

Exploring Employees' Creativity at Work in a Government Institution

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Abstract

This study is about administrative employees in a government institution and the need for change in their mindsets and skills, particularly on the aspect of developing creativity. Shergold (2018) warned that in this age of digitization, jobs in the public service are threatened. With the emergence of the Fourth Industrial Revolution, where robots have begun to take over some work, humans must do what robots cannot do – take courage and rely on one's creative capacities to perform work. For change to be enduring, it must begin with the mindsets (i.e., motivations, aspirations and personal work values) because mindsets precede human behaviors. This study is anchored on the following theories and concepts: Theory U, changing mindsets and creativity. Survey, in-depth interviews and observations were used to gather data. Results show that employees have the potential to form new mindsets and skills. Although they have low levels of creativity, they have the potential to raise this through Positive Organization Development (POD) interventions to shift to the desired state. The mean age of 43 indicates middle age, with

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several aged 22 and above. These mostly young employees will be open to innovations at work. For a paradigm shift to materialize, some elements of the organizational culture must be revisited by way of interventions patterned after the Blondin Organization Planning System.

Background and rationale of the study

The need for change and developing new mindsets and skills

In this age of digitization, artificial intelligence, internet of things, outsourcing, crowdsourcing and other innovations, industries, institutions and work organizations all over the world must keep up with the fast-changing landscape. The need for innovations is true for all sectors, including government institutions. All types of institutions need to discover how to tap people's commitment and capacity to learn new ways of doing work (Senge 2011, Senge 1990) to remain competitive in this volative, complex and uncertain life.

In fact, the quality of our lives depend to a large extent on the services that government provides. From protecting national territories, providing public education to cleaning the streets, government programs serve the public interest in many ways. Government workers hold jobs in a broad range of occupations and have various expertise. They are valuable human resources. Therefore, it is important that governments establish and maintain highly qualified, motivated and productive workforces (Tompkins 1995).

However, Shergold (2018) warned that in this age of digitization, jobs in the government service are threatened. "Administrative skills are most under challenge" wrote Shergold in a recent article published by the Singapore Civil Service College. Both repetitive and professional tasks may be undertaken by machine-based systems. With the emergence of the Fourth Industrial Revolution where robots have begun to take over some work, humans must do what robots cannot do – take courage and rely on their creative capacities to perform work. If people would like to transform their lives, the change must begin in the minds, and then behaviors will follow. As an Organization Development (OD) type of research, it is

essential to begin with the current state and determine how to effect change and get to the desired state.

Respondents chosen for this study were administrative employees in a government academic institution. They may be described as “frontline workers.” According to Pillinger (2001) cited in Gaster and Squires (2003, p. 48), frontline workers have probably the most accurate idea within the organization of the concerns of current consumers. Studies about the low morale of public service workers showed that if the staff do not feel valued, the service suffers and consumers are less satisfied (Pillinger 2001 cited in Gaster and Squires 2003, p. 48). They need to be regarded and listened to, together with other key groups within and outside the organization (Pillinger 2001 cited in Gaster and Squires 2003 p.48).

These administrative employees are hardworking, reliable and dedicated. They desire promotions and more incentives. The institution offers opportunities for human resource development yet they remain in low positions and receive less incentives despite many years of service. There is a feeling of dissatisfaction with their work conditions.

Typically, in government institutions, individuals think in a conventional manner, particularly in the field of social sciences (the category where the academic institution under study belongs). Employees think in structured, linear, automatic and logical ways or in the words of Fox (2016) - in “default” ways. It is argued that if people would like to transform their lives, the change must begin in the minds. In this study, it is important to examine the employees' current state of mind, for example, their motivations or reasons for working because by understanding their motivations, there is a possibility that a person will enter into, continue and adhere to a specific change strategy (Miller and Rollnick, 1991).¹ More importantly, it is the aim of this research to discover how the development of human resources can be optimized by acquiring new ways of using their minds and skills on the aspect of creativity.

The theoretical and conceptual frameworks

This study is anchored on the following theories and concepts: Theory U, changing mindsets and creativity.

¹ www.ncbi.nlm.nih.gov/books/NBK64972/

Theory U is about transformation – a total shift. Theory U explains that change must start within one's self, by examining the deepest part of the self: the conscious mind, the subconscious mind and the heart. Scharmer (2009) begins his discussion of Theory U with the "blind spot –the part of our seeing that we usually do not see. The inner place or source from which a person or a social system operates" (Scharmer 2009, p. 22). The blind spot is present but hidden. It is the intention of the person and where it is coming from. Theory U level 1 is downloading of past experiences as background data. Level 2 is looking at the present, "seeing reality with a fresh eye." Level 3 is sensing, making connections between the self and the social field (Scharmer 2009). Level 4 is presencing or sensing one's future possibility, what is wanting to emerge.

A major concept in this study, "mindset," according to Dweck (2016), is a belief about oneself and one's most basic qualities. Mindsets are beliefs that strongly affect what we want and how we behave; they guide a large part of our lives. Naisbitt (2006) used the word mindset in referring to the fixed ideas in our minds that we hold on to. Mindsets are what drive our judgments in almost every area of our lives, from personal relationships to world affairs.

To change mindsets, Barron and Barron (2012) developed the concept "mind shift" to modify the state of mind by way of a purposeful technique, from a negative to a positive state. Thatchenkery (2006) used the term "reframing" to mean re-interpret an object or situation, see what others do not see, and see another view of reality.

Barger and Kirby (1995), Gardner (2004) emphasized on how to deal with people in effecting change. It is difficult to effect change because Gardner (2004) acknowledged that minds are hard to change but he identified levers that help the process of mind change: reason, research and real-world events. With intensive and extensive use of reason, facts and experiences, people's minds may change.

To make full use of human potentials, Shelton (1999 cited in DOD 1 Module of SAIDI) proposed whole brain thinking and advised that other than the left-brain (where lies logic, binary thinking), one must tap and make greater use of the right brain where lies creativity and intuition. Creativity is defined as discovering new ways of being and doing. It involves conceptualizing, designing and proposing alternatives. In workplaces, other than the traditional practices, forward-thinking companies promote creativity by forging genuine camaraderie, merging work, play, humor, music, bright colors and open

spaces. The goal is to make employees feel more comfortable (The 2018),² imaginative, productive, engaged and prevent burn-out.

For the conceptual framework, this research begins by examining the employees' current state (with a brief background about their childhood dreams and past experiences) and how the current state can be transformed into the desired state. As inputs, this research identifies and describes the drivers of mindsets (i.e., their motivations, attitudes, personal values and aspirations related to work) and their current work skills as shaped by their mindsets, influencing the way they perform their work.

Demographic variables such as age and role in the family are intervening variables that may facilitate or hinder the change into the desired state. As throughputs, interventions will be designed to change mindsets. As outputs, expected are noticeable changes in mindsets from minimum performance to maximum performance in terms of creativity.

In this study, the landscape to watch include: What do the administrative personnel aspire for and how can their aspirations come true? Do they appreciate concepts about creativity? Are they willing to learn new ideas and skills to help them improve their work lives?

Data-gathering procedures

Data collection consisted of qualitative and quantitative procedures conducted in the months of May to August 2018. Data-gathering methods for the qualitative part consisted of the following: focus interviews and follow-through probing conversations about the employees' motivations, attitudes and aspirations. Interviews were recorded using a tape recorder and/or handwritten notes and transcribed. Using a notebook, "field notes" were written to complement taped interviews. This was to aid the researcher in writing the context, insights and non-verbal cues that may not be adequately captured during the recording. Their routine activities were observed, including their body language to find consistency between the verbal and non-verbal responses during the interviews.

Quantitative data on demographic characteristics such as age, civil status, educational background and employment status were

² The, Elizabeth (August 30, 2018) "6 New ways of inspiring creativity in the workplace" in risepeople.com. Accessed on 7 October 2019

numerically described. A survey instrument with a Likert Scale was used to determine the behavioral manifestations of their personal work values and level of skills. Survey forms were administered face-to-face.

Findings: The case of a government academic institution and the administrative employees

The institution studied is named College X, one of the degree granting units in the state university in the Philippines. The respondents were 17 administrative employees³ composed of tenured and agency-hired staff who lagged behind in human resource development. In terms of educational attainment, only one finished a master's degree and three graduated with college degrees. The rest only reached college level, vocational or high school. Their positions are highly varied and distinct but several are designated with generic terms: four administrative assistants, four utility workers and three security guards. The others have the following designations: Students Records Evaluator, Administrative Officer, Supply Officer, Audio-Visual Technician, Reproduction Machine Operator and Administrative Aide. Among the respondents, four were newly-hired and three have spent a few years in the institution. The majority had spent long years in the institution, between six to 35 years. Three were retireable; one will retire in the year 2020. By employment status, there were more regular (9) than contractual/part-time employees (8).

Majority were married, were heads of the family or working mothers. Mean age of respondents was 43 but standard deviation was 13.18 which implied that ages of respondents were highly dispersed from the mean age of 43. The youngest was 19 years old, a working student and the oldest 63.

Going back to their childhood memories, all wanted to become professionals. From the males, the most common answer was to be soldier or policeman. Others mentioned the following: manager, teacher, dentist, architect, seaman, pilot, nurse and politician. The environment — physical and social — was a factor that shaped their

³The name of the institution and names of respondents were concealed for purposes of confidentiality. There are 2 sets of respondents. For this journal article, findings about only 1 set of respondents are discussed: the administrative staff, to give the article focus. Moreover, as an (OD) Organization Development study, it is imperative that in-depth investigation is done using focus interviews and observations of all the 17 respondents, aside from the survey.

dreams: what they saw, what they experienced and what they found fascinating. What they dreamt of were also influenced by achievements and talents manifested in their early years. Unfortunately, they were not able to fulfil their dreams, except for one. For most, the common reason was lack of finances to continue their education. They took up courses based on available opportunities. Most finished vocational or some units in college.

Current mindsets of administrative employees

The current drivers shaping the mindsets of administrative employees about work skills are discussed in this part of the paper. In this research, these current drivers are studied in terms of: compelling motivations, attitudes, aspirations and personal work values. Generally, these are beliefs that affect how people behave and guide a large part of their lives. In particular, these elements of mindsets affect how people perform their work, how they manifest skills in relation to creativity.

Findings show that family was their compelling motivation to work. Non-material work conditions were cited as secondary motivations, such as: appreciation by co-workers, feeling of belonging and having self-worth. For the regular employees, bonuses and allowances were among the answers. To meet basic needs was the answer of utility workers and the working student.

Everyone gave positive answers on the question about attitudes towards tasks. On the question about attitude towards co-workers, majority gave positive answers but those who stayed longer in the institution had mixed feelings of liking and resentment. Referring to the institution, responses were affirmative with various feelings of appreciation, happiness and pride despite slow career advancement and low salaries.

The employees expressed their aspirations in terms of higher position and salary grade, higher income and business ventures. Many aspire for promotions or regularisation. Aspirations varied according to status (whether regular/contractual) and length of service at work (new or retiring). Over-all, their aspirations were still connected to family concerns.

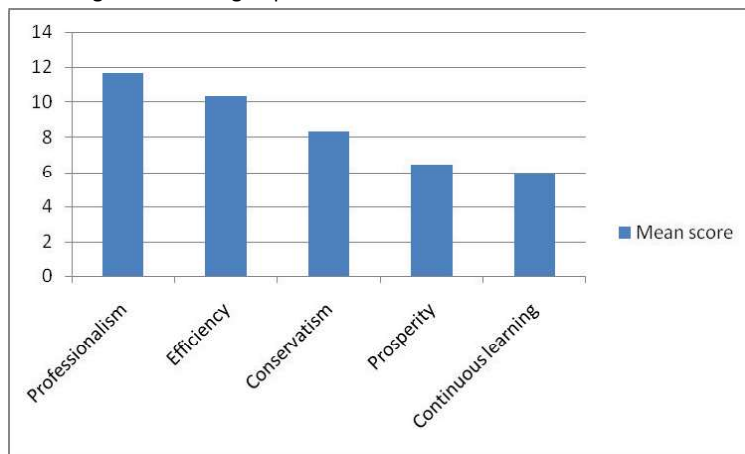
To move towards the direction of change, personal work values must likewise be diagnosed. As mentioned by Dweck (2016), values, as elements of mindsets, guide our everyday behaviors. Values are specific types of beliefs that are most important to the individual,

that are central in the human system and act as life guides. Values are elements of organizational culture (Scholl 2003, Schein 1992, Lewin n.d., cited in Cummings and Worley 2009) because they are manifested by individual members of organizations.

This section answers: What are existing personal work values of the administrative employees? Is there a need to transform College X? What new set of values must be instilled among the employees? Scholl (2003) affirmed that changing culture requires changing social values or the shared values, identity structure or mental models, called the “underlying culture control mechanisms.” In the same way, Lewin (cited in Cummings and Worley 2009) and Schein (1992), explained that change requires modifying organisational structure and processes by developing new values, attitudes and behaviors.

In this data set about current personal work values, professionalism scored strong in manifestation. The rest of the values scored moderate or weak in manifestation. Among the five values, professionalism was at the top. The value of efficiency ranked second. Conservatism or being traditional was moderately manifested. Although respondents say they believed in prosperity, it is hardly put into action. Continuous learning was at the bottom of the list of values. See Figure 1 and Table 1.

Figure 1. Ranking of personal work values based on mean scores



Professionalism = strongly manifested
Efficiency = moderately manifested
Conservatism = moderately manifested

Prosperity = moderately manifested
Continuous learning = borderline moderately manifested

Table 1. Statistics for personal work values

	Score for prosperity	Score for efficiency	Score for professionalism	Score for conservatism	Score for continuous learning
N Valid	17	17	17	17	17
Missing	0	0	0	0	0
Mean	6.41	10.29	11.65	8.29	5.94
Mode	2	9	14	9	4
Std. Deviation	3.411	2.687	2.548	2.469	3.051
Minimum	1	5	5	3	1
Maximum	12	15	15	13	12

Understanding creativity and analyzing the level of creativity of respondents

This section defines the concept and discusses the current level of work skill, particularly creativity, of respondents as influenced by their mindsets.

Creativity is defined as discovering new ways of being and doing. Creative persons love what they do, what drives them to perform the work or the opportunity to do what they enjoy, not the money nor fame they will derive. What matters most is how they do it. They like to compose, design something new and create alternatives (Csikszentmihalyi 1996; Barron and Barron 2012). Barron and Barron (2012) explained that creative efforts can clean up feelings of anxiety and dissatisfaction. To enhance creativity, people must be allowed to live according to their nature, to discover and accept their true selves. Csikszentmihalyi used the concept "flow," an effortless, natural, highly focused state of consciousness that happens across race, age, sex and socio-economic class while in a state of creative process. Below are the nine elements that describe when flow happens and the person experiences feeling of creative episodes:

1. *There are clear goals every step of the way* – a creative activity involves certainty that the creative person knows what he is doing, he knows what and how to accomplish the activity

2. *Immediate feedback to one's actions* – this refers to the immediate response of the audience to the creation that gives satisfaction to the creator
3. *Balance between challenges and skills* – the creator is aware that whatever difficulties he encounters in the process can be matched by his capability
4. *Action and awareness are merged* - this refers to concentration or focusing while the creator is doing the act
5. *Distractions are excluded from consciousness* – whatever are irrelevant or harmful are kept away from the mind of the person because he needs full concentration
6. *No worry of failure* – because of the clarity of mind, the certainty of the steps in doing the act and the clarity of the goal, there is no reason to think about failure
7. *Self-consciousness disappears* – this means not minding about the ego, whether the person's face looks distorted, or even if he makes an unintended error in the process. He simply feels he is one with the universe and will be taken care of to accomplish his mission.
8. *Sense of time becomes distorted* – forgetting about the time because of the concentration and the desire to fulfill the goal
9. *The activity becomes autotelic* – this means doing something for its own sake, an end in itself, to feel the experience of doing it (Csikszentmihalyi 1996, pp 111-121)

Creativity is contrary to the state of entropy, inertia or remaining in a comfort zone. After producing a new concept, there may be painful, risky, difficult experiences involved to execute the idea that can stretch the person's capacities (Csikszentmihalyi 1996, p. 110). But creative persons will go where their minds and feelings lead them even if they seem irrational and unappreciated by people around them.

Other elements of creativity are autonomy and flexibility (Scharmer 2009). Creative people want freedom to think and execute their ideas. They do not like to be bound by people's dictates nor controls from the environment. Being creative is not confined to the realm of arts and music; it can be applied to the workplace, for example in finding a novel approach to interpersonal issues or professional programs (Barron and Barron 2012).

Table 2. Over-all statistics for creativity

Score for creativity	
Valid	17
N Missing	0
Mean	3.06
Median	3.00
Mode	4
Std. Deviation	2.561
Minimum	0
Maximum	9

In the survey done with the subjects, statistics show low over-all scores for creativity. In Table 2, minimum score is 0 corresponding to the level "absence of creativity." The maximum or highest score obtained was 9 corresponding to intermediate. But very notable are the mean score of 3.06, median at 3.0 and mode at 4.0, all corresponding to basic. Furthermore, a big number of respondents checked 0 level of creativity. Standard Deviation is 2.561 indicating low variability in the answers. In Table 3, indicators of creativity show even lower scores: designing slide presentations was the top answer (mean at 1.09), followed by writing (mean at .94). This implies that working on the computer to design slides is easier than writing. Using expression boxes to explain work sentiments in a positive language was the lowest (mean at .12). These low survey findings are consistent with the interview data that over-all, respondents' creativity is at the basic level.

In the interviews, when asked about peak creative moments, the most common stories of the administrative staff were about writing. In the case of AR5, an Administrative Assistant, the faculty allowed him to write the minutes of faculty meetings in a mix of English and Pilipino although the minutes were formal reports of meetings. His ability to provide complete information and his efforts to synthesize the discussions earned him the respect of the faculty. In the beginning of his minutes-writing, his reports needed much corrections. As years went by, corrections became less. In the case of AR2, a Student Records Evaluator, simple English enabled her to communicate with a Japanese student and got the message across. AR2 had a feeling of accomplishment in responding to the Japanese client because the latter expressed gratitude.

Table 3. Detailed statistics for indicators of creativity

	Draft work plan that combines routine/non-routine tasks	Draft communications based on understanding of assigned tasks	Using expression box, write letters explaining work sentiments in a positive language	Design slide presentations to explain work outputs	Propose practices to eliminate gossip
N Valid	17	17	17	11	15
Missing	0	0	0	6	2
Mean	.65	.94	.12	1.09	.67
Median	.00	1.00	.00	1.00	.00
Mode	0	0	0	0	0
Std. Deviation	.786	.966	.332	1.044	.816
Minimum	0	0	0	0	0
Maximum	2	3	1	3	2

AR1, the Administrative Officer, acknowledged that writing is not her strength. *“At first reluctant ako, hindi dating gawain sa trabaho, hindi mahusay sa pagsulat pero ina –assign ng boss. Habang tumatatagal nababawasan ang corrections. Mga ginawang communications ay responses to memos, justification letters, request for authority to fill vacant positions, justifications for researchers’ items, strategic planning. From 2016-present.”* At first I was reluctant, not used to this kind of work. I am not good in writing but I was assigned by my superior. Through time, the corrections were lessened.)

For AR7 and AR9, creative moments were results of urgent situations. AR7 had to write a resignation letter addressed to the employment agency so that she could move on to apply for a regular position in the university. AR9 wanted to ventilate his feelings of disgust for a fellow worker so that he could be comfortable to continue working. He chose a platform that had become popular for the purpose - Facebook. He exercised ethical behavior by not using cuss words and not identifying the person he alluded to.

AR8, an engineering working student showed creativity through a combination of writing, computer work and aesthetics: *“Related sa kiosk (electronic announcement board). Gumawa ng instructional manual. In computer file, I wrote the steps with pictures. Yung kiosk binigyan ng formal look using larger fonts. Improved the*

design, adjusted the resolution. Put in some colors: red, yellow, green to attract attention of students.” (I did an instructional manual...I gave the kiosk a formal look.)

For AR3, the Supply Officer, creativity is mixing music with work to inspire him. Because his work is routine, he must save himself from the boredom of encoding and doing inventories of supplies two times a week. His being a millennial was reflected in his choice of music and gadgets. His ethical behavior was reflected in his statement that he wears ear phones so as not to disturb others. He plays music in low volume to hear call-outs of co-workers and the ringing of the telephone. So far, nobody has complained of his habit of wearing earphones. This implies that his coping mechanism was effective.

Administrative employees are not writers nor artists by designation. Normally, it is the faculty supervisor who writes communications and reports. But data shows that administrative personnel have potentials for writing. When required to write communications, minutes of meetings, they can bring out their capability to compose ideas and put them in the written word. Not proficient in English, they expressed their ideas in the language they are most comfortable with: a mix of English and Pilipino. After all, the essence of writing is to relay a message and be understood. Their writing experiences gave them a rich combination of feelings of struggle, accomplishment and thrill. Please See Table 4.

What is the value of creativity? The top answers were: sense of accomplishment and a form of relaxation. Other answers were distinct such as: discovered more information, part of the job to do it, release of pent-up feelings and appreciated by co-workers.

Having done it for the first time, AR7 discovered that the one-page application letter she composed gave her a sense of accomplishment. It also enabled her to help co-workers compose resumes. AR2 felt the same sense of accomplishment for fulfilling a task by checking the University policies and guidelines on admission without the usual help of the supervisor and composing an email response to an inquiring Japanese student. She looked thrilled while recalling the experience with laughter.

AR5 was insightful when he explained the value of writing the minutes of faculty meetings: “Nakikilala ko mabuti ang mga faculty. Marami akong nadi-diskubreng mga firsthand information. Pakiramdam ko nagiging close ako sa mga faculty. Alam ko kung paano sila i-approach.” (I got to know the faculty better. I learned much

firsthand information. I feel that I became close to them. I learned how to approach them.) AR1 believes she must develop writing skill as part of her job.

Table 4. Consolidated interview responses about creativity, according to themes

Peak moments		Value of creativity		Creativity miracle for the future	
Expression of ideas or feelings thru writing	5	Felt sense of accomplishment	2	Activities to improve office relationships such as Zumba, monthly open forum, sports activity	3
Mixed music with work	1	Form of relaxation	2	More computer work (distributing memos online)	1
Colorful plant arrangement	1	Discovered more information	1	Expand personal business	1
Engaged in farm life using vacant spaces	1	Part of the job to do it	1	Answer not related to work	1
Doing push-ups to beat boredom	1	Release of pent-up feelings of anger	1	No answer	11
No answer	8	Appreciated by co-workers	1		
		No answer	9		
Total:	17	Total:	17	Total:	17

For AR3 and AR4, engaging in creative activities were ways to relax and de-stress. For AR9, it was releasing pent-up feelings. Being new to the job, AR9 sensed it will not be in his favor to confront or file a complaint against a bullying senior utility worker. For him, using the trendy – “hugot” messages in social media was the way to do it. “Nakagaan sa loob ko at nakagaan sa trabaho ang mag-shout out sa social media tungkol sa problema ko sa kaopisina,” he said (I felt better in making the shout-outs on social media about my problems with my co-workers). As Barron and Barron (2012) explained creative efforts can eliminate feelings of anxiety. To enhance creativity, people must be allowed to live according to their nature, to discover and accept their true selves.

On questions about “creativity miracle” referring to bolder ideas and activities in the future, three respondents cited activities to improve office relationships such as a monthly open forum, music and sports activities. Others mentioned more computer work and expand personal business as creativity miracle. These responses may be explained by the fact that they desired to create a wellness program as part of work-life balance.

Other answers were insignificant or none at all. It can be deduced that several respondents had no clear ideas about future creative undertakings because they were busy with their current workload, despite the fact that they have potentials to enhance their creativity. It must be noted also that in the interviews, several respondents did not provide answers. It can be inferred that those who did not provide answers had no concept of creativity, could not recall any creative moment or did not perform any creative experience at work. Preoccupation with their daily routine workload can also explain their lack of answers to the question. It was also observed that their peak creative experiences were simple and did not refer to any sophisticated or complex activity.

Can people who profess to not be creative and who belong to the left-brained category become creative? Barron and Barron (2012) said yes, they can develop creative capacities, most importantly by allowing themselves to live according to their nature, to discover and accept their true selves. This can clean up feelings of anxiety, uncertainty and dissatisfaction. Cultivating the creative self likewise requires proper physical movements and mental relaxation. Senge (cited in Scharmer2009), Scharmer (2009) and Lewis (2011) all acknowledged the value of creativity because it brings forth new realities. Tapping the creative part of the self requires knowing the self deeply thru meditation techniques.

Summary and conclusion

Based on the aforementioned data, the Table 5 provides a summary of dominant and desired mindsets of administrative employees. Because this is an OD study, gaps were identified to determine what interventions must be designed to shift to the desired state.

Table 5. The dominant and desired mindsets of administrative employees

Dominant mindsets	Desired mindsets	Gaps
Primary motivation to work is for the family	Motivation must include developing oneself	Family is foremost in their motivations, no mention of developing the self
Aspirations were expressed in terms of plans, wishes, end-goals	Make aspirations actionable, must have a methodology to fulfil the wishes	They have clear aspirations but lack concrete plans, timeline and a detailed “how to” reach the goals
Top values are: Professionalism Efficiency Conservatism	Continuous learning must be high in the score of values	There is a wide gap between professionalism and continuous learning. Close in the gaps, values must be at par, almost equal
Current mindset and skill: Basic level of creativity	Must develop creativity, this must reach intermediate and advance level in the long term	Low level of creativity

The administrative employees have the potentials to form new values, (particularly in connection with continuous learning). Because they highly value professionalism, they have the potentials to acquire new knowledge, skills and credentials and raise their level of creativity, if management requires them. This can lead to better performance at work.

They stated the aspirations that they were working hard for, though these were not yet actionable. It can be ingrained in their minds that to get the promotion, higher income and regular status, one must comply with the conditions in reaching the goals. Because they love their tasks and the institution, they will learn to love acquiring more knowledge and skills related to being innovative, initiating bold projects and venturing into non-traditional activities. Furthermore, these mostly young administrative employees will be open to new possibilities at work. However, regardless of age, employees should be willing to adapt to changes needed in the workplace so they will not be threatened by the future possibility of being overtaken by robotics technologies that may result to human displacement in the institution or result to simple burnout at work.

It is common perception that it is difficult to implement change especially in a government institution because in the words of Gardner (2004), minds are hard to change. But with intensive and extensive

use of reason, facts and experiences, people's minds may change. Developing creativity is making better use of the right brain that is largely untapped in left-brained people working in a highly-structured environment. By developing both left and right hemispheres of the brain, people can have fuller and deeper understanding of the phenomena. They can be more creative, innovative and productive (Scharmer (1999). The findings affirm the need for innovative human resource development so that employees can acquire new competencies to achieve desired organizational outcomes in the midst of continuously emerging complex and competitive world of work.

Recommendations

To reform the values and fulfill the aspirations, some elements of the organizational culture, for example mission-vision-goals of the institution and each employee's focal systems must be revisited or crafted, if none. Interventions must be installed to reach intermediate/advance levels of creativity. The interventions should provide further enlightenment about the concepts of reframing the mind, mind shift and creativity through discussions, share the research findings and perform exercises that will raise their level of creativity.

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