

The Mediating Role of Learning Goal Orientation in the Relationship Between Team Climate For Innovation and Innovative Work Behaviour: A Conceptual Framework.

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Abstract

Through a comprehensive review of the literature, the researcher assumed the big need to conduct more studies to provide a better understanding of the factors affecting innovative work behavior in different contexts of research, particularly in the African perspective such as in Algeria. Therefore, a conceptual framework was proposed in this research to determine the relationship between team climate for innovation (vision, participative safety, task orientation, support for innovation) (TCI), learning goal orientation (LGO) and innovative work behavior (IWB). In addition, the proposed framework aims to define the relationship between TCI and IWB via the mediating role of LOG. Research propositions were raised to open more opportunities for further future investigations. This study will likely fill the research gap and add to the body of knowledge in this field of research

Keywords: innovative work behavior, team climate for innovation, learning goal orientation

1. INTRODUCTION

There is a growing emphasis by scholars and organizational leaders on the importance of innovations in the workplace. The reason for this is that innovations help to challenge old ways of thinking and can provide new solutions to challenges such as changes in customer expectations or society (Bamber, Bartram, & Stanton, 2017). More specifically, innovations encompass all services, products and work processes that are new and beneficial for an organization or a specific group of employees (Neiva, Mendonça, Ferreira, & Franchischo, 2017).

Augmenting employee's innovation performance, the organizational environment of innovation is essentially supporting the behavioural perspective of innovation work behavior (De Jong & Den Hartog, 2007; Veenendaal, & Bondarouk, 2015). Innovative work behavior is defined as employee behavior to create, introduce, and apply new ideas intentionally within a work role, a group, or an organization that are beneficial to performance (Janssen, 2000). Schumpeter (1934) defines "innovation as the process and outcome of creating something new" (p. 19), which provides value in terms of profit and beneficial to the organization. Innovative behavior characteristics to the introduction and application of new ideas,

products, processes, and procedures to a person's work role, work unit, or organization (West & Farr, 1989). Innovative behavior can be performed by part of organizational individuals or group/team of

individuals within the organization. As per Yuan and Marquardt (2015) assertive, managerial research on innovation behavior emphasizes on human perspective, as opposed to technological perspective, of innovation.

More importantly, this study will enhance the innovation process among the employees related to contribution knowledge of petroleum sector in Algeria. Petroleum sector has potential to boost the economic growth of many countries such as Algeria. Specifically, this sole sector contributes to 20 percent of Algerian Gross Domestic Product (GDP), 85 percent of total exports in Algeria and accounting for 60 percent of the country's budget revenues (OPEC, 2017) which makes its importance for innovation in terms of organization productivity and employee innovative work performance to the economy in general and petroleum industry in particular.

Although large expectations are placed on employee work behavior, little is devised about how to enhance, evaluate and direct it in practice (Hasu, Honkaniemi, Saari, Mattelmäki & Koponen,

2014). Nevertheless, within the list of past studies, there are arguments established that need to be clarified on the role of IWB or employee innovativeness that has vital role in competitive edge and organization success (Hammond et al., 2011). From a theoretical viewpoint, individual climate perceptions can be manifested as coherent group phenomena. In fact, a significant omission in most empirical research on climate is the lack of evidence testifying to the validity of climate scores as a measure of team or organizational climate as against merely a measure of the personal perceptions of individual employees (Mathisen et al., 2006). Thus, organizations can facilitate team's innovative work behavior by stimulating team climate for innovation (Eisenbeiss et al., 2008). Notably, from the perspective of innovation research, the need to further explore to what extent team climate for innovation predict individual as well as team IWB (Mathisen et al., 2006; Somech & Drach-Zahavy, 2013). Highlighting the issue, how team climate influences strong project innovation team performance in terms of IWB, with the current economic environment, extending team climate for innovation to IWB context seems particularly unattended (Weiss, Hoegl & Gibbert, 2011). In fact, relatively less attention has been addressed the issue of how teams in organizations can facilitate or inhibit IWB depending on the team's climate for innovation (Eisenbeiss et al., 2008; Somech & Drach-Zahavy, 2013).

Learning goal orientation (LGO) is defined as the motivation to improve competency through deliberate learning and undertaking challenging tasks (VandeWalle, 1997). In particular, learning goal orientation has been found to be positively related to open to new experiences and optimism (Godshalk, & Sosik, 2003). LGO positively and indirectly influences innovative behavior (Montani, Odoardi, & Battistelli, 2014). It mediates the effects of work engagement on, in-role job performance and IWB (Chughtai & Buckley, 2011). Hence, it is possible that LGO motivates individuals to pursue challenging tasks and impact the understanding and response to outcomes which leads to IWB (Dweck, 1986).

2. Review of the Literature

2.1 Innovative work behavior (IWB)

According to Al-Ghazali & Afsar 2021; Zhang & Yang, 2021 define IWB as a set of behavioural tasks that help employees develop, promote and implement new and innovative ideas IWB envisages in term of idea generation and implementation, thus individuals requisite support

for realizing such ideas to implement (Singh & Sarkar, 2012).

An individual indulges in innovative work behaviour propose three interrelated behavioural tasks: "the generation of ideas, the promotion of ideas, and the realization of ideas" (Van der Veegt & Janssen, 2003; West & Farr 1989; Janssen 2000). In this essence, ideas promotion and realization are associated with innovative behaviour, contrarily, creativity subject is part of ideas generation phase (Van der Veegt & Janssen, 2003; Amabile, 1983). The subject of creativity components and the constituents of IWB are extensively explored in innovation literature. For instance, Scott and Bruce (1994) determine the impact of leadership, work group relations and employees' characteristics on innovation. They report potential high influence of supervisor-employee relation, supervisor role expectation and individual's problem solving on the degree of IWB. Likewise, Yuan and Woodman (2010) assessed the impact of expected performance outcomes or expected image gains on employee innovative behavior and acknowledged a significance contribution to the individual's innovation.

IWBs are 'discretionary behaviors' are not included in formal role and job description, and thus applicability cannot be ensured, and there is no recognition based on organizational reward systems (Janssen, 2000; Ramamoorthy, Flood, Slattery & Sardesai, 2005). Ramamoorthy et al. (2005) confirmed that such extra role behaviors intend to increase team and organization better-effective performance. Based on the assumption that IWB supports positively in work outcomes, numerous scholars have provided great attention towards the organizational and individual attributes that theoretically influence IWB (Janssen, 2000; Janssen, Van de Vliert & West 2004; Mumford, Scott, Gaddis, & Strange 2002).

Previous researches have been shown that here are many factors that could effect on innovative work behavior. Some of these factors have a positive relationship with innovative work behavior. Some of factors include the team climate for innovation (Xu, Jiang, & Wang, 2019; Somech & Drach-Zahavy 2013) and learning goal orientation (Atitumpong & Badir, 2018). Furthermore, there is a lack of studies on learning goal orientation that focusing on team climate for innovation and innovative work behavior. Hence, the researcher did not find single study that explains the mediating effect of learning goal orientation in the relationships between team climate for innovation and innovative work behavior. Therefore, it is an indicator that learning goal orientation, as a

mediating variable with innovative work behavior, has not been extensively examined.

2.2 Team climate for innovation (TCI)

A team climate for innovation creates flexibility, expressiveness in employees and desire to learn and develop their skill set. In a highly innovative climate, team members provide unbiased opinions about novel ideas and follow proper procedures to accept or reject new ideas (West, 1990). Moreover, the theoretical model of team climate for innovation was presented by Anderson and West (1998), with four climate dimensions: "vision", "participative safety", "task orientation", "support for innovation", are essential for team IWB to occur based on team climate inventory (TCI). According to this model, for a team to be creative and innovative, it must have a clearly defined and shared vision that provides focus and direction to the members' energy. Participation in decision making is also suggested as important to increase commitment and the likelihood that team members invest in the outcomes of decisions. Furthermore, the environment must be perceived as safe in order to have team members who offer new ideas without fear of criticism or ridicule. Innovative performance also requires group members to reflect critically their tasks, objectives, strategies, and processes, and there is a preoccupation on continuous improvements. Finally, articulated and enacted support for attempts to introduce new and improved ways of doing things is a necessary condition for IWB (Mathisen, Einarsen, Jørstad & Brønnick, 2004).

Other research has built on the team climate for innovation perspective to identify antecedents of team climate for innovation. West et al. (2003) describe how leadership clarity predicts team climate for innovation, which in turn predicted innovation. Mathisen et al. (2008) showed that team member creative personality predicts team climate for innovation, which predicted innovation. Nsenduluku & Shee (2009) found that organizational support for innovation, organizational empowering climate, and at the team-level task design, organizational citizenship behavior, and group efficacy predict team climate for innovation, which predicted innovation. More recently, van Knippenberg (2017) develops a research model of integrative conclusion in which teams' informational resources predict team information elaboration contingent on moderating (team climate for innovation) influences-and the core prediction being that team climate positively moderates

informational resource effects- the team information elaboration being the core influence on team innovation.

2.3 Team Climate for Innovation and Innovative Work Behavior

The team climate is formed in the proximal group where the employee interacts; then this team climate is extrapolated to the larger organization impacting IWB (Anderson & West, 1998; Scott & Bruce, 1984).

An association between the team climate for innovation and innovative work behavior has been shown in prior studies. According to Agrell & Gustafson (1994), innovative work behavior is influenced by participation safety and vision. According to Anderson and West's (1996) study, vision and specific goals have an impact on innovative work behavior, which supports this argument. Additionally, Edmondson (1999) asserts that team support and participative safety have an impact on innovative work behavior.

There are limited studies on the team climate for innovation as a clear and complete concept and its effect on innovative work behavior behavior. In the context of Algeria, very little research has been done on the relationship between the aforementioned variables, notably in the petroleum sector. Therefore, additional research is required to fill the gap in the literature and explore the link between the variables. Based on the above discussion, this study assumed that TCI four dimensions (vision, participative safety, task orientation, and support for innovation) has a significant and positive effect on IWB. Based on this assumption, the following proposition was formulated:

P1: There is a positive relationship between team climate for innovation and innovative behavior.

P1a: There is a positive relationship between vision and innovative behavior.

P1b: There is a positive relationship between participative safety and innovative behavior.

P1c: There is a positive relationship between task orientation and innovative behavior.

P1d: There is a positive relationship between support for innovation and innovative behavior.

2.4. Learning goal orientation as mediator Variable

A learning orientation has been defined as a concern for, and dedication to, developing one's competence (Dweck, 1986, 2000; Dweck & Leggett, 1988). "When a task is approached from a

learning goal orientation, individuals strive to understand something new or to increase their level of competence in a given activity” (Button, Mathieu, & Zajac 1996). Learning goal orientation is a relatively stable dispositional trait that individuals bring with them into relationships with others (Button et al., 1996; Dweck, 1986).

Learning orientation and innovation are considered as the future platform for organizational success (McGuinness & Morgan, 2005). Moreover, because a learning orientation is also associated with a preference for challenging and demanding tasks (Ellström, Ekholm & Ellström, 2008), individuals with a stronger learning orientation may be expected to be more intrinsically motivated to seek out innovative activities. Learning orientation is expected to enhance innovative work behaviours by engendering the development of relevant skills. These skills provide the essential background knowledge and the basis for development and generation of something new (Janssen & VanYperen, 2004).

Empirical evidence has revealed that a strong learning goal orientation can stimulate employees to engage in proactive work behaviors and innovativeness (Chughtai & Buckley, 2011). In many studies, learning goal orientation construct was found to positively related to innovative work behavior (Janssen & Van Yperen, 2004; Lu et al., 2012; Alegre & Chiva, 2013; Montani et al., 2017). Learning orientation also was found to indirectly enhance employee innovative behavior through the mediating role of work engagement (Tan, 2017; Yean, Johari, & Yahya, 2016).

Thus, the reviewing of literature also has indicated that the effect of mediating role of learning goal orientation on the relationship between team climate for innovation and innovative work behavior has received less attention from researchers. Therefore, this study intends to expand the knowledge on innovative work behavior of petroleum sector in Algeria by examining the learning goal orientation as a mediating on the relationship between team climate for innovation and innovative work behavior. In addition, the empirical examination of learning goal orientation effects in developing innovative work behavior is scant in the current literature (Atitumpong & Badir, 2018). On this score, the present study argues that LGO will have a theoretical mediating effect in the enhancing and improving the relationship between team climate for innovation and innovative work behavior. Based on this assumption, the following proposition was formulated:

H2: Learning goal orientation mediates the relationship between team climate for innovation and innovative work behavior

P2a: Learning goal orientation mediates the relationship between vision and innovative work behavior.

P2b: Learning goal orientation mediates the relationship between participative safety and innovative work behavior.

P2c: Learning goal orientation mediates the relationship between task orientation and innovative work behavior.

P2d: Learning goal orientation mediates the relationship between support for innovation and innovative work behavior.

3. The Proposed Research Framework

From an extensive review of related literature and research, this study proposes a relationship model of factors affecting innovative work behavior that can be used to enhance employees in petroleum sector as shown in Fig1.

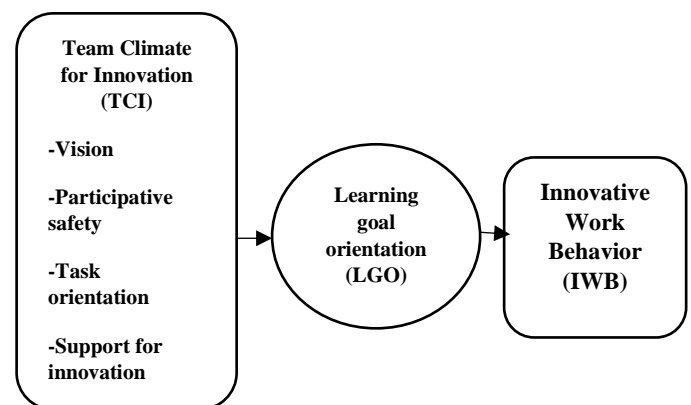


Figure 1. Proposed Conceptual Framework

Figure 1.1 shows the proposed research framework to be tested in this study. The proposed research framework was developed based on the gap in the literature on innovative work behavior and based on the team climate theory as a theory of team climate for innovation. In this study, team climate for innovation are the independent variables. While innovative work behavior is the dependent variable. The study will also be testing learning goal orientation as a mediating variable in the

relationship between team climate for innovation and innovative work behavior.

4. Conclusion

This study aimed to develop a conceptual framework to propose a relationship model of factors affecting innovative work behavior that can be used to support employees in the petroleum sector in Algeria. The model explains the relationship between team climate for innovation, learning goal orientation and their direct and indirect effects on innovative work behavior. The model can be used to assist a future study of factors affecting innovative work behavior of employees in the petroleum sector, where the relationship between those factors will be tested. Knowledge gained from the study will contribute to the body of knowledge regarding innovative work behavior in Petroleum sector in Algeria and can be used as guidelines to enhance employees' roles in innovative work behavior to improve the efficacy of petroleum sector.

5. Research limitations and directions for further studies

There are some limitations to the current investigation. This study offered a conceptual framework to examine how one variable (TCI) can have an impact on IWB both directly and indirectly by serving as a mediator (LGO). Moreover, this study proposed to be examined in petroleum sector in Algeria. In addition, this research proposed to use team climate theory (TCT) to be tested. Consequently, it will be worthwhile to make some suggestions for further research. Future study should definitely include empirical testing to check the validity of this research model. Furthermore, future researchers are encouraged to consider including the four dimensions of team climate for innovation such vision, participative safety, task orientation and support for innovation as important constructs. Moreover, future researchers should also consider any possible role of other mediators and moderator such as work engagement and leader member exchange to provide new insights to contribute to the body of knowledge in the innovative work behavior literature. In addition, future studies should propose this conceptual framework to be investigated in different sectors and using other theories rather than TCT.

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