

# IMPACT OF RESISTANCE TO CHANGE AND CREATIVE SELF-EFFICACY ON ENHANCING CREATIVE PERFORMANCE

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## Abstract

*By working on an established framework, this cross sectional study aims to investigate imperative challenges which organizations face in enhancing creative performance of employees. Following the aspects of sense making approach, this study addresses that creative performance can be enhanced by overcoming resistance to change and increasing creative self-efficacy of employees. After collecting data from 517 respondents, results indicate that insignificant correlation exists between resistance to change and creative performance while positive correlation exists between creative self-efficacy and creative performance. This study provides valuable contribution to resistance to change, creative self-efficacy and creative performance by being one of the first research papers to find relationship between them.*

**Keywords:** Creativity; Resistance To Change; Self-Efficacy; Creative Performance; Creative Self Efficacy; Sense Making

2016 GBSEJournal

## Introduction

Creativity has now become one of the most important and critical factors for any organizational success in today's world (George, 2007). It has become an essential part of organizational life. Managers face difficulties in bringing creativity in organizations. According to Burns & Stalker (1961), change is a fundamental part of creativity and employees face high level of difficulties when they experience change. Generally, employees resist change and prefer their habitual routines and behaviors. Employees tend to be sensitive to risks, uncertainties and potential failures which complements creative efforts so they resist innovation and creativity (Jones, 2001). Individual resistance to change is dangerous for organizations as it prevents employees to

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take initial steps in bringing change and creativity which are required for creative performance (Frohman, 1998). Creative self-efficacy focuses on person's creative skills and knowledge (Gong et al., 2009). Employees possessing high levels of creative self-efficacy are believed to produce more creative results as compared to employees possessing low levels of creative self-efficacy. When employees are more confident about their tasks then they will produce more creative results (Gist & Mitchell, 1992). Creativity is the key requirement for producing innovative results. Creative performance will not occur in the absence of creativity skills. Employees with high creative self-efficacy perform well because of high motivation (Yu, 2013). Creative performance requires confidence in one's own creative capacity. Building employees creative self-efficacy is a very crucial step for bringing innovation in an organization. After the introduction of this research paper, theoretical framework along with hypotheses and model are presented which will be further followed by methodology, results and discussion. Finally, conclusion, limitations and future recommendations are suggested.

### **Theoretical Framework**

Creativity has become need of hour for any organization's success. Managers are continuously focusing their efforts to enhance creative performance of employees. The biggest challenge which organizations have been facing now-a-days is resistance to change. Change is an integral part of creativity (Burns & Stalker, 1961). Generally, people try to resist change and prefer to maintain their already designed set of routines, behavior and attitudes. This section focuses on enhancing creative performance of employees.

#### **Individual Resistance to Change and Creative Performance:**

Creativity is defined as breaking the conventional ways of thinking and developing something new and innovative "thinking out of the box". Only those organizations succeed in today's world who are prone to adapt environmental changes and creativity with time accordingly (Zare, 2012). Organizations encourage creativity because they are well aware of the fact that it is important for their long term survival and achievements of competitive advantage. Creativity motivates to develop new and innovative ideas to increase efficiency and effectiveness of organizations (Beheshtifar & Kamani-Fard, 2013). According to Shalley, Gilson, & Blum (2009) creativity requires people to deviate from conventional ways of thinking and adopting new ways of doing things, moving away from already designed set of rules and developing novelty. These all involve a 'change'. Changes in ways of thinking, doing things and differing from routines as well as interacting. People generally resist change and resistance to change ultimately prevents creative performance (George, 2007; Woodman, Sawyer, & Griffin, 1993).

Creativity is one of the most important and challenging factor for all organizations in this modern era (C. M. Ford, 1996). Managers know that creativity of a single member is not enough for bringing innovativeness, instead it should focus on all members' collective efforts to attain organization's success (Agbor, 2008). Managers of the organizations continuously focus their energies to enhance creative performance of their employees so that they can effectively response to competitive changes (Amabile, Conti, Coon, Lazenby, & Herron, 1996; Frohman, 1998; Oldham & Cummings, 1996; Scott & Bruce, 1994). But an important issue which

managers' face in implementing employee creativity is resistance to change from employees' side. Change is the fundamental part of creativity (Burns & Stalker, 1961) and it is mostly resisted by employees as employees' prefer to maintain their already designed set of routines, behaviors and attitudes and don't want any new change to influence their set routines (J. D. Ford, Ford, & D'Amelio, 2008; Oreg, 2003). Change is aberration from set pattern of routines and adopting new patterns and behaviors (Mintzberg & Waters, 1985).

Employees know very well that innovation and creativity requires changes in their routine lives so it is not easy for them to cope up with those changes, that's why employees resist changes (Amabile et al., 1996). Change is resisted due to certain anxieties and fears of losing comfort, status, pay etc. (Krantz, 1999). People are more sensitive to risks, uncertainty, urgency, pressure and potential failures so they resist changes (Jermier, Knights, & Nord, 1994; Jones, 2001). But research proves that individual resistance to change can be very harmful for individual's creative performance as it prevent employees to take initial steps of change and creativity, thinking differently and taking risks which are the key requirements of creative performance (Frohman, 1998; Woodman et al., 1993). Overcoming resistance to change is mandatory for creative performance (Zhou & George, 2001). Change is a universal process and it affects every individual. Change is the only constant thing in this world. People differ in their responses to changes. Some people gladly accept change while others resist it. Some people resists change at higher levels while others resist it at lower levels. According to Oreg (2003) people resist change because of these six reasons: fear of losing control, inability to cope with changes, hesitation in giving up old habits, inability to cope with novelty, close mindedness and adjustment problems. Resistance to change is associated with change and resistance to innovation. Resistance is a natural reaction in bringing any organizational change. Resistance and change go side by side. When one is taking place the other one automatically takes its place. Resistance is an inexorable response to change (Gravenhorst, 2003).

One of the major barriers for bringing change in organization is employees' resistance to that change (Bennebroek Gravenhorst, Werkman, & Boonstra, 2003). When organizations motivate employees to understand that creativity is the necessity of time, changes will be encouraged and failures will also be acceptable in pursuing change, then employees will be willing to accept modifications and as a result creative performance of employees will be enhanced. In contrast to this, when change is discouraged, creativity is unwelcomed and failures are unaccepted then creative performance of employees' declines simultaneously. There are certain problems of resistance to change i.e. they are risky and unclear. Change is often associated with insecurity and anxiety (Ashforth & Lee, 1990; Lee, Edmondson, Thomke, & Worline, 2004). Resistance to change has a negative relationship with creative performance. More resistance to change, less willingness to think differently. As a result, this research expects that resistance to change will be harmful for employees' creative performance. So it ceases employee's creative performance.

***H1: Negative correlation exists between resistance to change and employees' creative performance***

**Sense making approach on overcoming resistance to change:**

This hypothesis has become central problem for many organizations so the question arises how to solve this problem? So that employees can overcome resistance to change and can adopt

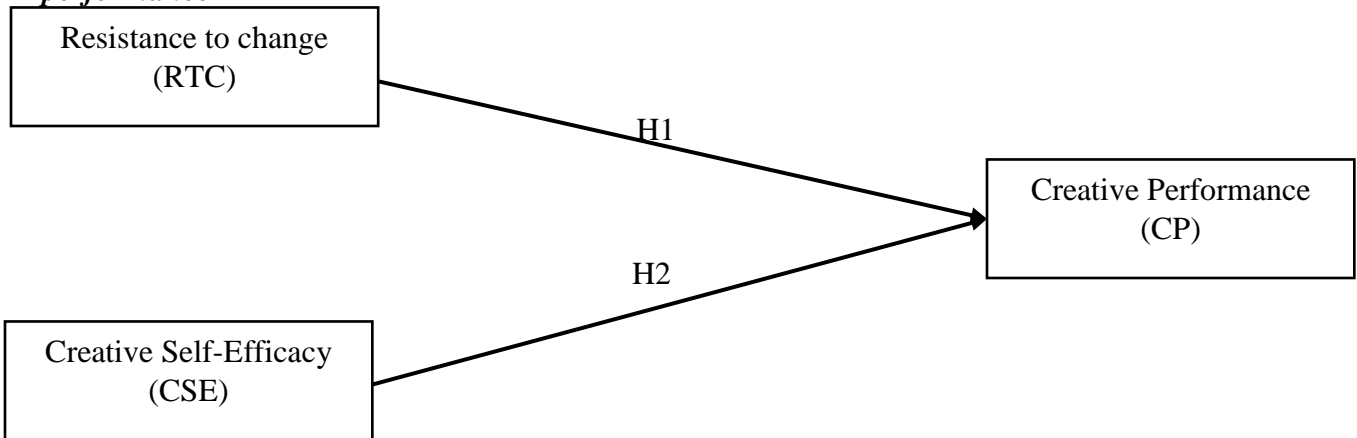
different ways to enhance their creative performance. By assuming H1 true and central problem for organizations, solution to this problem is by adopting sense making approach (Weick, 1995). According to sense making perspective issues related to creative performance are often ambiguous, risky and uncertain as employees are usually unclear that whether their efforts will be fruitful in implementing change and creativity (West, Hirst, Richter, & Shipton, 2004; Wong & Weiner, 1981). Sense making approach highlights that resistance related problems are not assumed, instead they are based on information and cues employees obtain in facing potential risks and uncertainties. These cues can either aggravate or alleviate response to situations. So when environmental cues signal creativity is encouraged, failures and changes are acceptable then employees will be more motivated to accept changes and attain high level of creative performance. When cues signal that creativity is discouraged and failures and changes are unacceptable then employees are provoked to resist changes and creative performance (Hon, Bloom, & Crant, 2014).

### **Creative Self Efficacy and Creative Performance:**

Creativity is bringing novelty and usefulness while innovation is turning ideas into actions. Creativity is food for innovation (Gurteen, 1998). Creativity requires knowledge and expertise. Employee creativity is believed to produce innovative and creative results for organization's success (Amabile, 1988). From Bandura's (1997) self-efficacy is defined as one's belief about his ability that he can successfully perform his given task. While creative self-efficacy is defined as the ability to produce creative results. Creative self-efficacy is different from self-efficacy because creative self-efficacy is creativity specific while self-efficacy is one's overall belief in his capability (Chen, Gully, & Eden, 2001). Amabile (1988) noted that the creativity is taking risks, bringing novel ideas and breaking already designed set of mental beliefs which all are necessary elements of creative performance. Employees can be innovative by their core self-efficacy beliefs. They can be successful if they are creative in their work (Redmond, Mumford, & Teach, 1993). When employees are more confident about their tasks then they will be more creative in their work performance as they are aware of nuances of their jobs. Education plays an important role in innovative work of employees as it enhances their knowledge, viewpoints and exposure to experience. Knowledge is positively related to creative self-efficacy (Gist & Mitchell, 1992). Employees are motivated by their personal judgements about specific work tasks that they can either perform it or will be unable to do so. Employees possessing high level of creative self-efficacy are more confident in facing challenges. They have high goals and try to conquer those challenges by themselves to successfully perform their work tasks (MICHAEL, HOU, & FAN, 2011). Employees who produce creative results are very well aware of the fact that they will encounter several challenges and even don't feel discouraged when they face failures in producing efficacious results (Bandura, 1986). Highly successful creators have high level of confidence. Creative self-efficacy specifically targets creativity. And creativity is the key requirement for creative performance. Although creativity is considerably important for bringing innovation in an organization but it is very difficult and challenging task (C. M. Ford, 1996). Creative self-efficacy is associated with individual creativity as well as with team creativity. It is an important source of employee's individual creative performance (Gong, Huang, & Farh, 2009). Creative self-efficacy focuses on person's skills and knowledge enabling creativity (Gong et al., 2009).

Building employee creative efficacy for organization’s innovativeness is a critical step. Creativity is an initial step of innovativeness in bringing novel solutions or idea implementation (N. Anderson, De Dreu, & Nijstad, 2004). Creative self-efficacy is associated with mastering goal orientations (Beghetto, 2006, 2007). Creative self-efficacy targets creative abilities. Creative self-efficacy is linked to both creative work environment and creative performance. Creative self-efficacy positively anticipates creativity. Creative performance will not occur in the absence of creativity skills. Creative self-efficacy is positively related to creative performance (Tierney & Farmer, 2002, 2004). Creative self-efficacy forecasted job performance. Employees with high creative self-efficacy performs well because of high motivation (Yu, 2013). Creative performance requires confidence in one’s own creative capacities. Building employee creative self-efficacy is a very critical step in bringing innovation to an organization. When employees move from lower state to higher state of social identity creative self-efficacy and creative performance of employees increases subsequently. The degree of change in creative self-efficacy also changes creative performance of employees over time (Tierney & Farmer, 2011). Employees resisting in bringing creativity towards organizations will be unsuccessful in the long run. Strong positive correlation exists between creative self-efficacy and creative performance (Tierney & Farmer, 2002). Increase in creative self-efficacy also increases creative performance (Tierney & Farmer, 2011). Creative self-efficacy and creative performance are positively related to each other (Mathisen & Bronnick, 2009).

***H2: Positive correlation exists between Creative self-efficacy and employees’ creative performance***



**Figure 1 Research Model**

This research followed cross-sectional research design as respondents were contacted only once during this research for collecting data (Bryman & Bell, 2015). During this study’s data collection procedure several questions were asked from respondents. This study sample consisted of 517 respondents. Among these respondents 63.6% were male while 36.4% were female. Furthermore 4.4% participants whose ages were 20 years or less, 27.3% who age ranged from 21-25 years, 26.1% were between 26-30 years, 15.7% were between 31-35 years, 12.2% were between 36-40 years, 6% were between 41-45 years, 3.9% were between 46-50 years and 4.4% were 51 years and above. While in regard to experience 20.5% had 1 year or less experience, 38.1% had 2 to 6 year experience, 18% had 7 to 11 year experience, 10.4% had 12 to 16 year experience, 5.2% had 17 to 21 year experience, 4.4% had 22 to 26 year experience, 1.5% had 27

to 31 year experience and 1.7% had 32 or above year experience. Explanatory study was used for this research. Respondents were contacted for collecting data at their convenience and ease. Non-contrived study setting was used for this research, as research was done in natural working environment without any data manipulation.

This study sample population consisted of employees of services and manufacturing sector. Among these sectors 62.5% employees were from services sector while remaining 37.5% were from manufacturing sector. With regard to education, most of the respondents had bachelor’s degree or higher comprising of 71.6% while 28.4% had below education than bachelor’s degree. Besides, 61.3% respondents had 6 or more members in their group size while 38.7% respondents had 5 or fewer members in their teams. 56.9% of this study sample population consisted of more than 500 employees while 43.1% had 500 or fewer employees. This study’s research instrument comprised of two main sections. Section A comprised of personal profile of respondents including gender, age, job tenure, education level, industry, group size and organization size while Section B comprised of variables related to this research study namely resistance to change, creative performance and creative self-efficacy. Non-probability purposive sampling technique was used for collecting data from this study’s respondents. 650 instruments were distributed among respondents out of which 570 filled instruments were received in which 517 instruments were completely filled while 53 instruments were incomplete. So the study’s overall response rate was 86.6%.

This research data was collected within 2 months’ time span. For collecting data from this study’s respondents, Survey Questionnaire technique was followed in which respondents can fill their instruments without any external influence at their own convenience. Data was collected by using self-administered questionnaire technique. 7- point Likert scale was used for this research whose anchors ranged from “Strongly Disagree” to “Strongly Agree”. Well-developed scales were adopted to measure different indicators. Resistance to change was measured using Oreg’s (2003) 18-item scale. Which further comprised of four dimensions: (a) routine seeking (RS) (e.g. “I generally consider changes to be a negative thing”), (b) Emotional Reaction (ER) (e.g. “When I am informed of a change of plans, I tense up a bit”), (c) Short-Term Thinking (ST) (e.g. “Changing plans seems like a real hassle to me”) and (d) Cognitive Rigidity/ Short term thinking (ST) (e.g. “I often change my mind”). Employee creativity was measured using Zhou & George’s (2001) 13-item scale. (e.g. “Suggests new ways to achieve goals or objectives”). While employee creative self-efficacy was measured using Yu’s (2013) 9-item scale. (e.g. “I feel that I am good at generating novel ideas”). Structural Equation Modeling technique (SEM) was used for analyzing this study data and testing the study hypothesis. IBM AMOS 21 to perform SEM and IBM SPSS 21 to conduct univariate and bivariate analysis were used on this study data. Two step procedure as suggested by J. C. Anderson and Gerbing (1988) were followed to run SEM. In first step

**Table 1 Descriptive Statistics**

<b>Variables</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Cronbach’s <math>\alpha</math> value</b>
Routine Seeking (RS)	2.56	1.009	0.897
Emotional Reaction (ER)	2.51	1.019	0.902
Short Term Thinking (ST)	2.58	1.057	0.911
Change Mind (CM)	2.55	1.231	0.930

Creative Self-Efficacy (CSE)	5.54	0.981	0.944
Creative Performance (CP)	5.67	0.860	0.955

Confirmatory Factor Analysis (CFA) was performed to assess reliability and validity of constructs while in second step SEM was run to test this study’s proposed model and hypotheses.

## Results and Discussion

Mean, S.D and Cronbach  $\alpha$  of each variable was calculated by using SPSS. Mean values were lying between 2.51 and 5.67 while SD were lying between 0.860 and 1.231. All variables Cronbach  $\alpha$  values were greater than 0.7 which is required threshold value to check reliability and internal consistency (Cronbach, 1951). This study’s collected data is reliable as Cronbach  $\alpha$  value meets the criteria even this study’s mean and standard deviation values are also favorable. Convergent validity and discriminant validity were also checked by drawing variables in AMOS. First of all, Confirmatory Factor Analysis (CFA) was performed to check scale reliability and validity. As recommended by Klein (2005) all results were achieving minimum criteria for model fitting acceptance. Threshold values of Normed chi-square should be less than 3, Adjusted Goodness of Fit Index (AGFI) should be greater than 0.8, Tucker Lewis coefficient (TLI) should be greater than 0.9, Comparative Fit Index (CFI) should be greater than 0.95, Root Mean Square Error of Approximation (RMSEA) should be less than 0.5 and PCLOSE should be greater than .05 (BILAL et al., 2015). This study measurement results were Chi-square=1144.308, DF = 716, Normed Chi-square= 1.598, GFI = 0.897, AGFI = 0.882, TLI = 0.972, CFI = 0.974, RMSEA = 0.034 and PCLOSE = 1.000 all these results were within acceptance region so it means that this study measurement model is fit and data is reliable. After performing 1<sup>st</sup> order CFA 2<sup>nd</sup> order CFA was performed as a variable named Resistance to Change (RTC) consists of formative constructs having DF = 724, Normed Chi-square= 1.594, GFI = 0.897, AGFI = 0.883, TLI = 0.972, CFI = 0.974, RMSEA = 0.034, PCLOSE = 1.000 so it is unveiled in this study that all results fall within acceptance region. So there was no issue with 2<sup>nd</sup> order CFA and the results of the study are reliable. There are three steps to check convergent validity according to Fornell & Larcker (1981).

**Table 2 Factor Loadings**

Variables	No. of Items	Factor Loadings
Routine Seeking (RS)	5	0.828, 0.717, 0.633, 0.904, 0.832
Emotional Reaction (ER)	4	0.893, 0.795, 0.759, 0.894
Short Term Thinking (ST)	5	0.807, 0.912, 0.761, 0.750, 0.819
Change Mind (CM)	4	0.862, 0.896, 0.903, 0.849
Creative Self-Efficacy (CSE)	9	0.832, 0.784, 0.774, 0.902, 0.791, 0.811, 0.791, 0.749, 0.814
Creative Performance (CP)	13	0.778, 0.828, 0.767, 0.791, 0.770, 0.850, 0.753, 0.791, 0.783, 0.738, 0.743, 0.801, 0.848

**Table 3 Psychometric Properties - I**

	CR	AVE	CM	CP	CSE	ST	RS	ER
<b>CM</b>	0.931	0.771	<b>0.878</b>					
<b>CP</b>	0.955	0.622	-0.469	<b>0.789</b>				
<b>CSE</b>	0.943	0.650	-0.523	0.588	<b>0.806</b>			
<b>ST</b>	0.906	0.659	0.441	-0.436	-0.507	<b>0.812</b>		
<b>RS</b>	0.890	0.622	0.479	-0.427	-0.519	0.483	<b>0.789</b>	
<b>ER</b>	0.903	0.701	0.403	-0.333	-0.373	0.402	0.453	<b>0.837</b>

In the first step all factor loadings of constructs should be significant and greater than 0.7. According to second step all Composite Reliabilities of variables should be greater than 0.8 and in the third and last step AVE of all variables should be greater than 0.5. In this study data factor loadings of all items are greater than 0.7 except for one item of RS as depicted in table 2. CR of all variables are greater than 0.8 and AVE of all variables are greater than 0.5 as presented in table 3. Hence this study convergent validity is proved. Then discriminant validity has been calculated. According to Fornell & Larcker (1981) in order to calculate discriminant validity it is compulsory that values of square root of Average Variance Extract (AVE) should be greater by comparing with that and other variables' correlation values. As square root of Average Variance Extract (AVE) are showed bold in diagonal in table 3. All bold diagonal values proved greater than their correlation values. Above data of the study has proved discriminant validity. All above tests had proven this study in view of convergent and discriminant validity. Now SEM is tested for this study's hypotheses.

This study measured fit indices of the Structural Equation Model (SEM) are Chi-square=1154.030, DF = 724, Normed Chi-square= 1.594, GFI = 0.897, AGFI = 0.883, TLI = 0.972, CFI = 0.974, RMSEA = 0.034, PCLOSE = 1.000 all these results are within acceptance region so researchers can rely on this study hypothesis results. Now this study can check the causal relationship as drawn in the structural model. This study results prove that Resistance to change (RTC) had negative effect on Creative Performance (CP) (Unstandardized  $\beta$ = -0.514, Standardized  $\beta$ = -0.430,  $p < 0.001$ ) which was supporting the H1 hypothesis of this study i.e. Negative correlation exists between resistance to change and employees' creative performance. And Creative Self-efficacy had significant positive effect on Creative Performance (CP) (Unstandardized  $\beta$ =0.222,

**Table 4 Psychometric Properties - II**

	CR	AVE	CSE	CR	RC
<b>CSE</b>	0.943	0.650	0.806		
<b>CR</b>	0.955	0.622	0.588	0.789	
<b>RC</b>	0.760	0.444	0.729	0.630	0.666

**Table 5 Regression Weights**

Relationships	Unstandardized $\beta$	Standardized $\beta$	S.E.	C.R.	P
RTC $\rightarrow$ CP	-0.514	-0.430	0.093	-5.503	*
CSE $\rightarrow$ CP	0.222	0.274	0.054	4.096	**



Note: ns=not significant, \*= $p < 0.05$ , \*\*= $p < 0.01$ , \*\*\*= $p < 0.001$ .

Standardized  $\beta = 0.274$ ,  $p < 0.001$ ) which was supporting this study H2 hypothesis i.e. Positive correlation exists between Creative self-efficacy and employees' creative performance. Both hypotheses are validated by this study SEM results.

## Conclusion

This study focused on enhancing creative performance of employees. The results validated that resistance to change has significant negative impact on creative performance and creative self-efficacy has significant positive effect on creative performance. This paper is a valuable contribution to resistance to change, creative self-efficacy and creative performance by being one of the first research paper to find relationship between them. This study argues that creativity is necessary for organizations' success in today's world and for implementing creativity in organizations, change is a necessary element. Change and creativity go side by side. Change is always resisted in organizations but for increasing employees' performance, resistance to change need to be overcome. Negative correlation exists between resistance and creative performance. Creative self-efficacy is the ability to produce creative results. Employees with higher creative self-efficacy will produce more creative results as compared to employees with lower creative self-efficacy.

More confident employees will produce more creative results. Increase in creative self-efficacy also increases creative performance. Creative self-efficacy and creative performance are positively related to each other. Resistance to change is harmful for organizations when employees don't want to come out of their comfort zone of status quo, negative results are expected. For managers it is considered as negative implication because employees don't try to think for new ideas, creativity and innovation. Manager must look for new ways to overcome resistance to change and encourage ways to increase creativity which can enhance performance of employees. This research has several limitations that need to be addressed in future. First of all, this study data is collected in Pakistan so its generalizability can't be addressed. Secondly data is collected from employees working in almost same conditions so there may be chances of biasness in this study results. Moreover, cross sectional research design was followed for data collection but it does not provide consistency of results as respondents were contacted only once during this study. Longitudinal research design is preferable as it allows researchers to detect patterns of change over time. This study contribution was focused to only two types of factors which could enhance creative performance of employees i.e. by overcoming resistance to change and enhancing creative self-efficacy. There are also certain other factors on which future researchers can focus to enhance creative performance of employees. Furthermore, this study didn't use any mediating and moderating effects to enhance creative performance of employees. Future researchers can follow mediation and moderation testing approaches to validate their results.

**Table 6 Hypotheses Testing Results**

Hypotheses	Result
H1: RTC $\rightarrow$ CP	Accepted
H2: CSE $\rightarrow$ CP	Accepted

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