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Notes from the Editor-in-Chief



Mirjana Radović-Marković

The International Review appears to be growing in stature as the number of manuscripts submitted has been steadily increasing. We appreciate the efforts of all the authors who have sent us quality papers, which passed the peer reviews and were published in our journal. Since this year it is not only indexing in ESCI WoS list, but it is also included in the M24 category by Ministry of Education, Science and Technological Development, Republic of Serbia.

This high category will surely increase the quality of papers from the country and abroad even more. In line with this, we especially invite colleagues from other countries to send us papers in order to respect the structure of the journal and create a good balance between domestic and foreign authors.

All publications in the International Review are in English language. Authors whose first language is not English should make sure their manuscript is written in idiomatic English before submission. At last, we want to remind you to follow the author's guide.

Best wishes and thank you in advance for your contribution!

Editor-in-Chief
Acad. Prof. Mirjana Radovic-Markovic, PhD



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COMPARATIVE ANALYSIS OF THE VIEWS OF MANAGEMENT STUDENTS AND MANAGERS ON THE IMPORTANCE OF CREATIVITY FOR WORK

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ABSTRACT

Major mean of the paper is to present the importance of creativity as a factor of business performance of managers. In particular, this study aims to assess the research of creativity in particular innovation focused on the development and application of methods for its encouragement and learning. The study draws up the empirical research with the subject related to the extent and flexibility of a psychological characteristic of managers as a significant factor in their business success. The goals were to establish the nature of the relationship between the psychological factors of the business performance of managers and creativity and launching practical activities and actioncy by which we could encourage and develop creativity. The research found that not all components of the creative process are equally important for managers and opened new issues related to examining the direction from which factors make it difficult to express creativity. Additional discussions related to some questions about creativity may be conceived. In order to create a creative work, it is necessary to discover and define problems in situations when others do not see the problem.

Keywords: creativity, lateral thinking, organizational culture, special forms of training

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THEORETICAL APPROACH TO THE PROBLEM

Today, in Western culture, two conflicting attitudes about creativity dominate. The first understanding sees creativity as a gift of rare individuals, and the second sees creativity as a potential that exists in a significant percentage of the population and that can be developed with different strategies [1]. According to the understanding of creativity as a fact, it is a gift that distinguishes rare individuals. It implies exceptional, cognitive characteristics, but also a combination of certain personality traits and motives [2]. From the above-mentioned definition of creativity stems a plan to support creative people. In education, creative students are selected and special forms of encouragement are made for them, in classes, extracurricular activities, summer camps, schools for the talented [3]. Sternberg [4] developed a special model for identifying and selecting the gifted, which is the basis for encouraging the development of an innate gift. It is, for example, the differentiation of teaching as a special methodical-didactic procedure. In business organizations, during recruitment and selection (talent hunting), talented candidates are identified, and then special forms of training are applied [5]. Creativity at work is about applying new ideas to achieve results.

In this sense, De Bono's understanding [6] of lateral thinking is fully applicable when it comes to management. People who have this ability are sensitive to see what the real problem is and to choose which issues are the most important; they have the ability to simplify a complex problem in order to easily reach a solution to a problem that often, at first glance, seems complicated and complex. Most importantly, creativity at work involves finding original connections and models that others cannot find. That is why it is important to nurture a creative organizational culture [7].

METHODOLOGY

The subject of this research relates to whether there is a difference in understanding the importance of creativity for the job of a manager between students and managers themselves.

The dependent variables are respondents' assessments related to the importance of creativity for the business success of managers and respondents' assessments related to the importance of the components of the creative process for creativity.

The independent variables are psychological traits (fourteen) and components of the creative process (ten).

RESEARCH HYPOTHESES

H1 It is assumed that creativity belongs to those traits that are statistically significantly more often perceived as decisive and leading factors of business success.

H2 It is assumed that there are statistically significant differences in the perception of the importance of creativity between management students and managers themselves, in the sense that management students estimate creativity as statistically more important for business success compared to managers themselves.

The sample of respondents consisted of: 35 final year students of the Faculty of Business Studies and Law, 35 students of the Faculty of Information Technology and Engineering and 35 students of the Faculty of Management, as well as 100 managers from various fields (business, education...). There were a total of 205 respondents.

In this research, two basic methods for data collection and analysis were applied, namely *the theoretical analysis method and the survey method*. The survey method was used as the main research method. A questionnaire was used in the research. It collected data on the social and experiential characteristics of the respondents. In order to examine special attitudes related to the importance of the components of the creative process for the creativity of managers, the questionnaire also included a seven-level scale for assessing importance. The list of components of the creative process consisted of the following components: flexibility, fluency, fantasy, creative generalization, creative differentiation, creative perception, originality, openness, sensitivity and tolerance of ambiguity.

The data obtained from the research were processed statistically in the computer program SPSS.

Presentation, analysis and discussion of research results

Creativity was assessed by the total number of respondents as very important for the business success of managers. Its scale value is 1.7854. The results of the analysis of variance showed that there were no significant differences in the assessments of the importance of creativity between the subgroups of respondents.

Table 1: Analysis of variance - CREATIVITY

	Square sum	df	Mean Square	F	Sig.
Between	2,675	3	.892	1.031	.380
Within	173,881	201	.865		
Total	176,556	204			

Based on the obtained data, it can be concluded that creativity is evaluated as very important for business success and that the evaluations of the importance of creativity do not differ among the subgroups of respondents who participated in the research.

Based on the data presented in Table 2, it can be seen that respondents evaluate creative generalization, originality, and openness as extremely important components for the creativity of managers. Traits such as tolerance of ambiguity and fluency are considered mostly significant, while fantasy is evaluated by respondents as both significant and insignificant.

Table 2: Degree of significance expressed as a percentage of the total sample (N=205)

No	COMPONENTS OF THE CREATIVE	DEGREE OF SIGNIFICANCE EXPRESSED IN PERCENTAGE [
		Extremely important	Very important	Mainly important	Important - yes and no	Mainly not important	Very little important	Not important at all
1	Fluency	24.9	29.8	30.2	7.3	3.4	2.0	2.4
2	Flexibility	24.4	39.0	18.5	7.8	4.4	2.9	2.9
3	Fantasy	5.4	13.2	24.9	25.4	9.8	10.2	11.2
4	Creative generalization	24.9	26.8	18.5	17.6	4.9	4.9	2.4
5	Creative differentiation	20.5	34.6	24.4	8.8	6.3	3.9	1.5
6	Creative perception	27.8	28.8	21.5	11.2	2.0	5.9	2.9
7	Originality	44.9	24.9	15.6	4.9	2.0	4.4	3.4
8	Sensitivity	33.2	36.6	13.7	6.3	3.4	5.4	1.5
9	Openness	39.0	36.1	10.7	6.8	1.5	3.4	2.4
10				Tolerance neodreden	11.7	24.4	6.8	4.

Table 3: The order of importance of the components of the creative process for the creativity of managers, obtained from the total sample

Rang	Characteristic	Scale value
1.	Openness	2.1561
2.	Originality	2.2098
3.	Sensitivity	2.3220
4.	Flexibility	2.4927
5.	Fluency Creative perception	2.6000 2.6000
6.	Creative differentiation	2.6341
7.	Creative generalization	2.7512
8.	Tolerance of ambiguity	3.2293
9.	Fantasy	3.9659

Based on the data, it can be concluded that at the level of evaluation of the total sample, openness (2.15) and originality (2.20) were evaluated as the most important components of the creative process among managers. It can also be seen that sensitivity and flexibility are among the more important components that determine a manager's creative process. Components such as fluency (2.60), creative perception (2.60), creative differentiation (2.63) and creative generalization (2.75) were assessed as moderately important for managers' creativity. In research, fluency means producing as many different answers and ideas as possible that lead to a given goal. A very interesting result is the one that shows which are the least important components for managers' creativity. The least significant is fantasy (3.96), followed immediately by tolerance of ambiguity (3.22). The tolerance of ambiguity was evaluated by importance among the least.

The results shown in Table 3 reflect the order of importance of the creativity component among managers, which was obtained on the total sample of respondents, and from them one can see a general picture of the importance of these components. However, not all subgroups of respondents consider the components of the creative process to be equally important, and in this order, as in Table 3. There are statistically significant differences between the subgroups of respondents in the evaluations of the importance of the components of the creative process among managers, which indicate that the respondents of different subgroups, through different components, recognize those that are essential for the creative process of managers, or consider one and the same one important to a different degree. The results of the discriminative analysis speak about these differences.

Table 4: Results of the discriminant analysis in the evaluation of the components of the creative process according to their importance for the creativity of managers, between subgroups of the sample

Discriminative variable	Characteristic root DV	% of explained variance	Cumulative % explained variance	Canonical correlation	Wilksov Lambda	Hi square test	df	Sig.
1	.215a	63.2	63.2	.420	.730	62.079	30	.001
2	.094a	27.5	90.7	.293	.886	23.754	18	.163
3	.032a	9.3	100	.175	.969	6.125	8	.633

The results of the discriminant analysis show that the canonical correlation of the first extracted function is 0.420 and is statistically significant at the $p < 0.001$ level. The second and third extracted functions are not statistically significant. **Based on this, it can be seen that there is one factor that successfully separates managers and groups of students.**

Table 5: Centroids on the discriminative variable

Group	Function
Students of the Faculty of Business Studies and Law	9.902E-02
Students of the Faculty of Information Technologies and	-.360
Students of the Faculty of Management	-.825
Managers	.380

Table 6 shows the comparative order of the importance of the components of the creative process in all four subgroups of respondents, and in addition to each component, a scale value with which a certain subgroup assessed the importance of the component when it comes to manager's creativity is given. This table indicates what the fine differences between subgroups consist of.

As the discriminative analysis showed, and what can be seen at first glance from this table, is that students put originality and openness in the first place, while these qualities are among the first in managers.

Table 6: Comparative ranking of the importance of creative process components for managers' creativity

Managers' estimates	Assessments of students of the Faculty of Business Studies and Law	Assessments of students of the Faculty of Information Technologies and Engineering	Assessments of students of the Faculty of Management
<i>1. Openness 2.41</i>	<i>1. Originality 2.08</i>	<i>1. Originality 1.60</i>	<i>1. Originality 1.54</i>
<i>2. Sensitiv. 2.44</i>	<i>2. Opennes 2.17</i>	<i>2. Opennes 1.77</i>	<i>2. Openness 1.80</i>
<i>3. Originality 2.70</i>	<i>3. Creative perception 2.25</i>	<i>3. Flexibility 1.91</i>	<i>3. Sensitivity 2.22</i> <i>3. Fluyency 2.22</i>
<i>4. Fluency 2.73</i>	<i>4. Sensitivity 2.28</i>	<i>4. Sensitivity 2.11</i>	<i>4. Flexibility 2.40</i>
<i>5. Creative perception 2.75</i>	<i>5. Creative generalization 2.31</i>	<i>5. Creative perception 2.20</i> <i>5. Fluency .20</i>	<i>5. Creative differentiation 2.82</i>
<i>6. Flexibility 2.77</i>	<i>6. Creative differentiation 2.37</i> <i>6. Fleksibilnost 2.37</i>	<i>6. Creative differentiation 2.28</i>	<i>6. Creative generalization 2.85</i>
<i>7. Creative different 2.78</i>	<i>7. Fluency 2.42</i>	<i>7. Creative generalizat. 2.45</i>	<i>7. Creative percept. 2.91</i>
<i>8. Creative generalization 2.97</i>	<i>8. Tolerance of ambiguity 3.08</i>	<i>8. Tolerance of ambiguity 2.71</i>	<i>8. Tolerance of ambiguity 3.28</i>
<i>9. Tolerance ambiguity 3.44</i>	<i>9. Fantasy 3.51</i>	<i>9 Fantasy 4.17</i>	<i>9. Fantasy 3.88</i>
<i>10. Fantas 4.08</i>			

Observed at the level of all four subgroups of respondents, an interesting result is the one that indicates that there are significant differences in assessments of the importance of flexibility.

What is interesting in the results obtained regarding the assessment of the importance of the components of the creative process for the creativity of managers, in terms of the differences between the four subgroups of respondents, is the fact that there are no statistically significant differences in the assessments of the least important components of the creative process for the creativity of managers.

In order to thoroughly analyze the research data, all students from different educational institutions were grouped into one group, and the differences in assessments of the importance of creativity components for the creativity of managers were observed between the group of management students and the managers themselves. In Table 7, you can see a comparative view of those estimates.

Table 7: Comparative order of the importance of the components of the creative process for the creativity of managers among management students and managers themselves.

MANAGEMENT STUDENTS			MANAGERS	
Rang	Characteristic	Scale value	Characteristic	Scale value
1.	<i>Originality</i>	1.7429	<i>Openness</i>	2.41
2.	<i>Openness</i>	1.9143	<i>Sensitivity</i>	2.44
3.	<i>Sensitivity</i>	2.2095	<i>Originality</i>	2.70
4.	<i>Flexibility</i>	2.2286	<i>Fluency</i>	2.73
5.	<i>Creative perception</i>	2.4571	<i>Creative perception</i>	2.75
6.	<i>Fluency</i>	2.4762	<i>Flexibility</i>	2.77
7.	<i>Creative differentiation</i>	2.4952	<i>Creative differentiation</i>	2.78
8.	<i>Creative generalization</i>	2.5429	<i>Creative generalization</i>	2.97
9.	<i>Tolerance of ambiguity</i>	3.0286	<i>Tolerance of ambiguity</i>	3.44
10.	<i>Fantasy</i>	3.8571	<i>Fantasy</i>	1.08

Discriminative analysis shows that there are statistically significant differences between students of management and the managers themselves, in the assessments of the importance of the components of the creative process for the creativity of managers.

Table 8: Data on the significance of discriminative variables

Discriminative variable	Characteristic root DV	% Of the explained variance	Cummul % of variance explanation varijanse	Canonical correlation	Wilksov Lambda	Hi kvadra t test	df	Sig.
1	.162a	100.0	100.0	.374	.860	29.796	10	.001

The canonical correlation of the separated discriminative function is 0.374 and is statistically significant at the 0.001 level, on the basis of which it can be concluded that there is one factor that successfully separates management students and managers themselves, in assessments of the importance of the components of the creative process for the creativity of managers.

CONCLUSION

The need for creativity can be seen in many segments of management, especially when it comes to tendencies present for the last fifteen years in the world of business, such as: corporate restructuring, cost reduction and the quality of products and services. Firm restructuring comes under the influence of new strategic and management technologies, and it involves various processes and, consequently, problems associated with these processes, in which creativity can be an ideal tool for finding solutions. When it comes to cost reduction, creativity can be important in shaping new products and new technologies, as well as when it comes to increasing product quality, where creativity can be expressed in all areas of business, and in particular in improving the organization's culture. The contribution of this paper in the field of creativity research are the results of empirical research of the importance of creativity.

The next stage in the research of creativity and, in particular, innovation would be focused on the development and application of methods for its encouragement and learning, which is also indicated in defining the practical objectives of this research. As the practical aim of this research was to provide empirical data on the importance of creativity for business success, as well as information on which components of the creative process most determine the creativity of managers, put in function the

possibility of initiating practical activities and actions, through which it would be encouraged to develop creativity as one of the factors of business success, it seems sensible to think in terms of designing a "creativity training for managers", since the mobility is assessed as very significant. However, in addition to taking into account the results of this research, it is necessary, in the context of the formation of such a program as "creativity training for managers," to consider and open up some other issues related to creativity and innovation.

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