THE STIMULATION OF CREATIVITY BETWEEN VARIOUS MANAGERIAL METHODS

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ABSTRACT: The paper synthesizes only a part from the results from a research that was carried out in the academic environment in Romania, research regarding the stimulation of creativity in organizations. The questioned academics and PhDs gave various suggestions regarding the use of some consecrated methods of releasing human resources creativity. Still, a part of them also proposed the use of methods which, in the classic literature, are not integrated in the chapter regarding creativity management. An example could be benchmarking, and another could be project management. As a result, in the second part of the paper, we proposed a benchmarking scheme, in which intervenes human creativity. In conclusion, the methodology used in creativity management is permanently subjected to change and improvement with elements from other management sectors.

KEY WORDS: creativity, management, method.

1. INTRODUCTION

Management literature specifies a variety of methods and techniques useful in stimulating human resources in organizations ([1], [2], [3], [4]). Due to repeated changes in the business environment, a research was initiated to track the opinions of the academic staff about the usefulness of these methods.

2. EXPLORATORY RESEARCH

The paper synthesizes only a part of the results from a research that was carried out in the academic environment in Romania, research regarding the stimulation of creativity in organizations. The questioned academics and PhDs gave various suggestions regarding the use of some consecrated methods of releasing human resources creativity. Respondents addressed the following question: "Please list in descending order of importance at least 5 of the methods to stimulate human resource’s creativity that you recommend." The score given for the answers was: 5 points for the first mentioned method, 4 points for the second, 3 for the third method, 2 for the fourth and one point for the next ones. Responses consisting of "I don't know" were counted with a single point. We note that most respondents listed 5 methods to stimulate creativity, but there were some who remembered less and others who remembered more. The centralization of the results can be found in figure 1 - for doctoral students - and in figure 2 - for the sample of teachers. We grouped responses based on “pair-methods”: a usual method - commonly used - and a method derived - rarely mentioned in the literature or by the respondents (highlighted in figures 1, 2).
For example, we considered brainstorming as basic method, and brain-writing and SCAMPER as derived techniques. We considered the starburst as derived from the lists of questions. To the rational representation of ideas we included the diagram, the fishbone diagram, the cube, the lotus flower, the mental maps etc. We found the software to be a method related to these. The usual methods have received a total of 408 points from the doctoral students and the derivative methods, 88 points (fig. 1).

The overall of 690 points also includes scores obtained by methods in the literature are not designated in managerial methodology to stimulate the creativity of human resources: benchmarking (84 points) and project management (6 points). In the 690 points are also included the "I don’t know" answers or scores given to factors that stimulate creativity, not methods (continuous improvement, promoting talent, freedom of thought etc.). Similarly, the usual methods received 430 points from teachers and the derivative methods, 105 points (fig. 2). The management systems or methods that in the literature are not designated as stimulating creativity (double underlining) received: benchmarking - 44 points and project management, product management or performance management - 18 points.
Various factors for stimulating the creativity received 67 points. In agreement with the views of respondents on the benchmarking creativity was proposed, in figure 3, a modern scheme of functional benchmarking (the process).

3. CONCLUSIONS

Romanian business environment and the management practices are permanently marked by changes. The inexhaustible resource that can help the organization to cope with these changes is human creativity. Various systems and methods used to achieving performance management increasingly access the creative employees. The most striking examples are: benchmarking, project management, product management and performance management.

So, the methodology used in creativity management is permanently subjected to change and improvement with elements from other management sectors.
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