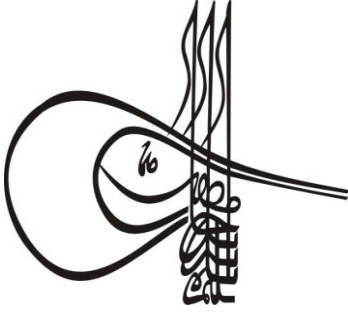




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CONTRIBUTION OF HUMAN RESOURCE PRACTICES TO ORGANIZATIONAL CREATIVITY: AN EMPIRICAL STUDY IN TURKEY

*Fikret SÖZBİLİR**

ABSTRACT

Human resources are the most important resource of the organization. Also, creativity is an important factor in the success of the organization. This study aims to determine the contribution of human resources practices' dimensions; career planning, participation, performance appraisal and training on organizational creativity. In this empirical study, the data on managers' perceptions of human resource practices and organizational creativity was collected with the help of a questionnaire from 131 participating managers working in 64 local branches of Turkish Employment Agency in Turkey. Data were analyzed by content analysis with SmartPLS software and showed in tables. Internal consistency, composite reliability and convergent validity analyses results are sufficient. At the same time SEM confirmatory factorial analysis was performed in this paper. The findings revealed that human resources practices' dimensions such as career planning, performance, appraisal and training have positive and significant impact, on the other hand participation have no significant impact on organizational creativity. According to the results human resources practices (career planning, performance appraisal and training) are useful in improving organizational creativity to generate new idea, products and services, although participation is not helpful. The lack of any effect of participation on organizational creativity was interpreted as a reflection of respondents were not given the opportunity to participate in decisions in their organization.



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STRUCTURED ABSTRACT

Introduction

This study aims to examine the impact of human resources practices' dimensions such as training, participation, performance appraisal and career planning on organizational creativity. At the same time, this empirical study considers to provide recommendations, based on contribution of human resources practices in point of organizational creativity. The result of this study is expected to contribute to the further development of human resources practices and organizational creativity literatures. The following sections contain the theoretical background and hypotheses development, methodology, results, and conclusion.

Theoretical Framework

Training is defined by Denby (2010: 149) as "an ongoing process, one that is continually refreshed and renewed and where employees are encouraged to revisit the training materials after the event." In order to ensure effectiveness in training programs, employees must be qualified in terms of understanding the skills and knowledge they need (Popescu & Popescu, 2012: 37).

A high level of employee participation encourages them to bring new ideas and increase organizational creativity (Chen & Huang, 2009: 106). Employees are inspired to have novel and useful ideas and thoughts that encourage creativity performance by participating in organizational improvement projects (Parker, 1998: 850; Seibert et al., 2001; Chen, 2011: 65).

Performance appraisal is defined by Joseph (2009: 119) as "a formal management system that provides for the evaluation of the quality of an employee's performance in an organization." Performance appraisal gives the opportunity for the objective evaluation to their work. In this context, necessity of training in order to increase their creativity, will be shown to the employees who do not feel themselves insufficient (Joseph & Dai, 2009: 119; Tan & Nasurdin, 2011:158).

Schermerhorn (2009: 219) defined career planning as "a process of systematically matching career goals and individual capabilities with opportunities for their fulfillment." Career planning focuses on helping the employees to achieve the best compliance between personal goals and the opportunities that are provided by organization (Chebet, 2015: 3).

Plucker et al. (2004) defined creativity as: "...the interaction among aptitude, process, and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context" (p. 90). Human resources practices are among the factors such as training, performance appraisal, reward system, career planning, and motivation, constituting the organizational creativity (Woodman et al, 1993: 300-307; Gupta & Singhal, 1993: 41-43; Jiang et al., 2012: 4025). According to the previous arguments, following hypotheses was developed as:

H1. Training has positive impact on organizational creativity in public organization.

H2. Participation has positive impact on organizational creativity in public organization.

H3. Performance appraisal has positive impact on organizational creativity in public organization.

H4. Career planning has positive impact on organizational creativity in public organization.

Methodology

The sample of this empirical study consist of 131 managers working in 64 local branches of Turkish Employment Agency in Turkey. The author sent the questionnaires to 503 managers working in Turkish Employment Agency. A total of 131 managers responded with a 26% response rate.

All multi-item scales were measured by using five-point Likert scale ranging from 1=strongly disagree to 5=strongly agree. The survey was administered in Turkey. Human resource practices (HRP) measurement comprises a number of component dimensions, identified as training, participation, performance appraisal, and career planning, adapted from the related literature. Therefore, items HR1 to HR19 were used to measure four main dimensions of HRP:

- Training was measured by using five items (HR1 and HR2 adapted from Mansour, 2011: 16; HR3, H4, and HR5 adapted from Khatri, 2000: 361),

- Participation was measured by using four items (HR6 adapted from Mansour, 2011; HR7, HR8, and HR9 adapted from Delery and Doty, 1996),

- Performance appraisal was measured by using six items (HR10, HR11, HR12, and HR13 adapted from Mansour, 2011; HR14 and HR15 adapted from Delery and Doty, 1996),

- Career planning was measured using four items (HR16, HR17, HR18, and HR19 adapted from Singh, 2004).

Finally, organizational creativity was measured using ten items (OC1-OC10) based on those used by Zhou and George (2001).

Findings and Discussion

To investigate the measurement model, SmartPLS 2.0.M3 (Ringle et al., 2006) software was used in this study. This study employed description statistics and confirmatory factorial analysis (CFA) to examine the reliability and validity of the scales. The α values and factor loadings exceeded required values for each variable and structural aspect. Consequently, this study found the results acceptable in terms of composite reliability, divergent validity and internal consistency.

The structural model results showed that training significantly and positively affects organizational creativity ($\beta = .20, p < .001$). The results also reveal that performance appraisal ($\beta = .33, p < .001$) is consistent with Gupta and Singhal (1993: 48), career planning has a significant and positive effect on organizational creativity ($\beta = .21, p < .001$). But participation had no significant effect on organizational creativity ($\beta = .06$,

$p = .37$). All the preceding constructs together explained 49% of the variance in the dependent variable ($R^2 = .49$).

This paper examined the effects of training, participation, performance appraisal, and career planning on organizational creativity. The results indicated that human resources practices such as training (H1), performance appraisal (H3), and career planning (H4) have significant and positive impact on organizational creativity. So, three hypotheses of the research (H1, H3, and H4) were supported. However, participation had not a significant effect on organizational creativity (H2). Regarding training (H1), the result of this study is in consistent with those of Agogue, et al. (2014: 40) or Lorenz and Lundvall (2011: 289). Specifically, there is no previous study on the effect of participation (H2) and performance appraisal (H3) on organizational creativity. Also regarding career planning (H4), the result of this research is in consistent with Gupta and Singhal (1993: 48), but not in consistent with Girdauskienė et al. (2012: 81). Gupta and Singhal (1993: 48) have revealed that creative organizations support their employees in the context of career planning. On the other hand, Girdauskienė et al. (2012: 81) argued that career planning is useless for a creative organization, because creative people do their career planning.

Conclusion and Recommends

In conclusion, this study develops a model which combines human resource practices such as training, participation, performance appraisal, and career planning to improve organizational creativity. The model which developed in this study (see Figure 1), sheds new light to the organizational creativity literature by examining human resource practices. Also, the results demonstrate that training, performance appraisal, and career planning affect organizational creativity. These direct linkages revealed in this study have not been documented on the organizational creativity. Nowadays, Turkey moved into a new management system and it is foreseen that nothing will be the same as before. Since it is necessary for the public to work with the private sector logic, creativity comes to the forefront. Overall, this study not only contributes to business administration literature, but also offers a new direction for future research that examines the effects in organizational creativity. It is recommended that future studies have to be conducted on a bigger sample size or use of diversified samples to improve the findings of this study. Also, the impacts of individual characteristics should be taken into consideration in the research model.

Keywords: Human resource practices, Training, Organizational creativity.

JEL classification: M150, O330, L190, L250.

İNSAN KAYNAKLARI UYGULAMALARININ ÖRGÜTSEL YARATICILIĞA KATKISI: TÜRKİYE'DE BİR ALAN ÇALIŞMASI

ÖZET

İnsan kaynakları kurumların en önemli kaynaklarıdır. Bunun yanı sıra yaratıcılık, kurumların başarısında önemli bir faktördür. Bu çalışmanın amacı, insan kaynakları uygulamalarının boyutlarından eğitim, performans değerlendirme, kariyer planlama ve katılımın örgütsel yaratıcılık üzerindeki etkisini belirlemektir. Aynı zamanda kurumsal yaratıcılığı artıran insan kaynakları uygulamaları ile ilgili öneriler sunmaktır. Yapılan alan çalışmasında, Türkiye genelinde faaliyet gösteren Türkiye İş Kurumunun 64 yerel şubelerinde çalışan 131 yöneticiden anket yardımıyla kurumlarındaki insan kaynakları uygulamaları ve kurumsal yaratıcılık algılarına ilişkin veriler toplanmıştır. Elde edilen verilerin içerik analizi SmartPLS programı ile yapılarak tablolar halinde sunumu yapılmıştır. İçsel tutarlılık, bileşik güvenilirlik ve yakınsak geçerlilik analizleri sonucu testin yeterli olduğunu göstermiştir. Aynı zamanda bu çalışmada yapısal eşitlik modeli (SEM) doğrulayıcı faktör analizi yapılmıştır. Elde edilen bulgular, insan kaynakları uygulamalarının boyutlarından eğitim, performans değerlendirme ve kariyer planlamanın kurumsal yaratıcılık üzerinde olumlu etkisi olduğunu göstermiştir. Buna karşın insan kaynakları uygulamalarının diğer boyutu olan katılımın kurumsal yaratıcılık üzerinde etkisi bulunmamıştır. Bu sonuçlara göre insan kaynakları uygulamaları- katılımıcılık yararlı olmasa da-(kariyer planlama, performansın değerlendirilmesi ve eğitim) yeni fikir, ürün ve hizmetler geliştirmek için örgütsel yaratıcılığın artırılmasında yararlıdır. Katılımcılığın örgütsel yaratıcılık üzerinde herhangi bir etkisinin olmaması araştırmaya katılanlara örgütlerinde kararlara katılma fırsatının verilmemesinin yansıması olarak yorumlanmıştır.

Anahtar Kelimeler: İnsan kaynakları uygulamaları, eğitim, örgütsel yaratıcılık

Introduction

Human Resource Management (HRM) Practices are the principal means by which organizations can affect the skills, attitudes, and behavior of employees to improve their productivity, flexibility, and creativity while working (Martinsons, 1995; Delery & Doty, 1996: 802; Christopher & Clark, 2003; Chen & Huang, 2009: 104). Also, HRM practices provide motivation for employees to develop their creativity and enhance organizational creativity (Wright, Gardner, & Moynihan, 2003: 21; Tan & Nasurdin, 2011: 157; Jiang, Wang, & Zhao, 2012: 4025). HRM practices would be useful in improving the human capital, and organizations may leverage human capital to develop organizational expertise for creating new products and services (Chen and Huang, 2009: 104).

HR practices are identified by drawing on theoretical works of Huselid (1995), Wright et al. (2003), Singh (2004), Chen and Huang (2009), Mansour (2011), Long et al. (2016). These are: training, participation, performance appraisal, and career planning. It is believed that all of these are the most effective practices for organizational creativity.

Training is a basic requirement for the development of the human resources. Organizations may invest in human capital to increase new skills and knowledge necessary for performing their

work by providing them effective training (Hassan & Mahmood, 2016: 24). Training is defined by Denby (2010: 149) as “an ongoing process, one that is continually refreshed and renewed and where employees are encouraged to revisit the training materials after the event.” Because of their benefits, Scott, Leritz and Mumford (2004) proposed training programs aimed at improving the creative capacity of the organization. Nevertheless, the needs of the organization for the success of an education program must be determined. At the same time, in order to ensure effectiveness in training programs, employees must be qualified in terms of understanding the skills and knowledge they need (Popescu & Popescu, 2012: 37).

Participation in decision making and involvement of employees have to be high level for the well-functioning of the organizational works. A high level of employee participation encourages them to bring new ideas and increase organizational creativity (Chen & Huang, 2009: 106). At the same time, participation enhances employee satisfaction and stimulates employees to support the defining and solving the problems in the organization (Mumford, 2002: 722; Mumford et al., 2002). Employees are inspired to have novel and useful ideas and thoughts that encourage creativity performance by participating in organizational improvement projects (Parker, 1998: 850; Seibert et al., 2001; Chen, 2011: 65).

Performance appraisal is defined by Joseph (2009: 119) as “a formal management system that provides for the evaluation of the quality of an employee’s performance in an organization.” According to Schermerhorn (2009: 218) “performance appraisal is the process of formally evaluating performance and providing feedback to a job holder.” Performance appraisal gives the opportunity for the objective evaluation to their work. In this context, necessity of training in order to increase their creativity, will be shown to the employees who do not feel themselves insufficient (Joseph & Dai, 2009: 119; Tan & Nasurdin, 2011:158). Performance appraisal systems are the characteristics of an organization that associated with creative outcomes and creativity. Therefore, the importance of creativity for organizations increases every day (Mullin & Sherman, 1993: 425).

Career planning improves the motivation in increasing creativity of employees (Joseph & Dai, 2009: 118). Schermerhorn (2009: 219) defined career planning as “a process of systematically matching career goals and individual capabilities with opportunities for their fulfillment.” Both individual and organizational needs and opportunities should be harmonized within the scope of career planning. Aforementioned needs and opportunities are considered as evaluating, advising and informing employees on career planning, individual development efforts with training and development programs (Popescu, 2003). Career planning focuses on helping the employees to achieve the best compliance between personal goals and the opportunities that are provided by organization (Chebet, 2015: 3).

Creativity involves the production of novelty (Csikszentmihaly, 1996: 113). In the 21. century, creativity has become a key factor for many organizations. The display of creativity is the generation of new ideas and turn those ideas into action (Mumford, 2002: 705). Plucker et al. (2004) defined creativity as: “...the interaction among aptitude, process, and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context” (p. 90). Also, Woodman et al. (1993: 293) defined the organizational creativity as “the creation of a valuable, useful new product, service, idea, procedure, or process by individuals working together in a complex social system.” Creativity is one of the primary characteristics of the successful organizations. Nevertheless, how so ever big and successful may be, organizations tend to lose their creativity, if they can’t develop to sustain their organizational creativity (Mullin & Sherman, 1993: 427). Human resources practices are among the factors such as training, performance appraisal, reward system, career planning, and motivation, constituting the organizational creativity (Woodman et al, 1993: 300-307; Gupta & Singhal, 1993: 41-43; Jiang et al., 2012: 4025). Private

and public businesses take into consider to use their human resources effectively and efficiently in order to prove continuity their competitive advantage in global environment (Kaya & Akyüz, 2015). Competitiveness is important in the public sector as well as in the private sector. innovation is the main factor to gain competitive advantage on a global scale, and creativity is the key factor for innovation (Yazıcı, 2018). Creativity is a fundamental element of innovation in art and literature as well as in business administration (Topçuoğlu Ünal & Sever, 2012; Calp, 2013).

Previous researchers mostly focused on the relationship between HR practices and organizational performance (Huselid, 1995; Wright et al., 2003: 21; Singh, 2004; Joseph, 2009; Mansour, 2011; Long, Kowang, Muthuweloo, & Ping, 2016), organizational innovation (Chen & Huang, 2009: 104; Tan & Nasurdin, 2011: 157; Jiang et al., 2012: 4025; Laursen & Foss, 2012) and commitment (Meyer & Smith, 2000; Armstrong, 2006: 273). The aim of this study is to examine the impact of human resources practices' dimensions such as training, participation, performance appraisal and career planning on organizational creativity. At the same time, this empirical study considers to provide recommendations, based on contribution of human resources practices in point of organizational creativity. The result of this study is expected to contribute to the further development of human resources practices and organizational creativity literatures. The following sections contain the theoretical background and hypotheses development, methodology, results, and conclusion.

1. Theoretical Background and Hypotheses Development

1.1. Training and Organizational Creativity

Some organizations present opportunities for their employees to improve their own creative ideas by providing for learning, training, and problem-solving activity (Lorenz & Lundvall, 2011: 269) within the scope of human resource practices. Blanchard and Thacker (2010) defined the training as "the systematic process of providing an opportunity to learn (Knowledge, Skills and Attitudes) KSAs for current or future jobs" (p. 9). Training is one of the many approaches used to enhance creativity (Cropley, 1997), therefore so many training programs conceived to improve creativity capacities have been recommended (Scott, Leritz, & Mumford, 2004: 361). For instance, creativity training was developed in almost every occupation (Scott et al., 2004: 361). Florida (2014), laid out a notion called creative class and defined characteristics of the members of creative class as "engage in complex problem solving that involves a great deal of independent judgment and requires high levels of education or human capital" (p. 8). This creative class is super creative core of the organization and they produce new forms or designs that easily transferable and highly useful (Florida, 2014: 39). Scott and his colleagues (2010: 382) determined that good planned training can proof substantial external validity. The same research indicated that multidimensional thinking, problem solving, performance, creative attitudes and behavior of employees were supported by creativity training (Scott et al., 2004: 382). Another study revealed that employees with higher education and on-the-job training have enhanced the beneficial effect of working experience on employee's capacity for creative work activity (Lorenz & Lundvall, 2011: 289). Agogue et al. (2014: 40) concluded that training has positive impact on creativity, in their experimental study where participants asked to generate solutions to creative task. According to the previous arguments, following hypothesis was developed as:

H1. Training has positive impact on organizational creativity in public organization.

1.2. Participation and organizational creativity

Kim (2002) defined the participation as "a process in which influence is shared among individuals who are otherwise hierarchical unequals" (p. 232). Participation contribute for the balancedly involvement of managers and their subordinates in organizational activities to increase

their intellectual capital (Wagner, 1994: 312) that supporting organizational creativity. It is necessary to ensure that all employees participate in the activities. Otherwise, their needs of autonomy that fuel creativity cannot be satisfied. (Quay et al., 2003). As known, autonomy is one of the factors of organizational creativity (Woodman et al., 1993; Amabile et al., 1996: 1161; Amabile, 1997: 50; Mumford et al., 2002).

According to Plucker et al. (2004: 83) creativity is an integral part of any understanding of human education and psychology. Hanson (2015: 369) defined the creativity as “producing something novel and of value in a context.” Gourova and Toteva supposed that (2011: 229) creativity and participation are affected by the trust that the participants in the community feel to each other. To improve the ability to take up creative roles in organization, the participatory models are appropriate to the mission of training (Hanson, 2015: 373). Kim (2002: 237) surveyed 1576 employees who working in public organizations in Nevada, USA and explored that there was a positive relationship between participation and job satisfaction. Bhatti and Qureshi (2007: 54) conducted an empirical study in Pakistan and found that employee participation had a positive effect on employee’s job satisfaction, employee commitment and employee productivity. Also, Coch and French (1948: 531) revealed that there was an association between the employee participation in the workplace and the levels of job satisfaction and productivity. In another study, Stefanovska et al. (2015: 84) concluded that participatory management, supervisory communication and participative strategic planning had a positive impact on job satisfaction among automotive industry employees in Macedonia.

As seen in the literature, participation has positive relationship between job satisfaction, employee performance and commitment. While previous studies have concentrated on these relationship, there seem to be lack of studies regarding whether participation has impact on organizational creativity. Thus, this study tries to bring insight regarding such relationships. After having identified such a research gap in the literature, the following hypothesis is formulated:

H2. Participation has positive impact on organizational creativity in public organization.

1.3. Performance Appraisal and Organizational Creativity

As performance appraisal system influence direction and level of motivation and performance, it should be established well in the organization. Therefore, organizations have to define criteria that how performance is evaluated to encourage creative performance (Mullin and Sherman, 1993: 427). Deepa et al. (2014: 72), comprehensively defined the performance appraisal as “*a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semiannual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weakness and strengths as well as opportunities for improvement and skills development.*” That is, performance appraisal is a process to determine how productive the employee is and whether the employee can perform more effectively in the future. Also, the employee, organization and society can evaluate themselves in this process. Khan (2013: 66) examined the impact of performance appraisals on the employee's future performance and determined that performance appraisal motivates employees in an organization. Also, Mullin and Sherman (1993: 432) conducted a study on employer and employees working for Fortune 1,000 companies and they investigated the relationship between performance appraisal systems and the unique motivational and performance needs of creative employees. They found that few organizations have explicitly accepted and severalized related characteristics in their performance appraisal systems. On the other hand, Singh and Gupta (2013: 6) in their study, concluded that performance appraisal does not produce the intended and expected results, and it reduce employee productivity, satisfaction, and engagement. Many researches have been conducted on relationship between performance appraisal and creativity, motivation, and performance (Brinkerhoff and Kanter,

1980; Hovecar, 1981). But there is no study on the relationship between performance appraisal and organizational creativity. The following hypothesis is offered for the study based on the information given above. The following hypothesis is offered for the study based on the information given above.

H3. Performance appraisal has positive impact on organizational creativity in public organization.

1.4. Career planning and organizational creativity

Career planning was defined by Schermerhorn (2007: 222) as “the process of matching career goals and individual capabilities with opportunities for their fulfillment.” Based on this definition Schermerhorn (2007: 222) supposed that an organization has to be willing to career planning by taking into consideration the career goals and capabilities of its employees and provide opportunities for their fulfillment. According to Girdauskienė and Savanevičienė (2012: 15) “a creative organization is a knowledge intensive organization which distinguishes itself for its origin in individual artistic creativity, skills and talent, which are used for new knowledge creation and innovation implementation.” Although creative individuals are skillful and talented, they do individual career planning instead of career planning in an organization. Thus, career planning is useless for a creative organization (Girdauskienė et al., 2012: 81). On the other hand, Gupta and Singhal (1993: 48) argued that creative organizations empower their employees, provide them the opportunity to overcome the problems, gain various experiences, and prepare for greater challenges within the scope of career planning. Therefore, to test whether there is an impact of career planning on organizational creativity, the following hypothesis is conducted:

H4. Career planning has positive impact on organizational creativity in public organization.

2. Methodology

2.1. Sample and data collection

The sample of this empirical study consist of 131 managers working in 64 local branches of Turkish Employment Agency in Turkey. In June 2014, the author sent the questionnaires as an attachment of the e-mails of the 503 managers working in Turkish Employment Agency. Then, the researcher contacted with the prospective participants, who did not return the questionnaire within 20 days, and reminded to him. A total of 131 managers responded by December 30, 2014, with a 26% response rate. Participants' demographic characteristics are summarized as follows. 26.7% are female, 73.3% are male ($M = 1.27$, $SD = .444$), and their educational level 90.8% were bachelor or advanced degrees ($M = 2.05$, $SD = .485$). Respondents ranged in age from 35 to 55 comprised 90.8% and mean of the participants' age was approximately 39 years old.

2.2. Measurement

All multi-item scales were measured by using five-point Likert scale ranging from 1=strongly disagree to 5=strongly agree. The survey was administered in Turkey.

Human resource practices (HRP) measurement comprises a number of component dimensions, identified as training, participation, performance appraisal, and career planning, adapted from the related literature. Therefore, items from HR1 to HR19 were used to measure four main dimensions of HRP:

- Training was measured by using five items (HR1 and HR2 adapted from Mansour, 2011: 16; HR3, H4, and HR5 adapted from Khatri, 2000: 361),
- Participation was measured by using four items (HR6 adapted from Mansour, 2011; HR7, HR8, and HR9 adapted from Delery and Doty, 1996),

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- Performance appraisal was measured by using six items (HR10, HR11, HR12, and HR13 adapted from Mansour, 2011; HR14 and HR15 adapted from Delery and Doty, 1996),
 - Career planning was measured using four items (HR16, HR17, HR18, and HR19 adapted from Singh, 2004).

Finally, organizational creativity was measured using ten items (OC1-OC10) based on those used by Zhou and George (2001).

3. Analyses and results

3.1. Measurement model

This study employed description statistics to examine the reliability and validity of the scales. Cronbach's alpha (α) value was used to investigate the reliability and validity of the study and the α values of 0.70 and over indicate high credibility (Cronbach, 1951). The α values exceeded .70 for each variable and structural aspect in this study (range .81-.93, as listed in Table 1). Also, this paper performed SEM confirmatory factorial analysis (CFA) using SmartPLS 2.0.M3 (Ringle et al., 2006) software on all of the scales, including HRP (training, participation, performance appraisal, and career planning) and organizational creativity, used in this research to test their adequacy. Consequently, this study found the results acceptable in terms of composite reliability (range .88-.94, as listed in Table 1). These ranges indicate that the questionnaire in this study reached considerable internal consistency. Item loadings are significant (.73-.89, $p < .00$, as listed in Table 1), and exceed the acceptance level of .40 (Hulland, 1999). Convergent validity is ensured when each scale has an average variance extracted (AVE) of at least .50 (Fornell and Larcker 1981). The average variance extracted (AVE) estimates were greater than 0.5 and the results of CFA indicated good convergent validity for all scales.

Table 1 Reliability Assessment of the Measurement Model

Variables	Item	Factor loading	Composite Reliability	AVE	Cronbach α
Training	HR1	.73	.92	.70	.89
	HR2	.88			
	HR3	.89			
	HR4	.87			
	HR5	.79			
Participation	HR6	.76	.88	.64	.81
	HR7	.81			
	HR8	.87			
	HR9	.77			
Performance appraisal	HR10	.80	.92	.65	.89
	HR11	.86			
	HR12	.87			
	HR13	.73			
	HR14	.79			
	HR15	.80			
Career planning	HR16	.74	.88	.65	.82
	HR17	.79			
	HR18	.84			
	HR19	.84			
Organizational creativity	OC1	.76	.94	.62	.90
	OC2	.81			
	OC3	.70			
	OC4	.70			
	OC5	.82			
	OC6	.87			
	OC7	.79			
	OC8	.85			
	OC9	.87			
	OC10	.79			

AVE Average Variance Extracted

Table 2 also shows the test results relating to the discriminant validity of the measurement scales. The figures in parentheses in the matrix diagonals representing the square roots of the AVEs which are greater in all cases than the off-diagonal elements in their corresponding row and column. This result provides confirmation for the discriminant validity of the scales (Fornell and Larcker, 1981).

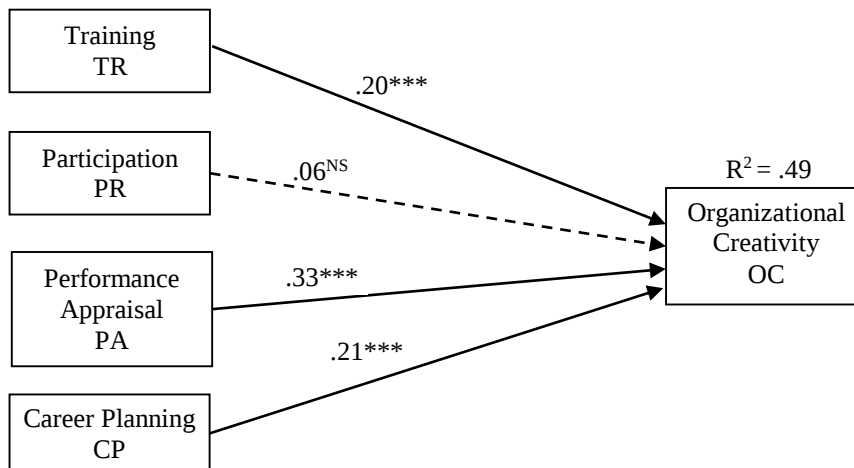
Table 2 Descriptive statistics and discriminant validity of the variables

Variables	Mean	SD	TR	PR	PA	CP	OC
TR	2.71	.86	(.84)				
PR	2.67	.85	.67	(.80)			
PA	2.41	.86	.64	.79	(.81)		
CP	2.69	.88	.57	.70	.72	(.80)	
OC	2.84	.81	.56	.60	.65	.60	(.79)

TR = Training; PR = Participation; PA = Performance appraisal; CP = Career planning; OC = organizational creativity.

3.2. Structural model

Author used SmartPLS 2.0.M3 (Ringle et al., 2006) to test the structural model and to verify the research hypotheses. The results of the structural path model are plotted in Figure 1 and summarized in Table 3, which shows that training significantly and positively affects organizational creativity ($\beta = .20, p < .001$). The results also reveal that performance appraisal ($\beta = .33, p < .001$) is consistent with Gupta and Singhal (1993: 48), career planning has a significant and positive effect on organizational creativity ($\beta = .21, p < .001$). But participation had no significant effect on organizational creativity ($\beta = .06, p = .37$). All the preceding constructs together explained 49% of the variance in the dependent variable ($R^2 = .49$).

**Figure 1** The Structural Model with the Path Coefficients.

*** $p < .001$, two tailed.

Table 3 Summary of the results

Hypothesized path	Path coefficient	t - value	Total Effect	Result
Training → Org. Creativity (H1)	.20***	4.20	.20	Supported
Participation → Org. Creativity (H2)	.06 NS	0.90	.06	Not supported
Performance Appraisal → Org. Creativity (H3)	.33***	5.39	.33	Supported
Career Planning → Org. Creativity (H4)	.21***	4.39	.21	Supported

NS: Non-significant

4. Discussion and implications

This paper examined the effects of training, participation, performance appraisal, and career planning on organizational creativity. The results indicated that human resources practices such as training (H1), performance appraisal (H3), and career planning (H4) have significant and positive impact on organizational creativity. So, three hypotheses of the research (H1, H3, and H4) were supported. However, participation had not a significant effect on organizational creativity (H2). Regarding training (H1), the result of this study is in consistent with those of Agogue, et al. (2014: 40) or Lorenz and Lundvall (2011: 289). Specifically, there is no previous study on the effect of participation (H2) and performance appraisal (H3) on organizational creativity. Also regarding career planning (H4), the result of this research is in consistent with Gupta and Singhal (1993: 48), but not in consistent with Girdauskienė et al. (2012: 81). Gupta and Singhal (1993: 48) have revealed that creative organizations support their employees in the context of career planning. On the other hand, Girdauskienė et al. (2012: 81) argued that career planning is useless for a creative organization, because creative people do their career planning.

To increase their competitiveness, creative organizations' primary goal is to ensure the sustainability of their creativity. Also, human resources and human capital are among the most important factor for competitive advantage of an organization. This study focused on relationship between HRP and organizational creativity (Legge, 1989; Armstrong and Baron, 2002; Girdauskiene et al., 2012: 79). The findings of this study have several implications for the commission of research theory and practice development in human resources practices and organizational creativity field. First, the results supported H1, which hypothesizes that training affects organizational creativity. Training is the main HRM functions in a creative organization. Organizations should analyze to determine the needs of their employees for training programs and provide formal training programs to teach employees the skills they need to perform their jobs better. Also organizations have to conduct cost-benefit analysis to assess the effectiveness of their training programs, and evaluate their training programs to determine whether the training objectives are met (Khatri, 2000: 361). Trained and skilful employees can enhance creativity potential of their organizations (Schuler and Jackson, 1987).

Second, the results indicated that performance appraisal, another component in HR practices, affects organizational creativity. Performance appraisal has been considered as an important and indispensable part of an organization (Singh and Gupta, 2013: 1). Performance appraisal increase employee work performance and motivate them to perform better in creative activities. This, in turn, will lead to improve organizational creativity (Tan and Nasurdin, 2011: 158). Therefore; organizations should accept the capabilities of employees as the main source of competitive advantage. At the same time, encouraging and implementing employee input and suggestions are very useful in organization for creativity. Organizations have to place a great deal of importance on merit based promotion and the superior has to assess the performance of the subordinates, setting objectives and goals of the subordinates for the period ahead in consultation of the subordinates with them (Delery and Doty, 1996: 834; Mourad, 2011). A person will be motivated, if his/her effort has been taken into consideration by the way of performance appraisal (Khan, 2013: 82). Thus, motivated employee efforts to improve the organizational creativity (Amabile, 1997: 39).

Third, this study suggest that career planning had a positive effect on organizational creativity. Previous studies determined that there is indirect impact of career planning on organizational creativity. According to these previous studies; career planning enhances organizational creativity based on the organizational ability and opportunities to transit employees from a traditional pattern of expectation to one of increased responsibility for their own career growth (Antoniou, 2010: 19). The career planning system contribute to increase employees' professional satisfaction, which in turn, leads to motivate them to perform in organizational creativity (Delery and

Doty, 1996). In rapidly changing competitive conditions, there is a need for employees who are willing to learn, develop themselves, comply with the qualifications of the business, and be regarded as important resource that cannot be imitated. So, human capital is the one of the important factor of creativity (Kaya & Akyüz, 2015). In this regard, the empowerment of human capital to onset creativity through planning the careers of members in organization is a reasonable thought (Adekola, 2011: 100). This study showed that the organizations have to take consider some arrangements to develop their creativity. In this context; organizations should provide clear career paths for its employees, and their career aspirations within the organization must be known by his/her immediate superiors. Employees' and organization growth needs should be matched and planned for the career and development of employees in the organization. Also, organizations have to prefer an internal employee whenever a vacancy existed and each employee should be aware of his/her career path in the organization (Singh, 2004: 316).

Finally, the results revealed that participation had not significantly impact on organizational creativity. This result has been commented that respondents were not given the opportunity to participate in decisions of their organization by superiors. Therefore, they believe that an organization could be creative without the participation of the employees, which is wrong as per HR literature. In this regard, superiors of the organizations should emphasize changing organizational culture from the traditional pattern of hierarchical structure to participative management.

The current study has some limitations that need to be taken into account when assessing the results. First, we assumed that the components of human resource practices; training, participation, performance appraisal, and career planning are determined by linkage organizational creativity. However, individual characteristics such as educational level, age, experience, gender, and position in the workplace may affect organizational creativity. Second, it is very important to determine whether the results of this study can't be generalized, since that the participants in this study come from only one organization in public sector. Therefore, it is recommended that future studies have to be conducted on a bigger sample size or use of diversified samples to improve the findings of this study. Also, the impacts of individual characteristics should be taken into consideration in the research model.

5. Conclusion

In conclusion, this study develops a model which combines human resource practices such as training, participation, performance appraisal, and career planning to improve organizational creativity. The model which developed in this study (see Figure 1), sheds new light to the organizational creativity literature by examining human resource practices. Also, the results demonstrate that training, performance appraisal, and career planning affect organizational creativity. These direct linkages revealed in this study have not been documented on the organizational creativity. Nowadays, Turkey moved into a new management system and it is foreseen that nothing will be the same as before. Since it is necessary for the public to work with the private sector logic, creativity comes to the forefront. Overall, this study not only contributes to business administration literature, but also offers a new direction for future research that examines the effects in organizational creativity.

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