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Le management de la créativité dans les entreprises d'assemblage automobiles en Thaïlande

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INTRODUCTION GENERALE

General Introduction

Section 1 Contexte historique, contexte de l'industrie automobile en Thaïlande

Continuer à agir et produire dans le monde des affaires comme on a toujours agi et produit par le passé peut être préjudiciable à la bonne marche des entreprises, celles-ci étant confrontées à des changements culturels, économiques ou technologiques rapides. La croissance rapide de la compétition dans le monde des affaires et de l'industrie est souvent mise en exergue, c'est une raison essentielle pour vouloir mieux comprendre le processus créatif. Beaucoup d'entreprises sont contraintes d'améliorer continuellement des systèmes anciens et des produits vieillissants. Leur croissance et leur survie peuvent été directement liées à la compétence de l'organisation à produire et implémenter de nouveaux produits, des services ou des méthodes (VanGundy, 1987). Les progrès technologiques rapides, les cycles de vie plus courts des produits et la compétition intense dans le monde des affaires ont fait progresser l'importance de la créativité à des niveaux jamais atteints (Teresa M. Amabile, Conti, Coon, Lazenby, & Herron, 1996). Faire preuve de créativité est nécessaire pour la plupart des entreprises qui sont concernées par a) le progrès technologique, b) les changements environnementaux, c) l'évolution des structures organisationnelles ou-les stratégies, d) la compétition et les concurrents, e) l'évolution des désirs des clients, et f) l'évolution des rapports sociaux qui sont exacerbés par des conflits globaux et la diversité de ceux-ci (Egan, 2005). Si les entreprises ne changent pas, ne créent pas ou ne présentent

pas des produits nouveaux et des services innovants, celles-ci ne progressent pas, dans un contexte de concurrence économique extrême, elles ne peuvent pas durer longtemps (Tushman & O'Reilly, 2002). En raison de son rôle dans l'innovation et dans l'entreprenariat, la créativité est devenue une des clés des entreprises et du monde des affaires.

L'histoire de la recherche sur la créativité dans les affaires remonte aux années 30 aux Etats-Unis. Elle a commencé avec la production industrielle et la publicité et dans le domaine du management et de la gestion du personnel. Plus tard la créativité fut perçue comme un des champs important de l'organisation du travail (Teresa M. Amabile, 1998; Mumford, 2000). Elle est souvent comprise comme un gisement d'avantages possibles dans l'organisation du travail (Woodman, Sawyer, & Griffin, 1993), et une ressource d'avantages dans la compétitivité (Lampel, Lant, & Shamsie, 2000; Leonard & Staus, 1997). Il est patent que la créativité est une ressource humaine importante (Barron & Harrington, 1981), qui existe dans toutes les organisations du travail; celles-ci doivent s'efforcer d'utiliser cette ressource en concevant le cadre qui permet l'émergence de talents créatifs. Le concept de créativité profite à touts les secteurs et aux activités de direction. Le besoin de créativité change la manière d'organiser les lieux de travail et ce que les gens y font. Il est nécessaire d'imaginer les meilleurs moyens possibles de faire du marketing, les nouvelles méthodes de production, de rechercher de nouvelles voies pour motiver les gens, etc. La créativité se révèle être déterminante dans tout les domaines des affaires là, où il y a une chance que des choses puissent être faites plus efficacement, avec plus de rentabilité et de manière plus satisfaisante.

La réflexion créatrice profite aux activités de tous les secteurs de l'entreprise à tous les niveaux de la hiérarchie jusqu'à la direction. Il est nécessaire de concevoir les meilleures façons de commercialiser des

marchandises, imaginer de nouvelles méthodes de production, et aussi d'inventer de nouveaux modes de motivation des personnels. La créativité émerge dans toutes les entreprises où il y a des opportunités que les choses puisent être faites plus sérieusement, de manière plus rentable et avec plus de chances de succès.

Il importe de préciser que la créativité n'est pas une mode, ni une panacée ni une solution miracle qui peut résoudre tous les problèmes d'une entreprise. La créativité n'est pas non plus garante de succès rapides et spectaculaires.

L'industrie automobile en Thaïlande

Le Royaume de Thaïlande est situé au cœur de l'Asie du Sud-est et est perçue comme la porte d'entrée de l'Asie du Sud-est. Elle est entourée par le Laos au Nord et au Nord-est, la Birmanie au Nord et à l'Ouest, le Cambodge à l'Est et la Malaisie au Sud. La Thaïlande est divisée en cinq régions. Le Nord qui est montagneux, est caractérisé par des paysages de forêts primaires profondes de crête et de vallées étroites et humides. La capitale régionale de cette région est Chiang Mai. La région centrale, le bassin de la Chao Phraya, est une plaine fertile et luxuriante. C'est la région la plus prospère et riche en terme de production agricole de riz. La capitale de la Thaïlande, Bangkok, est localisée au sud de cette région. La région du Nord-est, appelée : plateau de Korat ou Issan, est une région aride caractérisée par des collines qui ondulent dans le paysage. Des conditions climatiques rudes font que cette région est exposée aux inondations et à la sécheresse. La région Est, ou Est maritime, est la première zone d'installation de nombreuses nouvelles industries. La région Sud est couverte de collines de montages et de forêts primaires épaisses, elle abrite de riches gisements de minéraux et minerais.



Figure 1 Le contexte de la Thaïlande

L'industrie automobile est perçue par la plupart des pays en voie de développement comme un facteur majeur de développement et d'industrialisation, souvent en raison du nombre considérable d'industries associées ou sous-traitantes. En fait, l'industrie automobile est née dans les pays émergeants en raison aussi du protectionnisme (taxes à 200% sur ce type de produits à l'importation). Au sein de l'ASEAN, la Thaïlande a une des plus grandes capacités d'assemblage automobile et dans le domaine des équipementiers certainement les meilleurs capacités industrielles. Ces qualités, combinées avec la bonne taille du marché intérieur, le potentiel de croissance de celui-ci, une atmosphère politique stable[1], l'absence de conflits ethniques, une politique libérale d'investissements, une liberté de commerce, et l'absence de programme de « voiture nationale », ont fait de la Thaïlande un des pays les plus séduisants pour les investissements dans le secteur automobile.

La construction automobile en Thaïlande a commencé il y a 50 ans, lorsqu'une société japonaise a décidé d'implanter une activité se substituant aux importations, pour tirer parti d'un traitement préférentiel de droits à l'importation et échapper ainsi aux taxes élevées sur la vente de produits importés. Pendant cette période l'industrie automobile était un des premiers secteurs industriels en Thaïlande et à bénéficié d'une politique industrielle spécifique et soutenue.

Pendant les quarante années passées, le développement de l'industrie automobile Thaï a eu pour origine, tout d'abord, les efforts faits pour démarrer la production d'un véhicule pour le marché intérieur et ensuite d'aider au développement d'une industrie équipementière ; une autre origine est la politique du « produit d'origine locale obligatoire » pour soutenir

[1] Quoique sérieusement ébranlée récemment par les révélations de corruption, le coup d'état, et les affrontements politiques violents qui ont suivi ; mais qui, à ce jour, ne remettent pas eu question la croissance et le dynamique de ce secteur de l'économie.

l'investissement et le développement d'une industrie équipementière de bonne qualité. Enfin, la dernière origine au développement de l'industrie automobile est le démarrage de l'exportation automobile.

Le gouvernement Thaï a imposé une très forte protection douanière contre l'importation de véhicules entièrement finis (CBU[2]) et a aussi maintenu des exigences sur le contenu de la production locale pour créer des liens avec différentes industries locales soutenant l'industrie automobile, avec pour résultat que des entreprises multinationales s'installèrent et commencèrent leurs activités manufacturières en Thaïlande. Le rapport récent sur l'exportation des véhicules CBU et la présence de groupes automobiles de niveau mondiale en Thaïlande attire notre attention et nous convainc d'analyser les facteurs qui font que la Thaïlande à atteint ce niveau de développement.

Au lieu d'avoir une politique protectionniste, le gouvernement Thaïlandais met en œuvre des politiques ouvertes et libres pour les investisseurs étrangers afin qu'ils soient convaincus d'investir.

En raison du manque de « voitures nationales » (produites par l'industrie locale) en Thaïlande, les sociétés japonaises dominent la production des composants et des équipements. Au milieu des années 1990 le gouvernement thaï a compris l'importance de la compétition dans l'industrie et a donc commencé à inviter des fabricants automobiles américains et européens à rivaliser avec les sociétés japonaises jusqu'alors dominantes. Jusqu'au milieu des années 1990, la politiques gouvernementale dans le secteur automobile en Thaïlande était concentrée sur la « production locale », qui était basée sur l'hypothèse que le haut niveau standard de la production locale allait stimuler l'activité économique nationale dans la transformation des matières premières et

[2] Completely built-up vehicle (CBU)

en équipements et pièces. Cette transformation accélérée a été considérée comme suffisamment qualitative pour supporter une montée en puissance de l'industrie automobile en Thaïlande. Il a été aussi considéré comme important de nouer des liens, entre des investisseurs étrangers de premier plan et des entreprises locales pour renforcer le processus de production autochtone et aider au développement (Rasiah, 2003).

L'industrie automobile est finalement devenue l'un des secteurs industriels les plus importants pour le développement économique de la Thaïlande depuis la récession économique en Asie à la fin des années 90. De 1997 à 2008, la production automobile de la Thaïlande a augmenté chaque année de 81,2% avec 225.000 employés, et 1.394.000 voitures produites à la fin de cette période. L'industrie automobile représente 20% de l'activité manufacturière totale de l'ensemble du pays.

Il existe des joint-ventures japono-thaïes, des joint-ventures européo-thaïes et des joint-ventures américano-thaïes, des marques associant Japonais, européen, et américains en Thaïlande. Les investisseurs étrangers ont des liens avec de grands conglomérats thaïs dans le domaine du marketing de manière à créer des liens avec l'élite politique thaïe et rechercher des protections.

En 2007, il y avait seize constructeurs automobiles et cinq constructeurs de motos, et la plupart d'entre eux avaient déjà développé leurs propres systèmes de production. Trois constructeurs Japonais : Toyota, Honda et Mitsubishi totalisent quatre-vingt pour cent de la production totale thaïlandaise. Les cinq voitures le plus vendues en Thaïlande en 2007 sont des marques: Toyota, Isuzu, Honda, Nissan et Mitsubishi. La Thaïlande est devenue le plus grand assembleur d'automobiles de la région, particulièrement pour les pick-up légers. La Thaïlande est ainsi devenue une plateforme majeure pour les exportations de la région ; Honda utilise, par exemple Bangkok, comme siège

social pour le marché de l'ASEAN ; Mitsubishi et Mazda utilisent aussi la Thaïlande pour la production des pick-up d'une tonne et des camions diesel.

Figure 2 Archive de la production automobile Thaï classé par sociétés

	Société	**Production effective for 2008**	**Production project for 2009**
1	AUTOALLIANCE (THAILAND) CO.,LTD.	128,242	115,817
2	BANGCHAN GENERAL ASSEMBLY CO., LTD.	-	-
3	BMW MANUFACTURING (THAILAND) CO.,LTD	1,757	1,813
4	GENERAL MOTORS (THAILAND) LIMITED	104,296	77,412
5	HINO MOTORS MANUFACTURING(THAILAND) LTD.	6,996	7,655
6	HONDA AUTOMOBILE (THAILAND) CO., LTD.	162,982	118,070
7	ISUZU MOTOR THAILAND CO., LTD.	157,180	132,500
8	MITSUBISHI FUSO TRUCK (THAILAND) CO.LTD.	1,485	1,334
9	MITSUBISHI MOTORS (THAILAND) CO., LTD.	172,799	120,028
10	NISSAN DIESEL (THAILAND) CO., LTD.	1,068	850
11	SCANIA SIAM CO., LTD.	233	220
12	SIAM NISSAN AUTOMOBILE CO., LTD.	73,727	60,022
13	THAI-SWEDISH ASSEMBLY CO., LTD.	1,022	882
14	THONBURI AUTOMOTIVE ASSEMBLY CO., LTD.	4,739	7,098
15	TOYOTA MOTOR THAILAND CO., LTD.	577,503	437,000
16	Y.M.C. ASSEMBLY CO., LTD.	-	-
	TOTAL	**1,394,029**	**1,080,701**

Unit: Véhicule

Source: Club de l'industrie Automobile, Fédéral de Industrie Thaï.

Les seize sociétés du tableau ci-dessus sont localisées dans le centre et l'est de la Thaïlande : sept usines sont localisées dans la province de Samutprakarn, proche de Bangkok. Cinq usines sont situées à Rayong, une

usine à Chachoengsao, une usine à Chonburi et deux usines à Pathumthani. Ces dernières usines sont localisées un peu plus loin de Bangkok, mais plus près du port industriel de Laem Chabang dans la région est. Presque tous les équipements importés nécessaires au processus de production arrivent par ce port ainsi que tous les équipements. La plus grande partie de l'exportation des équipements, des composants et des véhicules entièrement finis (CBUs) utilisent ce même port.

Alors que la participation par les investissements directs des sociétés multinationale (MNC) étrangères est importante en Malaisie, Thaïlande, Chine et aux Philippines, c'est plutôt par les « joint-venture » et les licences que les entreprises locales sont liées, en Inde, Chine, Japon, Corée et Malaisie (Rasiah, 2008). L'accroissement de la participation des sociétés multinationales (MNC) dans l'industrie automobile Thaïlandaise a eu lieu, aussi bien, dans l'assemblage de véhicules que dans l'industrie manufacturière sous-traitante. L'accroissement de participation des assembleurs de véhicules MNC naissants était le résultat de leur augmentation de capacités. Les MNC étaient dominés par les Japonais jusqu'à l'arrivée des trois grandes sociétés américaines, à savoir, Daimler/Chrysler, General Motors et Ford, dont l'objectif principal était de produire dans le pays et d'exporter des pickups d'une tonne depuis la Thaïlande. En conséquence, la capacité de production dans l'industrie d'assemblage de voitures a rapidement augmenté depuis 1999. Les équipementiers sont concernés par la part plus importante de participation des MNC sous deux formes. Premièrement, un grand nombre de fournisseurs d'équipementiers MNC, particulièrement le japonais MNCs (qui a pris l'habitude d'être engagé avec des fournisseurs d'équipements locaux au travers de contrats de licences technologiques ou actionnariat minoritaire) ont exprimé leur volonté d'être des copropriétaires et/ou des actionnaires majoritaires. Leur principal objectif était de prendre le contrôle complet sur des parts du processus industriel. La tendance

à renforcer leur participation auprès des équipementiers locaux a pu être observée depuis la fin des années 1980. Cela a été particulièrement évident quand la restriction de propriété étrangère a été supprimée au début de la crise de 1997. Deuxièmement, il y eut l'arrivée de fabricants de pièces MNC, il s'agissait les fournisseurs de pièces japonais qui se sont primitivement déplacés et ont établi de nouvelles filiales pour fabriquer des nouvelles pièces plus sophistiquées, ceci depuis la fin des années 1980 où le Japon a subi une appréciation spectaculaire de sa monnaie. Le même scénario s'est produit aussi pour d'autres équipementiers étrangers (Kohpaiboon, 2008).

Il est impossible de faire des généralisations sur les processus d'internationalisation des constructeurs automobiles japonais. Toyota et Honda sont pratiquement les seuls constructeurs automobiles entièrement japonais restants et les deux sociétés sont très rentables financièrement, et ont une croissance soutenue. Ces deux entreprises ont des stratégies d'internationalisation claires - tant au niveau des stratégies mondiales que des stratégies régionales. Pour Nissan et Mitsubishi la situation est plutôt différente. Nissan est maintenant entièrement engagé dans l'exécution de la coordination mondiale des activités qui forme l'alliance Renault-Nissan. Cela concerne les coopérations au niveau des deux fabricants, mais intéresse aussi l'intégration des opérations d'achat. À cette fin, une société commune Renault Nissan alliance est née en 2001. Mitsubishi Moteurs faisait jusque récemment partie du groupe Daimler-Chrysler-Mitsubishi et intégrait ses opérations avec DaimlerChrysler. La restructuration complète du réseau d'approvisionnement de Mitsubishi était une des conséquences de la coopération avec la société américano-allemande. Récemment, le groupe Daimler-Chrysler-Mitsubishi s'est désagrégé et cela aura certainement des implications dans la stratégie mondiale de Coopération des Moteurs de Mitsubishi (Busser, 2009).

Pour les assembleurs automobiles, le but de la gestion mondiale est de maximiser les profits, en optimisant l'utilisation efficace de ressources de gestion dispersées dans le monde entier. La localisation est aussi une question importante pour les fabricants étrangers dans le but de leur transition vers une gestion mondiale. L'étude de Takayasu et Mori (2004) a montré que les processus de production d'automobiles peuvent être divisés en trois étapes: développement de produits, ingénierie des processus et processus de production. Chaque étape peut être divisée en processus individuels. L'étape de développement des produits commence par la création d'un concept qui améliorera la compétitivité du nouveau produit en répondant aux besoins du marché. Ceci est suivi par la planification des produits, qui implique le design des caractéristiques fonctionnelles et de la structure de base exigée pour mettre en œuvre le concept. Les processus, à cette étape, incluent l'utilisation de modélisation tridimensionnelle pour créer des styles extérieurs et intérieurs, l'élaboration des plans et maquettes, le cahier des charges du produit et l'établissement de formats techniques pour les parties principales. A l'étape ingénierie du processus industriel, les dessins de base sont utilisés pour créer des prototypes éprouvés dans des cycles répétés de test, particulièrement pour l'achèvement des dessins formels des produits finis et des équipements. Le processus d'ingénierie commence par le « design », qui implique le développement des dessins de base détaillés, pour le processus de production. Les installations de production, les outils, les moules et tout les autres choses qui sont nécessaires sont alors conçues et commandées. Les dessins sont préparés pour fournir aux ouvriers des chaînes d'exécution un plan de leurs tâches, simultanément avec les dessins techniques qui sont la base pour la formation des ouvriers de production. D'autres tâches sont nécessaires dont les prototypes, étapes au cours desquelles les processus de production sont éprouvés et subissent les derniers tests avant la fabrication en série.

Les processus qui ont été transférés en Asie sont essentiellement liés à l'étape de production. En général, quand les opérations de production locales sont parfaitement définies, les sociétés ont tendance à transférer leur design et les activités de développement touchant aux services des achats locaux pour qu'ils puissent les optimiser. Aux étapes de développement des produits : le développement du produit, y compris la planification et le design, est généralement effectué depuis les centres de développement des sociétés mères. A l'étape d'ingénierie : la participation thaïe dans l'ingénierie semble augmenter proportionnellement à la proximité du processus de production réel. Le design est conçu aussi bien au Japon qu'en Thaïlande. La plupart des sociétés mettent en application, la conception, les dessins techniques en Thaïlande. A l'étape de production, dans la plupart des sociétés, la gestion de la production quotidienne est laissée à la compétence des Thaïs, bien qu'il y ait une implication japonaise essentielle dans la gestion des coûts.

Des sociétés purement thaïes sont qualifiées pour exécuter des productions industrielles pour lesquelles une haute technologie n'est pas exigée. Les coûts de production pour ces sociétés sont relativement peu élevés en raison des technologies de production simples qui utilise des machines économiques et des salaires inférieurs pour les ouvriers. Quoique la plupart des produits thaïs soient actuellement internationalement bien acceptés, quelques secteurs ne respectent pas les normes internationales, particulièrement ceux de la haute technologie. Ces faiblesses ne sont pas liées à des problèmes de retard technologiques ou de gestion. Par conséquent, les sociétés purement thaïes doivent améliorer leur technique et leurs capacités de recherche pour satisfaire aux exigences du marché mondial, d'autant plus que les fabricants ont tendance à acheter des secteurs d'activité plus complexes ou entiers. Elles devraient aussi rattraper leur retard technologique.

Section 2 Objet de la recherche, questionnement théorique

2.1 Objet de la recherche

L'industrie automobile est une des industries les plus compétitives en Thaïlande. Les sociétés automobiles thaïes sont des sociétés multinationales à participation d'investissements directs étrangers et des sociétés de « joint-venture ». La stratégie de localisation est utilisée pour faire évoluer la société vers une gestion globale. Un certain nombre de processus de production d'automobiles sont réalisés en Thaïlande. Les technologies sont transférées entre les sociétés mères étrangères et les sociétés thaïes. Quoique la définition du processus de travail ait pour origine la société étrangère, les salariés qui travaillent dans des sociétés automobiles thaïes doivent faire preuve de suffisamment de créativité pour créer de nouveau processus de travail ou au moins, prendre des initiatives, pour rendre la société plus compétitive. Les équipes de direction doivent se rendre compte de l'importance de la créativité dans leur organisation et s'efforcer de créer un environnement de travail qui encourage la créativité des salariés.

2.2 Questionnement théorique

Un grand nombre de théories et de recherches avancent que la créativité individuelle sera d'autant plus performante que les individus seront intrinsèquement motivés par l'engagement, le challenge, la satisfaction de la tâche accomplie, et les objectifs atteints. Les individus et les groupes participent au processus de créativité ; quand les individus développent leurs idées

créatrices et les proposent au groupe, ce groupe modifie et améliore sa réflexion. Les caractéristiques du groupe influent sur la créativité, en particulier, aux niveaux des normes, de l'affectation des tâches, de la taille du groupe lui-même, du niveau de cohésion, et de la diversité. Les facteurs organisationnels qui augmentent la créativité dans l'environnement du travail, comme les structures de l'entreprise, ont tendance à être uniformes, flexibles, avec peu de règles et de règlements ; ils permettent une vision partagée, une grande autonomie, des réserves de performances possibles, une communication d'objectif stratégiques clairement définis, et une bonne organisation de la structure du groupe.

La créativité dans l'organisation ne provient pas des employés seulement, mais de tout le monde à tous les niveaux du management, des directeurs, des dirigeants, et, évidement, des employés eux-mêmes. La vision à terme et les missions de l'organisation du travail jouent un rôle important pour encourager la créativité; elles orientent les réflexions des directions de l'organisation du travail sur les produits, les clients, la compétitivité et la concurrence, le management, et enfin les employés. Elles aboutissent à la structuration et à une culture de l'organisation du travail. L'équipe de management identifie la vision à terme et les missions de l'organisation du travail, et communique celle-ci à tous les employés dans chaque département de l'organisation. Les objectifs de l'organisation du travail sont communiqués aux salariés par le management dans le cadre des missions de l'organisation. Ces missions permettent d'identifier la structure et la culture de l'organisation du travail qui joue le rôle le plus important, alors que la culture de l'organisation du travail doit soutenir la structure, les missions et la vision (les perspectives) à terme. La structure et la culture de l'organisation encourage la motivation des employés et favorise la créativité de ceux-ci dans l'organisation du travail.

Par conséquent, après avoir analysé les composantes de la créativité et de la culture thaïlandaise, on peut s'interroger sur la composition du management de la créativité dans la culture thaïlandaise.

1. Quelle est la définition de la créativité?
2. Y a-t-il des différences dans la créativité entre des sociétés occidentales et orientales?
3. Y a-t-il des obstacles à être créatif dans la culture et la sociologie thaïe ?
4. Quels sont les facteurs du management qui favorisent la créativité?

Section 3 Enjeux et intérêts de la recherche

3.1 Enjeux de la recherche

Il y a peu de recherches sur la créativité en Thaïlande, et pourtant, la créativité est un enjeu essentiel au développement des entreprises. La créativité suppose l'interactivité de capacités individuelles à être créatif et un environnement de travail qui optimise le rôle de l'équipe de « management » pour stimuler la créativité du salarié. Les entreprises peuvent gérer la créativité en adaptant les facteurs qui ont une influence sur la créativité et développer ainsi l'environnement favorable à la créativité et approprié aux besoins de l'entreprise.

L'enjeu de la recherche est donc d'analyser et de comprendre au mieux, quels facteurs et quel environnement de travail permet de stimuler la créativité dans l'entreprise.

3.2 Intérêts de la recherche

Intérêts managériaux

La créativité est un apport essentiel pour toutes les entreprises et les organisations de travail parce qu'elle fait appel à la production d'idées nouvelles et utiles pour l'individu et pour le groupe. La créativité, outre qu'elle permet de rationnaliser, d'optimiser et de trouver des économies de production, est aussi un facteur important d'épanouissement et de valorisation des individus à qui

l'on donne une responsabilité et une part de liberté au sein d'un groupe de travail. La créativité permet de sensibiliser les acteurs à tous les aspects de fonctionnement rencontrés dans une entreprise, toujours à la recherche de solutions, toujours à la source du recueil d'informations en communiquant en permanence avec les autres. Dans un monde multipolaire aux échanges extrêmement rapides aux techniques en constante évolution, les entreprises doivent absolument agir dans tous les domaines, tous les secteurs d'activité, à tous les niveaux hiérarchiques pour stimuler et soutenir la créativité, c'est une question d'équilibre, de valorisation, et de survie tout court, de l'entreprise.

Le directeur des ressources humaines doit, lui, repenser ses offres d'emploi, réorienter ses tests de sélection (comment détecter la créativité ?) pour le personnel existant, et modifier, en conséquence, la manière d'évaluer les compétences et adapter les documents d'évaluation, et la manière de définir des objectifs nouveaux. Il doit aussi connaitre la capacité de créativité de chacun pour mieux constituer les équipes, et, bien sûr, mettre sur pied des programmes de formation aux techniques et méthodes de « brainstorming ».

Intérêts théoriques

Ryhammar et Smith (1999) identifient les influences critiques de l'organisation sur la créativité comme étant : la structure de l'organisation, la culture, le climat social, les ressources, la pression de la charge de travail, et le style de leadership. Quelques études démontrent que les politiques organisationnelles, les structures, le climat social (Tushman & O'Reilly, 2002) , et les entretiens (Basadur, 1992) influent sur la production de la créativité. La création d'opportunités, l'absence de contraintes, et aussi les primes influent sur

la créativité (T.M. Amabile, 1988; Mumford & Gustafson, 1988; Oldham & Cummings, 1996).

La culture de l'organisation du travail influe sur la créativité. Goran Ekvall (1996) propose des caractéristiques innovantes de la culture dans l'organisation du travail, comme le défi (le challenge) et la participation, la liberté, la confiance et la franchise, le temps pour réfléchir, l'humour, la résolution des conflits, le débat, et la prise de risque.

Nous considérons que la créativité est liée à un contexte organisationnel et qu'elle est enracinée dans un contexte social.

Section 4 Plan général de document

Cette thèse est composée d'une introduction générale, de deux grandes parties et d'une conclusion générale, L'introduction expose les intérêts, les objectifs, les enjeux, et le plan de la recherche. La première partie présente les fondements théoriques et méthodologiques à l'indentification d'un management de la créativité. La seconde partie décrit les résultats et la discussion. La conclusion expose les apports principaux de l'étude, les limites et les voies de recherche futures.

4.1 Le premier chapitre est consacré à l'analyse de la littérature

Le première chapitre est consacré à définir la créativité, et à étudier la revue de littérature concernant cette notion.

La première section propose d'abord une définition de la créativité et à quels niveaux hiérarchiques de l'entreprise elle s'exerce, et elle expose ensuite les théories ayant eu cours et les facteurs qui sont à la source de la créativité.

La deuxième section expose les relations entre la culture (le milieu social, ethnique) et la créativité, et la différence entre le concept de créativité oriental et occidental.

La troisième section présente la culture Thaï dans l'entreprise.

La quatrième section définit la relation entre le système de suggestion et la créativité.

4.2 Le second chapitre est consacré à la méthodologie de la recherche

L'objectif de ce chapitre est de définir un protocole de recherche qui puisse déterminer les bases de l'analyse et des résultats de la recherche.

La première section traite de l'épistémologie de la recherche.

La seconde section rend compte de la collecte des données, et de la gestion de leur source.

La troisième section est l'analyse des donnés.

La dernière section, présente les critères de validité, et de fiabilité de la recherche.

4.3 Le troisième chapitre présente les résultats de la recherche

Cette partie a pour objectif dans un premier temps de présenter les résultats, puis dans un second temps de les analyser.

La première section décrit les entreprises étudiées. Les quatre entreprises étudiées sont, toutes les quatre, positionnées sur le secteur de l'automobile.

La deuxième section se focalise sur la présentation et l'analyse de processus créatifs.

La troisième section présente l'analyse de contenu par codage.

4.4 Le quatrième chapitre traite de la discussion des résultats

Ce quatrième chapitre est divisé en deux sections. La première section traite des résultats de la recherche dans les quatre entreprises étudiées. La deuxième section discute des résultats et les analyse avec la revue de littérature sur la créativité et la culture Thaï.

4.5 Le dernier chapitre présente la conclusion de la recherche

Dans ce cinquième chapitre nous avons réalisé trois sous parties : la première consiste à relever les différents apports de la recherche. Dans la second sous partie nous avons montré les limites de notre recherche, et engagé des pistes pour des recherches futures sur le sujet.

PLAN DE LA THESE

Première partie : Fondements théoriques de l'identification d'un management de la créativité

Chapitre 1 : Définition et fondement de la créativité : analyse de la littérature

Chapitre 2 : Fondement méthodologie de la recherche

Seconde partie : Les caractéristiques d'un management de la créativité dans les entreprises de construction automobiles ; résultats et discussion

Chapitre 3 : Présentation et analyse des résultats

Chapitre 4 : Discussions

Chapitre 5 : Conclusion générale

Part I

Review literatures and research methodology

CHAPITRE I REVUE LITERATURE

Chapter I Literature Review

In the study of creativity in the car assembly companies in Thailand, we start with the definition of creativity, the level of creativity, some creativity's theories, and the factors influence on creativity in the first section. The section presents the relation between culture and creativity, some differences in Eastern and Western social. Thai social culture in the organization is presented in the third section, and the relation between the suggestion system and the creativity is presented in the forth section.

Section 1 Creativity

The history of creativity research in business goes back to the 1930s in America. It began in product development and advertising, and explored aspects of people and organization within the development of management. Later, other fields related to management identified the significance of creativity. Creativity is viewed as an important organizational capability (Teresa M. Amabile, 1998; Mumford, 2000) It is seen as a possible source of organizational effectiveness (Woodman, et al., 1993), and a source of competitive advantage. It is argued that creativity is an important human resource (Barron & Harrington, 1981) which exists in all organizations. Organizations have to try to make use of this resource by devising setting which permit creative talents to thrive. Creative thinking benefits all areas and activities of management. The

need for creativity is changing how the workplace is organized and what people do. Creativity turns up in every business situation where there is a chance that things can be done in a more business-like, more profitable or more satisfying way.

1.1 Definition

Many researchers define ‘creativity’ as follow:

Creativity refers to the abilities that are most characteristic of creative people. Creative abilities determine whether the individual has the power to exhibit creative behavior to a noteworthy degree (Guilford, 1950).

Creativity is identified with idea generation and learning, and not necessarily with end products or services (McAdam & McClelland, 2002).

Creativity is a process that can be observed only at the intersection where individuals, domains, and fields interact (Csikszentmmihalyi, 2001).

Amabile (1998) defines creativity as the production of novel and useful ideas by an individual or a small group of individuals working together, which is viewed as an important organizational capability (Mumford, 2000). Similarly, Oldham and Cummings (1996) and Woodman et al. (1993) define creativity as products, ideas, or procedures that are (1) novel or original and (2) relevant and useful. Ford (1996) also adopts an output orientation and views creative outcomes as those that are novel and valuable. Woodman et al. (1993) define creativity as the generation of a valuable, useful new product, service, idea, procedure, or process by individuals working together in a complex social

system. However, creativity is context specific and a subjective judgment of the novelty and value of an outcome of an individual's collective's behavior (Farr & Ford, 1990). Judges must come to an acceptable level of agreement regarding the extent to which a product or concept is creative (Teresa M. Amabile, et al., 1996). Creative ideas may be generated by an individual or by a group of individuals working together in any job any level of the organization, not just in jobs that are viewed as demanding creativity (Madjar, Oldham, & Pratt, 2002; Nonaka, 2007). However, creativity also refers to both the process of idea generation or problem solving and the actual idea or solution (Teresa M. Amabile, Barsade, Mueller, & Staw, 2005).

From researchers' definitions, we can divide the definitions into three oriented: person-oriented, process-oriented, and product-oriented. Person-oriented is the creative *person* who has the capacity and the willingness to apply the process that yields the products. This personal disposition toward creativity may entail a set of cognitive abilities, motives, interests, values, and personality traits. Process-oriented views pinpoint cognitive skills that facilitate original and effective thinking. Some include social processes whereby an individual may produce something that influences important audiences, and they in turn change general opinion or even world views.

Creativity in product-oriented is viewed as a production of (a) originality and novelty of ideas, and (b) behaviors or products, which are judged and accepted as appropriate by others such as individual or a group of people within the specific context.

Creative behavior is modeled as the result of individual characteristics and propensities, including personality factor and cognitive skills, such as linguistic ability, expressive fluency, convergent and divergent thinking, and intelligence (Drazin, Glynn, & Kazanjian, 1999). Level and frequency of creativity behavior can be influenced by the social environment (Teresa M. Amabile, et al., 1996). So, creativity can be understood as the confluence of person variables- intellectual processes, knowledge, intellectual style, personality, motivation- and environment variables-physical setting, state of the field of effort, and culture (Sternberg & Lubart, 1991).

Creative management is the study and practice of management, drawing on the theories of creative processes and their application at individual, group, and organizational and cultural levels (Xu & Rickards, 2007).

1.2 Level of creativity

At the individual level, creativity is defined as the engagement of an individual in a creative act (Ford, 1996). Creative engagement is a process in which an individual behaviorally, cognitively, and emotionally attempts to produce creative outcomes. Creativity is a choice made by an individual to engage in producing novel ideas; the level of creative engagement can vary

from person to person and from situation and situation. An individual may choose minimal engagement, proposing simple solutions that may not be novel or useful. Alternatively, an individual may choose to engage in a full manner, using all of his or her abilities in an effort to produce creative outcomes. Creativity in the organization is boosted if an employee is willing to spend the time and effort necessary to thoroughly identify a problem, search for extensive information, and generate multiple ideas from different perspectives.

Individual creativity consists of willingness to engage in producing novel ideas.

Creativity also can be defined as a group-level process. The complex, creative projects taken on by large organizations require the concerted engagement of many individuals, rather than just one or a few. Individuals and groups participate in creative processes in an iterative fashion. Individuals develop ideas, present them to the group, learn from the group, work out issues in solitude, and then turn to the group to further modify and enhance their ideas. The iterative, interactive nature of group creativity requires that individuals first choose to engage in individual-level creativity. Amabile (1996) considers group and individual processes of creativity to be of similar composition, because both involve cognitive processes of idea generation and idea testing. In settings where the object of creativity is complex and requires skills from multiple bases of expertise, it may be difficult to separate out individual-from group-level contributions.

Contemporary research has found that not only can groups achieve high levels of creative thinking and behavior; in fact, they can sometimes outperform individuals working alone. Further, interaction among members of groups is

required in some stages of the creative process. In this age of information overload, time demands, and the changing needs of the marketplace, it is difficult for individuals working on their own to have all the knowledge, information, skills, and resources needed to generate creative ideas. One of the most important components of group creativity is diversity. Creative collaboration relies on diversity of background, experience, education, perspective, and thinking. Functional, informational, and cognitive diversity is correlated to higher levels of group creativity and innovation.

Individual's creativity aggregates to become work group creativity, and work groups' creativity aggregates to become organizational creativity. So organizational creativity is defined in terms of a part-whole relationship so that smaller or micro-level entities contribute to the functioning of the whole macro-level system (Drazin, et al., 1999).

In the organization, individuals attempt to produce creative outcomes under the situation that encourage producing and implementing new ideas. Individuals can participate in a work group to generate the novel ideas, many work groups work together become organizational creativity.

1.3 Creativity's Theories

Although the concept of creativity can be traced to ancient time in all cultures, the systematic study of creativity emerged in the late 19th century. Graham Wallas proposed a four-stage model in 1926 to describe the process of creativity: a preparation stage, an incubation stage, an illumination stage, and a verification stage. At the same time, the psychodynamic approach proposed by Sigmund Freud also had profound influences on arts and literature. However,

Joy Paul Guilford is recognized as the pioneer and major contributor in the field of creativity research. His description of creativity was based on the ability to manipulate ideas in fluent, flexible, elaborate, and original ways. Because his viewpoint was primarily embodied in the structure of intellect model, creativity is not an individually specific module, that is, creativity is not independent from intelligence. It is a manifestation of a basic mental function's manipulation. Guilford's position about creativity has great influence on this area even today.

1.3.1 The Adaption- Innovation Theory

The Adaption-Innovation theory (M. J. Kirton, 2001) defines and measures two styles of decision making clarifying earlier literature on problem solving and creativity which concentrates more on defining and assessing level rather than style.

According to the Adaption-Innovation theory, everyone can be located on a continuum ranging from highly adaptive according to his or her score on the Kirton Adaption- Innovation Inventory (Paletz & Peng, 2008). The range of responses is relatively fixed and stable (M. Kirton, 1976), and in the general population approaches the normal curve distribution. For the purpose of clarity, the following descriptions characterize those individuals at the extreme ends of the continuum.

Adaptors characteristically produce a sufficiency of ideas, based closely on, but stretching, existing agreed definitions of the problem and likely solutions. They look at these in detail and proceed within the established mores (theories, policies, practices) of their organizations. Much of their effort to change is in improving and 'doing better' (which tends to dominate

management). They are the kind of people who seek solutions to problems in tries and understood ways, who reduce problems by improvement and greater efficiency, with maximum of continuity and stability.

The Adaptor needs a clearly defined context in order to feel well and be able to utilize his/her capabilities at work. When solving problems are necessary, they operate within that context and not put the safe frame at risk.

Innovators, by contrast, are more likely in the pursuit if change to reconstruct the problem, separating it from is enveloping accepted thought, paradigms and customary viewpoints, and emerge with much less expected and probably less acceptable solutions. They are less concerned with 'doing things better' with 'doing things differently'.

1.3.2 The Investment Theory

According to the investment theory (Sternberg & Lubart, 1991) creativity requires a confluence of six distinct but interrelated resources: intellectual abilities, knowledge, styles of thinking, personality, motivation, and environment.

Intellectual skills Three intellectual skills are particularly important: (a) the creative skill to see problems in new ways and to escape the bounds of conventional thinking; (b) the analytic skill to recognize which of one's ideas are worth pursuing and which are not; and (c) the practical –contextual skill to know how to persuade others of the value of one's ideas. The confluence of these three skills is important. To be creative, one must first decide to generate new ideas, analyze these ideas, and sell the ideas to others. In other words, a

person may have synthetic, analytical, or practical skills, but not apply them to problems that potentially involve creativity.

Knowledge Concerning knowledge, on the one hand, one needs to know enough about a field to move it forward. One cannot move beyond where a field is if one doesn't know where it is. On the other hand, knowledge about a field can result in a closed and entrenched perspective, confining a person to the way in which he or she has seen problems in the past. Everyone has s knowledge base. How they choose to use it is a decision they must make.

Thinking styles are preferred ways of using one's skills. They are decisions about how to deploy the skills available to one. With regard to thinking styles, a legislative style is particularly important for creativity, that is, a preference for thinking and a decision to think in new ways.

Personality *n*umerous research investigations have supported the importance of certain personality attributes for creative functioning. These attributes include willingness to overcome obstacles, willingness to take sensible risks, willingness to tolerate ambiguity, and self-efficacy.

Motivation Intrinsic, task-focused motivation is also essential to creativity. The research of Amabile (1988) has shown the importance of such motivation for creative work, and has suggested that people rarely do truly creative work in an area unless they really love what they are doing and focus on the work rather than the potential rewards. A person decides to be motivated by one thing or another. Often, people who need to work in a certain area that does not particularly interest them will decide that, given the need to work in that area they had better find a way they need to do that makes this work appeal to rather than bore them.

Environment One needs an environment that supportive and rewarding of creative ideas. One could have all of the internal resources needed in order to think creatively, but without some environmental support, the creativity that a person has within him or her might never be displayed.

1.3.3 The Interactionist Model

Woodman, Sawyer, and Griffin (Woodman, et al., 1993) proposed the Interactionist model; they suggest that numerous variables at the individual, group, and organizational levels can be linked with creative behavior. From an interactionist perspective, the organizational creative process is composed of both salient behaviors and creative situations. The creative situation is defined as the sum total of social and environmental (contextual) influences on creative behavior.

They suggested that the social influence is determined by group characteristics as norm, enacted roles and task assignments, group size, degree of cohesiveness, leadership, and diversity directly influence individual and group creativity. Norms that promote open information exchange should facilitate creative performance, while rigid and/or punishing norms leading to high conformity should constrain creativity. The organizational culture that supports risk-taking behavior should facilitate creative performance. The organizational characteristics include cultural influences, resource availability, organizational mission and strategy, reward policies, structure, and technology. The ill-considered evaluation and the use of extrinsic reward can suppress creativity. Participative leadership enhances creativity, while more autocratic styles seem likely to diminish it. The group creativity increases by using the participative, high-involvement work system and cultures. At the level of

organization, the availability of information and the ability of the organization to exchange information with its environment are the crucial variables, while the adaptive, flexible organizational structure will increase the organizational creative performance.

They extended their model in two additional ways. They included external influences as well as intraorganizational influences, and they gave prominence to intraindividual factors in their interactionist approach. In their model, creative behavior within organizations is a function of two categories of work environment inputs.

1) Group characteristics- are norms, group cohesiveness. Size, diversity, roles, task characteristics, and problem-solving approaches used in the group.
2) Organizational characteristics- consists of organizational culture, resources, rewards, strategy, structure, and focus on technology.

1.3.4 The System Model

According to Csikszentmihalyi (1996), creativity can be observed in the interrelations of a system made up of three main parts.

1) Domain- consists of a set of symbolic rules and procedures. Domain can be culture or the symbolic knowledge shared by a particular society or by humanity as a whole.
2) Field- includes all the individuals who act as gatekeepers to the domain. They decide which new ideas or products should be included in the domain.
3) Person- individual has a new idea or see a new pattern.

Creativity occurs when a person, using the symbols of a given domain, has a new idea or sees a new pattern, and when this novelty is selected by the appropriate field for inclusion into the relevant domain.

1.3.5 The Componential Theory of Individual Creativity

The Componential Theory of Individual Creativity (Teresa M. Amabile, 1997)assumes that all humans with normal capacities are able to produce at least moderately creative work in some domain, some of the time – and that the social environment can influence both the level and the frequency of creative behavior.

The theory includes three major components of individual creativity, each of which necessary for creativity in any given domain: expertise, creative-thinking skill, and intrinsic task motivation. The componential theory suggest s that creativity is most likely to occur when people's skills overlap with their strongest intrinsic interests- their deepest passions- and that creativity will be higher, the higher the level of each of the three components.

1) Expertise- expertise is the foundation for all creative work. It can be viewed as the set of cognitive pathways that may be followed for solving a given problem or doing a given task. The expertise component includes memory for factual knowledge, technical proficiency, and special talents in the target work domain.
2) Creative Thinking- this component provides that "something extra" of creative performance. Assuming that a person has some incentive to perform an activity, performance will be "technically good" or "adequate" or "acceptable" if the requisite expertise is in place. The

skills include a cognitive style favorable to taking new perspectives on problems, an application of techniques for the exploration of new cognitive pathways, and a working style conducive to persistent, energetic pursuit of one's work.

3) Intrinsic Task Motivation- this component determines what that person actually will do. Motivation can be either intrinsic (driven by deep interest and involvement in the work, by curiosity, enjoyment, or a personal sense of challenge) or extrinsic (driven by the desire to attain some goal that is apart from the work itself- such as achieving a promised reward or meeting a deadline or winning a competition).

The Componential Theory of Organizational Creativity and Innovation

The central prediction of the theory is that elements of the work environment will impact individuals' creativity. Theory proposes that the creativity produced by individuals and teams of individuals serves as a primary source for innovation within the organization. The most important feature of the theory is the assertion that the social environment influences creativity by influencing the individual components.

1) Organizational Motivation to Innovate- this component is a basic orientation of the organization toward innovation, as well as supports for creativity and innovation throughout the organization. The orientation toward innovation must come from the highest levels of management, but lower levels can also be important in communicating and interpreting that vision. The most important elements if the innovation orientations are: a value placed in creativity and innovation in general, an orientation toward risk, a sense of pride in the organization's members and enthusiasm about what they are capable of doing, and an offensive strategy of taking the lead toward the

future. The primary organization-wide supports for innovation appear to be mechanisms for developing new ideas; open, active communication of information and ideas; reward and recognition for creative work; and fair evaluation work.

2) Resources- this component includes everything that the organization has available to aid work in the domain targeted for innovation. These resources include a wide array of elements: sufficient time for producing novel work in the domain, people with necessary expertise, funds allocated to this work domain, material resources, systems and processes for work in the domain, relevant information, and the availability of training.
3) Management Practices- this component includes management at all levels, but most especially the level of individual departments and projects. Several earlier researchers and theorists have suggested that creativity and innovation are fostered by allowing a considerable degree of freedom or autonomy in the conduct of one's work. Some earlier work has suggested the importance of appropriately matching individuals to work assignments, on the basis of both skills and interests, to maximize a sense of positive challenge in the work. Project supervision is likely to foster creativity when it is marked by clear planning and feedback, good communication between the supervisor and the work group, and enthusiastic support for the work of individuals as well as the entire group. Management practices for creativity include the ability to constitute effective work groups that represent a diversity of skills, and are made up of individuals who trust and communicate well with each other, challenge each other's ideas in constructive ways, are mutually supportive, and are committed to the work they are doing.

Creativity happens in the interaction between a person's thoughts and a socio-cultural context (Csikszentmihalyi, 1996; McAdam & McClelland, 2002). The theories consist of personal factors and contextual factors.

Figure 3 Creativity Theories

Theory	**Personal factors**	**Contextual factors**
The Adaption-Innovation theory (M. J. Kirton, 2001)	Adaptor-Innovator	-
The investment theory (Sternberg & Lubart, 1991)	Intellectual abilities, knowledge, styles of thinking, personality, motivation	Environment
The interactionist model (Woodman, et al., 1993)	Individual	Group, Organization
The System Model (Csikszentmihalyi, 1996)	Person	Field, Domain
Componential Theory of Individual Creativity (Teresa M. Amabile, 1997)	Expertise, Creative-Thinking, Intrinsic Task Motivation	-
Componential Theory of Organizational Creativity and Innovation (Teresa M. Amabile, 1997)	-	Organizational motivation to innovate, Resource, Management Practices

1.4 Creativity components

Researchers examining creativity at the individual level regard individuals as the building blocks of the organization. Encouraging creativity at an individual level will result in improved creativity at the level of the group or organization (McAdam & McClelland, 2002). Research on creativity can be divided into that based on the characteristics of creative people, preferred cognitive style for problem solving, and the stimulants for individual creativity.

1.4.1 Individual related factors

The earliest research in creativity, attempted to isolate the characteristics of highly creative people. Creativity skills can be increased by the learning and practice of techniques to improve cognitive flexibility and intellectual independence. Many researchers propose the elements of creative person as:

Personality Factors

Researchers have utilized a variety of quantitative and qualitative methods to explore the personality of these individuals to identify common personality traits. This research has provided patterns and lists of traits that can be useful in identifying and understanding the personality of individuals who have or may provide unique contributions to society.

Barron and Harrington (1981) suggest the personality traits that support creative individuals as: high valuation on esthetic qualities in experience, board interests, attraction to complexity, high energy, independence of judgment, autonomy, intuition, self-confidence, ability to resolve antinomies or to accommodate apparently opposite or conflicting traits in one’s self-concept, and a firm sense of self as creative.

Individual's characteristics that facilitate the development of new and potentially useful ideas are curious, cognitively flexible, willing to take risks, willing to overcome obstacles, tolerant ambiguity, self-efficacy and persistent in the face of barriers (T.M. Amabile, 1988; Sternberg, 2006; Sternberg, O'Hara, & Lubart, 1997). Csikszentmihalyi (1996) explains that curiosity and drive are the most important characteristic for creative individuals. Curiosity is open and playful, while drive is serious, competitive and achievement.

Based on the research literature, the creative personality traits are as follows: tolerance of ambiguity, openness to new experience, possessing unconventional values, independence of judgment, curiosity, preference for challenge and complexity, self-confidence and unconformity, propensity for risk taking, intrinsic motivation, and so on.

John Dacey and Kathleen Lennon (1998) add to this list of creative personality traits. They explore 10 personality traits that have been identified as contributing to the creative process: (1) tolerance for ambiguity, (2) ability to think outside of the box, (3) ability to imagine how things can be used outside of their intended purpose, (4) a flexibility that allows for change, (5) a willingness to take risks, (6) a preference for disorder and complexity, (7) a willingness to delay gratification, (8) freedom from gender role stereotyping, (9) a capacity to endure frustration and overcome obstacles, and (10) the courage to pursue creative endeavors despite consequences.

Csikszentmihalyi (1996) studied creative people, discussed the contradictions evident in their personality traits, and provided a list of 10 paradoxical traits of creative individuals. These traits include: (1) having a great deal of energy, but also being quiet and at rest, (2) a tendency to be smart and naive at the same time, (3) the ability to combined playfulness and discipline, (4) alternating between imagination and reality, (5) being both introverted and

extraverted, (6) being both humble and proud, (7) an avoidance of rigid gender role stereotyping, allowing for progress to be made in fields where traditional roles would have prevented entry, (8) being both rebellious and conservative, (9) having a passion for work and the ability to view it objectively, and (10) an openness that allows for both suffering and joy.

Cognitive ability

According to Kirton's adaption-innovation theory (M. Kirton, 1976) which defines the characteristic of 'adapters' and 'innovators' at the individual and team levels, Kirton and his colleagues found that the higher the KAI score, the greater the individual's preference towards innovative problem solving. People can be creative no matter where they lie on the adaption-innovation continuum.

Researchers suggest that creative individual must have creativity-thinking abilities, which are divergent thinking (Barron & Harrington, 1981). Divergent thinking means production of alternative ideas and solutions a problem, a broader, more flexible and open search process. This ability helps an individual to generate many alternative solutions to an open-ended problem. Divergent and lateral thinking is considered to be closely integrated in creative problem-solving processes (Göran Ekvall, 1997; Ford, 1996). While as Amabile (1988) explains that creativity requires a cognitive-perceptual style characterized by the ability to break mental set and explore new cognitive pathways during problem solving, to suspend judgment, and to keep response options open as long as possible. In addition to seeing connections and redefining problems or 'synthetic ability' and ability to judge the value or potential in an idea or 'analytical ability', creative individuals should have 'practical ability'-presenting an idea (Sternberg, 2006).

Knowledge or expertise

Knowledge is necessary because creativity has been shown to be fairly domain specific, meaning that people are not generally creative in every field but rather in specific areas (Teresa M. Amabile, 1983; Sternberg, et al., 1997). Knowledge or expertise has been found to influence creative problem solving. Expertise have a number of complex effects on peoples' creative problem solving, by promoting (a) the more rapid acquisition of new knowledge, (b) use of systematic solution in solving novel problems, and (c) application of the principles, relationships, and prototypic cases in transferring extant knowledge to new problems through the use of analogical reasoning mechanisms (Mumford, 2000).

Intrinsic motivation

Intrinsic motivation is the desire to do something "just to be doing it." That is, the experience of the behavior is reward enough, independent of any separable consequences that may follow. Intrinsic motivation often leads to or promotes flow, in which individuals become completely absorbed in some challenging activity.

A number of studies have shown that a primarily intrinsic motivation will be more conducive to creativity than a primarily extrinsic motivation. Although a person's development of expertise and practice of creative thinking skills can be influenced to some extent by the social environment, the strongest and most direct influence of the environment is in motivation.

Amabile (1983) suggested that an individual's intrinsic task motivation plays an important role in determining behaviors that may result in creative

outcomes. This is because intrinsic motivation "makes the difference between what an individual can do and what an individual will do".

Cognitive evaluation theory (Deci & Ryan, 1985) supposes that intrinsic task interest is promoted by perception of self-determination; external restrictions on behavior, including expected reward, reduce perceived self-determination and decrease intrinsic interest and creativity.

Many scholars propose creative individual factors as personality factors, cognitive factors, knowledge, and intrinsic motivation. To engage in producing novel ideas, Creative people must have willingness, knowledge or expertise in such domain, thinking abilities and intrinsic motivation. Intrinsic motivation plays an important role to encourage individual creativity.

The literature on individual related factors deals with the influence of the personality of creative individual, of the educational background and living condition, and of the different types of skills of the individual. Since it is very difficult for a company to control these factors, in this study we mainly focus on organizational related factors.

1.4.2 Organizational related factors

In addition to the individual component, social environment also influence on creativity in the organization as definition and evaluation of creativity (Lubart, 1990). Researchers explain many social environments or 'organization climate' that influences creativity. Ekvall (1996) defined organization climate as an attribute of the organization, composed of behaviors, attitudes, and feeling, which are characteristic of life in the organization.

Meanwhile, Amabile (1996) assume that the social environment can influence both the level and the frequency of creative behavior. The study of Schepers and Van den Berg (2007) which work-environment creativity was investigated from a social psychological perspective in a professional organization with multidisciplinary teams shows that work-environment is related to adhocracy perceptions, employee participation, and knowledge sharing. Individuals who perceive their organization as an adhocracy, and who experience high levels of participation and knowledge sharing, perceive their work environment as creative.

Challenge

Challenge is the emotional involvement of the members of the organization in its operations and goals (Goran Ekvall, 1996). Researchers (e.g. Amabile et al. (1996), Ekvall (1996), and Forbes and Domm (2004)) proposed that challenge is one of the social environments influence creativity. The challenge and complexity of jobs has been considered an important contributor to employees' intrinsic motivation and creativity(Teresa M. Amabile, et al., 1996). Complex job which characterized by high level of autonomy, skill variety, identify, significance, and feedback are expected to encourage higher level of intrinsic motivation and creativity than jobs that are relatively simple and routine in nature.

Freedom

Freedom as a core value in stimulating creativity and innovation is manifested in autonomy, empowerment and decision-making (Martins & Terblanche, 2003). The freedom to choose and arrange one's work is important for creativity. Employees should have freedom in deciding what work to do or how to do it by make contacts and give and receive information; discuss

problems and alternatives; plan and take initiatives of difference kinds; and make decisions. The degree to which employees have freedom and authority to participate in decision making in solving problems determines the level of empowerment, which is positively related to the level of creativity and innovation in an organization.

Supervisory encouragement of creativity

A supervisor who serves as a good work model, sets goals appropriately, supports the work group, values individual contributions, and shows confidence in the work group.

Work Group Supports

A diversely skilled work group in which people communicate well, are open to new ideas, constructively challenge each other's work, trust and help each other, and feel committed to the work they are doing.

Resource

Employees can access to appropriate resources, including funds, materials, facilities, and information (Teresa M. Amabile, et al., 1996). Ekvall (1996) suggest idea Time- the amount of time people can use for elaborating new ideas as one of resources that stimulate creativity.

Employee participation

Employee participation is a management practice that belongs to the second element of Amabile's model. Participant refers to extent to which employees are involved in setting goals, making decisions, and appraising results. West and Anderson (1996) found that being able to participate in

decision making was a key process in enhancing innovation. Creativity is fostered when individuals and teams have a relatively high level of autonomy in the day-to-day conduct of their work and a sense of ownership and control over their work and ideas. Employees who can participate in setting goals, making decisions, and appraising results perceive higher levels of work-environment creativity.

Organizational climate

Amabile et al. (1996) explain organizational encouragement as an organizational culture that encourages creativity through the fair, constructive judgment of ideas, reward and recognition for creative work, mechanisms for developing new ideas, and active flow of ideas, and a shared vision of what the organization is trying to do.

Schepers and Van den Berg (2007) suggest 'adhocracy' organization culture that stress innovation, adaptation, growth, and resource acquisition. Adhocracies foster creativity because they adapt to the environment and people are motivated to learn, experiment, and take risks.

While Isaken et al. (2000) explain climate for creativity, which is defined as the recurring pattern of behaviors, attitudes, and feelings that characterize life in the organization, is that which promotes the generation, consideration, and use of new products, services, and ways of working. This climate supports the development, assimilation, and utilization of new and different approaches and concepts.

The organizational climate that stimulates creativity such as (Goran Ekvall, 1983):

- Challenge- The emotional involvement of the members of the organization in its operations and goals. A high-challenge climate is seen when the people are experiencing joy and meaningfulness in their job.
- Freedom- The independence in behavior exerted by the people in the organization. People make contacts and give and receive information; discuss problems and alternatives; plan and take initiatives of difference kinds; and make decisions.
- Idea Support- the ways new ideas are treated. Ideas and suggestions are received in an attentive and supportive way by bosses and workmates. People listen to each other and encourage initiatives.
- Trust/Openness- The emotional safety in relationship. Everyone in the organization dares to put forward ideas and opinions. Initiatives can be taken without fear of reprisal and ridicule in case of failure. Communication is open and straightforward. Trust in the organization also increase when employees perceive the process of decision making as fair(Schepers & Van Den Berg, 2007). An open-door communication policy, including open communication between individuals, teams, and departments to gain new perspectives, is necessary to create a culture supportive of creativity and innovation.
- Dynamism/Liveliness- the eventfulness of life in the organization. New things are happening all the time and alterations between ways of thinking about and handling issues often occur.
- Playfulness/ Humor- the spontaneity and ease that is displayed. A relaxed atmosphere with jokes and laughter characterizes the organization.

- Debates- The occurrence of encounters and clashes between view point, ideas, and differing experiences and knowledge.
- Conflicts- The presence of personal and emotional tensions in the organization.
- Risk taking- the tolerance of uncertainty in the organization. Decision and actions are prompt and rapid, arising opportunities are taken and concrete experimentation is preferred to detailed investigation and analysis.
- Idea Time- the amount of time people can use for elaborating new ideas.

Ekvall grouped the dimensions into three areas: resources, motivation, and exploration. The Resources area includes idea time, idea support, and challenge and involvement. Motivation includes trust and openness, playfulness and humor, and the absence of interpersonal conflicts. Exploration includes risk taking, debates about the issues, and freedom.

Goal clarity

Goal clarity has effects on the creativity in the organization as structure and order. The elaboration of the mission, goals and strategies of the strategies of the company and proclaiming this to the members of the organization is a management principle and procedure aimed at consistency and guidance and at the same time supposed to engender meaning and commitment (Göran Ekvall, 1997). An employee tends to be more creative when he or she understands the importance of doing so, but also demonstrate the important role that leaders can play in directing employee attention to effective processes for achieving creativity. It is important that employees should understand the vision and mission (which support creativity and innovation) and the gap between the

current situation and the vision and mission to be able to act creatively and innovatively (Martins & Terblanche, 2003).

Clear mission statements, goals and strategies entail a structure, the expected achievements in different aspects and the main routes, which are laid out by top management. Inside this framework, departments and teams are expected to use initiatives and discretion to have their work contribute to the goal attainment. This structure is supporting creativity because of the amount of freedom it allows. Departments, teams, and individuals have to organize their work and set their targets at their own discretion, inside the frames given, in order to promote the overall goal (Göran Ekvall, 1997).

Reward

Many researchers argue that individuals are likely to be most creative when they experience high level of intrinsic motivation (Teresa M. Amabile, et al., 1996; Oldham & Cummings, 1996). A number of studies have shown that intrinsically motivated individuals are most likely to exhibit high creativity(Teresa M. Amabile, et al., 1996), but many managers continue to emphasize to use of extrinsic reward- monetary incentives and recognition- in an effort to stimulate their employees' creativity (Fairbank & Williams, 2001; van Dijk & van den Ende, 2002)

To promote creativity, employers often use rewards. Employees may be offered financial incentives for suggesting new ways to increase productivity or reduce costs. Rewards can be used to increase creativity in two ways: (a) reward that is specifically contingent on creativity increase the extrinsic motivation to be creative, and (b) expected reward for high performance generally increase creativity by enhancing perceived self-determination and intrinsic task interest (Eisenberger & Rhoades, 2001).

Contingent, extrinsic reward systems might provide an opportunity to exert personal control by giving employees a chance to control the extrinsic rewards they receive for producing creative work (Eisenberger & Rhoades, 2001). Employees who expected reward for high performance were more interested in their jobs, and this interest was associated with creative suggestions for improving the operations of their organization. By participating in an extrinsic reward program, individuals' feeling of personal control may be enhanced, thereby boosting levels intrinsic motivation and creativity. The presence of extrinsic rewards in simple job conditions will suggest to employees that their work is significant and of value to the organization while simultaneously providing tangible information about their performance at work (Baer, Oldham, & Cummings, 2003). Offering contingent, extrinsic rewards to employees occupying simple, routine jobs should boost their subsequent creative performance (Hackman & Oldham, 1988).

Learned industriousness theory (Eisenberger, 1992) suggests that when individuals are rewarded for carrying out a task, they learn which dimensions of performance are appropriate. The expectancy that a particular type of performance will produce reward provides the motivation to perform as required. If a task lacks information concerning appropriate performance, individuals generalize from previous experience. Reward should increase creative performance if current task instructions or past-experience indicates the appropriateness of creativity. The study of Eisenberger and Rhoades (2001) supports that financial reward promised specifically for creativity increased creative performance whether the promised amount was specified or unspecified. The expected reward for high performance leads to greater perceived self-determination over one's actions, contributing to intrinsic task interest and creativity. Performance feedback plus reward produced greater subsequent creativity than performance feedback alone.

However, when monetary incentives and recognition awards are offered to employees in organizations, a selective approach would be most beneficial (Baer, et al., 2003). Managing creativity should requires two elements: managing intrinsic rewards by matching people and jobs on the one hand and managing extrinsic rewards by selectively offering money and recognition to those who are likely to benefit from them on the other.

Challenge, freedom, supervisory encouragement, work group support, resource, employee participation, organizational culture, goal clarity, and reward are the social environments influence on creativity. Considering rewarding as the external motivation, which some researchers argue it may be decrease the creativity. Some studies show that it can also increase creativity.

Section 1 Conclusion

According to creativity's definitions, we can divided into three oriented: person-, process- and product-oriented. In this study, we are interested in product-oriented, which is viewed creativity as a production of (a) originality and novelty of ideas, and (b) behaviors or products, which are judged and accepted as appropriate by others such as individual or a group of people within the specific context. Creativity needs individual's willingness to engage producing novel ideas. Two factors influence creativity: individual related factors and organizational related factors.

Section 2 Culture

2.1 Definitions

Culture is a set of basic and shared practices and values that help human communities find solutions to problems of external adaptation- how to survive- and internal integration- how to stay together (Schein, 1983).

Culture is defined as the total way of life of a people, composed of their learned and shared behavior patterns, values, norms, and material objects (Rogers & Steinfatt, 1999).

Culture is a set of beliefs and values about what is desirable and undesirable in a community of people, and a set of formal or informal practices to support the values (Javidan & House, 2001).

Culture norms and more include a society's habits, ways of thinking, values, and informal unwritten standards. These socio-cultural forces operate at local, national, and regional levels, and have a profound influence on the way organizations conduct their business and what they value in terms of outputs and effects (Mauro, 1995). Hofstede (2005) also identifies layers of culture as: a national level, a regional and/or ethnic and/or religious and/or linguistic affiliation level, a gender level, a generation level, a social class level, and organizational, departmental, and/or corporate levels.

An organization is a group of individuals who are expected to work together as a community. They need a set of values to help manage the interactions among the members and to help succeed in dealing with the

challenges they face. House (2004) explains that the societal culture plays an important role for two reasons. First, the success of the organization in external adaptation requires closeness to the contextual culture. Second, the employees working in the organization are members of the society and have been socialized into its values and assumptions. So organizational culture refers to a system of shared values and norms that define appropriate attitudes and behaviors for its members, which come from basic assumptions that worked so well in the past that they are accepted (Martins & Terblanche, 2003; Tushman & O'Reilly, 2002). A strong culture provides shared values that ensure that everyone in the organization is on the same rack (Robbins, 2005).

Culture is a set of beliefs, values, norms that characterize behavior patterns of people in one society, which these behavior patterns can be transferred by generations. Beliefs are people's perceptions of how things are done in their countries; values are people's aspirations about the way things should be done (House, 2004). Culture can be divided into many levels such as national, regional, local, organizational culture and so on. Considering an organization, that is a group of people work together in one society, organizational culture is influenced by that society culture. Organizational culture is a set of belief, values, norms that members in that organization accepted.

2.2 Theories

2.2.1 Trompenaars' Seven Dimensions of Culture Model

Trompenaars (1993) views culture as a way in which a group of people solve problems. From the solutions to three types of problems (relationship with others; time; and the environment), he identifies seven basic dimensions for culture as universalism versus particularism, individualism versus collectivism, affectivity versus neutrality, specificity versus diffuseness, achievement versus ascription, time orientation and relation to nature.

Universalism versus particularism – This dimension defines how people judge the behaviors of their colleagues. People from universalistic cultures focus more on rules, are more precise when defining contracts and tend to define global standards for company policies and human resources practices. Within more particularistic national cultures, the focus is more on the relationships; contracts can be adapted to satisfy new requirements in specific situations and local variations of company and human resources policies are created to adapt to different requirements.

Individualism and Communitarianism - This dimension classifies countries according to the balance between the individual and group interests. Generally, team members with individualist mindsets see the improvements to their groups as the means to achieve their own objectives. By contrast, the team members from communitarian cultures see the improvements to individual capacities as a step towards the group prosperity.

Achievement versus ascription - This dimension is very similar to Hofstede's power distance concept. People from achievement-oriented countries respect their colleagues based on previous achievements and the demonstration

of knowledge, and show their job titles only when relevant. On the other hand, people from ascription-oriented cultures use their titles extensively and usually respect their superiors in hierarchy.

Neutral versus affective – this dimension is the degree to which individuals display their emotions. People from neutral cultures admire cool and self-possessed conducts and control their feelings, which can suddenly explode during stressful periods. When working with stakeholders from neutral countries you may consider avoiding warm, expressive or enthusiastic behaviors, prepare beforehand, concentrate on the topics being discussed and look carefully for small cues showing that the person is angry or pleased. People from cultures high on affectivity use all forms of gesturing, smiling and body language to openly voice their feelings, and admire heated, vital and animated expressions.

Specific versus diffuse - Trompenaars researched differences in how people engage colleagues in specific or multiple areas of their lives, classifying the results into two groups: people from more specific-oriented cultures tend to keep private and business agendas separate, having a completely different relation of authority in each social group. In diffuse-oriented countries, the authority level at work can reflect into social areas, and employees can adopt a subordinated attitude when meeting their managers outside office hours.

Human-nature relationship (internal vs. external control) - Trompenaars shows how people from different countries relate to their natural environment and changes. Global project stakeholders from internal-oriented cultures may show a more dominant attitude, focus on their own functions and groups and be uncomfortable in change situations. Stakeholders from external-oriented cultures are generally more flexible and willing to compromise, valuing harmony and focusing on their colleagues, being more comfortable with change.

Sequential vs. Synchronic (human-time relationship) - Trompenaars identified that different cultures assign diverse meanings to the past, present and future. People in past-oriented cultures tend to show respect for ancestors and older people and frequently put things in a traditional or historic context. People in present-oriented cultures enjoy the activities of the moment and present relationships. People from future-oriented cultures enjoy discussing prospects, potentials and future achievement.

2.2.2 Hofstede's culture dimensions

Hofstede (2005) studied the cultural beliefs of 116,000 employees from 40 nations working for the same multinational corporation. He suggests that national culture can be classified using four dimensions and that these dimensions shape organizations and social structures. National culture can be classified using five dimensions.

1. Power distance can be defined as the extent to which the less powerful embers of institutions and organizations within a country expect and accept that power is distributed unequally.
2. Individualism is societies in which the ties between individuals are loose: everyone is expected to look after himself or herself and his or her immediately family.
3. Masculinity refers to the distribution of roles between the genders which is another fundamental issue for any society to which a range of solutions are found.
4. Uncertainty avoidance can be defined as the extent to which the members of a culture feel threatened by ambiguous or unknown situations.

5. Long-term orientation deals with the fostering of virtues oriented toward future rewards.

2.2.3 Project GLOBE's Cultural Dimensions

Project GLOBE (House, 2004) has defined culture as a set of shared values and beliefs. This project compared 18,000 middle managers from 62 countries. Nine critical cultural dimensions were identified:

1. Performance orientation refers to the degree to which a society encourages and rewards group members for performance improvement and excellence. Performance orientation is an internally consistent set of practices and values that have an impact on the way a society defines success in adapting to external challenges, and the way the society manages interrelationships among its people.
2. Future orientation refers to the extent to which a society encourages and rewards future-oriented behaviors such as planning, investing in the future, and delaying gratification.
3. Assertiveness is the extent to which a society encourages people to be tough, conformational, assertive and competitive versus modest and tender.
4. Uncertainty avoidance is defined as the society's reliance on social norms and procedures to alleviate the unpredictability of future events.
5. Power distance is defined as the degree to which members of a society expect power to be unequally shared.

6. In-group collectivism refers to extent to which members of a society take pride in membership in small groups such as family and circle of close friends, and the organizations in which they are employed.
7. Gender Egalitarianism is the extent to which a society maximizes gender role differences. The more gender egalitarian a society, the less it relies on biology to determine women's and men's social roles.
8. Humane orientation is defined as the degree to which a society encourages and rewards individuals for being fair, altruistic, generous, caring, and kind to other.
9. Institutional emphasis on collectivism versus individualism reflects the degree to which individuals are encouraged by societal institutions to be integrated into groups within organizations and the society.

2.3 Culture and creativity

In the 1960s and 1970s, creativity researchers acknowledged that cultural practices influence the development and expression of creativity. The cultural dimension gains great importance since it represents one of the alternatives for the differentiation of products and services that can be offered by many communities in transformation when interacting with global markets (De Miranda, Aranha, & Zardo, 2009). The researchers focused their attention on the contributions to creativity development of cognitive factors and personal characteristics, such as motivation, personality, values, problem solving, and

problem finding orientation(Rudowicz, 2003). Culture is often held responsible for a nation's wealth or lack of creativity (Paletz & Peng, 2008).

According to Csikszentmihalyi (1999), creativity is a process resulting from an interaction among three main forces: the culture, which store and transmits the selected ideas, values and beliefs to the next generations; the social system, which selects which behaviors, values and information are worth preserving; the individual, who brings about some transformation to the social and cultural domain.

Lubart (1990) proposed four areas that culture effect on creativity: the conceptualization of creativity, the creativity process, the forms and domains of creativity and the degree to which creativity is encouraged and nurtured within a given society. Therefore, culture and social system are the major components in shaping behavior in general and creative behavior in particular (Csikszentmihalyi, 1988).

The relationship between cultural and creative expression is complex. Creativity and innovation require a culture that is very different from one that encourages cohesion and loyalty (Wongtada & Rice, 2007). Cultural factors clearly have a profound influence on appropriate outlets for creative expression, on the nature of the subject matter and form of expression, on the functions that various forms of expression serve, and on the types of individuals selected for, or engaged in, creative activity (Ludwig, 1992; Rudowicz, 2003). There are many different ways by which societies shape all aspects of creative expression, ranging from the availability of resources to the provision of rewards or punishments(Ludwig, 1992). For example, the behaviors that are rewarded are those deemed to be valuable within that culture. The behaviors punished are deemed inappropriate. Values determine what is rewarded or punished. In some cultures, individuality and originality are acceptable and allowable, and perhaps

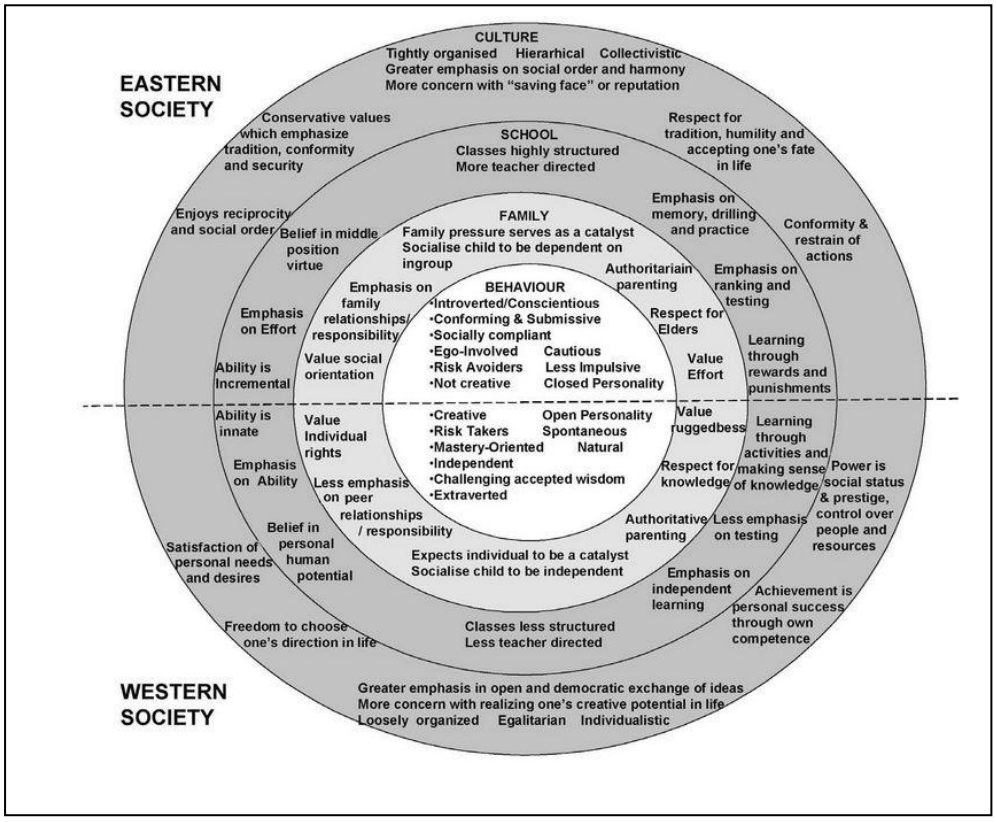
even rewarded. The more they are rewarded, and the less punished or ignored, the more creativity will increase (Runco, 2007).

2.4 Creativity in Eastern and Western countries

Some researchers explain the culture influence on creativity. Nonaka (2007) argued that models of creativity developped on the basis of observations in one culture may not be applicable in another. There are some diffrences as follow:

Figure 4 shows the influence of culture on creativity style. In examining the culture of the East and the West, America, Britain, Canada, Australia and New Zealand will be referred to as the West because of their strong liberal individualistic background, while, China, Japan, Taiwan, South Korea, Hong Kong and Singapore will be referred to as the East because of their Confucian heritage.

Figure 4 Influence of culture on creative styles and motivational orientation (Ee & Seng, 2008)



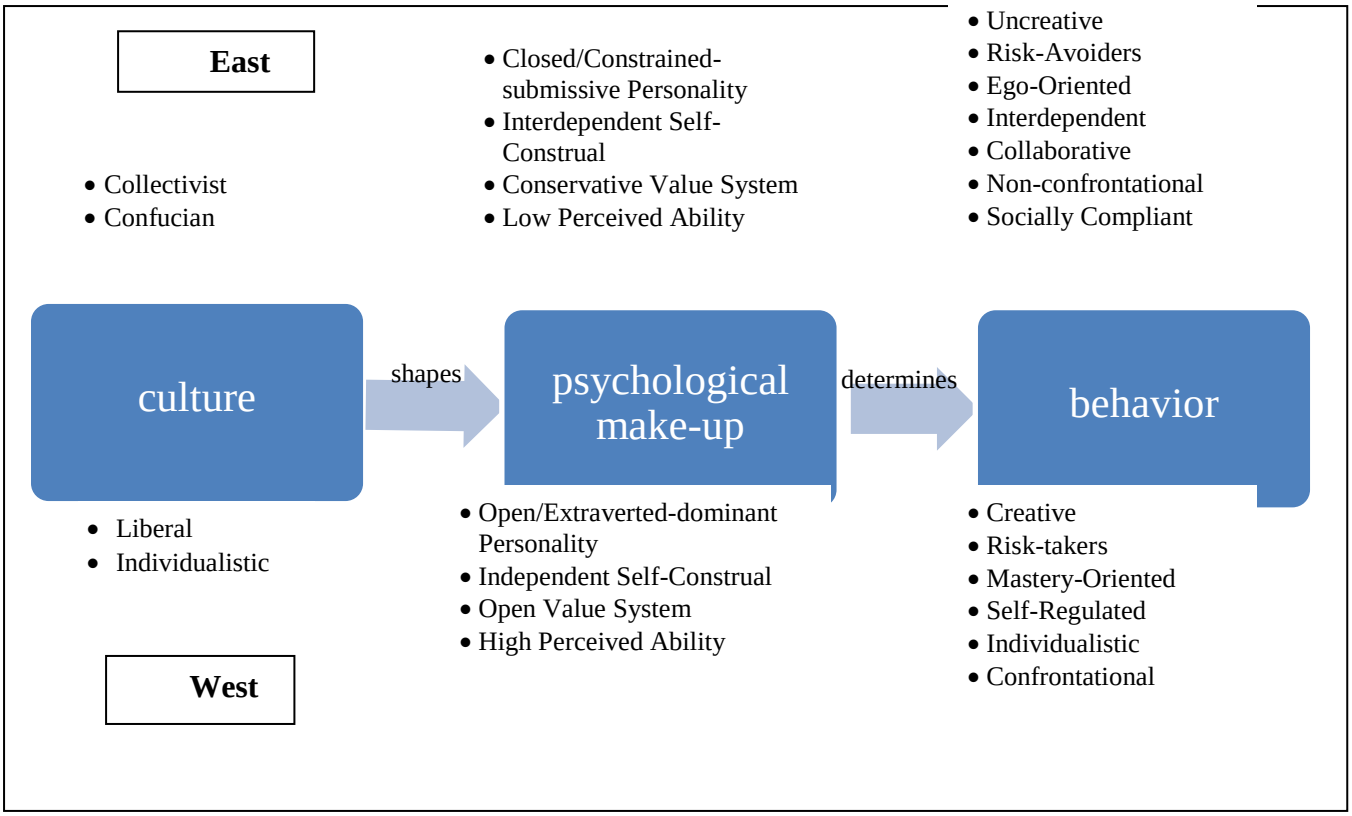
Difference in definition

The creativity's definition is difference between Eastern and Western societies. The creativity's definition embracing novelty and originality fits perfectly with the North American belief system based on the ideas of individuality, democracy and freedom. An importance feature of Western creativity seems to be its relationship to an observable product. Important elements of a widely used definition of creativity are originality and novelty of ideas, behaviors or products which are accepted and judged as appropriate by a group of people, either peers or experts, within the specific socio-culture context (Lubart, 1990; Rudowicz, 2003). While Eastern societies firmly grounded in the ideals of interdependence, collectivity, cooperation, and authoritarianism have

developed a different perspective on the meaning inherent to novelty and originality (Rudowicz, 2003). The Eastern definition of creativity does not seem to focus primarily on innovative products.

The Eastern and Western perspectives on creativity have a fundamental difference on orientation. The predominant 'Western' definition of creativity as a product-oriented, originality-based phenomenon can be contrasted with the 'Eastern' view of creativity as a self-growth process (Lubart, 1990). The Western conception of creativity is primarily concerned with innovation, whereas the Eastern conception is more dynamic, involving the reuse and reinterpretation of tradition rather than breaks in tradition (Lubart, 1999).

Ee, Tan and Ng (2007) suggest that creative style is a form of individualistic behavior which is influenced by culture and that Westerners tend to behave more creative and individualistic unlike Asians. Creativity is a form of motivated behavior that is influenced by culture (figure 5). A creative person tends to be mastery-oriented if the environment is loosely organized, egalitarian, and allows them to realize the potential in life as in the case of the West.



Difference in culture dimensions

Western studies frequently listed personality characteristics of a creative person include free spirit, non-conformist, individualistic, confident, assertive, daring, artistic, good aesthetic taste and sense of humor (Sternberg, 1985), whereas Eastern cultures are associated with cultivation of collectivism, conformity, tradition, interdependence, social harmony and social order as well as self-control and emotional repression. Creative individuals, in a traditional Eastern society, must know how to adhere to the socio-cultural norms and at the same time detach from them. The individual can be original or come up with a new idea or product and at the same time be committed to the socio-cultural system (Rudowicz, 2003). We found many studies on the difference between western and eastern culture, which can be grouped into four issues:

Individualism and Collectivism

In general, people in collectivistic cultures tend to think of themselves as interdependent (as strongly valuing harmonious relations) with their groups such as families, coworkers, country, and others. They benefit from their group memberships, and in turn, they have a desire to make sure that they benefit their group members. Consequently, they are likely to give priority to group goals over their personal goals.

Collectivistic societies of the East place their emphasis in their socialization practice on obedience, duty, cooperation, compromise and sacrifice for the in-group. People in these societies tend to conform to their in-groups and will be concerned with social harmony rather than with expression of their own feeling, opinions or desires. They will emphasis group interests over individual concerns, stress sensitivity to others and encourage self-control in setting and achieving goals. They are also more prone to experiencing such emotions as shame and embarrassment when interacting with others. Therefore, they will be more cautious and indirect. Dissimilarity, individualistic societies of the West put an emphasis on freedom, independence and human rights. People in these societies become self-determined and autonomous, pursuing their own interests and goals rather than conforming to social group demands. A number of researchers hypothesized that people who represent Eastern cultures show less willingness to depart from conventionally accepted behavior, their self-expression and self-actualization will be inhibited, and it will be more difficult for them to be creative (Rudowicz, 2003).

Power distance

Children in hierarchically organized societies are taught and required to honor, obey and respect their parents, teachers and elders. Teachers are

expected to guide and control their students as well as transmit knowledge. Students in return are obliged to be respectful, obedient and look for guidance in two directions: upwards, towards authority, and backwards, to the traditions of the past (Rudowicz, 2003). Social order and harmony as well as avoidance of conflict have been emphasized in the socialization practices of the East. Each individual has to remain in harmony with the group to which he/she belongs.

In the West, parents will allow even small children to solve a problem by him/her through trial-and-error, while the East parents will show the children exactly how to do things. Children are firmly told that there is one right way of doing things and many wrong, unacceptable ways. They are instructed to work carefully and deliberately to avoid mistake (Rudowicz, 2003).

Uncertainty Avoidance (Risk-taking)

In the West, parents will allow even small children to solve a problem by him/her through trial-and-error, while the East parents will show the children exactly how to do things. Children are firmly told that there is one right way of doing things and many wrong, unacceptable ways. They are instructed to work carefully and deliberately to avoid mistake (Rudowicz, 2003).

The fear of making mistakes and lose face are the reasons for avoid risk-taking. Allowing for mistakes is a simple yet powerful concept in order to encourage creativity and help shift behaviour to one of risk-taking. Easterners welcome any opportunity to learn how to make risks and create without losing face. The difficulty lies in being able to generate ideas without self-criticism and worry of what others might think of the ideas.

Conformity

Individualistic cultures emphasize independence, autonomy, and self-reliance, while collectivistic cultures emphasize interdependence, cooperation, and social harmony. Individualistic members are said to engage in individuated behavior, collectivistic members are said to engage in conforming behavior (Ng, 2003). Concerning the impact of culture on conformity, evidence indicates that people in collectivistic cultures conform more than do people in individualistic cultures. This presumably occurs because people in collectivistic cultures place more emphasis on joint goals and are more concerned and affected by how others view their behavior than are people in individualistic cultures. Living in a collectivistic society accentuates the psychological need for validation and similarity with the social group, leading to conforming behavior. In the individualistic societies of the West, which put a cultural premium on individual rights and freedoms, members will find it easier to behave in a creative and individuated manner. In contrast, in the Confucian societies of the East, which put a cultural premium on social order and harmony, members will find it more difficult to behave in such a manner. They are expected to behave in an uncreative and conforming manner to maintain social order and harmony.

Section 2 Conclusion

Culture and social system are the major components in shaping behavior in general and creative behavior in particular(Csikszentmihalyi, 1988). Ng's assertion that it is much harder for Asians to think, feel, and act in a creative manner than for Westerners is supported by the fact that Asian society is tightly

organized, collectivistic, hierarchical, and face-conscious. Asian parents socialize their children to be psychologically dependent on the in-group and to avoid conflict. In contrast, Western society is loosely organized, individualistic, and egalitarian. Western parents socialize their children to be independent and to have a positive outlook on conflict (Rudowicz & Ng, 2003). With this difference in mind, it makes sense that people from collectivistic Eastern societies may be less creative than people from the more individualistic Western societies (Kim, 2005; Kim & Margison, 2005).

Section 3 Thai culture

Thai culture has been greatly influenced by Buddhism since the Sukhothai era to the present time. Buddhist philosophies exert a strong influence on Thai society. The monarchy, the Buddhist religion, and the Thai nation are the pillars of Thai cultural identity. Thai history has, for the most part, been traced exclusively through kings,-without whom, it is stressed, there would be no Thai nation. As defender of the religion, the king acquires even greater importance, and as many scholars point out, he in effect becomes the moral construct around which "everything Thai" is built. The king is seen as the highest moral good in the world, and the embodiment of all Thai values(Kislenko, 2004). Some scholars believe that Thai society is in many ways driven by power, social status, and prestige. More than anything, however, scholars believe that the stress on power and class in Thai society is based in Buddhist thought- in which the sense of duty and morality are deeply ingrained.

3.1 The Nature of Thai Culture

Komin (1990) has identified 9 value clusters according to their relative significant positions in the Thai cognitive system as following:

(1) Ego: the Thai people have big egos and a deep sense of independence, pride and dignity. This root value underlies various related key values of the Thai. (a) 'Face'-saving value Face-saving is the first criterion to consider in any kind of evaluative or judgmental action. To make a person 'lose face' is to be avoided at all cost, except in extreme necessity. (b) 'Criticism-avoidance' value

is the idea that it is difficult to separate ideas/opinions from the person holding those ideas. Criticism is a social affront, an insult to the person. When necessary, indirect means are used. (c) 'Kraeng Jai' value means 'to be considerate, to feel reluctant to impose upon another person, to take another person's feelings (and 'ego') into account, or to take every measure not to cause discomfort or inconvenience for another person'.

(2) Grateful relationship: this orientation is characterized by the highly valued 'grateful' quality in a person, and by the pattern of bunkhun relationship, which refers to the psychological bond between two persons: one who renders the needy help and favors out of kindness and the other's remembering of the goodness done and his ever-readiness to reciprocate the kindness, not bound by time nor distance. Work and projects are successfully completed because of the good relationship between the workers and the leader, and the good connection between the leader and other needed cooperation parties. But nevertheless, this bunkhun relationship can be manipulated and exploited by those with high power-need, by creating, monitoring, and maintaining and 'power' group, including 'entourage' of superiors.

(3) Smooth interpersonal relationship: the Thai pricing 'ego' and 'grateful relationship', place high value on a group of 'other-directed' social interaction values. These values add up to project a picture of smooth, kind, pleasant, conflict-free interpersonal interactions, in short, the 'surface harmony' as observed by many. This orientation is characterized by the preference for a non-assertive, polite and humble type of personality, as well as the preference for a relaxed, and pleasant interaction with accounts for the 'smiling' and 'friendly' aspects of the Thai people.

(4) Flexibility and adjustment: this flexibility value in response to situations and opportunities manifests itself as a core value orientation,

regulating a number of behavioral patterns. The Thai are situation-oriented, not principle nor ideologically-oriented, neither are hey system-oriented. Therefore, it is not surprising to find 'decision-shifting' behaviors quite common, such as vote-switching, position-switching, or even switching of principles. The Thai are not law-oriented. In practice, principles and laws are even-adjustable to fit persons and situations. In general, this characteristic the 'flexibility adjustment' value orientation, has perhaps accounted for the various interpretations of the Thai being 'unpredictable', 'non-committing', 'irresponsible', or even 'selfish' and ' opportunistic' by foreign scholars.

(5) Religio-psychical: this orientation is characterized by manifestations in religious beliefs, in fatalistic attitudes, and in super natural behavior, that restore some psychological equilibrium to the persons.

(6) Education and competence: this orientation is characterized by the perception of education as a 'mean' to climb up the social ladder, rather than as an end-value in itself.

(7) Interdependence: this orientation reflects the community collaboration spirit through the value of co-existence and interdependence. Coupled with the high order values of 'ego', 'smooth interpersonal relationship', and 'flexibility', these values help to facilitate to co-existence of different ethnic groups in Thailand. These values help to make Thailand the rare example where assimilation of ethnic groups like Chinese and Moslems are very successful, saving Thailand from the painful experiences of ethnic conflict and unrest that plague many countries.

(8) Fun-pleasure: this orientation is characterized by the seemingly easy-going, fun-loving pleasant interactions, joyful behaviors, and the 'light' approach towards things and events, to the extent that Thailand has gained the

stereotyped image of the 'land of smile' and 'sanuk' (fun, enjoy oneself and have a good time). This approach towards social interaction has led to the often-quoted misinterpretation by some Western anthropologists that the Thai love fun and abhor hard work. This value orientation functions as the imperative mechanism, as the means to support and maintain the more important smooth interpersonal interaction value. To keep smooth social relationship, in face-to-face social interactions, most Thai interactions are pleasant, light and perhaps superficial, yet funny and humorous by nature.

(9) Achievement-task orientations: this orientation is characterized by the achievement motivation need emphasizing internal drive towards achievement through hard work. This value is ranked as the least important value.

3.2 Thai culture in the view of culture dimensions

The concept of power

According to Hofstede, power tends to be distributed unequally because the situation satisfies the psychological needs for dependence of people without power. The concept of power distance can be applied to organizational setting, where power distance is related to the degree of distance countries are characterized by considerable, while the opposite is the case for low power distance countries (eg., Australia, Canada, Germany, U.S.). The result from Project GLOBE's research shows that Thailand tends to expect obedience towards superior and clearly distinguish between those with status and power and those without it (House, 2004). Hofstede suggested that Thai society has high power distance, which can be interpreted to suggest that Thais accept wide differences in power in their organizations (Komin, 1990) and subordinates will

not influence their superior's ideas or decisions (Holmes & Tahgtongtavy, 2000).

Power in the Thai society is constructed not by influence or personality, or education. Rather it is created by position and the status associated with position and rank. Status, in Thai society, can be determined by clothing and general appearance, age, job, education, family name, and social connections. Normally, a person's power comes with his/her title, rank and status (Komin, 1990). Social relationships are defined as one person being superior to the other. Parents are superior to their children, teachers to their students, and bosses to their subordinates. The power structure of the family is mirrored in the organizational environment. The traditional male and female roles are existed in this society. Everyone in the group takes responsibility for fellow members. Advices from elders are expected to be follows without question. Loyalty, seniority, and grateful are ones of the important things in the society, which lead to the inequality between higher and lower levels in the organization. Superior–inferior relationships are clearly defined by acceptance and implicit recognition of rank and status. Thai culture accepts that power relations are implicitly constructed in all organizations and at levels of Thai society by appointment to a position, title or status.

Education in Thai's society is learning how to do. Thai educational system is based on learning by rote. Schools usually part of the temple and the teachers are often monks. This gives them a high status and children are not encouraged to question teachers or to think for themselves; everything they need to know will be told to them by the teachers. Teachers are the leaders in the classes, while students only speak up a little. The respect affects the education, students respect teachers so they are expected to obey their teachers. Diplomas provide the chance to enter the higher status group. The Thais

consider prestige and social recognition as goals for success in life, with work and relations as necessary means (Komin, 1990). Therefore, the white-collar jobs are valued more than blue-collar jobs and there is a wide range between top and bottom of the organization.

a) Decision-making in organizations

A Pu Yai (superior or authority-power figure) will normally have the authority to make decisions (Corbitt & Thanasankit, 2002). Decision making is the domain of high-level management. Their subordinates believe that since the superiors are qualified for the top positions, they possess certain knowledge, wisdom, or experience, which goes beyond their subordinates (Holmes & Tahgtongtavy, 2000). The decision-making system in Thailand is an 'upward' delegation.

In Thailand, society constructs its reality as group or social interests rather than individual interests. Hofstede argues that collective societies usually support structures where people born and live in extended families. Relationships between subordinates and superiors are perceived in moral terms, like family links. Decision-making, management and promotions are based on group performance (Hofstede & Hofstede, 2005; Trompenaars, 1993). Trust and relationship with others are the basis of the Thai culture.

b) Face saving

Face saving or the criticism avoidance value plays a very important role in Thai culture. Thais try to avoid conflict and criticism at all times because of the face saving value. Komin (Komin, 1990) suggests that "the 'face' is identical with 'ego' and is very sensitive. Since the Thais place tremendous emphasis on 'face' and 'ego,' preserving one another's 'ego' is the basic rule of

all Thai interactions both on the continuum of familiarity-unfamiliarity, and the continuum of superior-inferior, with difference only in degree."

Therefore, whenever there is a problem to be solved, Thais would find softer approaches or tone down the negative messages used, avoiding confrontation in public, such as during meetings. Thais try to avoid making a person "lose face" at all cost. Losing face also means that a person is being insulted by the other party (Thanasankit & Corbitt, 2000). This leads to criticism avoidance. Komin (1990) suggests that Thais "are very 'ego' oriented, to the extent that it is very difficult for the Thai to dissociate one's ideas and opinions from the 'ego' self." This is why a person who presents the ideas and gets criticism for the ideas will take the criticisms personally and not as criticism of the ideas themselves.

An 'idea' in Thailand means knowledge gained from one's experience. In situations where criticism or questioning of a Pu Yai (superior, elder, authority-power figure) occurs, the interpretation is one of an insult (Corbitt & Thanasankit, 2002).

The Concept of Belonging

Fieg (1989) states that "individualism has generally been played down by Thai culture in favor of group harmony, including especially close family ties and smooth interpersonal relations…While Thais have the freedom to follow a wide variety of lifestyles–from banker to artist to politician–once the Thai is in a certain milieu, he or she generally tries to fit into that environment and get along harmoniously with the group. Socialization in group harmony begins at an early age in Thailand, just as pressure to think independently begins early in the

U.S. In both cases the societies trying to encourage their young to act maturely according to values of the society."

Hofstede (2005) and Trompenaars (1993) propose that Thailand is a collective society. Collectivism is concerned with group interest rather than individual interest (individualism). Collective societies usually support structures where people are born and live in extended families. Relationships between subordinates and superiors are perceived in moral terms, like family links. Decision making, management and promotions are based on group performance. The relationship between superiors and subordinates is based on contract and mutual advantage, and promotion is based on individual performance and rules.

However, in the Thai context, the situation is significantly different. Jirachiefpattna (1997) suggests that "personal and family connections play an integral part in operations of Thai business. Views and opinions have a greater impact on business management when expressed by members of family or in-group members." In Thailand it is normal for the owner of an organization to have family members hold very high managerial positions, even if they lack experience. Kinship values play an important role in Thai organizations. Relationship and trust within a group plays an important role in Thai society. Trust and relationships with others are the basis of the Thai culture and values. Relationship-orientation behavior happens more commonly than work-oriented behavior both within Thai society and Thai organizations.

The Concept of Emotion

Emotion in culture refers to the nature of relationships. Emotion seeks to describe dominance, influence, equity and toughness amongst a variety of

descriptors. Hofstede (2005)defines masculinity as 'toughness' and femininity as 'tenderness. Thais are thus more likely to be a society where tenderness in relationships is the characteristic emotional trait. Such relationships are based on trust and emotional stability. Conflict between individuals is kept to a minimum or is avoided if possible. Thais prefer to have stable social relationships and maintain surface harmony. The characteristics of surface harmony are that a person is preferred to be smooth, kind, pleasant, conflict-free, non assertive, polite and humble.

Many Thai values play an important role in establishing the degree of femininity or tenderness evident in Thai society. These include Bun Khun (an etiquette or transactional relationship) and Kreng Jai (consideration), which are often used to keep good relationship between people. This Bunkhun would be used for the base relationship between two people to respect and/or 'do favors for' each other. Bun Khun "must be returned, often on a continuous basis and in a variety ways, because Bun Khun should not and cannot be measured quantitatively in material terms. It is an ongoing, binding of good reciprocal feelings and lasting relationship… the Thais are brought up to value this process of gratefulness—the process of reciprocity of goodness done, and the everreadiness to reciprocate. Time and distance are not the factors to diminish the Bun Khun" (Komin, 1990).

For subordinates to create conflict or influence their superiors in meetings or public places would be considered as not respecting them and not returning Bun Khun. However, it is important to understand that superiors build/create Bun Khun (Saang Bun Khun) toward their subordinates in the first instance, before they can expect to get back reciprocal gratitude from their subordinates. When a subordinate makes a mistake in their work or creates negative messages towards clients, his/her superior then will try to cover up for them. Therefore,

not returning Bun Khun may sour their relationship and may affect their mutual cooperation. Saang Bun Khun can also be exploited and used in establishing power in Thai society. This power and connections sometimes can build an empire for that person. Subordinates, under their superior's empire, might then gain a certain degree of protection and benefits in return (Komin, 1990). This process may create job security for subordinates and good relationships with their superiors. They will work in a group and share their success.

The concept of Bun Khun plays an important role throughout all levels in the Thai social hierarchy. Bun Khun creates a behavioral pattern, which enables different levels of people at different social levels to interact in a friendly manner (Holmes & Tahgtongtavy, 2000). None of the subordinates would want to contradict their superiors and thus their declaration of requirements would be the ones accepted.

Holmes (2000) describe Kreng Jai as an attitude whereby an individual tries restraining his own interest or desire, in situations where there is the potential for discomfort or conflict, and where there is a need to maintain a pleasant and cooperative relationship. Kreng Jai behavior can be observed by all superiors, equals, and inferiors and includes intimate relationships between husband and wife, and between close friends. The only difference is the degree of Kreng Jai. Komin (Komin) suggests that "a Thai knows how far he/she can go in displaying the degree of Kreng Jai in accordance to different degree of status discrepancy, degree of familiarity and different situations. It is a basic rule to Kreng Jai." Showing Kreng Jai towards one who is higher in rank and seniority also means showing consideration merged with respect.

Thai society gives the important to egos. Face-saving is the key point for Thai people. They avoid the direct criticize so it leads to indirect communication, as well as 'Kreang Jai' value that people take every measure

not to cause discomfort or inconvenience for another person. To respect other ones and grateful relationship play the important role in Thai society. Works are successful completed because of the good relationship and connection between the workers, leaders and other parties. Komin (Komin, 1990) suggest that achievement in Thai culture is more social in nature with social recognition as an important underlying motive for success. She explains that in the middle class business sector, the task-achievement value is more highly valued, they also realize that keeping good relations is important and very functional in Thai society.

The Concept of Uncertainty

Hofstede (2005) defines uncertainty avoidance as "the extent to which the members of a culture feel threatened by uncertain or unknown situations." Countries that have high uncertainty avoidance tend to avoid or dislike uncertain situations. This uncertainty is not just for individuals but it can be shared within the community or across society as a whole.

Thais seek certainty in their relationships. Uncertainty is not just for individuals. Rather, it can be shared within the community or society. Thai decision-making is commonly not a team approach as in western countries. Subordinates in Thai organizations accept that their superiors make decision in an "authoritarian" way (Holmes & Tahgtongtavy, 2000). However, there is a fine line between an 'authoritarian superior' and a 'dictatorial manager'. A dictatorial manager makes decisions without consulting anyone, but an 'authoritarian manager' should nevertheless ask for subordinates' opinion and show some interest in their views. The authoritarian manager is entitled to make

decisions about what he/she thinks is correct. It is his/her job to decide and guide their subordinates, as he/she is their father/mother figure.

Though there is a flexibility value in response to situations and opportunities, Thai society has the low level of tolerance for uncertainty. Strict rules, laws, policies, and regulations are adopted and implemented. The management focuses on decision content, employees prefer to implement more than invent. Change is obstacle. The security and esteem or belonging are the motivators.

3.3 Thai Culture in Organizations

Thai business reflects a society in which hierarchy and respect for seniors are very important. Understanding social status of people and the vertical structure of a company is essential for doing business with the Thais.

High power distance creates tall organizational structures in most Thai organizations. Organizational structure for most Thai organizations reflects a superior/inferior power relationship constructed from an organizational structure where the power and/or authoritative distance between manager and sub-ordinate is large (Jirachiefpattna, 1997). This high power-oriented culture tends to create respect for the leader as the father figure of the organization (Trompenaars, 1993). Thai employees believe that since their superiors are qualified for top positions, they possess certain knowledge, wisdom or experience, which goes beyond that of their subordinates (Holmes & Tahgtongtavy, 2000). Due to the hierarchical nature of the Thais, and the "power distance gap", Holmes (2000) found that Thai communication tends to

be top-down. This practice encourages junior family members and young students to absorb rather than initiate, to "get it right" rather than to question or express opinions, especially dissenting ones. The result of this practice is that most Thais, even at rather senior levels, have not had such extensive practice in expressing themselves in an assertive way. Relationships between subordinates and superiors are perceived in moral terms, like family links.

Thai culture encourages only a few people at the top of Thai organizations to make decisions and take risks (Holmes & Tahgtongtavy, 2000). The management focuses on decision content, employees prefer to implement more than invent. Subordinates tend not to get involved in decision-making processes, thus avoiding confrontation with their superiors or even with other employees at the same level. Involvement in decision-making processes may engage subordinates with unwanted responsibilities (Rohitratana, 2002). Thai culture does not encourage subordinates to dare to make mistakes, nor to take initiative. Conflict between individuals in kept to minimum or is avoided if possible. Yukongdi (2001) claims that Thai employees are afraid to express disagreement with their managers, they are used to following directions, while superiors are more accustomed to giving orders. Decision making, management and promotions are based on group performance (Trompenaars, 1993). Thai employees prefer the top-down organization which they can receive and implement orders than thinking and expressing their ideas. The employees avoid taking on more responsibility and avoid taking risks, because risk means bringing on more uncertainty situations and increasing their responsibilities.

Komin (1990) suggests Thai employees might feel uncomfortable working in a participative work setting as participate management may be incompatible with Thai cultural norms. Therefore, it may be logical to argue that working under a participative leader might not necessarily lead to greater

job satisfaction or satisfaction with participation among Thai employees. Moreover, Sheehan (1996) suggests that the major motivation for doing work of high quality in Thailand was that of pleasing those to whom one was responsible. The positive sign of appreciation shown by the management were much appreciated by the employees. Motivation has much more to do with good hierarchical relationships rather than with taking responsibility for one's own work. Employees work well to please others than to get the job done well for their own satisfaction.

Wongtada and Rice (2007) suggest that a positive organizational atmosphere –care, employee commitment, a fun-and enjoyable, risk-orientation and the openness of communication- might not be sufficient to promote individual creativity; the support and encouragement and goal direction of supervisors is an essential component. Their study supports the universality of a model of individual creativity and organizational innovativeness that is embedded in social-environmental working condition.

Section 3 Conclusion

The nation culture influence on the organization culture. Thai culture always appear in Thai organization. In this section, Thai values are presented and we explain Thai culture by using Hofstede' s culture dimensions and Thai culture in the organizations.

Section 4 Kaizen and creativity

Continuous improvement has been used to improve quality, flexibility, delivery performance, service performance, product development cycles, and inventory management (Rapp & Eklund, 2007). Continuous improvement can be interpreted as a way of motivating employees to participate and influence decisions that affect their own work. Organizing and managing continuous improvement have been used in numerous forms including quality circles, task forces, suggestion systems, and problem-solving activities.

The companies, from all industries, especially those from automotive industry, put in practice different employee's suggestion systems, adapted to their needs. Ekvall (1971) defined a suggestion system as an administrative procedure for collection, judging and compensating ideas, which are conceived by employees of the organization. The continuous improvement through employees' suggestions represents an incremental, ongoing process as one small invention is added to another(Neagoe & Klein, 2009). Suggestion systems are based in the reasonable assumption that employees can contribute thoughts and ideas for the purposes of increasing the quality of the organization's operations and decreasing cost.

The Japanese suggestion system is called 'kaizen teian', which its principle is to promote employee involvement and hold managers accountable for the participation rate. Every contribution even if not implemented receives a reward for participating (Rapp & Eklund, 2007). Kaizen activities encourage employees to exercise their creativity. Kaizen utilizes the creativity, experience, skills, knowledge, and innovation in people first, before looking for solutions based on capital, technology, machine and so on (Alukal & Manos, 2006).

Kaizen was created in Japan following World War II. The word Kaizen means "continuous improvement". Masaaki Imai conceived the kaizen process to promote continual improvement by the work force at the point of work (gemba) as a matter of daily habit. Success is achieved when this becomes common standard practice throughout an organization. It demands motivation and empowerment of the workforce and ongoing support and encouragement by the management (Truscott, 2003). The Japanese term "Gemba Kaizen" means 'at the place of work improvement,' Imai (1986) distinguishes between two types of change:

- Large-step change through innovation. It usually results from the top management introducing new technology, or spending money on specific equipment and the like. This is a discrete breakthrough activity that lack continuity.
- Gradual change as a never-ending improvement process. This is Kaizen. A large number of people make small improvement in work practices on a regular daily basis.

Kaizen is a system that involves every employee - from upper management to the cleaning crew. Everyone is encouraged to come up with small improvement suggestions on a regular basis. This is not a once a month or once a year activity. It is continuous. Japanese companies, such as Toyota and Canon, a total of sixty to seventy suggestions per employee per year are written down, shared and implemented. In most cases these are not ideas for major changes. Kaizen is based on making little changes on a regular basis: always improving productivity, safety and effectiveness while reducing waste.

Kaizen in Japan is a system of improvement that includes both home and business life. Kaizen even includes social activities. It is a concept that is applied in every aspect of a person's life. In business Kaizen encompasses many

of the components of Japanese businesses that have been seen as a part of their success. Quality circles, automation, suggestion systems, just-in-time delivery, Kanban and 5S are all included within the Kaizen system of running a business.

Kaizen involves setting standards and then continually improving those standards. To support the higher standards Kaizen also involves providing the training, materials and supervision that is needed for employees to achieve the higher standards and maintain their ability to meet those standards on an on-going basis. Kaizen philosophy empowers every employee to improve his work area, as well as suggest improvements in any other work area. With such grand empowerment comes the rightful expectation that every employee will also participate in the improvement of those work areas.

Kaizen is aimed primarily at three objectives:

1. Improving the quality of not only products and services but also the processes used to realize them;
2. Reducing the cost of development, making and delivery of products and services;
3. Ensuring timely delivery.

Neagoe and Klein (2009) propose four major components of suggestion system circle: encouraging people to participate, motivating to write proposals, review, evaluation, implementation and award payments and commendations.

Motivational Factors for submitting suggestions

There are many ways of rewarding employees participating in continuous improvement program. Rewards may be proportional to the saving from the

suggestion submitted, or may be a smaller symbolic sum for each suggestion. Some researchers consider suggestions to be a part of the job, not to be given any extra rewards by emphasizing that there are problems associated with monetary rewards in respect to creativity.

Companies differ in the reward given. Some give none; others give one-off standard payments, regardless of the impact of the suggestion, some make a one-off payment, the size of which depends on the saving made. Other rewards include bonus 'points', by awarding those making the suggestions with a numbers of points', depending on the savings made by that suggestion. These points are being accumulated and exchanged for gifts from catalogues or other payoffs. Some Japanese companies pay a nominal fee for each suggestion, once it is submitted, and credit is given, even if the suggestion is not implemented. This is based on the premise that preparing a suggestion is a learning experience itself and has an educational value (Neagoe & Klein, 2009). A reward that is considered too high or not relevant in regard to the benefit achieved by the suggestion is experienced as uncomfortable by the employee handing in the suggestion (Schuring & Luijten, 2001).

However, the correctly evaluate feedback and a person explanation of why the suggestion had been rejected were understood as positive by person handing in the suggestion (Rapp & Eklund, 2007). When employees submit their ideas for evaluation and never receive feedback from the examiners, they feel dejected and frustrated. Insensitive comments of proposal reviewers can sometimes kill an employee's improvement initiative. Considering evaluation of suggestion, some companies assign a Suggestion Committee to reviews the proposal, makes decisions whether it should be adopted or not and informs the author of the decision. If adopted, the Committee instructs the management to implement the suggestion, and decides what award should be given to the

person who submitted the suggestion. In some companies, the persons in charge of the workplace should examine suggestions on the spot. The colleagues and the supervisors are the persons who know the workplace better than anybody else (Neagoe & Klein, 2009).

The individual's own benefit is one of the factors that encourage or motivate employees to submit suggestions. Employees are more likely to make suggestions when they feel higher levels of concern and ownership of the problems confronting them in the workplace (Parker, Wall, & Jackson, 1997). The study of Rapp and Eklund (2007) found that shop-floor workers could influence their own work situation by submitting suggestions, they got a personal benefit from implemented suggestions.

The Creativity Transformation Model

Van Dijik and van den Ende (2002) propose the creativity transformation model, which encompasses the main factors that influence the functioning of suggestion systems. In this model, there are two types of organizational factors. Organizational cultural factors include the management support, the preparedness for changes, a clear mission and strategy, and the attitude of fellow workers. Organizational structural factors include the existence of adequate evaluation procedures, the presence of a rewarding structure, and the allocation of means to support and work out ideas. The organization culture and organizational structure form the coordinating determinants for the transfer from employee creativity to practicable ideas.

The functioning of suggestion systems can be divided into three phases:

- *Idea extraction* involves the willingness of the employee to share his or her ides with the organization. It is possible if a cultural environment stimulates the communication of ideas surrounds the individual. The employee needs to be motivated to do something with his or her idea. This will only happen in a direct organizational culture that stimulates the individual to express creativity. Encouragement is the specific factor in this phase, includes alignment, possibility of reflection, and emanation of idea-receptiveness.
- *Idea landing* is the phase in which the idea is set down in the organization. The employee has to be supported in this phase. Cultural factors need to be in place to secure a positive reaction towards the initiator of a new idea. It also requires structural factors such an accessible suggestion system. Organizational support includes idea responsiveness, accessibility of the suggestion system, and broadness of scope.
- *Idea follow-up* deals with the processing of the idea into a project proposal. This requires substructures within the organizational structure that regulate the processing of the idea. Committed resource is the specific factors, which includes intensity of evaluation, use of rewards, and processing of ideas.

Quality circle and Thai employees

Swierczek and Onishi (2003) found Thai employees, who work in the organizations implemented quality circle and a formal form of employee participation program, are accustomed to a tradition of a top-down approach of employees receiving orders rather than thinking for themselves and expressing

their own ideas. Thai employees believe that quality circles are the most difficult part of Japanese management system to apply in Thailand. Kumbanaruk (1987) argued that Thai culture value is incompatible with the concept of quality circle, which encourages employees to express their ideas to solve problems. Thais feel unhappy when the Japanese management requires them to contribute their free time to quality circle activities. They feel that this kind of action should be conducted during working hours(Swierczek & Onishi, 2003). Thais prefer to hierarchy, the conventional and an unstructured appraoch to quality. Thais also perfer that work time be clearly indentified and that work should not intrude on private time. This is why they do not like the involvement in quality cirle. It is possible that employees' positive experience with quality circles and quality improvement teams may lead to a strong preference toward relatively more democratic styles of management.

Section 4 Conclusion

The companies from automotive industry put in practice employee's suggestion systems. Kaizen philosophy empowers every employee to improve work areas. Kaizen activities encourage employees to exercise their creativity, by utilizing the creativity, experience, skills, and knowledge in people first, before looking for solutions based on organization capability. Van Dijik and van den Ende (2002) propose the creativity transformation model that consists of two organizational factors, which form the coordinating determinants for the transfer from employee creativity to practicable ideas**.**

Chapter I Conclusion

This chapter is the literature review, which is divided into four sections. We start with the concept of creativity, and then we continue on the relation between creativity and culture in the second section. We also study on Thai culture in the organizations in the third section and finally, the fourth section is the suggestion system and creativity.

The concept of creativity is presented in the first section. We can divide the creativity's definitions into three oriented: person-oriented, process-oriented, and product-oriented. Person-oriented is the creative person who has the capacity and the willingness to apply the process that yields the products. This personal disposition toward creativity may entail a set of cognitive abilities, motives, interests, values, and personality traits. Process-oriented views pinpoint cognitive skills that facilitate original and effective thinking. Some include social processes whereby an individual may produce something that influences important audiences, and they in turn change general opinion or even world views. Creativity in product-oriented is viewed as a production of (a) originality and novelty of ideas, and (b) behaviors or products, which are judged and accepted as appropriate by others such as individual or a group of people within the specific context. From many researchers, creativity consists of two parts: individual who have the willing to engage in creativity process, and the environments that influence the individual.

The second section is about culture and creativity. Culture and social system are the major components in shaping behavior in general and creative behavior in particular. Creativity requires a culture that is very different from one that encourages cohesion and loyalty. In the organization, organizational

culture can influences creativity through socialization processes and the basic values, assumptions, and beliefs. However, the models of creativity developed on the basis of one culture may not be applicable in another. There are four differences in culture dimensions on the creativity as individualism, power distance, uncertainty avoidance, and conformity. From these differences, it seems that the people's creativity from Eastern societies different from the Western.

In the third section, Thai culture in the organization is presented. We study about the nature of Thai culture, which are explained by nine value clusters as ego, grateful relationship, smooth interpersonal relationship, flexibility and adjustment, religion-psychical, education and competence, interdependence, fun-pleasure, and achievement-task. We also study Thai culture based on Hofstede's culture dimensions. Thai society has high power distance, Thai employees accept wide differences in the organizations and they will not influence their superior's ideas or decisions. Decision-making is the domain of high-level management. Thais avoid conflict and criticism because of face saving value. 'Face' is identical with 'ego' and is very sensitive. Thai culture does not encourage subordinates to dare to make mistakes, nor to take initiative. Thai employees (even at the senior levels) have not extensive practice in expressing themselves in an assertive way. Thai culture is a collective society that concerned with group interest rather than individual interest. Thai society has the low level of tolerance for uncertainty, the employees see the change as an obstacle.

The last section is creativity and Kaizen. Kaizen means continuous improvement. Kaizen empowers employees to improve their works, so creativity is necessary for Kaizen activity.

CHAPITRE II METHODOLOGIUE DE LA RECHERCHE

Chapter II Research Methodology

In the first section of this chapter, the research design and research questions are described. Then, the second section describes data collection that includes the population, sampling frame, procedure for interview, the third section explains data analysis, and the validity and the reliability are described in the fourth section.

Section 1 Epistemology

Epistemology is the branch of philosophy that studies knowledge. As the study of knowledge, epistemology is concerned with the following questions: What are the necessary and sufficient conditions of knowledge? What are its sources? What is its structure, and what are its limits? As the study of justified belief, epistemology aims to answer questions such as: How we are to understand the concept of justification? What makes justified beliefs justified? Is justification internal or external to one's own mind? It also forms one of the pillars of the new sciences of cognition, which developed from the information processing approach to psychology, and from artificial intelligence, as an attempt to develop computer programs that mimic a human's capacity to use knowledge in an intelligent way (Heylighen, 2000).

1.1 Philosophical Paradigms

Creswell (2009) identified four paradigms as follow:

The Postpositivist Paradigms

The postpositivist assumptions have represented the traditional form of research, and these assumptions hold true more for quantitative research than quantitative research. Postpositivists hold a deterministic philosophy in which causes probably determine effects or outcomes. In the scientific method the accepted approach to research by postpositivists, an individual begins with a

theory, collects data that either supports or refutes the theory, and then makes necessary revisions before additional tests are made.

The Constructivist Paradigms

Social constructivism is typically seen as an approach to qualitative research. Social constructivists hold assumptions that individuals seek understanding of the world which they live and work. Individuals develop subjective meaning of their experiences- meaning directed toward certain objects or things. These meanings are carried and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas. The goals of the research are to rely as much as possible on the participants' views of the situation being studied. The questions become broad and general so that the participants can construct the meaning of a situation, typically forged in discussions or interactions with other persons. The researcher's intent is to make sense of the meanings others have about the world. Rather than starting with a theory, inquirers generate or inductively develop a theory or pattern of meaning.

The Advocacy and Participatory Paradigm

This worldview is typically seen with qualitative research, but it can be a foundation for quantitative research as well. It holds that research inquiry needs to be intertwined with politics and a political agenda. The research contains an action agenda for reform that may change the lives of the participants, the institutions in which individuals work or live, and the researcher's life.

Advocacy research provides a voice of the participants, raising their consciousness or advancing an agenda for change to improve their lives.

The Pragmatic Paradigm

Pragmatism is a worldview arises out of action, situations, and consequences rather than antecedent condition- as in postpositivism. Instead of focusing on methods, researchers emphasize the research problem and use all approaches available to understand the problem.

Figure 5 Four Paradigms (Creswell, 2009)

Postpositivism	**Constructivism**
• Determination • Reductionism • Empirical observation and measurement • Theory verification	• Understanding • Multiple participant meaning • Social and historical construction • Theory generation
Advocacy/Participatory	**Pragmatism**
• Political • Empowerment issue-oriented • Collaborative • Change-oriented	• Consequences of actions • Problem-centered • Pluralistic • Real-world practice oriented

Considering Creswell's four paradigms, we decided to follow the constructivism because we would like to understand the meaning and the

activity of creativity. Subsequently, we considered the approach which is appropriated.

1.2 Qualitative and Quantitative Research

The distinction between qualitative and quantitative research is framed in terms of using words (qualitative) rather than numbers (quantitative), or using closed-ended questions (quantitative hypotheses) rather than open-ended questions (qualitative interview questions).

Creswell (2009) explains the differences between qualitative and quantitative research as follow:

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data and analysis inductively building from particulars to general themes, and the researcher making interpretation of the meaning of the data. The final written report has a flexible structure.

Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion.

Figure 6 Qualitative and quantitative approaches (adapted from Creswell,2009)

Tend to or Typically…	**Qualitative Approaches**	**Quantitative Approaches**
• Use these philosophical assumptions	• Constructivist/ advocacy/ participatory knowledge claims	• Post-positivist knowledge claims
• Employ these strategies of inquiry	• Phenomenology, grounded theory, ethnography, case study, and narrative	• Surveys and experiments
• Employ these methods	• Open-ended questions, emerging approaches, text or image data	• Closed-ended questions, predetermined approaches, numeric data
• Use these practices of research as the researcher	• Position him- or herself • Collects participant meanings • Focuses on a single concept or phenomenon • Bring personal values into the study	• Tests or verifies theories or explanations • Identifies variables to study • Related variables in questions or hypotheses • Uses standards of validity and reliability

	• Studies the context or setting of participants • Validates the accuracy of findings • Makes interpretations of the data • Creates an agenda for change or reform • Collaborates with the participants	• Observes and measures information numerically • Uses unbiased approaches • Employs statistical procedures

We are interested in the qualitative research because there are little researches about the creativity in Thailand. The majority of creativity researches concern with the education system not in the industry. Although there are many researches about creativity in western countries, but in the context of Thai culture, there are few. Therefore, the qualitative research is useful because we do not know the important variables to examine.

1.3 Case study

Case study is one of research strategies that the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information, and reports a case description and case-based themes (Creswell, 2007). Yin (2003) base his approach to case study on a constructivist paradigm. The case study is used in many situations to contribute to our knowledge of

individual, group, organizational, social, political, and related phenomena. The case study has been a common research strategy in psychology, sociology, political science, social work, business, and community planning (Yin, 2003).

The case study method allows investigators to retain the holistic and meaningful characteristic of real-life events –such as individual life cycles, organizational and managerial processes, neighborhood change, international relations, and the maturation of industries. The objectives of case studies are: understanding of a situation, analysis of a process, or revealing of recursive causalities.

The case study is accepted as the instrument in management. According to Yin (2003) the focus of case study is to answer " how" and "why" questions. He categorizes case studies as explanatory, exploratory and descriptive.

We would like to know how to manage the creativity in the car assembly company, so we use the exploratory case study in this research. The exploratory is one of case study types which is used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes (Yin, 2003).

1.4 Research objective

The research object is to describe the creativity management for Thai employees in car assemblies.

1.5 Purpose statement

The purpose of this study is to describe the creativity's definition and creativity management for Thai employees in the car assembly company. At this stage in the research, the creativity will be generally defined as a production of (a) originality and novelty of ideas, and (b) behaviors or products, which are judged and accepted as appropriate by others such as individual or a group of people within the car assemblies in Thailand.

1.6 Research questions

The primary research question is "how can manage the individual's creativity in the car assembly company in Thailand?"

From the primary research question, we continue with subquestions as follow:

1. What is the creativity's definition?
2. Is Thai culture influent on creativity?
3. What are the factors influent on creativity?
4. Are there any differences on creativity between eastern and western socials?

Section 1 Conclusion

Research is the systematic process of collecting and analyzing information to increase our understanding of the phenomenon under study. It is the function of the researcher to contribute to the understanding of the phenomenon and to communicate that understanding to others. Research consists of many phrases as follow:

- Formulate the problem
- Identify the research objective
- Study in the car assembly companies
- Data analyzing
- Result discussion

We set up the research protocol and follow it:

Step 1 Formulate the problem, research objective

- Identify research problem
- Define the creativity's meaning
- Identify research interests

Step 2 Review literatures and interview the human resource managers

- Study the factors influence on creativity
- Study the different in the concept of creativity between eastern and western socials
- Study Thai values that influence on Thai organizations
- Interview human resource managers by using semi-structured interview

Step 3 Data collection and interview in the car assembly companies

- Collect and analyze data from the interview and company's documents

Step 4 Data interpret and discussion

- Interpret data and discussion

Section 2 Data collection

2.1 Multiple Case Study

The case study is one of several ways of doing social science research. In general, case studies are the preferred strategy when "how" or "why" questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context (Yin, 2003). According to Yin (2003) a single-case study is analogous to a single experiment, and many of the same conditions that justify a single experiment also justify a single-case study. One rational for a single case is when it represents the critical case in testing a well-formulated theory. To confirm, challenge, or extend the theory, a single case can then be used to determine whether a theory's propositions are correct or whether some alternative set of explanations might be more relevant. A second rationale for a single case is when the case represents an extreme case or a unique case. A third rationale is the representative or typical case which the objective is to capture the circumstances and conditions of an everyday or commonplace situation. The lessons learned from these cases are assumed to be informative about the experiences of the average person or institution. A fourth rationale is the revelatory case. This situation exists when an investigator has an opportunity to observe and analyze a phenomenon previously inaccessible to scientific investigation. And, a fifth rationale is the longitudinal case: study the same single case at two or more different points in time.

Case study research is presented by some as a strictly exploratory research strategy in which nothing can be proven, most often be referring to the

alleged impossibility to "generalize". However, Yin (2003) have claimed that the problem of "generalization" can be solved and theories can also be tested in "multiple case studies".

We are interested in a multiple case study because we can explore the similarities and differences between the cases.

2.2 Data collection procedures

Populations and samples

We are interested in Thai car assemblers, which are invested by the foreigners and are well known from the standardization system.

The history of automotive industry in Thailand began in 1960s but the first automobile came to Thailand in 1911. The true automotive industry has begun in the year 1960 when several models of Ford passenger cars and trucks were assembled in Thailand for domestic sales. The first automobile assembly plant in Thailand, Anglo-Thai Motor Company, started operating in 1961. After that, at least nine assembly plants were set up during 1961 to 1969. For example, Toyota Motor Thailand Co., Ltd. and Siam Motors & Nissan Co., Ltd. were established in 1962. In 2009, there are sixteen car assembly companies. Most of the companies situate in the zone industry around Bangkok.

We tried to contact the human resource managers for interviewing all sixteen car-assembly companies. Finally, we have the opportunities to interview four companies. We would like to interview about the creativity in their organization, especially the creativity activities for the workers and officers.

According to Amabile (1988) and Oldham and Cummings (1996) , the ability of organization to foster, develop and use the innovative potential of their shopfloor employees is integral to their success. This perspective is a key elements of many modern initiatives, such as total quality management, continuous improvement schemes and organizational learning (Axtell, Holman, Unsworth, Wall, & Waterson, 2000). For case study research, however, Creswell (2007) suggested that in a single study we would not include more than 4 or 5 case studies.

Types of data

The collection procedures in qualitative research involve four basic types as follow:

1. Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. Observers many also engage in roles varying from a non-participant to a complete participant.
2. Qualitative interviews, the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interviews, with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.
3. Qualitative documents, these may be public documents or private documents.
4. Qualitative audio and visual materials may take the form of photographs, art objects, videotape, or any forms of sound.

Qualitative researchers typically gather multiple forms of data, such as interview, observation, and documents, rather than rely on a single data source.

Primary data

One of the most important sources of case study information is the interview. The interviews will appear to be guided conversations rather than structured queries (Yin, 2003).

Interviews can be highly structured, semi structured or unstructured. Structured interviews consist of the interviewer asking each respondent the same questions in the same way. A tightly structured schedule of questions is used, very much like a questionnaire. The questions may even be phrased in such a way that a limited range of responses can be elicited. Semi structured interviews involve a series of open ended questions based on the topic areas the researcher wants to cover. The open ended nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail. Unstructured interviews have very little structure at all. The interviewer goes into the interview with the aim of discussing a limited number of topics, sometimes as few as one or two, and frames the questions on the basis of the interviewee's previous response. Although only one or two topics are discussed they are covered in great detail.

We use the one-to-one interview that we can control the line of questioning, and the participants can provide the information that cannot be directly observed. The semi-structured interview is used because the semi-structured interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says. The semi-structured interview means the interview is not highly structured, as is the case of an interview that consists of all closed-ended questions, nor is it unstructured, such

that the interviewee is simply given a license to talk freely about whatever comes up. This technique is used to collect qualitative data by setting up the interview that allows a respondent the time and scope to talk about their opinions on a particular subject. The focus of the interview is decided by the researcher and there may be areas the researcher is interested in exploring. The objective is to understand the respondent's point of view rather than make generalizations about behavior. It uses open-ended questions, some suggested by the researcher and some arise naturally during the interview.

Steps in interviewing

Identify interviewees based on one of the purposeful sampling procedure We would like to know the definition of creativity and the creativity activity in the organization, so we ask the human resource managers to recommend the people who response to the creativity in their organization.
Determine what type of interview is practical and will net the most useful information to answer research questions We used the semi-structured interview that the respondent is encouraged to talk freely in depth and detail.
Design and use an interview protocol, We interviewed about the creativity's definition and activities, also the factors encourage the creativity. We used the interview protocol to be ensured that the standard procedure is used from one interview to another

Determine the place for conducting the interview We interviewed in the meeting room of the organization to avoid the noise
Obtain consent from the interviewee to participate in the study We made the appointment by telephone in each company. We interviewed the human resource managers, the officers who response of the creativity activity, and the officers. We also ask for interviewing the line-workers, but the organizations did not allow. We explained the purpose of our study, the amount of time that will be needed to complete the interview, and plans for using the results from the interview. The organizations asked us to send back our research's result. We also summarized the interviewees' answers to confirm our conversation, and request follow-up information.

Secondary data

For case study, the most important use of documents is to corroborate and augment evidence from other sources. First, documents are helpful in verifying the correct spellings and titles or names of organizations that might have been mentioned in an interview. Second, documents can provide other specific details to corroborate information from other sources. Third, the researchers can make inferences from document (Yin, 2003).

To understand better the company, we collected the secondary data from the company's documents, annual, newsletters, and website.

2.3 Triangulation

A single method can never adequately shed light on a phenomenon. Using multiple methods can help facilitate deeper understanding. A major strength of case study data collection is the opportunity to use many different sources of evidence (Yin, 2003). Data triangulation involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents.

We use the interviews with human resource managers, and other representatives in every company and we study the company's document, for example, the work process, the suggestion forms, the criteria for evaluation the suggestion to gathering data.

Section 2 Conclusion

The objective of this section is to formulate our research framework. We study the creativity management in four case studies by using the qualitative analysis. We use multiple methods to understand our case studies; we use the interview as the primary data and the documents as the secondary data.

Section 3 Data analysis

Data analysis involves collecting open-ended data and developing an analysis from the information supplied by participants. Creswell (2007) suggests three central steps of data analysis strategies as: coding the data (reducing the data into meaningful segments and assigning names of the segments), combining the codes into boarder categories or themes, and displaying and making comparisons in the data graph, tables, and charts.

Content analysis is potentially one of the most important research techniques in the social sciences. The content analyst view data as representations not of physical events but texts, images, and expressions that are created to be seen, read, interpreted, and acted on for their meanings, and must therefore be analyzed with such uses in mind (Krippendorff, 2004). Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language.

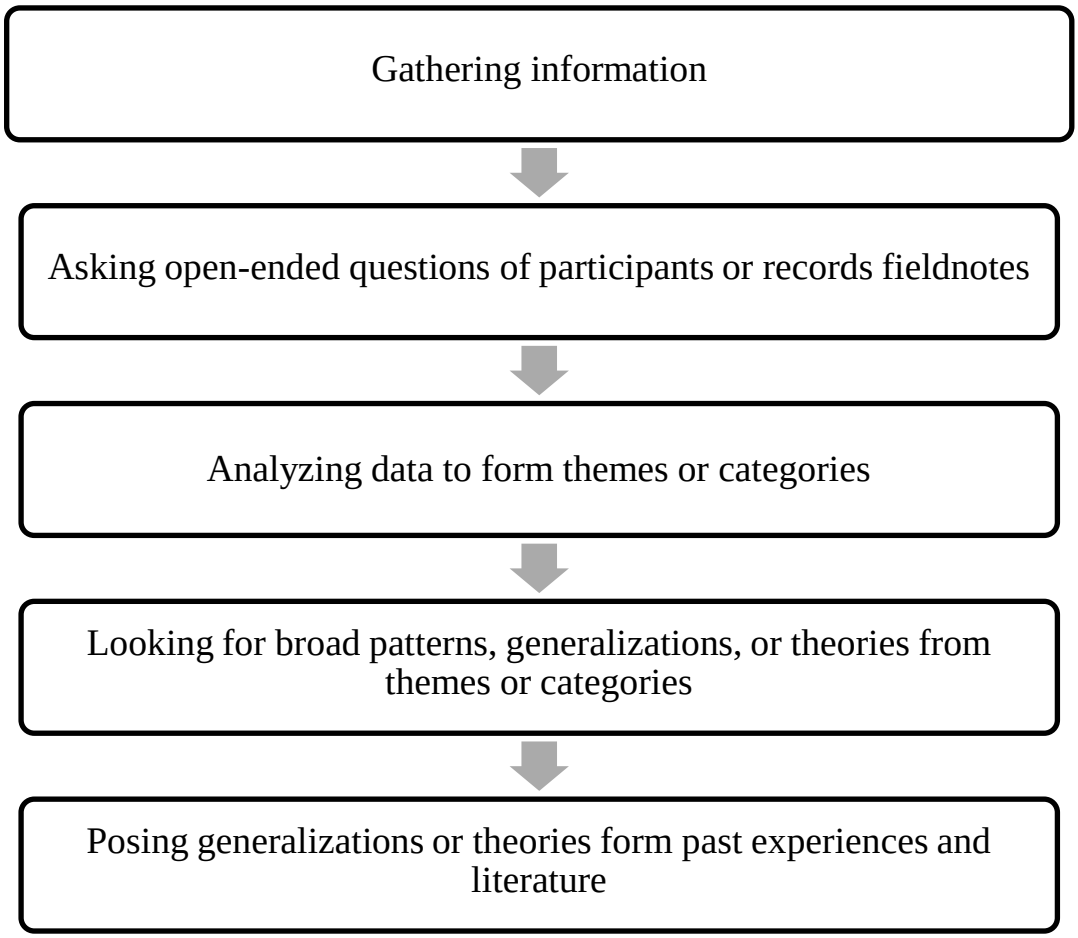
3.1 Developing Themes and Codes

Inductive data analysis

Inductive or data driven codes are constructed inductively from the raw information. It is the task of the researcher to interpret the meaning after obtaining the findings and to construct a theory after the discovery of results. Qualitative researchers build their patterns, categories, and themes from the bottom up, by organizing the data into increasingly more abstract units of

information. This inductive process illustrates working back and forth between the themes and the database until the researchers have established a comprehensive set of themes. Because a data-driven code is highly sensitive to the context of the raw information, one is more likely to obtain validity against criteria and construct variables. This increases with the use of the data-driven approach more than with the theory-driven approach (Boyatzis, 1998).

Figure 7 The inductive logic of research



We use the content analysis that we can analyze the transcripts from interview. We grouped data into categories. From the inductive data analysis, we can category our code into two categories: personal factors and contextual factors.

Personal factors	
Motivation	• Continuous improvement • Talent employee • Succession • Recognition
Job owner	• Know-how • Self-development • knowledge • Sense of control one's job
Thinking skills	• Define problems and finding solutions • Thinking techniques

Contextual factors	
Organization culture	• Continuous improvement • Express ideas
Empowerment	• Challenge and freedom • Decision making
Organization support	• Resources • Reward • trainer, coach
Idea support	• Group support • Supervisor encouragement
Communication	• Inform the information • Open policy
Evaluation	• Clear process and criteria • Feedback

3.2 Results confirmations

The last stage is checking the results. The draft case reports of our study were sent to our key representatives by e-mail to confirm our conclusion.

Section 3 Conclusion

The objective of this section is to present the data analysis. We use the content analysis by developing codes.

We can divide codes into two categories; the individual factors and the management factors.

Section 4 Research Validity and reliability

4.1 Research's validity

Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. While reliability is concerned with the accuracy of the actual measuring instrument or procedure, validity is concerned with the study's success at measuring what the researchers set out to measure.

Construct validity

Construct validity seeks agreement between a theoretical concept and a specific measuring device or procedure. Construct validity is establishing correct operational measures for the concepts being studied.

Yin (2003) proposed the recommended case study tactics for construct validity as use multiple sources of evidence, establish chain of evidence (explicit links between the questions asked, the data collected, and the conclusions drawn), and have key informants review draft case study report.

We used these steps to study the construct validity

- Review literature on the concept of creativity, the creativity management, and Thai culture
- Define the creativity's definition
- Define the creativity activity and the management
- Identify the research interests

- Formulate research questions
- Collect the data; both primary and secondary data
- Use multiple sources of evidence
- Triangulation and maintain a chain of evidence
- Validation the draft case report by the key representatives

External validity

Validity refers to the approximate truth of propositions, inferences, or conclusions. External validity refers to the extent to which the results of a study are generalizable or transferable. The case study relies on analytical generalization, which the researcher is striving to generalize a particular set of results to some broader theory (Yin, 2003).

We used these steps to study the external validity:

- Identify the field of study
- Use multiple case study
- Explication the data collection process and the data analysis process
- Theory generalization
- Compare the literature and the research results

4.2 Reliability

Reliability can be address in qualitative research in several ways (Silverman, 2010). In qualitative research, "reliability" often refers to the stability of responses to multiple coders of data set (Creswell, 2007). The goal

of reliability is to maximize the errors and biases in a study. Yin (2003) proposed two tactics for reliability as use case study protocol, and develop case study database.

To reliable our result, all our interviews took place in the same way with the same questions, and transcribed the next day to avoid forgetting. We interviewed persons in every site with similar position. The simplification and the data coding took place in the same way for all the sites:

- Use the case study protocol
- Select research methodology
- Select research tool
- Explain the research objectives to the organization's members
- Explain the research process

Section 4 Conclusion

In this section, we explain the validity and reliability of our study. To explain how to defining key concepts, research's tools, and process of data collection can prove that our study is accountability and our results have the validity and reliability.

Chapter II Conclusion

This section consists of four sections: epistemology, data collection, data analysis section, and the research validity and reliability.

The first section is epistemology, which is the study of knowledge. This research is based on the constructivism. The researcher's intent is to make sense of the meaning others have about the world. In this study we would like to understand the creativity in the car assembly companies in Thailand. This study is a qualitative study that we use the case study as the research strategy. The objectives of case study are: understanding of a situation, analysis of a process, which conform to our study – to understand the creativity management in Thai car assembly companies. The primary research question is 'how can stimulate the individual's creativity?' This research question leads to the next section-data collection.

The second section is the data collection. The populations of this study are the car assembly companies in Thailand. Four companies allow us to do the study. We interview a group of four or five persons that consists of the human resource managers, the persons in charge of creativity activity, and the officers from each company. The protocol of semi-structured interview and the documents are used to collect data from each company. We also use the data triangulation that helps us facilitate deeper understanding.

Data analysis is presented in the third section. We use the data-driven approach to form the categories. We categorize the codes into two groups as individual factors and management factors. We also ask the key representatives in each company to confirm our conclusion.

The final section is research validity and reliability. We explain the construct validity, the external validity and the reliability in our study.

Part II

The creativity management in the car assembly companies in Thailand: results and discussions

CHAPITRE III PRESENTATION ET ANALYSE DES RESULTATS

Chapter III Research Results and Analysis

Introduction

This chapter we will present our research results. We study in four automobile assemblies in Thailand, which are invested by American and Japanese.

The first section we present the case overview that explain the company history, the vision, missions and the implementation in Thailand.

The second section, the creativity activities in the company are presented.

The code analysis will be presented in the third section.

Section 1 Case Overview

We study the creativity in four automobile assemblies in Thailand. First, we will present some company's information as the history and the visions and missions that lead to the creativity activities.

A Company

A Motor Co., Ltd. was established in 1948 in Japan. Nowadays it has established six regional operation included Japan, North& Central America, South America, Europe, Middle East & Africa, Asia & Oceania, and China.

A company operates under the basic principles as "Respect for the individual" and "The Three Joys". "Respect for the Individual" reflects its desire to respect the unique character and ability of each individual person, trusting each other as equal partners in order to do its best in every situation. Based on this, "The Three Joys" commonly expressed as The Joy of Buying, The Joy of Selling and The Joy of Creating, expresses its belief and desire that each person working in, or coming into contact with their company, directly or through or products, should share a sense of joy through that experience. The basic principles lead to the company principle, which is "Maintaining a global viewpoint, we are dedicated to supplying products of the highest quality, yet at a reasonable price for worldwide customer satisfaction". The management policies of A Company are

- Proceed always with ambition and youthfulness.
- Respect sound theory, develop fresh ideas, and make the most effective use of time.

- Enjoy work and encourage open communication.
- Strive constantly for a harmonious flow of work.
- Be ever mindful of the value of research and endeavor.

Conduct Guideline

Guided by its philosophy, A company has expanded its business globally based on the pursuit of new dreams and the determination to make them come true. Through these efforts, they have shared a "joy" and established a trust with customers and society around the world. In order to further advance our global business in each region, every A company associate in various countries around the world needs to share a common value and become even more self-reliant. The "Conduct Guideline" represents the important values that have guided their actions to date. With each one sharing these values, they will be able to further gain the trust of their customers and society, helping A company strengthen its position as "a company that society will want to exist."

A company in Asia and Oceania

A Company was established in Thailand in 1964 as a motorcycle distributor. In 1996, the company took on the role of A's ASEAN Regional Headquarters with responsibility for coordinating A's activities in 12 countries.

In 2005, A company established R&D Asia Pacific Co., Ltd. in Thailand, as the Asia & Oceania regional automobile R&D center to cover a broad range of research and development activities including product planning, product design, market research and testing.

A company is committed to making products that provide high levels of safety for drivers, passengers and pedestrians. They develop a wide range of safety technologies that help to avoid accidents, minimize injuries during accidents, and reduce the effects of collisions with other vehicles.

In 1998 A Company defined its Vision 2010: striving to be a company society wants to exist. This means making all its stakeholders worldwide glad that A is there. To this end, it redefined the Three Joys as creating new value, expanding value through glocalization and realizing out commitment to the future.

Last 10 years, A company launched “Glocalization” policy, which come from “global” + “localization”, lead to the product design which different on the customer needs and the employee activities.

B company

B Corporation is a multinational automobile manufacturer founded in 1908 and headquartered in the United States. It manufactures its car and trucks in 35 different countries.

The B vision is as follow: "Our vision is to be the world leader in transportation products and related services. In order to achieve this vision, we recognize that many issues must be addressed and many goals attained. It is imperative that economic, environmental and social objectives be integrated into our daily business objectives and future planning activities so that we can become a more sustainable company". B Corporation's mission is "B Corporation is a multinational corporation engaged in socially responsible operations, worldwide. It is dedicated to provide products and services of such quality that our customers will receive superior value while our employees and business partners will share in our success and our stock-holders will receive a sustained superior return on their investment."

The three priorities for B Corporation are customers, cars and culture. "Customer" is the top priority; the company is going to be obsessed with it. The second on is "cars", the company needs to stabilize and grow its business around the globe, so, that mean building more cars, trucks and crossovers consumers want. At last, the company will change "culture" by focusing on customers, speed, accountability and risk taking. It is changing the structure by flattening the organization, removing layers of management, driving broader spans of control and pushing decision-making authority to those closest to the customer.

Nowadays, B Corporation will remain a leader in the areas of fuel efficiency and advanced green technologies; quality and reliability; appealing design; customer service, and value.

B company in Thailand

B Company is a wholly owned subsidiary of B Corporation. It registered in 1993 as one of the linchpins of B Corporation's expansion strategy in the Asia Pacific Region. B Company employs over 3,000 workers. The manufacturing facilities include a Press Shop, Body Shop, Paint Shop, and General Assembly Shop and is divided into two production lines- the passenger car line and the truck line.

C company

C Motor Co., Ltd. was established in 1937 in Japan. Its vehicles have found over 170 countries and regions throughout the world. Currently there are 52 bases in 27 different countries and regions. In addition, there are design and R&D bases in seven locations overseas, showing that "from development and design to production, sales and service, C has now achieved consistent globalization as well as localization."

C Motor using the "Guiding Principles" (originally issued in 1992, revised in 1997)which summarized the corporate philosophy and reflects C's vision of what kind of company would like to be. C Motor uses the "C Way" and the "Code of Conduct" serving as important guiding tools when implementing the daily business operations to realize the "Guiding Principles".

In 2001, C Corporation had announced its manufacturing philosophy, which is based in its Guiding Principles as following:

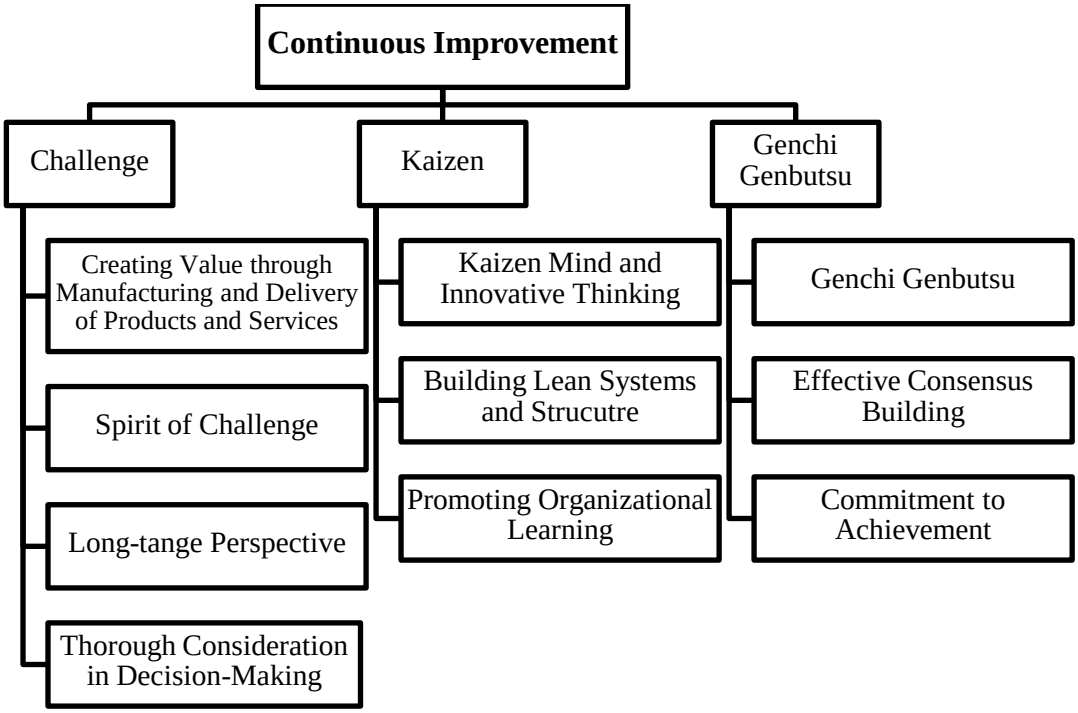
Guiding Principles (Established in 1992, revised in 1997)

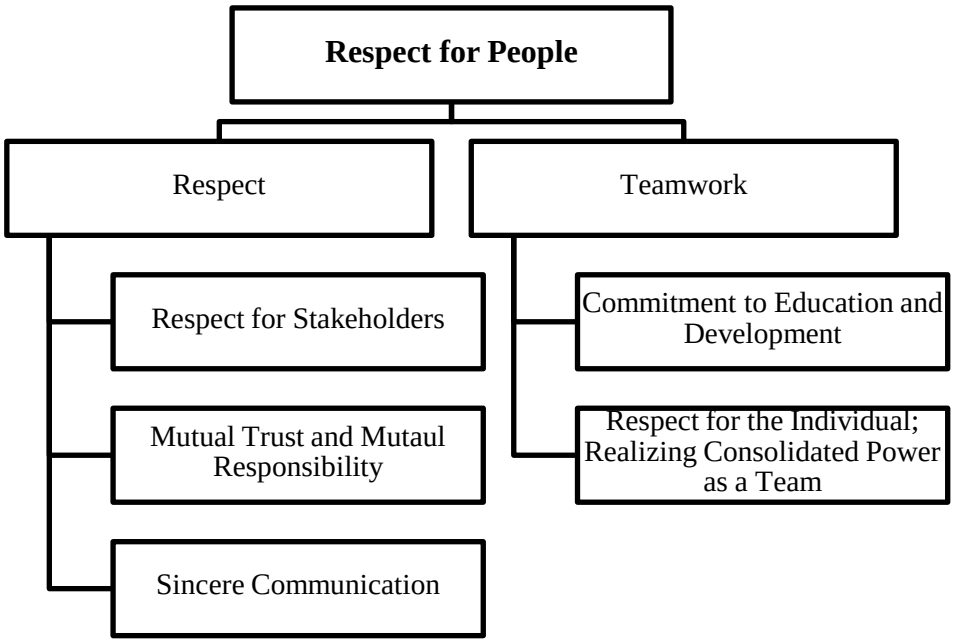
- Honor the language and spirit of the law of every nation and undertake open and fair corporate activities to be a good corporate citizen of the world.
- Respect the culture and customs of every nation and contribute to economic and social development through corporate activities in the communities.
- Dedicate ourselves to providing clean and safe products and to enhancing the quality of life everywhere through all our activities.
- Create and develop advanced technologies and provide outstanding products and services that fulfill the needs of customers worldwide.

- Foster a corporate culture that enhances individual creativity and teamwork value, while honoring mutual trust and respect between labor and management.
- Pursue growth in harmony with the global community through innovative management.
- Work with business partners in research and creation to achieve stable, long-term growth and mutual benefits, while keeping ourselves open to new partnerships.

C manufacturing philosophy defines the mission and the values the company delivers to customers, shareholders, associates, business partners and the global community. It is an ideal, a standard and a guiding for the people of the global C organization. It expresses the beliefs and values shared by all of its employees. It defines how the people in the company perform and behave in order to deliver these values.

C manufacturing philosophy is supported by two main pillars: “Continuous Improvement” and “Respect for People”. It means that the C employees are never satisfied what they are and always improve their business by putting forth their best ideas and efforts, while respecting people and believing the success of their business is created by individual efforts and good teamwork.


Continuous Improvement
Challenge
Kaizen
Genchi Genbutsu
Creating Value through Manufacturing and Delivery of Products and Services
Spirit of Challenge
Long-tange Perspective
Thorough Consideration in Decision-Making
Kaizen Mind and Innovative Thinking
Building Lean Systems and Strucutre
Promoting Organizational Learning
Genchi Genbutsu
Effective Consensus Building
Commitment to Achievement


Respect for People
Respect
Teamwork
Respect for Stakeholders
Mutual Trust and Mutaul Responsibility
Sincere Communication
Commitment to Education and Development
Respect for the Individual; Realizing Consolidated Power as a Team

C company in Thailand

In Thailand, C company was established in 1962. In 2009 there are 3 operating plants around Bangkok. The vision, the principles, and the missions of C company Thailand are as follow:

Vision

- Be the leader of C Asia Pacific and core company of C global network operations.
- Be the most admired and respected company in Thailand.

Principles

- Employ continuous improvement by means of challenge and change.
- Respect people and their needs.
- Pursue excellence in customer satisfaction.
- Dedicate ourselves to the highest standards.
- A spirit of social responsibilities to our communities and the environment.

Missions

- Strengthen operation and encourage collaboration within the Asia Pacific Region.
- Achieve dominant customer satisfaction and market share.
- Ensure safety as the first priority in all corporate fundamental activities.
- Create a better quality society through meaningful social contributions

D Company

D Company was established in November 1995 as a joint venture company between F Motor and M Motor, to produce pickup trucks for both local and overseas markers. F Motor, which own 50% of the company's shares, is the major share holder while M Motor, with 45%, hold a slightly smaller stake. The remaining 5% stake is of M Sales.

In 1960 F Motor of US was first established in Thailand as a joint venture. Later in 1973 the joint venture was incorporated as a wholly owned subsidiary, F Motor. However, the company decided to cease operations in 1976. With typical determination, F Motor re-entered the Thai market in 1995 with the formation of the D Company.

F Motor's vision and missions

"One F" One Team One Plan One Goal:

One Team: People working together as a lean, global enterprise for automotive leadership, as measured by: Customer, Employee, Dealer, Investor, Supplier, Union/Council, and Community Satisfaction.

One Plan:

- Aggressively restructure to operate profitably a the current demand and changing model mix
- Accelerate development of new products our customers want and value
- Finance our plan and improve our balance sheet
- Work together effectively as one team

One Goal: An exciting viable F delivering profitable growth for all

M Motor from Japan has been well known in Thailand since 1951. In November 1993, D Company, a joint venture between M of Japan and F from the United States was formed. The new company was to be responsible for the assembly of F and M products in a new plant. Assembly commenced operations in the factory in December 1998.

M Corporate Vision and Missions

Vision

Corporate objective - To create new value, excite and delight our customers through the best automotive products and services

Mission

Roles and Responsibilities - With passion, pride and speed, we actively communicate with our customers to deliver insightful automotive products and services that exceed their expectations.

Value

The value M seeks to product - We value integrity, customer focus, creativity, and efficient and nimble action, and respect highly motivated people and team spirit. We positively support environmental matters, safety and society, Guided by these values, we provide superior rewards to all people associated with M.

As an F and M joint venture, D Company helps set the standards of automobile manufacturing in Thailand. In 1995, F and M were attracted to

Thailand's potential as an automotive hub, and their decision to jointly establish D Company made Thailand an important manufacturing base for both their local and foreign markets. The company is able to perform a wide range of processes from stamping, body work, paint to engine assembly, trim & final assembly, quality inspection, packaging and delivery.

The mission of D Company

D Company's mission is to build and deliver world - class quality vehicles and vehicle components in an efficient and timely manner to meet our customer's needs worldwide, allowing the company to provide a reasonable return for its shareholders, and to establish a sound base for the livelihood and development of our employees, while enhancing the community and protection the environment where our operations are located.

Values

Customers: Exceed our worldwide customers' expectations
People: Develop skilled, informed, committed, and empowered people
Company operations: Achieve world class product quality and process excellence
Company Performance: Achieve financial strength and long-term growth
Social Responsibility: Enhance the community, protect the environment, and maintain high level of employee integrity

Resolution

With the participation of all employees, strong and effective management, and excellent manufacturing processes, D Company will:

- Strive to provide the highest level of worldwide customers' needs.
- Manufacture and deliver vehicles with best in class quality to the world market.
- Perform each process with quality as the highest objective.

D's organization culture comes from F (the honesty and the non-harassment) and M (discipline, punctual, and careful). The company values is 'Your Growth = Company Growth'.

Section 1 Conclusion

The objective of this section is to present the companies that we interviewed. Because of the company reason, we use the anonymity names. Three of four companies are the foreigner wholly owned business while only one is the joint-venture company, however, all of the company operate in Thailand with Thai employees.

Section 2 Case presentation

Before we explain the creativity activities in the companies, we begin with the creativity's definition and Thai culture and creativity.

2.1 **Creativity's definition**

Creativity's definition that the companies' representatives explained are:

"Creativity is appeared in our philosophy. Our philosophy is respect for individual, which can spread into 1) Initiative, 2) Equality, and 3) Trust. Therefore, everyone can create their new ideas together, can present their ideas equally, and trust each other" (A company).

"Creativity is improvement… to do better, think outside the box. It is important for all the employees, especially the potential employees and leader. We expect for the new creative employees." (B company).

"Creativity is improvement, suggestion by the Kaizen principle. It is thinking for the new solution, not like the old one." (C company).

"Creativity is changing" (D company).

Creativity's definition in their viewpoints is to improve, change, and think initiatively. Creativity is important for everyone in the company.

2.2 Thai culture and creativity

From the review literature, we found some values that can be the obstacle to think creatively. The representatives from the companies found some behaviors that may be limit the creativity.

"Our new employees, normally, do not understand the work-life in the industry. We must inform them about the discipline, time management and how to success. One of things we change our employees is trying to express their ideas." (A company)

"The lacking of creativity in Thai culture comes from the education system. Contrast from western culture, in eastern culture we must have the reinforcement to encourage the creativity. " (B company)

"We found that the new employees seem to 'Kreng Jai' and do not express their ideas". (C company)

"Creativity in Thai culture is rather difficult; we are in the social of 'face saving' and avoid disputing which bring to avoiding express our feeling. Sometimes we have been taught with no reason for fear. Our company is the joint venture between eastern and western company. Eastern culture respects for the silent and gentile, while western advantages in equality and frankly. Our Thai employees were seen to have problems because they always keep silent and smile". (D company)

One problem that every company meets is expressing the ideas. The new employees always keep silent, obey and avoid the discussion. It may be come from the education system, some representatives explained.

2.3 The creativity activity in the company

Although the new employees will have some problems in presenting their creativities, the companies prepare the activity to persuade the creativity. All the representatives said that the creativity is important for all position in their organization. We continued to find that how they encourage the employees' creativity.

"In the operating-line, we use 'finding system' activity, 'Kaizen' which is the suggestion system, and QCC (Quality Control Circle)." (A company)

"We use many activities such as 'Kaizen' in the operating-line, 'Go fast' for the management level, and 'Find it and Fix it' for the executive management." (B company)

"Our concept is 'Kaizen' or improvement that needs creativity. We use TQM (Total Quality Management) and we are interested in creativity. We use these two concept to create our suggestion activity which our employees can improve their own work. We also have QCC (Quality Control Cycle) which our employees do in their groups." (C company)

"We use 'Kaizen' to let our employees suggest their ideas. Every morning, we have the morning meeting to exchange our ideas." (D company)

The activities are suggestion system and QCC, three companies which are Japanese use to encourage their employees' creativity. Only B company, which is American, uses suggestion system and other activities. Suggestion system is a system that involves every employee - from upper management to the cleaning crew. Everyone is encouraged to come up with small improvement suggestions.

Kaizen is based on making little changes on a regular basis: always improving productivity, safety and effectiveness while reducing waste.

To involve employees in productivity and efficiency improvement activities, a team-based environment must be developed in which they can participate actively in improving their process, product, or service performance. One such employee participation program is quality control circles (QCCs). QC-circle activities are usually directed towards improvements in the workplace. They focus on such areas as: cost, safety, and productivity.

2.4 Orientation and organization culture as the channel of creativity activities

To encourage the news employees, every company adds the course of creativity, as the suggestion system, the concept of Kaizen, PDCA (Plan, Do, Check, Act) cycle, and the brainstorming in the orientation process.

"We have the orientation course including the company's philosophy (initiative, equality, and trust) or we can say it is our DNA which contain of creativity." A company

"We have the suggestion system course in our orientation courses. Everyone must know and understand." C company

After the orientation process includes the organization culture, every company told that the new employees start working with their colleagues and supervisors and pass through the socialization process to learn how to participate in the creativity activities, sometimes it spends two or three months.

The supervisors and the colleagues play an important role as the facilitators to encourage the employees to suggest. The problems of keeping silent, and avoiding the discussion, which appeared in the first month, disappear when the employees understand the process of creativity activities.

Suggestion system and QCC are the activities that the companies in our study use to gather the employees' creativities. We will present the process of Kaizen and QCC in each company as individual activity and group activity.

2.5 Creativity Activity in A company

A Company has three activities support the creativity. First, the company uses 'Finding system' in the operation line; when the employee found the problem, he filled in the form and sent it to the supervisor. The supervisor considered the problem and tried to solve it. 'Finding system' is the one system to create the sense of belonging in this company. Second, A Company uses the suggestion program; when the employees found the problems or some suggestions, they sent their suggestions to the supervisor until the quality committee. The committee will rate the score for each suggestion and the employee will receive the reward. The last activity in A Company is the 'Quality Control Circle' which use worldwide; the groups of employees in every country will find the problems and suggest the solutions and present them in the department level, the winner will present the project in the company level, the region, and the worldwide. In QCC (Quality Control Circle) activity there is a principle "NC" or "New/Now/Next Cycle" for creating the new, the now, or the next thing for A Company. All of these activities, the employees can participate all the time, normally, in their own departments.

Individual activity

A company has 'Finding system' activity as the basic and simple activity that encourages the employees in the operation line to observe their work and finding the problem. "We use this activity to train our employees about the sense of belong and the product responsible." (A manager) "It is very easy; when we find some problems we just fill in the form and send to our supervisors." (Officer) The employees in operation line, who participate in 'Find system', will send their finding to the supervisor. The supervisor will consider, and if it is the good finding, that employee will receive the reward.

Suggestion system is the other activity for all the employees, when the employees find the problems or the suggestions from either their own work, or the others works. Kaizen is the individual activity, so the employee must solves the problem himself or consults with his supervisor. After that, they write their suggestions in the company form and send to the supervisors. The good suggestions are sent to the committee, who evaluate each suggestion. The evaluation score will be linked to the reward. The suggestions will be considered about the possibility and lead to the implementation.

Group activity

While the Kaizen is the individual activity, QCC is the group activity. The employees form their own group to finding the problems or the occasion to improve their work. The group finds the solution together by using brainstorming. They implement their solutions by receiving the budget and the consultant from the trainers and their supervisors. When they can solve their finding, they write their suggestion to the committee.

2.6 Creativity activity in B company

The company value is the continuous improvement so the creativity is the key factor. The company uses the brainstorming to encourage the employees. In the orientation program, there are the introductions of Kaizen and the suggestion program for all of the employees and, for the management level, the program "Go Fast" and "Find it and Fix it" are presented. Every employee must practices the brainstorming in the orientation process. The executive management team has the 'Find it and Fix it' program, which has the same objective as the other programs- the improvement.

Individual activity

Based on the concept of "you know your own job", the employees must understand their jobs well, so in the meeting in every level they can show their ideas and the leader must stimulate them to speak.

In the suggestion program, the employees find the problems or have the ideas to improve their own jobs or the other ones' jobs. The company prefers the employees suggest cross the departments, but, actually, the employees prefer to suggest their own jobs. Sometimes the employees can find the problem by brainstorming in their departments or groups. After the employees have the idea and they must suggest the process of solutions, which will be considered by the supervisors or group leaders. Sometimes the ideas have the possibility but they are not clear, the employees can modify by receiving the suggestion from the trainers and their supervisors. If the suggestion is denied, the supervisor must explain the reason. The suggestions, which are considered by the supervisors, will be implemented with the budget from the company. There are two cases; if the employees suggest for their own jobs, they must do themselves. If the employees suggest for the other departments, the suggestion

and the budget will be sent to other departments. The progress of every suggestion will be evaluated every month.

For the management level, the company uses the program 'Go Fast' which have the same concept-the work improvement. This program is the global program. The managers find the problems in their department that they cannot solve by themselves and ask for help from the other departments in either their country or others countries. The 'Go Fast' program spend only one day. The manager, who asks for help, prepares the data and sets up the meeting. Sometimes it can be the virtual meeting with the participants from many countries. The participants brainstorm ideas and design the problem solving process and the action plan. The problem solving process in 'Go Fast' program will be implemented and follow up according to the action plan.

2.7 Creativity activity in C company

C Company uses three activities to encourage the employees' creativity. First, 'kaizen' -its objective is the improvement that needs the creativity. From the concept 'kaizen' leads to the 'suggestion' activity. The employees must give one suggest each month from their own jobs, so every employee improve his work all the time. Second, 'CBP' or 'C Business Practice' -for the supervisor and management level, this activity comes from the 'Total Quality Management' concept. This activity focuses on the problems in the organization's policies. Each supervisor and manager participates by using the systematic problem solving. Third, 'QCC' or 'Quality Circle Control' -for the operator level, five or six employees form in their group to improve their work-performance.

Individual activities

In the suggestion activity, every employee in the production line has his four meter^2 work areas, which he must give one suggestion each month. The employees can suggest everything in their work-areas by sending the suggestions to their supervisors. The employees observe their own work process or the others' ones to find the problems in suggestion activity.

"Sometime we found that the officers are bored the activities because they do not finish their jobs or do not have time. We suggest the officers to find the improvement in their jobs. On the contrary, in the operation line, the employees have many ideas to improve their jobs, and they have the coaches who can help them."

In suggestion activity, the employees must find the problem solving, and fill in the suggestion form. In the suggestion form, there are the evaluation criteria that the employees can evaluate the score of their ideas before send to the supervisors. The supervisor will evaluate the suggestion, if some suggestions are not clear the employees can correct by following the supervisor's comment.

Group activity

In the QCC activity, the employees in the operator level and the office level form their group consist of four or five employees to finding the problems and the solutions in their department. The supervisors in each department play the role of facilitator. The employees set up the meeting to finding the problems in their groups. The brainstorming is the method of finding the solutions in QCC activity. In the production line, the company stops its line sixty minutes

per week for the employees to participate this activity. The group of employees writes the suggestion and send to the supervisors and the committee.

If the suggestions, either the suggestion activity or the QCC activity, are considered as the good suggestions, the company will give the budget to implement every suggestion. The implementation is evaluated every month.

2.8 Creativity in D company

The company uses the suggestion program and the small group activity – four or five employees form a group- the company set up the groups' goals. The aim of this activity is to brainstorm the ideas from the employees to response the goals (or the problems).

Individual activity

Suggestion program, is used in D company, focuses on ideas suggestion. This concept supports the company's values that every idea creates the company growth. The employees find problems and suggest the solution. The company opens and responds to every suggestion. The supervisor evaluates the employees' suggestions. These scores link to the employee promotion. The company supports the employees who have the good performance and participate in the suggestion program.

Group activity

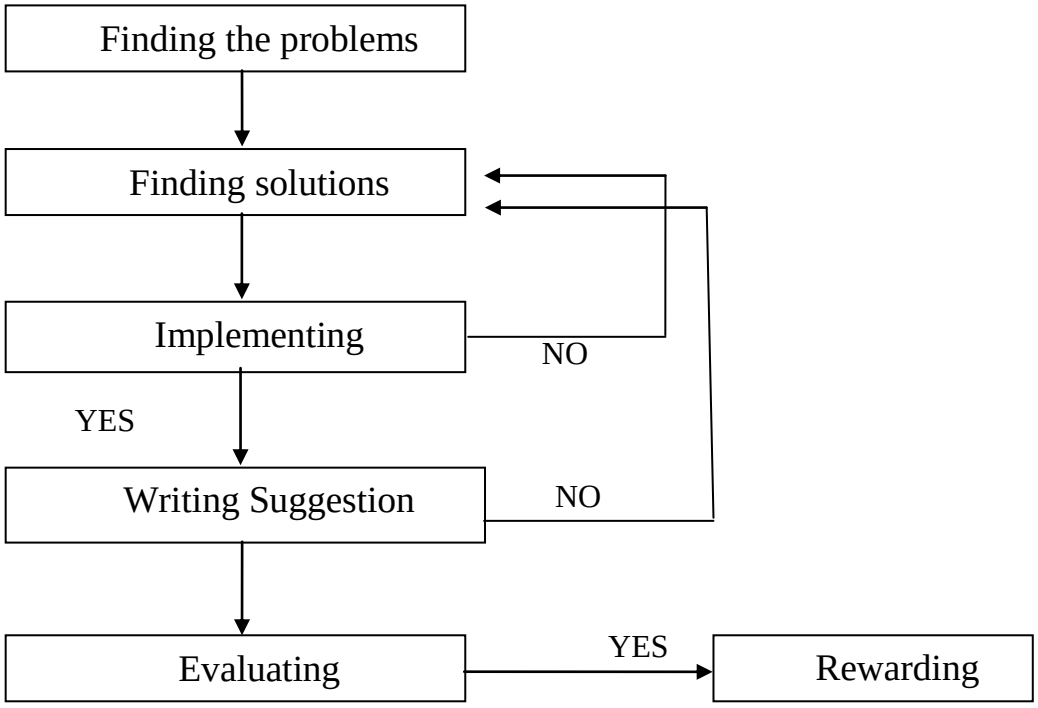
The small group activity consists of four or five employees, while the groups' goals are defined by the company. The employees can find the problems in everything. The aim of small group activity is to brainstorm the

ideas from the employees to response the goals (Schein). The company has the facilitator to facilitate the group when the group discussed the problem. They must have the discussion report and there were peer reviews in each group. The suggestions from every small group, which passed the review, will be implemented. The company supports the implement budget.

2.9 Creativity Process

From four companies, we can summary the creativity activity into process as follow:

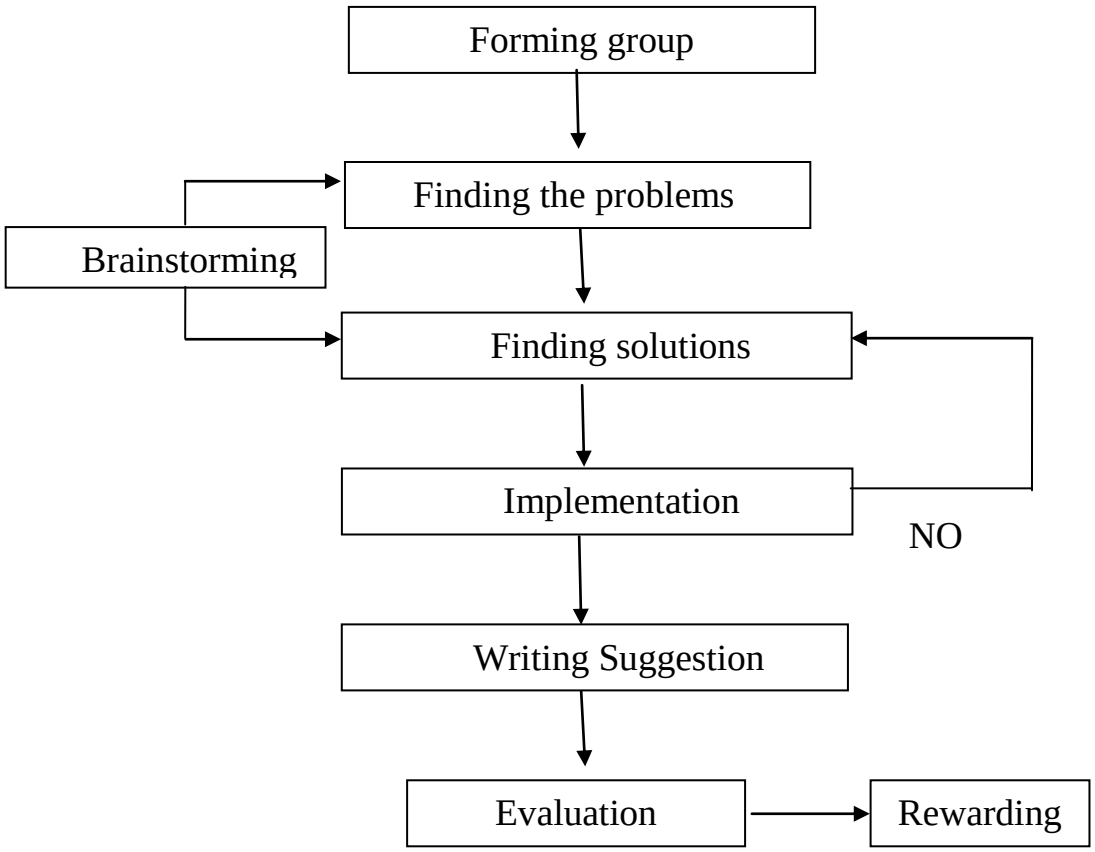
2.9.1 Creativity Activity Process –Individual



The individual activity, which they use the Kizen principle, begins with the employee's observation. The employee sees some problems or chances to

improve his work, then he try to find the solution and implement. When the employee can improve his work, he writes the suggestion and sends to his supervisor. The suggestion form is easy to access, because it is found in every department. In fact, the employee and his supervisor work together to improve his job, the supervisor listens to the employee and gives the comment. There is the follow-up, to check the activity's progress every month. Sometime, the suggestion is denied, the supervisor must explain the reason. After receive the suggestions, the supervisor evaluates and rates scores. These scores will bring to the reward, and in some companies, will be used in the performance evaluation.

2.9.2 Creativity Activity Process – Group



To implement the group activity, three companies use QCC. The employees form their own groups. Usually the group's members are the

employees in the same department. Though the employees can form their group with their colleagues from other departments, but they prefer the same department because of communication's convenience. The brainstorm is the method that they use to collect the ideas. The company philosophy as respect to other people is important in the brainstorming. The coach who has experience and/or the supervisor will help the group to do the activity. The group finds the solution and implement, after that they write the project. As the individual activity, the group activity must be followed up every month. The group projects will be sent to the QCC competition which is happened every year. The company sets up the QCC committee to judge the competition. The winner will have the opportunity to join the competition in other level.

2.10 Case comparison

The creativity activities are happened in every company in both individual level and group level, in every management level. The process in creativity activity is similar whether in American or Japanese company. We will compare the suggestion system, the objective and the competition.

The suggestion system

The individual creativity activity can take place in everywhere, every time as the individual wants. The company do not fix the time of thinking. Individual can thinking and trying the solution when he work. For the operating-line employee, it will be easier to find the problem than the officer, because there are many things to improve. The entire representative in officer level said that 'we do not have enough time to participate this activity' and 'sometimes we do not

know what we will suggest'. The employees in B company can ask for the meeting to find the problems.

The suggestion can be suggested every one's work. Usually, the employees suggest their own work, but B company advise the employees to suggest other one's work. However, the majority of the suggestions are in the own one's job.

Consider to employee's department, we found that the suggestions from the operators in operation line much more than the officers'. The officers and managers told that because of the job characteristic, the operators have more opportunity to find the problems and the improvement. However, some companies set up the difference target for the operators and officers.

Objectives of creativity activities

Three from four companies emphasize on the improvement as the major objective while one told that they want the cost reduction.

"Our objective of activities is the improvement. We do not stress on the cost reduction, but when the employees improve their works we can have more and more the cost reduction." C company

"Cost reduction!" B company

Competition

Three from four companies have the competition for the group creativity activity.

"We have the world-class competition every two years. The competition begins in company-, country-, region- and world-class level." A company

"In the QCC activity, we have the competition every six months. The winner with be the company representation to present their activity both in Thailand and the other countries." C company

"Our president is interested in the world-class competition, so we try to motivate our employees to participate in every creativity activity. D company

Three companies have the competition in group activity while B company does not stress on the competition.

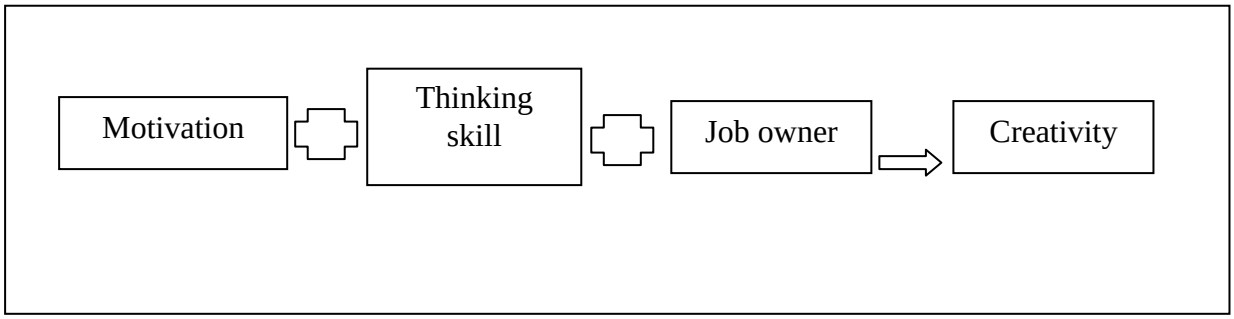
Section 2 Conclusion

The creativity's definition is presented in this section; the representatives explain the creativity as the improvement which focuses on one's job. To implement the creativity activity, although there are some employee's behavior problems, for examples the silent and the expression the idea, the company present the orientation course include the program and activity that help the employee to adjust themselves with their jobs.

The creativity activities in the company are Kaizen and QCC (Quality Control Circle). Kaizen is used for individual and QCC for group. The process of creativity activity in every company is similar.

Section 3 Coding analysis

We divide the coding analysis into two parts: personal factors and contextual factors



3.1 Personal factors

Individual creativity is individual who has the willing to engage the production new ideas. The willing to engage is the intrinsic motivation, however, the creativity also needs the knowledge. In the automobile assembly, the knowledge is the expertise which consists of knowhow and experience in one domain and creativity thinking skill. Thinking skill is the capability to find, analysis and solving the problem in the concept of Kaizen, which is used in the companies.

Motivation

One important aspects of the suggestion system is that each suggestion, once implemented, leads to a revised standard. However, in as much as the new standard has been set up by the worker's own volition, he takes pride in the new standard and is willing to follow it. This leads to intrinsic motivation.

"We believe that intrinsic motivation motivates our employees. The success in suggest their jobs leads to motivation." B company

"Kaizen is our principle, we want to continuously improve our jobs." D company

Reward and recognition are provided to employees who have worthy ideas.

"The company uses the suggestion program to create the talent employees. When the company recognizes the talent employees, it persuades the other employees to create their ideas. We believe that the employees have the internal motivation to join the activity." B company

"We use both reward and punishment. We have the report concern with the performance evaluation. The company supports the budget unlimited for these activities. Whereas the employees who, sometime, do not want to participant the activities, they will have some difficulties in the promotion." C company

"When the winner group receives the reward and has the opportunity to present the suggestion in Japan, the other employees want to be success too. This will lead to the employee's motivation. We also have the skill allowance that concern with the employee's skills." D company

Job owner

Although the jobs in the operation-line are standard and routine, the employees enjoyed their jobs by suggesting and implementing their ideas. The employees, who worked in the management level or in the office, suggested that they were encouraged by the internal motivation as the complex jobs. Because

of the creativity activities, the employees must have the continuous self-development and continuously improve their jobs. They feel that they were the job's owner, they had the high level of autonomy and identity.

"Our employees must know their jobs, so they can improve them." "We need to learn to improve our jobs." A company

"The knowledge is value in our company, we can learn to improve our job as we want." B company

"We must understand our jobs so the management cannot refuse our suggestions in the meeting. We need to know our jobs." C company

"We can have the individual training program to improve our performance. Our supervisors and we plan it together. " D company

Thinking skill

To participate in the creativity activities, the employees must have the thinking skill. All the company said that they have the orientation courses, which include the suggestion system, QCC activity, and the brainstorming. In addition to the orientation course, the companies provide the other continuous-improvement courses. In the other hands, all the companies valued the employee who knows his own job. Therefore, the employee tries to improve the expertise to perform better.

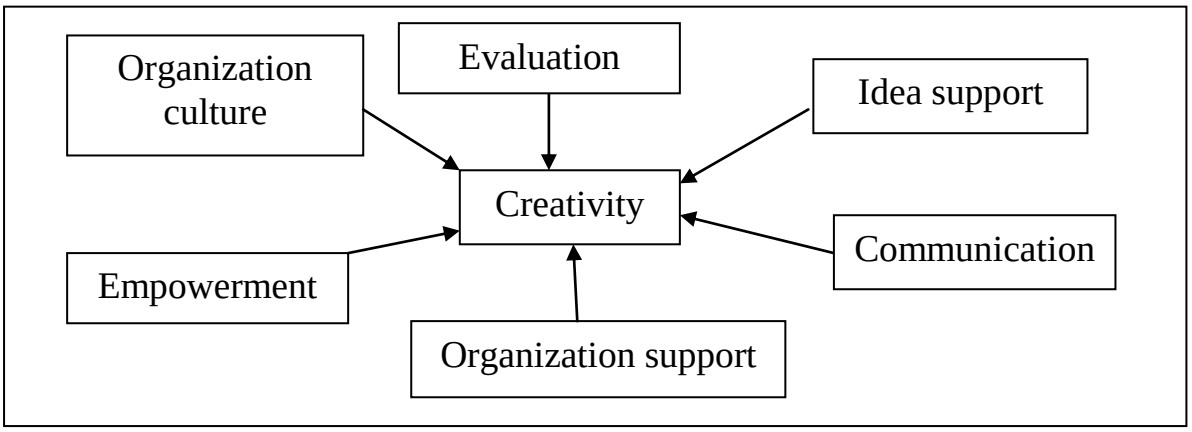
"We would like to have to quality of work-life, so we prepare many courses to aide our employees to improve their knowledge and skill that are necessary in their jobs." A company

"We have our university on internet that every employee can learn and we like to learn together." B company

"We have many training courses on Kaizen, for example, 'seven QC tools' which we use in QCC. Further, we propose many training courses for employees in every level. We would like our employees can solve the problem themselves." C company

In D company, "The employee can ask for training when he wants to learn to improve their performance. The supervisor and the subordinators must work together to set the individual training program."

3.2 Contextual factors



In addition to individual creativity, the environment also influences on the creativity.

Organization culture

"The organization culture encourages the employees to think and express ideas and we force the target that everyone must achieve. We spend four or five years to inform our employees about the creativity activities. " A company

"The core belief of B Company is "Performance + Behavior = Result" so when the employees has their own goals that tell them what they must do and way to behave, both of them lead to the higher organization result. The goals achievement was used in the evaluation process that called "Performance Management Process". Moreover, when the individuals achieve their goals, they will receive the variable bonus which depends on their performances." B company

"We learn the organization culture since we come in this company. However, our organizational culture does not like the Japanese's, the company adjusts with Thai culture. The organizational culture follows on the company's guide principles." C company

"Our organizational culture comes from American's and Japanese's organizational culture; we receive the integrity, the harassment policy from America and the discipline and time management from Japan. Our superiors always listen to our ideas. The Kaizen principle is in our culture." D company

Organization support

The organization support includes resource and reward, which the company provides to the employees.

When the evaluators (supervisors or the company committees) consider the possibility of employees' creativity ideas, each company gives the budget to implement the activities. The budget for creativity ideas is unlimited. Normally, the employees implement the activity by adjust something or some tools in their work.

"If some ideas are expensive, the accounting department will participate in decision-making. It is not often." B company

"We do not pay attention to the budget, we believe that we receive more than we pay." C company

"The improvement do not cost much money, we have unlimited budget for the activity." D company

Only one company gives time for doing the creativity activity. Each week, the employees in the operation-line of C company have sixty minutes to work in their groups. They set up the meeting to do the QCC activity with their supervisors who act as the consultants.

The officers claim that they do not have time to do the creativity activity because they must give the attention to the work more than the creativity.

The trainer or the coach is one of the resources, which the company uses to help the employees in the creativity activities. The trainer or the coach is the employee who has the experience or who is employed to give the consults.

"We have the coaches who help the employee to do the suggestions. These coaches are the volunteer senior employees who have the long experience." B company

"The trainer in our company is the employee who passed the training program in Japan for six months or one year. When he comes back he will be the trainer who helps other employees to improve their jobs." C company

"In addition to the supervisor who mentors the employees, the facilitators will help the employees in the creativity activity, and when the employees want the training course that concern with their jobs, they can ask for training. The supervisor will create the individual development program (IDP) which suite to the employee." D company

The supervisors in A company play the role of facilitator to help the employees.

Reward

B Company emphasizes the goal achievement. When the employees achieve their goals-as the company goals- they will receive the variable bonus which direct to the cost. While A Company give the reward depends on the score of suggestion system which different in each country. A Company also motivates their employees by giving the chance presentation their best suggestion project in the world class. Similarly, the employees of C company are persuaded by the chance of competition in the world class. The last one, D Company uses the goal achievement to allocate the share benefit and gives the employees the chance to present their project in the world class. D company also has the skill allowance when the employees improve the necessary skill in their work as the company assign, they will receive the increase salary and benefit.

Management is willing to give recognition to employees' efforts for improvements and makes its concerns visible wherever possible. All the

companies recognize the employees who success in their suggestion programs. The recognition in the company is also important. It will lead to the employee motivation to join the activity.

Employees receive rewards from their creativity. These rewards include monetary and non-monetary.

"The reward will be provided in every activity. In suggestion system, for example, our employees send the suggestions as much as possible. All the suggestions will be scored by the company committee, the employee will receive the reward depend on score. In Thailand, the highest reward is the trip to Japan." A company

"We give the reward to motivate our employees. The reward depends on the sum of cost reduction. The reward has the signification as creative thinking can make money. In addition to the money, the employee's recognition is important. When the employee sees the success of the colleagues, he wants to improve his job." B company

"Our company set up the goals of creativity activity both quantity and quality. We give rewards when the employee attains the company's criteria. We have many rewards such as money, in-bound and out-bound tour trip, and gifts." C company

"The creativity activities are linked to the promotion. Although the employee has the good performance evaluation, but he has the poor score from the creativity activity, we cannot give the promotion." D company

Empowerment

The empowerment of employees results in increased initiative, involvement, enthusiasm, innovation and speed, all in support of the organization's mission. Employees who feel empowered to make decisions are more likely to come up with great suggestions when they feel they have a stake in the outcome of a project.

The employees create the creativity ideas, because all the companies stress on the employee's capability. They believe that everyone own his jobs. From this believe, the employees are challenged to find the solutions to improve their jobs every time.

"Employees can suggest as much as they want, we have not limit." A company

"Each employees must give one suggestion per year, our executive managers must do the program 'Find it and Fix it' two times per year." B company

"Our philosophy consists of two pillars: continuous improvement and respect for people. In continuous improvement, we focus on two challenges: improvement our performance and remedy the under standard performance, so we must improve our jobs every time." C company

"We set up the target which link to the organization goals." D company

In the brainstorming activity, everyone must participate.

"If the employee did not explain the problem (in his job), no one can help him." B company

"We can suggest everything and we must respect the other which is one of our philosophies. We believe that individuals must know and understand their own jobs. If we do not talk about our problems immediately, we cannot correct them. When individuals suggest their ideas in the meeting, the others must listen." C company

In every company, socialization plays an important role in shape up their employees' culture. They establish their organizational culture in everyday work-life: (since the) employee orientation, training programs, suggestion programs, small group activity, and so on. The aim of their culture is to persuade their employees to give the suggestions and commit to their goals. The companies try to put sense of creativity in their culture; the employees must have the creativity in their work either the management level or the operators, so they can improve their quality of work and transmit to the organization capability.

We find only two companies which the activity's target is set up to drive the employee creativity, B company and C company. B company set the target as one suggestion per year, while C company set as one suggestion per month. In A company, the management level persuades the employees by informing the reward that depends on the quantity of suggestions.

Communication

Once top management's annual goals have been determined, they are deployed throughout the lower levels of management, the goals that were stated as abstracts by top management become increasingly concrete and specific as they are deployed downward.

In this study, the headquarters of each company sets up the policies and expands to the regional offices, and then each of them expands the policies to the local companies. All of them use the "localization" strategy; so they can adjust the policies to fit their environment.

In each local company the management team sets up their policies by considering their environments, their socio-geography. The management team communicates the company's goals to their employees in many ways.

A Company operates under the same philosophy, basic principle, mission and policies. A Company in each country operate the operation under the same policies which receive from each office regions, then, each local company sets up the goals by considering the local sociology. A Company use the "Glocalization" strategy, comes from "Globalization" + "Localization", leading to the design which different on the customer needs and the employee activities.

B company has the policy "Global company = Global policy" but there are the localization policies too. After receiving the policies, the management team communicates them to the employees. They use the communication in many channels, such as employees' meeting, the information board, the Business Development Process. B Company uses the 'Business Development Process' (BDP) to lead the employee commitments. The executive management team sets up the goals and shows them on the board that everyone can see, the vice presidents, the managers and the leaders set up their functional goals to support the goals. The employees know the functional goals and set up their operation goals. The individuals have their own goals that lead them to have the good behavior.

C Company communicates its policies by revising its policies every year by the executive management level, after that the company communicates the

policies to the middle managers, supervisors and employees in order. Each department forms its policies which relate to the company's policies. The policy planning department will examine the relation. Each employee forms his action plan which is monitored every month.

D company use 'Business cascade' to communicate the policies to the employees, which leads to each employee's goals. Every morning in each department there is the morning meeting for communicating the information.

All the companies deploy the policies by using many channels to be ensured that the employees in every level understand the company's policies and they can set up their goals, which are consistent with the policies. The policy deployment determines the employee's goals which lead to challenge. The employee's goals in the hierarchy served the company's policies, so if the employee's goals are achieved, it can be sure that the company goals will be success.

The open flow of communication is crucial for encouraging creativity in social settings and thus, norm that promote open information exchange should facilitate creative performance (T.M. Amabile, 1988). Openness and dynamic contact between individuals, teams and departments facilitates the acceptance of new perspectives and is a particularly relevant trait in organizational culture able to stimulate creativity and innovation (Mumford, Scott, Gaddis, & Strange, 2002). The employees must aware the company's vision and values which they can use them when developing their own ideas and solutions. The companies communicated their missions and goals by using many communication channels such as monthly meeting, morning meeting, newsletter, communication board and so on. The employees set up their goals related to the companies' goals. The goals of Kaizen and the suggestion program related to the employees' goals. Therefore, the employees participate in the creativity activities, at the same

time, their goals. The supervisors play an important role in the communication process. When the subordinators had some problems, they could explain or gave the useful information. In one company, for example, if the supervisor rejected the employee's suggestion, he must explain the reason of rejecting until that employee understands.

Suggestion systems provide an opportunity for the worker to speak out with their supervisors as well as among themselves. At the same time, they provide an opportunity for management to help the workers deal with problems. All the companies concentrate on the employee communication. All of them communicate their policies to all of the employees either the management level or the operators in many channels. They use the management team meeting, the employee meeting, the business communication, the morning meeting, and the information board.

All the companies use the two-way communication. They try to encourage the employee involvement, such as engaging the decision making, giving the suggestions, and creating the sense of belonging.

Idea support

The supervisor plays the important role as the facilitator who encourages the employees. One of the supervisor duties is to supervise the subordinators. They must encourage and, in the same time, follow the progress of the activity. If the group of employees cannot go forward or achieve the target, the supervisor will follow up and try to find the solution with the subordinators.

"The supervisor should respect the subordinates by listen to their suggestions. The supervisor play the role of facilitator that aide the subordinators do the creativity activities. Sometime they give the consultations

how to correct their suggestions. In the group activity, if the group cannot achieve the criteria or improve their performance, the supervisor must stimulate the group performance. The supervisor also follows up every activity in his department." C company

Evaluation

In every company, the supervisor will evaluate the suggestions in the department and give feedback. The score, in some companies, directly links to the performance evaluation. In the group activity, the QCC committee will evaluate the activity.

"The supervisor will evaluate the suggestion in 'Finding system' activity, while in 'Kaizen' the supervisor, the department manager and the committee will evaluate the suggestion. We have the grading system which link to the reward." A company

"We evaluate the creativity activity by using the target achievement. The target is set differently on the employee's level, will be announced yearly. The evaluation criteria are shown in the suggestion form, so the employee can evaluate himself before sending the suggestion. The supervisor scores the suggestions and the committee will check the high-scored suggestion again." C company

"We count the creative suggestions as one of performance evaluation criteria. Although some employees get the high performance evaluation scores but they do not have enough suggestions, they do not receive the promotion." D company

Section 3 Conclusion

In this section, we present the research results that are analyzed by code analysis. The results are divided into two groups: individual factors and environment factors. The individual factors include motivation, job owner, and thinking skill. The environment factors include organization culture, resource, reward, empowerment, communication, idea support, and evaluation.

Chapter III Conclusion

This chapter is research result and analysis, we divide into three sections: cases overview, the creativity activities, and the code analysis.

The cases overview presents the four companies' operations, the company's philosophy, vision, and missions. All of the data help us to understand the organization culture which has an effect on the creativity.

The second section is the creativity activities. First of all, we found that the creativity's definition is the activity to improve, change and think initiatively which based on the concept of Kaizen. Thai culture influents on creativity as an obstacle. However, all the companies use the orientation program to correct this problem. The creativity activities in every company can divide into individual creativity activity and group creativity activity. The creativity activities consist of three steps as problem finding activity, problem solving activity, and solution implementing activity.

The last section is the code analysis. From the research methodology chapter, we divide the codes into two categories. The first category is individual creativity, which consists of motivation, thinking skill, and job owner. Individual has the sense of belonging of his/her job, means that individual needs self-development to improve their jobs continuously. In the same time, he has the thinking skill, which is the process of finding, solving the problem, and implements the solution and he has the motivation that stimulate to engage in creativity activity. The second category is creativity management, which includes organization culture, evaluation, idea support, communication, organization support, and empowerment. All of the factors stimulate the individual's creativity in the organization.

CHAPITRE IV DISCUSSION

Chapter IV Discussion

The research object is to describe the creativity management for Thai employees in car assembly industry. We focus on the employees in the operation line and in the office.

The primary research question is “how can manage the individual’s creativity in the car assembly company in Thailand?” that includes the subquestions as:

1. What is the creativity’s definition?
2. Is Thai culture influent on creativity?
3. What are the factors influent on creativity?

This chapter, we present the research result summary in the first section. The second, we analysis our results by comparing the literature review.

Section 1 Research results

Creativity management in the company

A company

A company is a Japanese own company, which was established in Thailand in 1964. A company operates under the basic principles as “Respect for the individual” and “The Three Joys.” From these principles, employees can create and present their new ideas equally.

To encourage the employee’s creativity, A company use the concept of ‘Kaizen’ which includes three activities: ‘finding system’, suggestion system, and Quality Control Circle (QCC). The factors influence on creativity in A company are: organizational culture, job ownership, motivation, resources, communication, evaluation, idea support and reward.

From A Company’s principle "Respect for the Individual", it composes 3 elements: Initiative, Equality, and Trust. This means the company encourages its employees create the new things together by trusting each other without the hierarchy. This principle, “The Three Joys”, and the company policies were communicated to the employees by the orientation. The company’s principles in the orientation course were divided into 4 stages: know, understand, demonstration, and evaluation depend on the employees’ implementation. The basic principles are communicated throughout the organization to stimulate that the organization pays attention to creativity. A company in each country will determine their own policy depend on the socio-culture, but under the same philosophy.

The company has the culture of initial that stimulates the employee to create all the time which the company calls its 'DNA'. This culture is transferred to the employees in the orientation course and the socialization process in the departments. The superiors will guide the new employees how to work and to manage their time to be success in their career. To have the initial, employees must know and understand their jobs and the work-relation between the others. The employees need to learn to develop their jobs and to find and solve the problems that can improve the performance. The employees participate in the group by present ideas in group creativity activity. The company determines the direction and target every year, so the employees must follow by set up and implement their goals.

The company encourages the employee's creativity by using the creativity activities. The activity 'Finding system', for example, is the easiest activity; the employees find the problems and submit it to the supervisor. This activity creates the sense of belonging the sense of responsibility. Employees respond to the product so the feel that they must participate to improve their jobs.

Another activity is suggestion system, employees can suggest as much as they can, and the rewards will be given for the worthy ideas. Kaizen is small changes so employees can find problems in their jobs or the others.

The motivations are both intrinsic and extrinsic motivation, the employees feel satisfy when they can improve their jobs (intrinsic motivation) and in the same time, the result leads to extrinsic motivation as reward and recognition.

A Company supports its employees' creativity by giving the budget in each activity. The supervisors and the colleagues support the employee's ideas

by give the suggestions, exchanges their ideas and experiences. The supervisors also play the role of facilitator.

Every ideas will be evaluated depends on the activity. When the employees participate in the creativity activities, suggestion system or QCC activity, the committee evaluates the employee's ideas, for example, the 'Finding system' will be evaluated by the supervisor in each department.

The results from the evaluation link to the reward such as money, trips, and recognition. When the employees receive reward, they also receive recognition. The rewards motivate the other employees to participate in the creativity activity. The reward depends on the score of suggestion system which different in each country, for example, in The United States if the employee gives three suggestions everyday during six years, he will receive a new car. In Thailand, the highest value reward is the Japan trip.

In group activity, there is a competition in the company, the country level, the region level, and the world level. The winner group in each level has the chance to present its project in the other level.

B company

B company is an American wholly owned subsidiary company which use Kaizen as suggestion system and other activities such as 'go fast' and 'find it and fix it'. The factors influence on creativity in B company are: organizational culture, job ownership, thinking skill, motivation, resources, communication, employee participation, evaluation, idea support and reward.

The company pays the attention to the creativity. One of the expected behaviors is expressing ideas. The creativity, in the meaning of 'improvement', is appeared as one of the company values. The company uses the brainstorming as the tool in creativity activities. In the orientation program, there are the introductions of Kaizen and the suggestion program for all of the employees and, for the management level, the program "Go Fast" and "Find it and Fix it" are presented. The business results come from employee's performance and behavior is the core belief of B company. The employee should have the expected behaviors and the high performances that lead to the success. Talent employee is the employee that the company expected. To be talent employee, individual should express ideas to improve the job. The company supports the employees by providing the training courses. The courses are online courses and class room. The company also stress on the values that everyone must know well his job. Every employee owns his job. The employees know their jobs well, so in the meeting they can show their ideas and the company stimulate them to speak. The knowledge is valued and can make money. The reward has the signification as creative thinking can make money. In addition to the money, the employee's recognition is important.

The company emphasizes on the goal achievement, so the number of issued and realized suggestions is a good indicator for each department. A follow-up chart is completed and the figures are reported in order to have the big picture of the company. The indicators tell about people involvement and management support and commitment. B Company uses the Business Development Process (BDP) to lead the employee commitments. The executive management team sets up the board goals and shows them on the board, the vice presidents, the managers and the leaders set up their functional goals to support the board goals. The employees know the functional goals and set up their operation goals. The individuals have their own goals that lead them to have the good behavior. After receiving the policies from the headquarters, the management team communicates them to the employees. They use the communication in many channels, such as employees' meeting, the information board, the Business Development Process.

Because of Business Development Process, employee understands the company's target and he will be challenged to plan his goals, which consist to the organization. The company regard as the employee is the job owner, so the employee must always improve his performance. Employee participation is expected to every employee, the company encourage the employees to express their ideas in every communication channel. When individual suggest, the others must listen.

In the suggestion program, each employee must give one suggestion per year and there is the follow up in the monthly meeting. In 'Go Fast' activity, the employees ask for help from other employees from all over the world, 'Go Fast' activity is forming a cross-function group to solving the problem in one day, which can remake on the employees' needs. The program 'Find it and Fix it' is

the activity for the executive managers to find the problems in their sectors and solve them. The managers must do two suggests each year.

As the goal achievement is focused in this company. When the employees achieve their goals-as the company goals- they will receive the variable bonus. Reward in the creativity activity depends on the cost reduction that the employees can do. Every creativity activity will be evaluated directly for the operation line employees, and indirectly for the officers. The supervisors are responsible for the evaluation. If the employees in one department cannot achieve their goals, the company will consider the department performance.

B Company has the budget for the suggestion activities that ready to give when the employees ask for. When the employees need help in the suggestion program, they can ask the suggestion coaches in every department. The suggestion coaches are the volunteer experienced-employees in each department.

The supervisors and the coaches give the consults and help the employees find and solve the problems. To encourage, exchange the ideas, and support the finding solution process, the colleague is one of the factors encourage the employee's participation.

C company

C company is a Japanese company which was established in 1962. It uses the concept of 'Kaizen' in the creativity activities, such as suggestion systems, and quality control circle (QCC). The factors influence on creativity in C company are: organizational culture, job ownership, thinking skill, motivation, resources, communication, employee participation, idea support and evaluation.

C company has two company's principles: challenge and continuous improvement, these principles need creativity. The company always encourages the employees to express their ideas. The company focuses on continuous improvement, every employee must develop the job continuously. To improve the job, the employees must well know their jobs and have the thinking skill. The challenge is to find the real problem and solve it by the new process. The company tries to persuade the employee to express the idea. The company provides the training courses both the job knowledge and the tool to manage the problems. To motivate the employee, the company uses the reward to persuade the employee and the punishment by strictly follow up the employee's activity.

C company communicates its policies by revising its policies by the executive management level every year, and then the company communicates the policies to the middle managers, supervisors and employees in order. Each department forms its policies, which relate to the company's policies. The policy planning department will examine the relation. Each employee forms his action plan that is monitored every month.

C Company uses three activities to encourage the employees' creativity. First activity is the suggestion system which the objective is continuous improvement. The employees must give one suggest each month from their own jobs, so every employee improve his work all the time. Second, 'CBP' or 'C

Business Practice' -for the supervisor and management level, this activity comes from the 'Total Quality Management' concept. This activity focuses on the problems in the organization's policies. Each supervisor and manager participates by using the systematic problem-solving. Third, 'QCC' or 'Quality Circle Control' -for the operator level, four or five employees form in their group to improve their work-performance.

In the suggestion activity, every employee in the production line has his 2x2 meters work areas which he must give one suggest each month. The employees can suggest everything in their work-areas by sending the suggestions to their supervisors. The suggestion's evaluation has two criteria: the quantitative (the numbers of suggestions) evaluate per month and the qualitative evaluation (score rating) evaluate per year. For the qualitative evaluation, the supervisors rate the score for each suggestion which depend on the suggestion's goal. If some suggestions are rated high score, the committee will consider again. This evaluation links to employee's reward, the score criteria and the reward are shown in the suggestion forms which the employee can estimate his score before send to the supervisor.

In the QCC activity, the employees in the operator level and the office level form their group consist of four or five employees to finding the problems and the solutions in their department. In the production line, the company stops its line 60 minutes per week for the employees to participate this activity. Every year the competition is held up, every group participates in the department, the section and the organization level, and the winner will go to present the project in Japan. The company gives many rewards.

The targets in Kaizen activity are set up by the management and every employee can set up his own topics and he must achieve both the quantity and the quality of targets. The employee has the freedom to suggest both in his job

and in the other's. The employees can decide to set their goals and improve their jobs.

The evaluation criteria are shown in the suggestion form. The employees can evaluate their suggestion before submit. The evaluation score will be link to the performance evaluation. The company stimulates the employee by using reward and punishment. If the employee cannot achieve the target, the supervisor must follow the progress and report to the management. The reward, as recognition, money, opportunity to travel, will be provided when the employee achieve the target.

The company supports all the cost that the employees use in the creativity activities. The trainers and the consultants will guide the employees to follow the activity. The trainers are the proficiency employees who have been trained in other countries. The company also provides one hour per week to the employees in the operation-line to do the group activity. The supervisor and the management always listen to the employees, this activity comes from the company principle 'respect to each other'. The colleagues will ask each other about the progress of creativity activity.

D company

D company is a joint venture company between Japanese and American. D company uses Kaizen as suggestion system and quality control circle (QCC). The influential factors on creativity in D company are: organizational culture, motivation, resources, communication, employee participation, evaluation, freedom, idea support and reward.

The company's value is 'your growth is company growth', so the company emphasize on employee development. The company provide the education, and the coaching to be ensure that the employee know his job well. The company gives the guideline to the employees to set up their goals. This challenges the employee to set up and achieve their goals. Their success leads to their salary and benefits. In the same time, to set up and achieve the goal, the employee has the freedom to decide how to improve his job. The employees can ask for training in necessary skill and make the individual development program. The score from the creativity activities links to the performance evaluation and the promotion. The need for achievement is one of the motivations.

D Company has the open-communication policy, which the employees can suggest their ideas. There are many ways to communicate such as: morning meeting, business communication, quality talk, safety talk, board, news letter, and face-to-face. D company uses 'Business cascade' to communicate the policies to the employees, which leads to each employee's goals. Every morning in each department there is the morning meeting for communicating the information. The executive management team pays attention to the creativity.

The company set up the goals in the suggestion program and the small group activity. The aim of these activities is to brainstorm the ideas from the employees to response the goals (or the problems). The company has the facilitator to facilitate the group when the group discussed the problem they must have the discussion report and there is the peer reviews in each group. Because of the joint-venture so the best small group activity will receive the chance to present the project in the worldwide.

The company uses the score from the creativity activities as the criteria for the performance evaluation; the company divides the employees in three groups: Excellent (E), Meet Expectation (ME), and Don't Meet Expectation (DME). The employees in E and ME group must have the many suggestions that are useful and they will have the chance in the promotion system

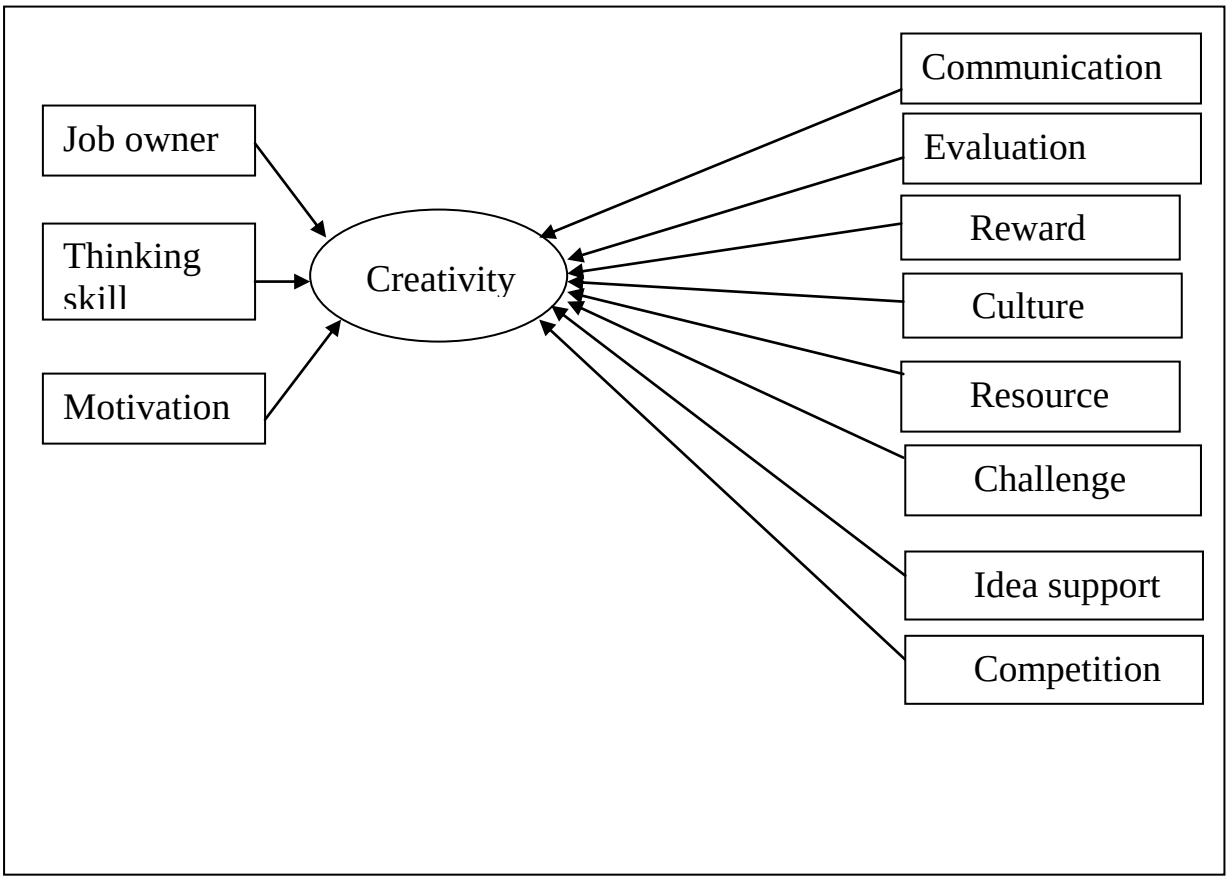
D Company uses the goal achievement to allocate the share benefit and gives the employees the chance to present their project in the world class. D company also has the skill allowance when the employees improve the necessary skill in their work as the company assign, they will receive the increase salary and benefit. The company gives many rewards in the creativity activities that can motivate the employees to participate and receive the reward.

Budget for the creativity activities is unlimited. The company has the facilitator to facilitate the group when the group discussed the problem they must have the discussion report and there are peer reviews in each group. The supervisors and the facilitator will be the consultants. The management teams listen and response to all the employee's suggestions.

Results synthesis

The creativity activities that the companies use to encourage the employee's creativity depend on the level of employee. In this study we focus on the operators and the officers. The factor influences on creativity in our study are as follow:

Figure 8 The factors on creativity



From four companies, we can summarize the factors influence on creativity management and the management ways as the figure 10:

Figure 9 the creativity factors implementation

Factors	**Implementation**
Job owner and Thinking skill	The organization establishes the sense of job owner and provides the training courses and the education which are necessary.
Motivation	The organization understands the employee's motivations and motivates them to complete their jobs.
Organization culture	The organizational culture that pay attentions to the creativity.
Communication	Clear, open and two-way communication, use many channels to ensure that everyone understand the same goals.
Organization support	Provide the rewards, financial and non-financial, that correspond to employee's needs. Every worthy idea should receive reward. The management always gives the recognitions when the employees success. Provide resource as the employee needs to improve the job.
Empowerment	Set up the goals that challenge the employee's effort. Establish the sense of continuous improvement. Let the employee decider how to improve his job. Everyone can give the suggestion as much as possible.
Evaluation	The organization uses the clear and transparent

	evaluation criteria and provides feedback to the employees.
Idea support	The supervisor, the trainer, the coach and the colleague works together to develop initiative. Respect to each other.
Competition	The organization organizes the competition to stimulate the employees to create the innovation.

Section 1 Conclusion

Four case studies are presented in this study. Three automobile assembly companies are origin Japanese and one from United States. Every company uses the suggestion system as the individual creativity activity; the Japanese companies employ the suggestion system under the concept of 'Kaizen'. The group activity concerns with the concept of quality circle control (QCC) which implements under the concept of 'Kaizen'. The creativity management is to manage the factors which stimulate the creativity.

The companies emphasize on the concept of job owner and also the concept of continuous improvement, so the employee must know his job very well and improve his job continuously. The knowledge and the thinking skill are important for the employees. The companies provide the training courses and the education program to develop their employees. In addition to the knowledge and thinking skill, the motivation has the importance for creativity activity. The employee's motivation persuades the people to have the willing to engage the creativity activity. The management should understand the

employee's needs to response correctly. The motivation can be both intrinsic and extrinsic motivation.

All the companies have the organizational culture that emphasize on the creativity. Although it is not clear, but with the concept of continuous improvement, the creativity is needed. The companies expect the employee's creativity. The organization is interested in the worthy ideas, can motivate the creativity. The organizational culture that gives the opportunity to the employees to express their ideas and implement them is also important. The communication that supports the creativity is the communication which is clear, open and two-way communication. The management and the employees use many channels to communicate. The management communicates the organization's missions, goals and also the expected targets to the employees, and the employees should have the channels to suggest and exchange the information.

The organization should provide adequate resource for creativity activity. The resources can be everything that supports the creativity activity. In this study, the budget and the trainer or the facilitator, are the resources that every company provides.

The empowerment, includes the freedom and the challenge, is important to stimulate the creativity. The freedom and the challenge can lead to the intrinsic motivation. The employee is challenged by the company's goals to improve the performance. In the creativity activities, the employee feels free to improve his/her job, and sometimes the other's job.

The evaluation, which is clear and transparent, is important. The companies explain the evaluation criteria in the suggestion form, that the employee can evaluate him/her self before sending. The feedback is also

important. The employees can improve their suggestions or their group projects with the feedback. When the suggestion is denied, the supervisor can explain the reason.

Reward is one of the factors in the creativity management. The concept of Kaizen, reward can be financial and non-financial that correspond the employee's need. The management use reward as the extrinsic motivation to show that the good suggestion can make money. However, the financial reward is not the key factor for the creativity management.

The idea support is important for the creativity management. The supervisor, colleagues, managers, coaches, and trainers play an important role to work together to support the individual or the group creativity. The supervisor and the employee need the support from the management.

The competition is one of the creativity management's factors. Every Japanese company holds up the competition in the group creativity activity. The competition can challenges the employee, the reward and the recognition from the competition can, sometimes, motivate the employee.

Section 2 Analysis and discussion

2.1 Creativity's definition

All the participants in this study agreed that the creativity is important for everyone in the organization and defined creativity as to improve, change, and think initiatively. Consider the definition Amabile (1998) given as the production of novel and useful ideas by an individual or a small group of individuals working together or the definition given by Sternberg (1999) as products, ideas, or procedures that are (1) novel or original and (2) relevant and useful. In this study, all the participants agreed that creativity is ideas from individuals or groups to modify or improve the work procedures. The companies prefer the ideas that improving the work procedures and allocate the resources to implement the ideas that are possible. The automobile assembly company, which the high quality standard is the most required, confirmed that the employees' creativity whether from the management level or the employee level is necessary. Creative ideas may be generated by employees in any job and at any level of the organization, not just in jobs that are traditionally viewed as demanding creativity (Madjar, Oldham, & Pratt, 2002).

We compare the creativity's definition in this study. As the representatives have defined, we found that the definition is the product-oriented; they mean only the ideas that lead to the product or the process which are useful because they can improve the work. The creativity in this study can view as the definition of Drazin et al. (1999) as an outcome that is judged by others as novel and useful and focus on the level of the individual or work unit/small project team, because these ideas from individual and group are assessed by the supervisor and the committee as useful ideas.

The creativity is also the process-oriented, because the representatives also define creativity as the improvement. The improvement is the process, because it will begin with thinking creatively about the problem, solving and implement the best solution. This process agree with Basadur (1992) which explained that an "idea" is not a "suggestion" until it has gone through all three stages process.

The participants responded that the activities, which the creativity is necessary, are the suggestion system and the small-group activity. These two activities in Japanese companies based on the concept of 'Kaizen'. 'Kaizen' means 'continuous improvement' so it needs creativity to improve the performance. The companies use the small group activity and the foundation of the Kaizen method: 'Suggestion for improvement'. Everyone is encouraged to come up with small improvement suggestions on a regular basis. It demands motivation and empowerment of the workforce and ongoing support and encouragement by the management (Truscott, 2003).

Consider to the definition of Kaizen and our creativity's definition, Kaizen means improvement (Imai, 1986) and the representatives define creativity as improvement, change, and think initiatively. Due to the Kaizen activities in the company, it can be explained that, in the automobile assembly companies in Thailand, the creativity activity based on 'Kaizen'.

Therefore, the creativity in this study is 'the novel and useful product or the process of ideas judged by others such as the supervisor or the committee. The objective is to improve. The outcome is not necessary the big change but it can be the little change.

2.2 Thai culture and creativity in the company

Creativity is deeply affected by the cultural characteristic of communities and their individual groups and it is also deeply embedded in every country's cultural context and knowledge base, including traditional types of knowledge exemplified by the production and distribution of distinct forms of creative expression. (De Miranda, et al., 2009). Though the companies confirmed that the creativity is important and necessary, we found some arguments in Thai's cultural values.

Thailand is one of the collectivistic societies (Hofstede & Hofstede, 2005; House, 2004), which place their emphasis in their socialization practice on obedience, duty, cooperation, compromise, and sacrifice for the in-group. One problem which every company encounters is the expression the idea, because of 'Kreng Jai', face saving and avoid discussion the employees do not share their ideas. The characteristics of surface harmony are that a person is preferred to be smooth, kind, pleasant, conflict-free, non assertive, polite and humble. In Thai culture, showing Kreng Jai towards one who is higher in rank and seniority also means showing consideration merged with respect. Holmes (2000) describe Kreng Jai as an attitude whereby an individual tries restraining his own interest or desire, in situations where there is the potential for discomfort or conflict, and where there is a need to maintain a pleasant and cooperative relationship.

Thai society gives the important to egos. Face-saving is the key point for Thai people. Face-saving is the first criterion to consider in any kind of evaluative or judgmental action (Komin, 1990). The fear of making mistakes and lose face are the reasons for avoiding risk-making. They avoid the direct criticize so it leads to indirect communication, as well as 'Kreang Jai' value that people take every measure not to cause discomfort or inconvenience for another

person. To respect other ones and grateful relationship play the important role in Thai society. Works are successful completed because of the good relationship and connection between the workers, leaders and other parties. Komin (1990) suggest that achievement in Thai culture is more social in nature with social recognition as an important underlying motive for success.

Some representatives said that because of education system, the employees like to keep silent to show the respect. According to the research of Hofstede (2005) and of project GLOBE (House, 2004), Thai society has high power distance. Parents are superior to their children, teachers to their students and, of course, boss to their subordinates. Advices from elders are expected to be follows without question. Education in Thai's society is learning how to do. In schools, teachers have a high status and children are not encouraged to question teachers or to think for themselves; everything they need to know will be told to them by the teachers. The respect in this case does not support the learning process and actually, children's creativity. For example, teacher is 'Guru' no one clever than teacher, no one ask questions. If some students ask or present their ideas, everyone thinks they are strange. Therefore, when they start working, they afraid of presenting ideas and they want to be secure by waiting their supervisors tell them how to work.

In Thailand, the other norm is 'face', in Thai culture people do not want to lose their 'face', so when the employees do not understand anything; they do not want to ask. Or when the seniors give the wrong/ unusable ideas, juniors do not speak or discuss them, the reasons are 1) they do not want the seniors lose face, and 2) they do not to demonstrate their ideas. The other one is the proverb "Silent is better". Therefore, it can be said that Thai culture does not encourage subordinates to dare to make mistakes, nor to take initiative.

Ng's research (Ng, 2003) shows that it is hard for Asian to think, feel, and act in a creative manner because Asian society is tightly organized, collectivistic, hierarchical, and face conscious. Considering to Thai society, it seems that Thais seem to be hard to create. Conversely, Thais are creative but the problem is lacking of expression. To solve this problem, the companies set up the organizational culture which stimulates the employee to create and express ideas, for example, give the opportunity to learn how to make risks and create without losing face.

2.3 The creativity activities in organizations

The companies, from all industries, but especially those from automobile industry, put in practice different employee's suggestion systems, adapted to their needs. The creativity activities in the car assembly companies can be divided into two levels: individual activity and group activity. Two activities are based on the concept of 'Kaizen'.

The Japanese concept of Kaizen, and the managerial techniques behind it, has been universally accepted all over the world. The international standard ISO TS 16949 requests to all employees "to consider continuous improvement as their permanent duty, by proposing, evaluating and gradually implementing small improvements, directly in their own workplace" (Neagoe & Klein, 2009).

Most of the companies are the Japanese owned, so they use many management tools in Japanese style. However, the company adjusted Japanese management tools to be situated with Thais. Suggestion systems are based upon the reasonable assumption that employees can contribute thoughts for the purposes of increasing the quality of the organization's operations and/or

decreasing costs. Essentially, a contract is set up between employees and the organization in which the employees are offered rewards for worthy ideas. Suggestion systems provide an opportunity for the worker to speak out with their supervisors as well as among themselves. At the same time, they provide an opportunity for management to help the workers deal with problems. Consider the organization culture, especially Japanese companies, they underlined the respect for people and the continuous improvement which expressing the idea and respecting the disciplines are necessary. The participants in management level responded that the satisfy behaviors were learned in the orientation program and practiced in employees' departments which the socialization plays the important role.

Small group activities can be defined as informal, voluntary small group organized within the company to carry out specific tasks in the workshop (Imai, 1986). These activities based on group of voluntary employees in the same department or section. Though some companies stimulate the employees to form the cross-function group, the employees are satisfied to form the group in their departments. Each small group creates its tasks and joins the competition in the company.

2.4 Creativity management

Creativity consists of individual creativity and organizational creativity. Creativity management can be explained how the organization attract individual creativity and, in the same times, arranges the organizational creativity to facilitate the process of creativity. Our results support the 'interactionist' approaches (T.M. Amabile, 1988; Woodman, et al., 1993) which suggest that

managements should consider both personal and contextual factors to increase creativity in work organizations.

1) Personal factors

Job owner, thinking skill and motivation, are the personal factors in this study, support the theories in 'interactionist' approaches. Consider to the investment theory (Sternberg & Lubart, 1991) and the componential theory of individual creativity (Teresa M. Amabile, 1997), knowledge or expertise, creative thinking skill, and motivation are the identical factors.

Employees who are close to an operation, process or function, are often in a position to observe how things might be improved. In the creativity activity of Basadur (1992) ownership and commitment are increased by early inclusion in change making. It takes less time to implement solutions when those affected have been permitted to participate from the beginning in finding and defining the problem and developing the solution. As such, employees are more likely to make suggestions when they feel higher levels of concern and ownership of the problems confronting them in the workplace (Parker, et al., 1997). To feel the job's ownership, individual should have the knowledge and technical proficiency on his job and can improve it continuously. Therefore, self-development is needed in Kaizen to continuous learning. This result supports the expertise component (Teresa M. Amabile, 1997) includes memory for factual knowledge, technical proficiency, and special talents in the target work domain.

The creative thinking skill is a cognitive style favorable to taking new perspectives on problems, an application of techniques for the exploration of new cognitive pathways, and a working style conducive to persistent, energetic pursuit of one's work (Teresa M. Amabile, 1997), or Sternberg and Lubart (1991) explain that to be creative, one must first decide to generate new ideas,

analyze these ideas, and sell the ideas to others. The employees in our study have the thinking skill, which the company facilitates in the form of many training courses since the orientation program. The companies pay the attention to these courses which the employees must participate many times per year. In the workplace, employees always practice this skill because they must use in the work life.

Although a person's development of expertise and practice of creative thinking skills can be influenced to some extent by the social environment, the strongest and most direct influence of the environment is in motivation. Motivation can be either intrinsic (driven by deep interest and involvement in the work, by curiosity, enjoyment, or a personal sense of challenge) or extrinsic (driven by the desire to attain some goal that is apart from the work itself- such as achieving a promised reward or meeting a deadline or winning a competition) (Teresa M. Amabile,1997). However, a number of studies have shown that a primarily intrinsic motivation will be more conducive to creativity than a primarily extrinsic motivation.

Reward, recognition, challenge and freedom are the motivation in this study. According to Kaizen principle, the employee keeps in mind the continuous improvement. To learn, to find problem and solution, employee feels free to think creatively and suggest his ideas to improve either his job or the other's one job. In Kaizen, every worthy idea is rewarded. When employee has worthy idea, the company pays attention and gives reward. The companies do not limit reward for suggestion systems. Management is willing to give recognition to employees' efforts for improvements and makes its concerns visible wherever possible. Furthermore, the Japanese company also has the competition for group activity (or QCC activity), this stimulate the employee motivation. "When employees see their colleagues win the competition and

receive reward and recognition, this motivates them to improve their group activities." This result supports the research of Eisenberg and Rhoades (2001) that rewards can be used to increase creativity in two ways: (a) reward that is specifically contingent on creativity increase the extrinsic motivation to be creative, and (b) expected reward for high performance generally increase creativity by enhancing perceived self-determination and intrinsic task interest.

Although the companies give many rewards each year, the intrinsic motivation is more important. "Whatever, finally our employees feel good when they join the activity, even no reward."(C company) "Continuous improvement is our value; we like to improve every time." (B company)

2) Contextual factors

Sternberg and Lubart (1991) explain that individual could have all of the internal resources needed in order to think creatively, but without some environmental support, the creativity that a person has within him or her might never be displayed. One needs an environment supportive and rewarding of creative ideas. As same as Interactionist theory of Woodman, Sawyer and Griffin (1993), from an interactionist perspective, the organizational creative process is composed of both salient behaviors and creative situations. The creative situation is defined as the sum total of social and environmental influences on creative behavior. In addition to individual creativity, the environment is the other component which influences the creativity.

The organizational characteristics, in the interactionist theory of Woodman, Sawyer and Griffin (1993), include cultural influences, resource availability, organizational mission and strategy, reward policies, structure, and technology. These characteristics are similar to Amabile's componential theory of organizational creativity and innovation. This theory consists of three

components: organizational motivation to innovate, resources, and management practices. Contextual factors in this study are organizational culture, communication, rewards, evaluation, resources, challenge, empowerment, idea support, and competition.

The organizational culture can influences creativity and innovation in two ways: 1) through socialization processes in organization, individual learn what behavior is acceptable and how activities should function, 2) the basic values, assumptions, and beliefs become enacted in established forms of behaviors and activity and are reflected as structures, policy, practices, management practices and procedures (Martins & Terblanche, 2003). As same as Van Dijk and Van den Ende (2002), who proposed that the organization culture factors are influence on creativity. Our study supports both researches, all of the companies set up their organizational culture that stimulate the creativity and use the socialization processes. Consider to each company's organization philosophy or organization core values, "respect for individual' and 'continuous improvement' are two main values that form the behaviors and activity in the organization. These values encourage the employees to create, to share and to suggest their ideas. Our study found that every companies pay attention to creativity, as one of their values. The organization can align creativity activity strategically with important organizational goals as on every day routine. Because of creativity is the origin of continuous improvement. They deploy their policy to the employees to understand the company direction. To deploy the policy, the communication around the company is important. The companies have many communication channels as the meeting in every level, the bulletin boards. The representatives agree that the communication is the most important factor, every company explain that the efficiency two-way communication can lead to company success. Especially, it is important that employees should understand the vision and missions which support creativity. The organization can

communicate that the creative initiatives are welcome. Employees are told they are expected to create new ideas. The employees can set up and implement their goals associated to the company goals.

According to Cognitive Evaluation Theory (Deci & Ryan, 1985), offering extrinsic rewards to individuals who work on complex jobs that produce high intrinsic motivation should have detrimental effect on their subsequent intrinsic motivation and creativity. By contrast, offering contingent, extrinsic rewards to employees occupying simples, routine jobs should boost their subsequent creative performance. Employees who expected reward for high performance were more interested in their jobs, and this interest was associated with creative suggestions for improving the operations. Amabile et al.(1986) demonstrated that individuals who contracted to do an activity to obtain a reward produced work lower in creativity than individuals who contracted to do an activity for no reward. Although some researchers argued that extrinsic motivation may decrease the creativity, but the companies always use reward as the creativity reinforcement. Our results show that rewards do not have the direct influence to the creativity. However, the companies use rewards to remunerate employee's ideas.

Individual creativity consists of willingness to engage in producing novel ideas, the creativity is also judged and accepted as appropriate by others. According to the system model of Csikszentmihalyi (1996) which explained 'field' includes all the individuals who act as gatekeepers to the domain. They decide which new ideas or products should be included in the domain. The ill-considered evaluation can suppress creativity (Woodman, et al., 1993). Therefore, the evaluation is also influence on creativity. Employees should learn to accept evaluation and implementation of their ideas as part of their jobs. The biggest obstacles in the suggestion system lie in the area or review, evaluation

and guidance. When people submit their ideas for evaluation and never receive feedback from the examiners, they feel dejected and frustrated. Insensitive comments of proposal reviewers can sometimes kill an employee's improvement initiative (Neagoe & Klein, 2009). Every company has the evaluation by using the supervisors and the committee to decide the employee's idea. The colleagues and the supervisor are the persons who know the workplace better than anybody else does. They know about potential problems and where the difficulties are likely to be encountered. Neagoe and Klein (2009) suggested that it can be a Suggestion Committee who reviews the proposal or the persons in charge of the workplace should examine suggestions on the spot.

The evaluation score and the feedback will be sent back to the employee. Because of the suggestion form that shown the criteria, employees can evaluate their suggestion before submit. The companies insist that the clear evaluation's criteria are necessary. "If the suggestion is denied, the supervisor must explain the reason." (B company) "The feedback is important in continuous improvement, our supervisors always give feedback in Kaizen activity." (D company) Our results support that it was found, in a study of suggestion systems, that a personal explanation of why the suggestion had been rejected was understood as positive by the positive by the person handing in the suggestion (Rapp & Eklund, 2007)

Resource includes everything that the organization has available to aid work in the domain targeted for innovation. Budget and facilitator are the resources that the companies provide for the creativity activities. Budget for Kaizen is unlimited; the improvement sometimes does not need budget. "We never think about the budget, we want our employees improve their jobs." (C company) "The accounting department will participate in decision-making in some activities that spend much money." (B company) Only one company

assigns time to group activity. The employees who work in office told that they have many works, so they lack of idea time. However, the target is not too rushed, so the employees have time to do their creativity activities.

Challenge is the emotional involvement of the members of the organization in its operations and goals (Goran Ekvall, 1996). Researchers proposed that challenge is one of the social environments contributes to employees' intrinsic motivation which influence creativity. People are provided with the opportunity to use their creativity. They seek out work-related challenges of interest to themselves, then they find success and recognition in developing implementable solutions that are welcomed and celebrated by the organization (Basadur, 1992). Our study found that every company determines the target both quantitative and qualitative in individual activity and group activity. It can be called challenge because the employee must create his own goals and try to find the solution to achieve them. To achieve the goals, the creativity is needed.

Empowerment is one of contextual factors in our study. The companies suggest that if the employees do not participate, the company cannot attain the goals. The employee should dare to suggest idea, the supervisor and the colleagues should listen. The management uses the empowerment which the employees can make decision themselves. Employees have freedom in deciding what work to do or how to do it by make contacts, give and receive information; discuss problems and alternatives; plan and take initiatives of difference kinds; and make decisions. Freedom is a core value in stimulating creativity and innovation is manifested in autonomy, empowerment and decision-making (Martins & Terblanche, 2003). The freedom to choose and arrange one's work is important for creativity. "We have freedom to suggestion either in our job or

the other's." "When we suggest other's job, the owner must respect our ideas." The employees have the freedom to make the decision in their jobs.

For creativity to occur in organizations, managers need to support and promote it. Creativity can be increased as employees see innovation modeled by managers, watch co-workers get rewarded, hear it talked about by their peers, and observe that good-faith mistakes are not only tolerated but may be approved of. Little creativity occurs when management emphasizes not making mistakes and always punishes those who made them. Idea support is received in an attentive and supportive way by superiors and colleagues. The ability to foster creativity and innovation is part of the required competencies of manager (Westwood & Low, 2003). Each formal work group has a supervisor who ensures that daily production is met and new ideas keep flowing at the same time. The supervisor communicates, coordinates, and gets help across the organization as needed. In Kaizen, it is essential that management properly understand the employee's role and use every opportunity to support. Supervisor and management give the employee the opportunity to suggest. The supervisor and employees listen to each other and encourage initiatives. Their supervisors and managers support them and help them to be successful throughout the activity. This includes helping the employee evaluate a potential suggestion's worthiness and how to make it work. Sometimes the companies provide facilitator or coach to help the employees to find the problems and solutions. The facilitators sometimes are the senior employees who have the experience and have voluntary willing to help without reward.

Competition is one of factors that several researchers have argued serves as an external constraint that reduces intrinsic motivation and subsequent creativity (Teresa M. Amabile, 1982; Teresa M. Amabile, 1983; Deci & Ryan, 1985). The basic argument is that when individuals are competing with others,

they are likely to focus their attention on the goal of winning the competition rather than on the task itself. Shalley and Oldham (1997), however, found that individuals in a competitive setting generate more creative ideas than individuals in a non-competitive setting. Our study found the competition for the group activity (QCC group) in Japanese companies. This competition can challenges individuals and groups to do well and help to provide to aid in self-monitoring of attention, focus on performance. However, the winner gets many rewards and recognitions, while the other groups receive nothing. This can decrease the motivation to create. The companies should encourage that individuals and groups should have the opportunity to learn how well they performed relative to that of many others and improve their performances.

Section 2 Conclusion

The objective of this section is to compare the research result and the review literature.

The creativity's definition in the automobile assembly companies concerns with the concept of Kaizen, and the creativity activities based on this concept. Thai cultural values have some influences on creativity, but the companies use the organizational culture to establish the behavior expected.

The creativity concerns to personal factors, and in the same time, concerns to the contextual factors. The creativity management should include training and education, motivation, organization culture, communication, reward, resource, empowerment, idea support, and competition.

Chapter IV Conclusion

The research results section and the analysis and discussion section are presented in this chapter.

The first section is the research results from four companies. It begins with the creativity activity and the creativity management in each company. After that, the research synthesis is presented.

The second section is the analysis and discussion. In Thai car assembly companies, the creativity's definition is based on the concept of Kaizen (continuous improvement). The creativity is defined as the product or the process of ideas that are novel and useful to improve the work performance. This outcome is judged by others in the same company. In our study, Thai employees have the creativity but the problem is lacking of expression the idea. However, the company can adjust by providing the practice in the orientation programs and through the organization culture.

Creativity management consists of personal factors and contextual factors. Reward, recognition, challenge and freedom are the motivations that the management team should management to motivate the employee's creativity. Besides of motivation, the organization should manage organizational culture, communication, evaluation system, resources, idea support and competition.

CHAPITRE V CONCLUSION GENERALE

Chapter 5 General Conclusion

Introduction

Ce chapitre a pour vocation de présenter les principaux résultats de notre recherche.

L'objectif de notre étude doctorale était d'identifier et de caractériser un management de la créativité dans l'industrie automobile en Thaïlande.

Nous présenterons dans une première partie les apports de la recherche, dans une seconde partie les limites de celle-ci, et dans une troisième partie nous exposerons les voies des recherches futures.

Section 1: Apports de la recherche

1.1 Apports théoriques

Tout d'abord, nous avons appris que la créativité peut être définie suivant les niveaux ou elle s'exerce : au niveau de la personne, du processus, ou de la production. De nombreuses théories sur la créativité nous permettent de comprendre que l'environnement influence aussi sur la créativité dans l'organisation du travail ou dans les rapports sociaux. Pour encourager la créativité, il faut prêter attention tant à l'individu qu'à l'environnement de travail.

Ensuite, nous supposons qu'il y a des différences dans le concept de créativité entre l'Orient et l'Occident. En raison des parutions de la littérature sur le sujet, comprises dans leurs dimensions culturelles, nous constatons qu'il y a quelques différences dans le concept de créativité et qu'il est possible que quelques valeurs thaïes soient résistantes à l'émergence de la créativité.

Enfin, l'analyse de la littérature nous permet de synthétiser la définition de la créativité où les conditions qui lui permettent de s'accomplir :

- La motivation de l'individu dans le groupe et donc la motivation du groupe lui-même.
- La connaissance du travail et donc la compétence
- La capacité de réflexion qui permet l'émergence de nouvelles idées

Le mode de fonctionnement de la pensée individuelle dans le processus créatif est la disposition qu'à un individu à énumérer les solutions à un problème, et choisir la meilleure de, celles-ci, saisir les opportunités d'améliorer la productivité ou le travail. La production d'idées, le comportement des individus lié au processus de créativité, sont jugés par les membres du groupe de travail ou social et acceptés parce qu'utiles au groupe et à la société.

1.2 Apports méthodologiques

Nous nous sommes basés sur quatre études de cas dans des sociétés d'assemblage automobiles en Thaïlande et à une étude qualitative. L'étude de cas nous permet de comprendre comment la créativité se manifeste et comment elle est gérée dans le secteur spécifique de l'industrie automobile. L'entretien semi-directif laisse les interlocuteurs s'exprimer sans contrainte et expliquer, de manière détaillée, leur activité. Dans la mesure où nous avons étudié le cas de quatre sociétés qui agissent dans le même secteur industriel, nous pouvons, en conséquence, comparer les différences sensibles qui existent pour la même activité et pour la gestion du personnel dans l'industrie d'assemblage automobile.

1.3 Apports managériaux

Formulation des idées

Toute entreprise a besoin que ses employés expriment leurs idées, ce qui est à l'opposé de la culture Thaï. Bien que les entreprises convainquent les

employés d'exprimer leurs idées, elles souhaitent aussi que les employés se respectent entre eux. Respecter les autres, pour la société, signifie exprimer son point de vue et écouter celui de l'autre, ce qui pose parfois quelques difficultés. Holmes and Tahgtongtavy (2000) expliquent que les subordonnés dans les entreprises et groupes Thaï acceptent que les supérieurs prennent les décisions de manière « autoritaire ». Le supérieur « autoritaire » est fondé à prendre les décisions qui lui semblent pertinentes. C'est son travail (boulot) de décider et de guider les subordonnés. La société Thaï donne de l'importance a l'EGO, les Thaï essayent d'éviter les conflits et les critiques en raison de la valeur du « sauver la face » ou « garder la face »[3]. En conséquence, la libre pensée et la libre expression des employés pouvant déranger leurs supérieurs, ceux-ci préfèrent garder le silence qui être en conflit.

Dans la mesure où la société donne la priorité à la réflexion (brainstorming) dans ses orientations managériales, en conséquence, le directeur doit encourager les employés à être familiers pour pourvoir exprimer librement leurs idées et écouter les autres. Ce mode de fonctionnement comportemental doit être répétitif pour donner confiance, et reconnaissance aux employés qui peuvent ainsi y adhérer. La créativité peut s'accroître quand les employés peuvent comprendre les innovations proposées par les patrons, voir des « collègues » récompensés, entendre le même discours de leurs égaux, et observer qu'on ne peut se méprendre sur cette confiance qui est non seulement tolérée mais encouragée.

[3] Cette notion est omni présente en Asie, la notion du « perdre la face » est une constante de nombreux pays (perdre sa dignité)

Communication

Toute entreprise met en avant la communication dans l'organisation du travail, celle-ci doit être claire et ouverte. A partir du moment où les employés ont compris les objectifs de la société et de sa direction, ils peuvent alors se donner leurs propres objectifs pour soutenir l'entreprise. Quand les employés ont atteint leurs objectifs, le succès individuel a un lien avec le succès de la société. L'activité « Kaizen », considérée comme un système de proposition et un cercle de qualité, est la base de la communication dont équipe de direction peut vérifier la cohérence. En tout état de cause, l'examen et le contrôle à long terme est important pour s'assurer des progrès de l'activité des employés.

Encadrement financier

Les ressources financière de la créativité sont le budget, le temps et les moyens auxiliaires pour qu'elle puisse s'exercer. D'après Amabile (1997) le temps et l'argent sont nécessaires. Dans notre étude, seule une société a prévu du temps pour une activité créative de groupe, les employés dans autres sociétés doivent trouver le temps nécessaire pour réaliser une activité créative individuelle ou de groupe.

La créativité est en relation avec la notion de Kaizen qui commence par les plus petite perfectionnements, ainsi de nombreuse petites améliorations peuvent conduire à une grande. Si la société prévoit le temps nécessaire à la créativité, cela peut réduire la productivité. La créativité n'est pas, à priori, le facteur le plus important pour la société.

En tout état de cause, la créativité n'est pas l'axe majeur de l'activité de l'entreprise, mais elle peut conduire à des réductions de coût et améliorer la productivité. La société assure le recrutement d'auxiliaires ; comme des entraineurs, des « coaches » qui ont l'expérience de l'aide à apporter aux employés pour améliorer leur travail.

Le soutien des idées

Le soutien des idées par les supérieurs et par les collègues est un facteur que nous avons retenu comme important. La Thaïlande est une société collectiviste qui cultive le respect de la hiérarchique à un haut niveau hiérarchique (Hofstede & Hofstede, 2005; House, 2004), et qui a un grand respect pour les ainés. Le soutien des idées créatives par les membres du groupe, de différents âges, expériences, vivacité d'esprit, peut encourager la créativité des employés. En fait, le directeur et les membres du groupe n'influencent pas sur la décision « de faire », ils suggèrent seulement. Le directeur joue un rôle important pour encourager la créativité de l'employé. L'équipe de direction doit soutenir l'activité créative. Le directeur doit s'entrainer à encourager et à être un guide, renvoyant des informations positives à chaque occasion. Le système est organisé pour être sur que le coaching et le retour d'information se produise.

Compétition

Des chercheurs affirment que la compétition peut affaiblir la créativité parce que les individus où les groupes ne veulent pas partager l'information. A

la différence de nos résultats, les entreprises Japonaises utilisent la compétition, dans les entreprises, les régions, le pays et le monde, pour stimuler la créativité du groupe QCC. Dans la culture Thaï, trouver du plaisir est une des neuf valeurs humaines (Komin, 1990), les employés ont du plaisir à se mêler à la compétition et à en recevoir les bénéfices. Nous considérons donc que la compétition favorise, parfois, la créativité parce que le groupe doit travailler de concert, échanger des informations utiles et apprendre de chacun. Le groupe des employés doit confronter ses projets à ceux de la concurrence dans l'entreprise et à l'extérieur de celle-ci, les autres groupes sont stimulés par la créativité du groupe créatif précédent, ils peuvent alors adopter le même mode de pensée, le même processus créatif, et éprouver leur créativité à celle des autres groupes, et enfin par extension, éprouver leur créativité à celle des employés d'autres entreprises. La compétition crée aussi le « challenge », les employés veulent être gagnants, pour recevoir les fruits de leur « labeur créatif », les récompenses et la reconnaissance. Cette motivation met au défi les employés de penser de manière créative pour gagner la compétition.

D'une autre manière, les gagnants obtiennent des avantages et les perdants n'obtiennent rien. La perdants ne veulent plus créer parce qu'ils n'ont pas la motivation. Les managers doivent donner des avantages à toutes les équipes qui ont ces critères et les équipes doivent maintenir leurs performances et aider les autres équipes à améliorer leurs propres performances.

Section 2: Les limites de la recherche

Pour permettre de progresser dans la future vers des recherches étendues dans le domaine de la créativité, nous suggérerons quelques pistes:

En Thaïlande, il n'y a que quelques recherches entreprises sur la créativité dans le monde des affaires. La plupart des recherches sur la créativité, l'ont été dans le secteur de l'éducation, qui mettent en avant les activités nécessaires et favorables pour encourager la créativité des enfants, l'environnement dans la gestion du personnel de l'éducation et l'évaluation de la créativité des enfants. Il y a aussi quelles études faites sur la créativité de l'adulte.

L'industrie automobile en Thaïlande est centrée sur le secteur de la production et pas sur le secteur du « design », donc, la créativité dans le secteur de la production n'est pas comparable au secteur du « design » ou le secteur de la recherche et du développement. La créativité du salarié dans le secteur de la production n'a pas produit des changements importants mais il peut améliorer la productivité de l'entreprise.

Section 3: Voies de recherches futures

La définition de la créativité dans notre étude est basée sur le concept de Kaizen au Japon. La recherche future peut être d'étudier la définition et le processus de créativité issu de la culture thaïe. Il y a des différences de concept entre la créativité des Occidentaux et des Orientaux, les sociétés Orientales sont grandement influencées par le «Confucianisme». La culture thaïe, elle, n'est pas du tout confucéenne, donc les recherches future sur la définition de la créativité et sa maturation en Thaïlande devraient nous permettre de mieux comprendre comment nous gérons celle-ci au sein de notre culture si particulière.

En raison de certaines recherches entreprises sur la créativité dans le monde des affaires, particulièrement dans le domaine de la gestion de la créativité, des chercheurs peuvent entreprendre des recherches sur d'autres secteurs d'activité, comme les médias, l'industrie textile où la créativité est essentielle. Je pense, en particulier au cinéma, où la créativité aujourd'hui omni présente et où une industrie naissante peut s'exporter largement, au tourisme vert, à la production agricole vers de nouveaux produits.

L'encadrement et l'équipe de direction doivent être créatifs et soutenir les salariés créatifs, la créativité au niveau de la gestion est différente de celle du niveau du salarié. Des recherches futures peuvent s'intéresser à la gestion de la créativité au niveau de l'encadrement et de la gestion du personnel.

CONCLUSION GENERALE

Le questionnement de cette recherche concerne les facteurs qui influencent la créativité dans l'entreprise. Les questions les plus importantes sont :

Comment les entreprises encouragent-elles la créativité du salarié ? Quels facteurs influencent la créativité dans l'entreprise?

Ces questions nous permettent de comprendre comment gérer la créativité dans l'entreprise ou toute organisation humaine. Pour explorer cette question, la recherche d'étude de cas, qui est une des approches de recherche qualitative, et l'analyse de codages, est utilisée. De ce fait, nous pouvons comprendre les contextes complexes qui gèrent la créativité. Nous avons utilisé l'entretien semi-directif pour rassembler des données. Cette méthode nous permet de comprendre les modes de fonctionnement de la créativité dans l'entreprise et la gestion de la créativité.

Enfin, les cas étudiés dans des sociétés d'assemblage automobiles en Thaïlande nous permet de comprendre comment fonctionnent les actions de créativité, ainsi que la relation entre la direction, l'encadrement et les employés, et l'interaction des rapports entre supérieurs et subordonnés, conformément au concept 'Kaizen', bien connu des entreprises nippones et thaïes qui donne la liberté aux intervenants à tous les niveaux de l'entreprise, d'une multiplicité de petites actions créatives successives pour améliorer la productivité.

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Annexe 1

Interview Protocol

Project: The creativity management in car assembly companies in Thailand

Time of interview:
Date:
Place:
Interviewee:
Position of interviewee:

(Briefly describe the project)
Question:

1. Is the creativity important for your company? What is the meaning of creativity?

2. Are there any activities that concern to creativity?

3. Do you/ your subordinators have some problems in the creativity activity? How can you manage?

4. What influence on the employee's creativity?

5. What is your key success factor in creativity activity?

(Thank the individual for participating in this interview. Assure him or her of confidentiality of responses and potential future interviews.)

RÉSUMÉ EN FRANÇAIS :

Le but de cette recherche est de décrire et comprendre le fonctionnement du management de la créativité dans des entreprises d'assemblage automobiles en Thaïlande. La question principale qui est posée est «comment peut-on gérer la créativité dans l'entreprise ? ». La stratégie d'étude de cas, a été privilégiée à d'autres modes de recherche qualitative. Les données provenant de sources multiples ont été rassemblées: les documents, les protocoles des entretiens avec des participants de niveau hiérarchique différent dans l'entreprise. Quatre études de cas sont présentées. La créativité dans les entreprises d'assemblage en Thaïlande est basée essentiellement sur le concept de 'Kaizen'. L'étude démontre que les valeurs culturelles et sociales thaïes ont une influence déterminante sur la créativité du salarié. L'activité de créativité au niveau de l'individu et au niveau du groupe ainsi que les facteurs qui ont une influence sur la gestion de la créativité ont été présentés dans cette étude.

TITRE EN ANGLAIS

The creativity management in the car assembly companies in Thailand

RÉSUMÉ EN ANGLAIS

The purpose of this study is to understand and describe the creativity management in the car assembly companies in Thailand. The main research question is how can manage the creativity. The case study strategies, which is one of the strategies in the qualitative research methodology is used. Data were collected from multiple sources: documentary evidence, guided interviews with the participants from different positions. Four case studies are presented in this study. The creativity's definition in Thai car assembly companies was defined based on the concept of Kaizen. The study demonstrates Thai cultural and social values have some effects on the employee's creativity. The creativity activity in individual and group level, and the factors that influence on creativity management were presented in this study.

MOTS-CLÉS EN FRANÇAIS :

1- La créativité
2- Le management de la créativité
3- L'industrie d'assemblage
4- Kaïzen
5- La Thaïlande
6- Les valeurs culturelles Thaïes
7- Le système de suggestions
8-

MOTS-CLÈS EN ANGLAIS

1- Creativity
2- Creativity management
3- Car assembly industry
4- Kaizen
5- Thailand
6- Thai cultural values
7- Suggestion system
8-

INTITULÉ ET ADRESSE DE L'UNITÉ OU DU LABORATOIRE

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