A different way of thinking
31	Tool: Creativity is a new idea
32	Tool: Solving business problems
33	Expect employees to use competency, skillset, professionalism to be able to be creative in how they respond to problems
34	Using what you have and applying it in different scenarios in business
35	Outcome: Doing things differently
36	Differently in a way that hasn't been done before
37	Direct: Direct relationship between creativity and innovation
38	No participant definition: Participant did not describe relationship
39	Precursor: Employee creativity is a precursor to innovation
40	No relationship: No relationship between creativity and innovation

No.	Codes
41	Link: There is a link between creativity and innovation
42	In order to get innovation, we must be having creative employees to actually drive that innovation.
43	Exposure to different organisations, different ways of working, different structures, different perspective, different ways of working
44	Diverse range of people that join the organisation
45	Ambition is key to facilitating creativity
46	Commitment to the organisation e.g. being on time
47	Being creative and innovative is part of work gratification and work satisfaction
48	Passionate about job
49	Psychological safety to trust leaders (not to steal ideas)
50	No fear of being reprimanded for failed innovation or consequences
51	Safe space to voice opinion (where you can say anything)
52	Bring ideas to leaders and ideas will be taken seriously , employees are heard and respected
53	Wellbeing allows for thinking ahead and out of the box
54	Unstructuredness, entrepreneurial spirit, freedom to operate / freedom to improve your work / space to be creative
55	Communicate that organisation is deliberate about innovation
56	Communication that encourages people to get involved
57	Open communication in the organisation, open door policy
58	Organisational atmosphere is welcoming
59	Employee innovation being implemented
60	Knowledge of best practices / exposure to trends
61	Intra-organisational competitions
62	Partnering with an external provider for innovation capability
63	Incubator as place of innovation
64	Recognition through awards
65	Incentivisation to innovate
66	Incentivisation to learn
67	Fundamental industry changes in the way services are provided
68	Organisational competition: to present creative/innovative ideas / for recognition / encourages ideas to be brought forward
69	Deliberate collaboration, cross functional team
70	Recruitment of innovation aligned individuals
71	Training to enable employee creativity and innovation
72	Leadership: lead by example
73	Leadership: Leadership permission and encouragement
74	Leadership: making the person feel psychologically safe
75	Leadership: sponsorship to implement innovation
76	KPIs: to promote creativity/innovation
77	Measurement: demonstrate value of the innovation
78	Employee alignment with organisational purpose/values
79	Acknowledgement: feeling of pride for ideas being considered/taken
80	Innovation as a core organisational value

No.	Codes
81	Participant: did not offer factors
82	Change management
83	Processes: Simplifying processes
84	Executive ownership
85	Resourcing: sufficient resourcing for innovation team
86	Innovation should be part of strategy
87	Human vs technology
88	Innovation affects behaviour
89	Innovation affects processes
90	Innovation affects operations
91	Revenue collections
92	Customer satisfaction
93	Competitive advantage: Collect information better and faster than competitors
94	Products that differentiate us from competitors
95	Culture: Improve organisational culture
96	Customer demand: Increase customer demand/volume
97	Customer demand: Retain and acquire new clients
98	Customer satisfaction: Improve customer satisfaction
99	Employee: Happy employees
100	Financial: Drive cost efficiency
101	Financial: Grow the business
102	Financial: Make profit targets
103	Financial: Make revenue targets
104	Financial: Profitability
105	Financial: Sales volumes
106	Financial: Shareholder value
107	Financial: Sustainable growth
108	Performance: Improving the university
109	Industry: Being competitive in the industry
110	Industry: Improve healthcare
111	Industry: Industry leader
112	Industry: Positioned correctly as a viable partner / market positioning
113	Industry: To adapt to market changes
114	Industry: Transition from Telco to Techco
115	Organisation has no expected outcomes: No expected outcomes because employee creativity and innovation is not promoted.
116	Organisational mandate: To achieve mandate as an organisation: meet needs of citizens, stakeholders, employees, Achieving organisation's purpose and vision
117	Market needs
118	Respond to the market
119	Meet needs of employees
120	Meet needs of stakeholders

No.	Codes
121	Meet needs of citizens
122	Can't be doing things the way we've been doing them
123	Performance: Optimise individual performance
124	Performance: Optimise organisational performance
125	Productivity: Improve productivity
126	Organisation has no expected outcomes: Organisation has not communicated/defined it
127	Performance: Optimised processes
128	Buy-in: Received buy-in to do more projects
129	Innovation team is part of 5 year strategy
130	Tickbox: Ticking the box
131	Organisation has no actual outcomes: No actual outcomes of creativity and innovation
132	Industry: Industry leader status
133	Financial: Increased customer volumes
134	Organisation has no actual outcomes: Goals not achieved
135	Performance: Data driven decision making
136	Products: New launched products
137	Financial: Revenue generation
138	Customer: Client retention
139	Organisation has no actual outcomes: No implementation
140	Performance: Positive organisational performance
141	Buy-in: Reduced resistance
142	Customer: Citizens receive their claims faster
143	Industry: Improved academic program
144	Employee: Improved employee performance
145	Industry: Increased grant opportunities
146	Industry: Higher ratings
147	Industry: Better placement amongst competitors
148	Fraud: Reduced risk of fraud
149	Industry: On the journey to becoming a Techco
150	Financial: Financial targets
151	Reputation: Build trust - social capital
152	Financial: Sustainable organisation
153	Wrong Reasons: Innovation not for the wrong reasons
154	Visibility/transparency
155	Financial: Shareholder value
156	Bureaucracy
157	Conservative company
158	Continuous improvement is not considered innovation
159	No culture of creativity and innovation
160	Incorrect communication translates into fear

No.	Codes
161	Fear of creativity
162	No following up on committed ideas
163	Generational gap in the workplace
164	Industry: Don't want to be first
165	Creativity and innovation considered a manager's responsibility
166	New managers have limited experience with creativity and innovation
167	Inflexible management that don't believe in creativity and innovation because they're afraid that something will break.
168	Someone may be very structural, authoritarian, and that might be a block, it might have a negative impact on allowing people to innovate
169	Leadership - do not make employees like they can speak freely and speak up
170	Inconsistent application of creativity and innovation expectations across leaders
171	KPI: KPI is present but no the measure of success is unclear.
172	KPI is present but no the measure of success is unclear
173	Not being deliberate: Organisation has not been deliberate about creativity and innovation
174	Not being deliberate: Disjointed innovation initiatives
175	Organisation has not been deliberate about creativity and innovation
176	Lack of ownership
177	Needing to maintain legacy BAU whilst innovating
178	No department policy on innovation
179	Low psychological safety
180	Recruitment - hiring the right people for creativity and innovation
181	Regulatory environment limits innovation
182	Resistance: Resistance from tenured employees
183	Resistance: Resistance due to fear of exposure
184	Resistance to change - Demotivated employees
185	Resistance to change
186	Resistance due to capacity
187	No financial resources to invest in innovation
188	BAU: Innovation is separated from BAU