

## **Creative performance in accordance with the strategy of motivation achievement**

### **An exploratory study among sample managers of private banks**

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**ABSTRACT:** *The motivation of achievement creates the desire of leaders and managers to achieve the strategic goals and success of their organizations. It must be provided that the desire of employees and the rush and job satisfaction and motivation are the main factors to achieve the success of the strategy in any bank that the employee's desire to get experience through training courses or otherwise is to promote success and this is related to the synergy of motivation with the strategy of the organization to achieve success and creative performance of managers. A sample was selected from the managers of some of the private banks (sample of the research) the number of questionnaire valid for analysis with (50) questionnaire. The questionnaire included the axes of demographic information and the axis of motivation achievement and creative performance by its dimensions (originality, fluency, flexibility, sensitivity to problems) The research showed that the banks seek a research sample to build strategies to motivate the employees towards achieving the goals, through the positive role of the motivation for achievement in creative performance.*

**KEY WORDS :** *Achievement motivation, fluency, originality, flexibility, sensitivity of the problem, creative performance.*

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#### **I. INTRODUCTION:**

The achievement of achievement may be relevant to the cause of the flowering and decay of civilization. The person who is accomplished is qualified to build civilization by virtue of its enjoyment of the management and exercise of force. Its ability to overcome difficulties and its relentless struggle to achieve success and achieve excellence standards. That the individual accomplished the structure of his society, just as the developed society the fruits of its members are completed, so the motives are very important in the success of organizations that require the motivation to achieve their goals and we must emphasize that motivation is a psychological issue, basically the orientation of human behavior of innovation creativity and provide the best of his In order to achieve the goals, it is an internal physical or psychological force that raises self-behavior in certain circumstances. It is derived from the general direction of the individual's behavior, as if the motivation for achievement is the means by which the individual and society strengthen each other.

#### **The first topic: scientific methodology of research**

##### **Introduction:**

The issue of achievement motivation is an important issue at present. Organizations are devising incentive strategies for employees to motivate employees to achieve their goals. Organizations are quick to achieve outstanding performance by motivating the achievement of employees. Therefore, we can define the scientific methodology of research to define the road map that defines The right path for researchers.

##### **First: Research problem**

Self-motivation is a factor in the success of banks and their superiority. Therefore, the first researchers are of great importance to research the motivation of achievement that ensures the If we tried to classify the motives, we find that it is a two-part self-personal in the instinct of the employee pays to achieve excellence and compete with others to ensure access to the goals in scientific ways to ensure the maintenance of success and there are motivated drivers contribute to the implantation in the psyche of the employee and in both cases the motive leads to achievement And then to excel and thus to achieve the objectives of the bank ... This is called creative performance, which is self-awareness of the person and is characterized by the originality and fluency of creative ideas that motivate individuals to create new ideas and here it is worth asking the following question:

What is the role of motivation to achieve the achievement of creative performance to sample of banks? success and superiority of banks.

**Second: The importance of research**

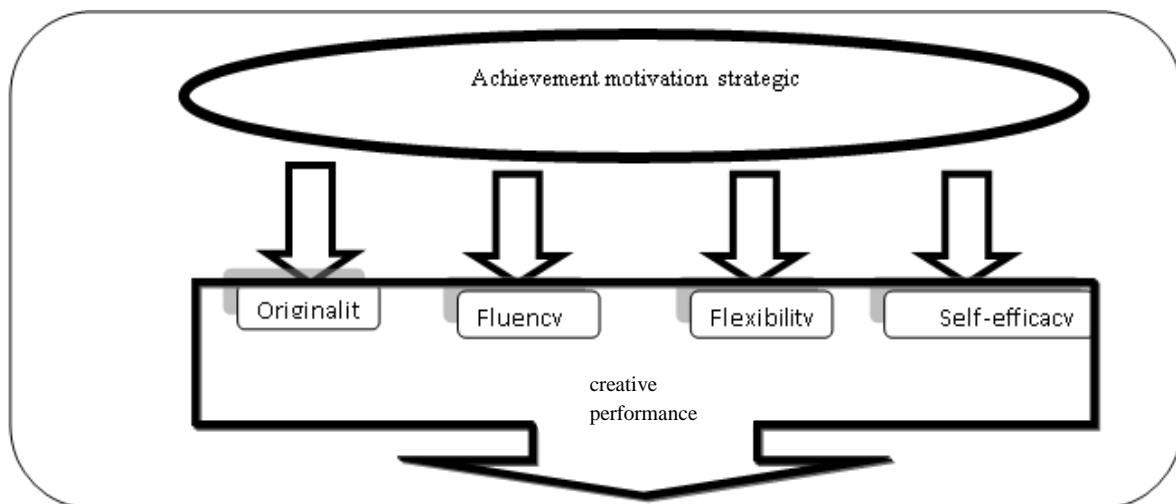
The importance of research stems from the necessity of success of banks through the development of a special strategy for the employees called the strategy of achievement motivation in order to reach certain objectives, including the achievement of creative performance of similar banks, so the process of ensuring the success of these banks depends on the rush of workers towards achieving excellence and creative performance of the bank. Therefore, there are foundations for achieving excellence that banks take into account and put them in the priorities of building strategy, and hence the achievement of goals depends on the existence of motivation and motivation that direct the behavior of employees to innovate and provide service better than the rest of a path. The higher the achievement motivation among workers whenever they reached the banks of the research sample to reap the profits of that excel both through tangible profits or through customer satisfaction on the bank and without completion of motivation can not bank to achieve its objectives because the motives nerve form the president to achieve success and excellence ..

**Third: Objective of the research: The current research aims**

1. A statement of the role of the driving strategy of achievement in banks sample research?
2. Highlight the level of creative performance in the sample being investigated?
3. Know the level of achievement motivation in the research sample in the surveyed banks?
4. Know the impact of the strategy of motivation achievement in creative performance?

**Fourth: Planned descriptive research**

In terms of the problem, the main and sub-variables of the current search were defined as in the following diagram:



**Form (1)** the descriptive diagram schema of the search

**Fifth: The hypothesis of research**

In light of the search problem, the main research hypotheses emerge:

**Alternative Hypothesis:** The strategy of achievement motivation contributes to creative performance and its dimensions to the workers in the sample banks.

**The null hypothesis:** The strategy of achievement motivation does not contribute to creative performance and its dimensions to the workers in the research sample.

**Alternative hypothesis:** There is a strong relationship between the strategy of achievement motivation and creative performance by its dimensions.

**The null hypothesis:** There is no relationship between the strategy of achievement motivation and creative performance by its dimensions.

**Sixth: Building the scale of research**

**Table (1) Search Scale**

Source	Dimensions of variables	Key variables
Al - Ghamdi:2009 Cheers.: 2016	General Tough - Success with perseverance to make effort - Endurance in order to reach the goal -	<b>A strategy of achievement motivation</b>
Siadat:2010	Originality	<b>Creative performance</b>
Siadat:2010	Fluency	
Andrea & Ben:2018	Flexibility	
Pamela& Steven: 2001	Self-efficacy	

**Seventh: Society and Sample Research:**

The survey population was selected according to the Morgan (1970) scale on a sample of 52 individuals for three banks (Al-Shamal Bank = 14), Gulf Commercial Bank = 20 (Middle East Bank = 18) Fifty (50) questionnaires were received, while the valid questionnaires were (49) questionnaire forms.

**Eighth: The limits of research**

**Current search is determined:**

- 1 - The objective limits: study the role of a strategy of achievement achievement in the achievement of creative performance.
2. Spatial boundaries: A sample of private banks (National Islamic Bank, Middle East, Arabian Gulf).
3. Time Limits: The research was carried out on 1/2 -2019-13 / 3/2019
4. Human boundaries: A sample of employees in banks was selected.

**The first topic :Theoretical framework**

**Introduction:**

The banks seek to build strategies to motivate employees to accomplish the tasks assigned to them to achieve the objectives of the bank and thus achieve the outstanding performance that contributes to building a sustainable competitive advantage. Therefore, the theoretical framework includes the concept of achievement motivation and the concept of creative performance as follows:

**First: the concept of the strategy of achievement motivation**

The concept of motivation gained a distinct attention from those concerned with the study of man and its clients. This is due to the association of the individual with multiple motivations which he raises, moves and orientes in one direction towards specific directions. Therefore, it has been used to explain human behavior in an attempt to predict and control this behavior.

The strength of motivation for achievement in individuals is different as the activities differ in the nature of the challenge it poses and the purpose it offers to express this motivation. Therefore, we must consider all factors of personality and environmental factors when trying to explain the driving force of achievement for a particular individual who faces a specific challenge in a specific situation Itself to be driven more strongly for achievement.

Henry Murray (1933: 123) was perhaps the first to present the need for achievement in a dynamic, integrated form of psychological needs, defined as "the desire to overcome obstacles, to exercise force, to insist on the achievement of things that others consider to be difficult, Achieving excellence ... McClelland Watkinson and her colleagues have developed a theory of this motivation (McClelland, Det. Al., 1953: 79) on a new theoretical and empirical basis, and for them a "default" means the feeling or feeling associated with evaluative performance. This feeling reflects two main components: hope for success and fear of failure as the individual tries to do his utmost to strive for success and achieve the best.

Galford explained that the motivation for achievement consists of a composite of more than one factor or motive, and that it is not absolute and does not appear at one level in the individual at all (Guilford, 1959, 347-349). Objective If the "capacity"

McClelland (1960: 30) defines it functionally as "the individual's need to perform his tasks better than before, efficiently and quickly, with the least effort and the best result." Atkinson &Featjer (1966)'s theory of "expectation-value" in achievement is the basis of most of the research and tests that have so far been shown in this area.

McClelland was a pioneer in this direction. His research focused on the nature of achievement motivation, its methods of measurement, and its relation to certain cultural factors. McClelland was influenced

by Freud's theory of psychoanalysis and combined his approach to Freudian clinical analysis of motivation and rigorous experimental approach to psychology .

Wiener & Schider 1971 explained the importance of introducing cognitive or cognitive elements into the theory of Atkinson, and experimentally proved the validity of a theoretical prediction in the area of simple performance (Wiener, 1975).

In the same vein, the theory of Kukul A. (1972), which we will discuss in detail in the Experimental section, goes on, as does the theory of "future orientation" (Ryoner & Rubin, 1971) Requires effort, perseverance and follow-up, while this may not be the case for low-achievers due to lack of "forward orientation" (Ryoner & Rubin, 1971). We mean the motivation of achievement as "the process of provoking behavior and maintaining it to achieve the goal (Abu Jado: 2000, 330), as well as" desire and strive to overcome difficulties and obstacles to achieve success in performance "(Salem: 2000, 26).

The motivation of achievement is an important factor in directing and stimulating the individual's behavior. Individuals can also recognize situations as well as help them to understand and interpret the behavior of others. The motivation for achievement is also an essential component in the individual's quest for self-fulfillment and self-assurance. Of his goals and his sought-after lifestyle and greater levels of his human existence (Khalifa, 2000: 33).

The motivation for achievement is defined in different ways based on multiple theories and contexts. McClelland and his colleagues, 1953, define the motivation for achievement as an acquired motivation to compete and to succeed whenever possible, while assessing individual behavior with the standard of excellence (Dweck, Elliot, 2005: 32) In the personality determines the extent of the individual's perseverance and perseverance, in order to achieve and achieve a success that results in a kind of satisfaction, in situations that include evaluation of performance in light of a certain level of excellence (Khalifa, 2000: 90). (Coon, 2005: 387) Both Hyde & Kling (2001: 364) have pointed to the motivation for achievement: "Desire to Eng G) is of value or importance through efforts and to meet the standards of excellence in the individual's doing. "(Heckhausen.1967) states that" the individual seeks to raise his or her abilities to maintain as high a level as possible in all activities that are believed to be a criterion of excellence for him, Success or failure to achieve it (Halisch & Kuhl, 2012: 163).

**Second: the theory of need for achievement (Richard, C. Atkinson, 1957)**

The theory of achieving the need for one of Maslow's needs focuses on the value-the need for achievement-and aims at predicting the behavior of those who have ranked high or low for the need for achievement. Atkinson says people are high-achieving, willing to fight for success and driven to a high degree to get satisfaction from achieving or accomplishing some challenging goals or actions. They prefer jobs that have a reasonable chance of success, and avoid those that are very easy, or very difficult. As such, these people prefer to get specific cash in their time, and feed back on their performance. Studies show that these people with high need for achievement do better, especially in committed businesses such as starting new businesses (Desler, 2010: 498-499).

Atkinson also highlighted the determinants of risk-based achievement and noted that the risk of achievement in action is determined by four factors: (Bar, 2014: 72):

**1. Two factors are related to individual fertility.**

**2. Two factors are associated with the characteristics of the task to be accomplished.**

**With regard to individual fertility: two types of individuals work differently in the direction of achievement, as Atkinson puts it.**

**a. STEP 1: People who have a higher need for achievement than fear of failure.**

**B. STEP 2: People with high fear of failure compared to the need for achievement.**

**The level of need for achievement and the level of fear of failure, as shown in Table (2), are as follows:**

**Table (2) Basic patterns of individuals in motivation for achievement**

Level of fear of failure	Level of need for completion	
Low	High	<b>The motivation for achievement and success is greater than the motivation to avoid failure</b>
High	Low	<b>The motivation to avoid failure is greater than the motivation for achievement</b>

**Source: Bar, (2014), "Organizational Climate and its Relationship to Achievement", Master Thesis, Biskra University, p. 73.**

Table( 2 ) shows that individuals with a high level of need for achievement are expected to show activity-oriented achievement because their concern about failure is very limited. As for individuals who have a low level of need for achievement, it is expected that there will be little or no activity for them because they lack the need for achievement and control of fear and fear of failure (Alderman, 2008: 100).

Motivation must be distinguished from motivation and motivation. The motivation is strength from within the individual and the motivation is external. The incentives include all the tools, plans, and methods used by the administration to initiate, encourage, activate, direct or change a particular direction (Faleh, 2013, 16). Through this we can put the procedural definition of the strategy of achievement motivation is ((the process of raising the behavior of employees and encouraging them to achieve the goals and vision of the Organization)

### **Third: Characteristics of the strategy of achievement motivation among workers**

Characteristics of behavior characterized by motivation achievement: (Spring 2010: 123-124)

a. Excellent performance: Individuals with high driving motivation excel in individuals with low motivation in performing business, whether easy or difficult.

B. Commitment and integration Studies have shown that there is a strong correlation between high motivation for achievement and commitment to and complementarity in the performance of work, and may be characterized by high motivation to achieve selfishness and failure to have a disastrous experience, they tend to individual work to show their personal achievement is clear, they are characterized by initiative and pioneering behavior And improve performance and production in the work entrusted to them.

The motivation for achievement can be seen in two ways:

A. It is a growth motive if the individual is interested in satisfying his abilities and showing his abilities.

B - It is a social motive if the individual is interested in competing with others.

### **Fourth: factors that affect the strategy of motivation achievement**

The motivation of achievement is influenced by a number of factors: (Davidoff 1983: 466-471)

a. The effects of the achievements were negative or positive, directly or indirectly.

B. The memories we hold about past performance and the emotions associated with it.

c. Expectations of success and failure in performance.

d. The extent to which the social and family environment confirms and enhances the high individual achievement, and the social impact on gender discrimination appears to be expected in the same society. It also appears to vary in motivation by the diversity of societies.

### **Fifth: the dimensions of the strategy of achievement**

Three motivations for achievement could be drawn, which implicitly accepted and implicitly accepted the traditional direction (Atkinson, McClelland, Vynes, Kyokla) and an explicit confirmation of the new direction (Edwards, Sadruddin, and Hebe). These factors were defined as follows (Atkinson :: 1960,288):

General ambition: "To be successful, superior, better, perform difficult tasks that require skill and effort and those that have important implications, accept the calculated risk that is likely to succeed in failure, be a reliable source between peers and experts, with the sensitivity of conscience and the desire to delight others, Only one work until its end before starting another work. "

Success in persevering in the effort: "Recognizing or appreciating what the work requires effort and ability, and striving to complete it to the end with the polarization of boredom and resistance to extinguishment and insistence on reaching the goal regardless of the time taken and the successes of success, devoting effort to work and face all difficulties and commitment to what the individual intended In front of himself and others. "

Endurance in order to reach the goal: "Accept difficulties and difficulties, overcome them and reach the goal, withstand the frustrations, do the difficult work and engage in it, resist dispersion, hard work until the completion of work in the best way, dedicate time and effort and finish work at any cost, Long hours without feeling tired or bored, trust in success and hope in it, and stimulate to exert all possible energies without tireless or retreat. "

### **Second: the concept of creative performance**

Creativity is simply the ability to strike a balance between investment innovation, exploratory creativity that focuses on the search for new knowledge, the search for opportunities and experimentation, while investment innovation

Involves the re-knowledge of existing, secure advantages and effectiveness of both exploration and exploitation depends on the path of creativity and reinforces itself. (Chen at el: 2018,4). Creativity has been described as the ability to produce new ideas, new behaviors, new concepts, new designs and new procedures, or update old ideas to new and unique ideas in performance (Mahlagha et al., 2018,46).

Successful organizations seek to maintain their continuity and to remain strong and influential by adopting advanced strategies and methods. In order to ensure this, they should not stand still and continue to pursue their work properly. They must strive to achieve more than they aspire to. The Organization should be creative to achieve this (Ifzal et al: 2018.12). The success of many business organizations depends on innovation, problem-solving and creativity to translate these solutions into new ideas that are applicable (Day, 2014: 757).

One scientist pointed to the need to discover early innovators and his argument that the delay in their discovery reflected on their suffering from behavioral problems and psychological frustrations in addition to their low motivation for achievement (Kerr, 1985: 11 (Alderir, 2004: 274).

Al-Azzawi, 2012: 53-54) has mentioned the characteristics and characteristics of the creative personality as follows:

- Intelligence.
- Self-confidence to achieve its goals
- Have a degree of qualification and culture.
- The ability to implement creative ideas carried by the creative person.
- The ability to develop things do not see the phenomena on the top, but analyzes and raises questions and questioning constantly.
- He has extensive social relations and deals with others to benefit from their views
- Focuses on individual work to show his abilities and abilities, there is a degree of selfishness.
- Stability on opinion or boldness and risk, risk and risk, the testing phase requires courage when submitting ideas that have not been put before.
- It is preferable to work without laws and regulations.
- Creators tend to curiosity, research and dissatisfaction with the status quo.

The difference between the creative personality and the stereotypical personality can be illustrated in Table 3 (Abdul Mukhtar and Adawi, 2011: 28). Table (3) The difference between creative personality and stereotypical personality

**Table (3)** The difference between creative personality and stereotypical personality

<b>Typical personality</b>	<b>Creative Personality</b>
<ul style="list-style-type: none"> <li>● A person fails to change his behavior in new situations</li> <li>● Perseverance to resist renewal or change</li> <li>● Routine thinking is out of the ordinary does not accept the change or change the solution</li> <li>● Typical thinking</li> <li>● Solid and rigid in his thinking</li> <li>● The inability to accept any beliefs that differ from him</li> <li>● Closed mental format</li> <li>● Lack of ambiguity</li> <li>● inability to perform two skills in that one</li> <li>● Unable to share tasks</li> <li>● Repent and alienate others</li> </ul>	<ul style="list-style-type: none"> <li>● The person is looking for new ways to change the Attitudes.</li> <li>● Accepts renewal and change</li> <li>● It is out of the ordinary to accept and change the solution</li> <li>● Non-stereotyped thinking</li> <li>● Flexible and fluent</li> <li>● Ability to accept criticism and beliefs</li> <li>● Problem-solving mental format</li> <li>● It is ambiguous</li> <li>● Ability to perform more than one task at the same time</li> <li>● Able to share tasks with others</li> <li>● Lovable and social</li> </ul>

And that most impede the process of creativity are factors related to the individual itself, such as fear of failure and lack of self-confidence and fear of taking responsibility and all these factors are a bundle of creativity (Mahdi, 2012: 267).

Amabile (1983) finds that there are two kinds of motivation that direct an individual to perform a task: an internal drive and an external drive, one of which may exist or may exist together, but creativity is created only by one, but the internal motivation of the task is more connected to the creativity of the motive As for the motivation to perform the task, Amabile has identified the difference between what can be done and what will be done. The first depends on the skills associated with the field and the skills associated with creativity. The second depends on the motivation of the task that determines the extent to which the individual uses these skills in the service of creative performance, Amabile has identified three components representing the stone foundation To build the creative performance model: field skills, creativity skills and task motivation, and that each of these components is necessary to produce a certain level of creativity, the more each of these three components high level, the overall level of creativity is high, and Figure (2) The three components of creative performance (Abu Dunya& Ibrahim, 2000: 168-169).



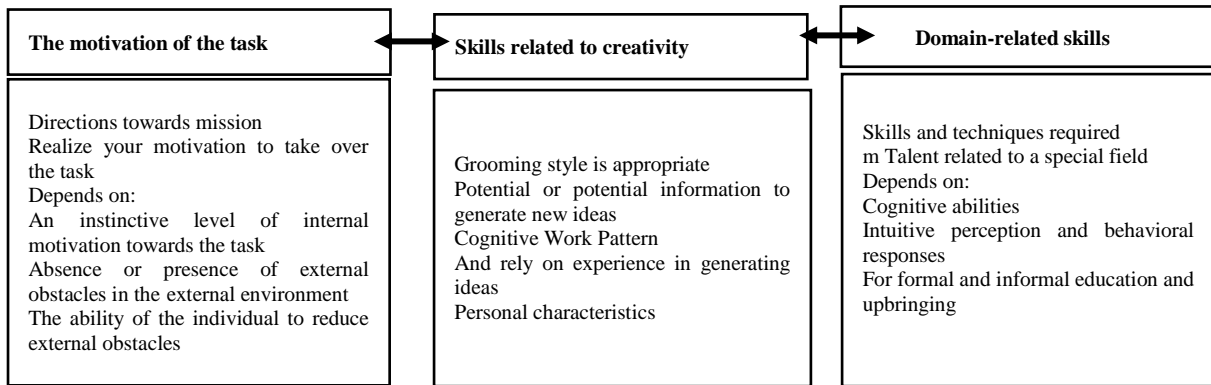


Figure (2) Components of creative performance at Amabile

Source: Abu Dunya, Nadia AbdaAwwad, Ibrahim, Ahmed Abdullatif, (2000) "The Psychology of Creativity", Bibliotheca Alexandrina, p. 169.

Necka.E pointed out that creative output consists of motivation interaction with abilities and skills. Figure (3) shows that the creative output according to this model must be concerned with the motivation, skills and abilities and the extent of their association with each other. The current creative tests have limited abilities and skills because they include a general assessment of creative talent so the owner of this model decided to design tests based on these three dimensions essentially regardless of what each dimension contains (Abu Dunya& Ibrahim, 2000: 36).

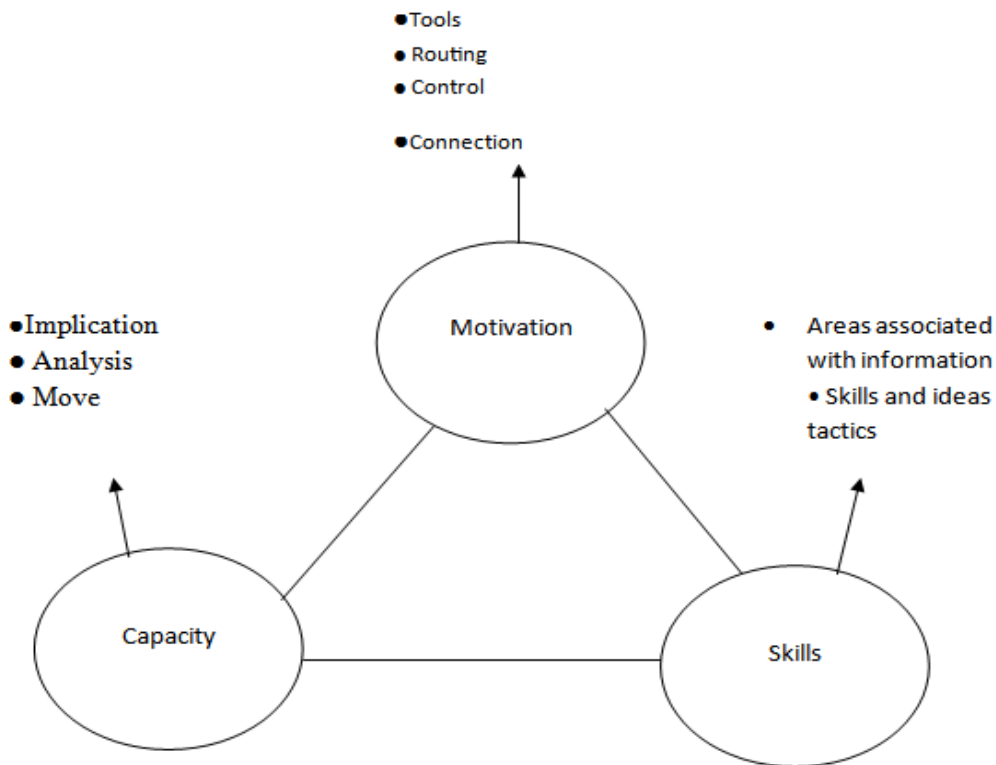


Figure (3) Necka model of creativity

Source: Ibrahim, Ahmed Abdellatif, Abu Dunya, Nadia AbdaAwwad, (2000) "Psychology of Creativity", Bibliotheca Alexandrina.

Leaders who demonstrate adaptive leadership observe the organization's external environment for the purpose of strategic vigilance and information collection, and use this information to maintain a competitive organization that ensures continuous organizational learning by adapting to variability and changes in external environments. Leaders or business leaders need to understand, understand and integrate new information and ideas to take advantage of them in their current and future strategies. (Hsing-Er Lin 1 and Edward F. McDonough: 2017,44).

The motivation of achievement creates the desire of leaders and managers to achieve the strategic goals and success of their organizations. It must be provided that the desire of employees and the rush and job satisfaction and motivation are the main factors to achieve the success of the strategy in any bank that the employee's desire to get experience through training courses, dispatch or otherwise is the promotion to success and this is related to the synergy of motivation with the strategy to achieve success and creative performance of managers.

While some say that banks should focus on only one direction in the system

To avoid risk in exploration and exploitation, modern literature has He noted that ingenuity can positively affect organizational performance.

### **1 - the dimensions of the creative performance:**

A review of the most common creative thinking tests - Torrance and Gilford - refers to the most important creative thinking skills or abilities that researchers have tried to measure:

a. **Fluency:** The ability to generate a large number of alternatives, synonyms, ideas, problems or uses when responding to a particular stimulant over a specific period of time, whether verbal fluency such as giving a large number of useful ideas and produced at a specific time, speed and ease of generation. And provided that these ideas are new and rare has not been touched by one in advance. (Jabr, 2010).

B. **Flexibility:** It is the ability to generate diverse ideas that are not of the type of ideas usually expected, and to guide or shift the course of thinking with dramatic change or position requirements. Flexibility is the reversal of mental inertia, which means the adoption of predetermined and unchangeable mental patterns as needed. Flexibility: automatic flexibility, adaptive flexibility, flexibility to redefine or abandon an old concept or relationship to address a new problem. Refers to the individual's mental flexibility and the ease with which he changes the mental position and means the ability to speed in generating diverse ideas that are specific to a particular position.

It is noted here that attention is focused on the diversity of ideas or responses, while attention is focused on fluency on quantity without quality and diversity. Flexibility means the ability to adapt to emergent situations, problems, and quick thinking to give creative solutions. It is the degree to which a person changes a particular attitude or view, and intolerance to ideas, as well as looking at things from several angles, resulting in the greatest number of ideas. Differentiated (angry: 28,2006).

As it does not indicate the reluctance of the individual to replicate his personal perceptions, but indicates his reluctance to repeat what others do and this is what distinguishes them from flexibility as it means that the creative person does not repeat the ideas of others and alienate their traditional solutions to problems and represent the originality of the highest degrees of the ladder of creativity and describes the person in the Creator if he could To come up with original and new responses that differ from those of the peers in terms of their diversity and grandmother, and this property is one of the most relevant characteristics of creative thinking. (Musabah, 2011)

c. **Authenticity:** It is that new work that does not resemble another work we already knew and understood. Authenticity is the most relevant characteristic of creativity and creative thinking, and originality here in the sense of novelty and uniqueness, which is the common factor of most definitions that focus on creative products as a way to judge the level of creativity. But the problem here is the lack of clarity of the comparator's benchmark: are they the products of adults? Or outputs of the age-group? Or previous outputs of the same person? How do we know that an idea or solution to a problem fulfills the requirement of originality? What if two in two divergent countries reach an creative solution to a problem at close quarters? Does not the second deserve the description of the creator because it was too late?

It should be noted here that human and environmental trends adopt the view that the individual's previous personal experience is based primarily on the judgment of the quality of his products. In other words, originality is not absolute, but it is defined within the framework of one's own experience (Pleasure, 2002).

d. **Extend:** The ability to add new and varied details of the idea or solution to a problem or panel that will help to develop, enrich and implement.



**e. Sensitivity to problems:** It is meant to be aware of problems, needs or weaknesses in the environment or situation. This means that some individuals are quicker than others to observe the problem and verify its presence in the situation. Finding the problem is a first step in the search for a solution, and then adding new knowledge or making improvements and modifications to existing knowledge or products.

That the creative person is not creative if he sees things as the average person sees it. One of the most important qualities that the creative person must have is his sensitivity to problems. He sees the problem and resolves it without the ordinary person feeling the existence of the problem. It also means the individual's ability to feel and feel problems, And presented good questions about the problem.

**f. The ability to analyze and connect:** Analysis means the ability of the individual to analyze the whole to its basic elements and therefore describes the individual who has the ability of analysis as being able to explore the details and parts of the thing, whether an idea or work The link is the ability to form elements of experience and the formation of a new The ability to recognize and interpret the relationships between the effect and the cause and then to infer or synthesize new relationships. (Suwaidan and Adlouni, 2002)

**g Risk:** Take the initiative to adopt new ideas and methods and look for solutions and problems in a timely manner in which the individual is able to take risks from his actions and has the willingness to face the responsibilities involved.

**k. Self-sufficiency:** It is one of the measures for activating self-efficacy. It is the belief of individuals in their ability to perform the task assigned to them. Individuals with high self-efficacy have confidence in their ability to perform creatively. (Muhammad et al: 2015,62) Self-efficacy affects employee motivation and the ability to engage in a particular behavior as well as the pursuit of tasks. Ford (1996) has thus developed self-efficacy beliefs as a motivational component of individual creative work (Pamela & Steven, 2001: 1139).

The environment also plays an important role in the development and development of creativity, as it must have some of the following things:

- (A).Providing psychological and social security to individuals.
- (B) practicing shura within the organization.
- (C) instilling the spirit of adventure, risk and acceptance of the challenge.
- (D)Creating an atmosphere of mutual trust and fruitful cooperation.
- (E) Encouraging new ideas and providing time for innovation.
- (F) Achieving the principle of equal opportunities and supporting creators.

The dimensions of the creative performance have been chosen and applied in the practical aspect according to the study of most of the selected studies namely (originality, fluency, flexibility, self-efficacy).

### **The third topic: The applied side of the research**

#### **First: a description of the banks (Business Bay, Middle East, North)**

1. Gulf Commercial Bank: A private joint stock company incorporated under the company's certificate issued by the Registrar of Companies in accordance with the Companies Law with a paid up capital of JD 600 million. The Gulf Commercial Bank started the banking business through the main branch in 2000.

2- Middle East Investment Bank: The Middle East Bank of Iraq was established in 1993 after obtaining the certificate of incorporation from the Ministry of Commerce / Registrar of Companies and banking license from the Central Bank of Iraq. And started banking on 8/5/1994 capital of 400 million dinars. Now, the registered and paid-up capital of the bank is already 250 billion, 625 times higher than it was at the time of incorporation. These increases were made through capitalization of annual profits and the other part has been paid by shareholders since the establishment of the bank. The Bank has a special unit for combating money laundering in accordance with Law No. 93 of 2004 and the instructions of the Central Bank of Iraq .

3- Al-Shamal Bank is a private joint stock company established by a number of shareholders who represent an elite of businessmen and traders known at the level of the Iraqi and regional market. They have extensive experience in activating and developing the national economy according to modern scientific bases through adopting the advanced technological knowledge used in Arab and international banks. . The Bank has obtained the establishment license issued by the Registrar of Companies under its letter no. (973) on 7/10/2003, and granted a license to practice banking from the Central Bank of Iraq in accordance with his book No. 9/3/341 on 9/3/2004. He started his activity by providing banking services to customers on 1/4/2004 with a capital of (2.5) Two and a half billion Iraqi dinars.

#### **Second: Describe the responses of the research sample on the motivation variable variable of the workers**

The organizations seek to motivate the employees and prepare special strategies for the purpose of paying employees to achieve their objectives. Therefore, the distribution of the questionnaire to a number of employees on a sample in private banks was found, and we found that there is a clear disparity in the results of the standard clauses. This is confirmed by the standard deviation of (.50254) which indicates the homogeneity

of the sample. High for sample members to search their opinions for the paragraph, as well as got the (0.9102). This indicates that the achievement motivation in the research sample is very high.

There is also a very high tendency for the sample to be adventurous. This characteristic is characteristic of the leading individuals. The mathematical mean of paragraph (12) is 4.5510, which includes (the individual tends to risk if he has a doubt about success) The results indicate that there is a high homogeneity of the sample of the research sample with a standard deviation (50254). This is the difference coefficient and the relative importance of paragraph (11.042) (0.9102), respectively.

The third rank was for paragraph (21), which states: "When an individual accomplishes the daily tasks, he is most upset about making mistakes." The mean is 4.5510, which is a very high tendency for the sample of the research sample, (10,0254) and the difference coefficient (11,042) is a high homogeneity of the members of the research in their views towards the paragraph, as through the interview to a number of employees that there is high dissatisfaction by the people in the event of a defect or error in work, Included (0.9102).

The lowest paragraph was for paragraph (2) which refers to (if nothing is achieved in a particular task the individual seeks to exert all efforts to improve his performance), which obtained a mean (3.3673). This indicates a high tendency for the members of the research sample, However, there was a high dispersion of the sample of the sample in their opinions with a standard deviation (1.333) and a difference coefficient and a relative importance (39,609) and (0.67346), respectively, as in Table (4) below.

Table (4) Description of the responses of the research sample on the motivation variable

	questions	Arithmetic mean	standard deviation	Coefficient of variation	Percentage of importance	Ranking
.1	The workers solve the difficult tasks even if they are not sure the possibility of solving them.	4.1020	.87190	21.255	0.8204	17
.2	If something is not achieved in a particular task, the individual tries to make every effort to improve his performance.	3.3673	1.333	39.609	0.67346	26
.3	Preferably the work whose task is clearly defined provided that the individual determines for himself what and how he works.	3.7959	1.49972	39.508	0.75918	18
.4	Staff work as much as possible to improve their capabilities in their area of specialization.	4.5510	.50254	11.042	0.9102	1
.5	The most important and difficult work that workers are doing is the work that is likely to be a complete success.	4.4694	.64878	14.516	0.89388	9
.6	It is extremely important for an individual to do the best possible work even if it leads to a collision with his co-workers.	3.3878	.49229	14.531	0.67756	25
.7	Do any leisure time exercise to develop skills rather than rest and entertainment.	4.3673	.66752	15.284	0.87346	13
.8	The individual prefers to do something to be necessary even if he is risking a certain error to act on the advice of others.	4.1429	.88976	21.476	0.82858	14
.9	The individual may choose to work where the start of the salary is not large, but there are opportunities and thanks to his efforts to become high salary as soon as possible.	4.4694	.89214	19.961	0.89388	7
.10	After the individual stops in the evaluation process tends to rest and recreation more than his joy to get a high mark.	3.3673	1.33376	39.609	0.67346	26
.11	When faced with failure, the individual becomes more energetic and ready to follow his work.	3.7959	1.49972	39.508	0.75918	19
.12	The individual tends to risk if he has a doubt about success.	4.5510	.50254	11.042	0.9102	2
.13	What most people like is complicated and unfamiliar tasks.	4.4694	.64878	14.516	0.89388	6
.14	When work requires competition or initiative, employees have more interest and enthusiasm than discomfort.	3.3878	.49229	14.531	0.67756	23
.15	The individual prefers to continue to work hard until the moment he becomes fully satisfied with the results of his work.	3.3878	.49229	14.531	0.67756	22

.16	The individual prefers to accomplish the complex task in partnership with others.	4.3673	.66752	15.284	0.87346	12
.17	What attracts the most work that does not require effort and confident of its success.	4.1429	.88976	21.476	0.82858	15
.18	The individual prefers to participate in the competitions in which they areIts potential is more than the potential of others.	4.4694	.89214	19.961	0.89388	5
.19	During the evaluation, staff prefer to have specific questions in their area of specialization.	3.3673	1.33376	39.609	0.67346	24
.20	Employees prefer to choose a job that has little chance of success and great success.	3.7959	1.49972	39.508	0.75918	20
.21	When an individual accomplishes daily tasks, he is most upset about making a mistake.	4.5510	.50254	11.042	0.9102	3
.22	When an individual fails to do his job, he resorts to asking for help instead of looking for a way out of the situation.	4.4694	.64878	14.516	0.89388	4
.23	When an individual has difficulty working, he is more fear-stricken than he hopes to accomplish.	3.3878	.49229	14.531	0.67756	21
.24	The individual works more effectively under leadership, than he takes responsibility for himself.	4.3673	.66752	15.284	0.87346	11
.25	Employees perform specific tasks (what and how) better than those that include only general lines.	4.1429	.88976	21.476	0.82858	16
.26	It is gratifying for an individual to try to solve a question similar to the first one more than to solve a more difficult issue.	4.4694	.89214	19.961	0.89388	10

**Third: Describe the responses of the research sample to the dependent variable**

1- The originality: This is the new work which does not resemble any other work that we have already known and understood, which included four paragraphs in which the computational divisions varied. The mathematical mean of paragraph (3) b (I feel that I have the ability to present new ideas for working methods) (0.502), which indicates the homogeneity of the sample members in their opinions, as this paragraph ranked first and paragraph (2) came in the second order which includes (I try to stay away from the tradition of others) In solving problems in the work flow), which reached a median of 3.795, which is a trend Individuals sample towards the paragraph, and a standard deviation (1.499), a high dispersion in the research sample opinions, and this is indicated by the coefficient of variation of the relative importance (39.508) (0.759), respectively, and this indicated his personal interviews to members of the sample. Paragraphs (1) and (4) were given the lowest mean of my account, despite the high tendency of the members of the research, but it is high dispersion individual study sample.

**Table (5)** Describe the responses of the research sample about the dimension of originality

	questions	Arithmetic mean	standard deviation	Coefficient of variation	Percentage of importance	Ranking
1.	Look for distinctive and unique ways to accomplish tasks.	3.367	1.333	39.609	0.673	3
2.	I try to stay away from imitating others in solving problems that block the workflow.	3.795	1.499	39.508	0.759	2
3.	I feel I have the ability to offer new ideas for working methods	4.551	0.502	11.042	0.910	1
4.	Keep away from repeating previous solutions in solving work problems	3.367	1.333	39.609	0.673	4

2 - Fluency: which is to provide new ideas and provided that these ideas are new and rare has not been touched by one in advance, as this dimension included four paragraphs varied in their arithmetic, as the paragraph (2) top highest ranking (4.551) (0.502), which indicates a high homogeneity in the opinions of the research sample. This is confirmed by the personal interviews that there are problems and routine issues facing the workers can be solved in a traditional way or previously stuck, and paragraph (3) The third, which states: "I have the ability

to build quickly under the pressure of work," in arithmetic mean (4.4694) and standard deviation (0.648), which refers to high homogeneity in the research sample opinions, and this is what is referred to the difference and the relative importance factor (14.516) (0.89388) respectively. In the last rank, paragraph (4) came in the lowest mean, despite the high tendency of the members of the sample and high homogeneity of the members of the sample in their opinion.

**Table (6)** Describe the responses of the research sample about the dimension of fluency

	questions	Arithm etic mean	standard deviation	Coefficient of variation	Percentage of importance	Ranking
1.	I have the ability to put as many ideas and quick solutions to work problems	3.7959	1.499	39.508	0.75918	3
2.	I can retrieve previous ideas and information to solve the problems that I face at work	4.551	0.502	11.042	0.9102	1
3.	Has the ability to build rapidly under the pressure of work	4.4694	0.648	14.516	0.89388	2
4.	I have the ability to think fast in different circumstances	3.3878	0.492	14.531	0.67756	4

3 - The flexibility: The ability to generate a variety of ideas are not of the type of ideas usually expected, and to guide or shift the course of thinking with the change of stimulant or the requirements of the situation, as it contains four paragraphs in which the difference in the computational circles as it reached the arithmetic mean of paragraph (3) In adapting to the new variables in the work flow), is a very high tendency for the members of the research sample about the paragraph as the mean (4.4694) and this is confirmed by the standard deviation of (0.89214), which indicates the homogeneity of the sample in their views, First place Paragraph (1) came in the second order which includes (I have the ability to (0.66752) is a high homogeneity of the views of the research sample, as indicated by the coefficient of difference and the relative importance (15.2845) (0.87346), respectively, and this was indicated by the interviews of the sample. Paragraphs (2) and (4) were given the lowest mean of my account, despite the high tendency for members of the research.

**Table (7)** Description of research sample responses about after flexibility

	questions	Arithmetic mean	standard deviation	Coefficient of variation	Percentage of importance	Ranking
1.	I have the ability to make new ideas for business development and simple	4.3673	0.66752	0.87346	15.2845	2
2.	Enjoy the flexibility and take advantage of opportunities as they arise	4.1429	0.88976	0.82858	21.47674	3
3.	I find it difficult to adapt with the new variables in the workflow	4.4694	0.89214	0.89388	19.96107	1
4.	I have the ability to see stuff from a different angle	3.3673	1.33376	0.67346	39.60918	4

4. Self-sufficiency: It contains four paragraphs in which the computational variables vary, as the arithmetic mean of paragraph (2) (confidence in my personal abilities to succeed in the tasks entrusted to me) is very high for the members of the sample on the paragraph. This is confirmed by the standard deviation which (0.50254), which indicates the homogeneity of the sample members in their opinions, as this paragraph ranked first and paragraph (3) in the second order, which includes (I see my future supervisor in the bank), which amounted to a calculation of (4.4694) The sample of the research towards the paragraph, by standard deviation (0.64878) is a high homogeneity of the views of the research sample, and this is what The coefficient of difference and relative importance (14.51604) (0.89388), respectively, indicated the personal interviews of the sample. Paragraphs (1) and (4) were the lowest in the middle of my account, despite the high tendency of the members of the research, but the dispersion of individual sample research.

**Table (8)** Description of the responses of the research sample about the extent of self-efficacy

	questions	Arithmeti c mean	standard deviation	Coefficient of variation	Percentage of importance	Ranking
1.	I find myself able to challenge obstacles	3.7959	1.49972	39.50894	0.75918	2
2.	I trust my personal abilities to succeed in the tasks entrusted to me	4.551	0.50254	11.04241	0.9102	3
3.	I see my career as a supervisor in the bank	4.4694	0.64878	14.51604	0.89388	1
4.	I face a lot of tasks that I can not accomplish	3.3878	0.49229	14.53126	0.67756	4

**Fourth: the correlation between the strategy of motivation achievement and creative performance**

Any of these hypotheses should be tested for interconnection of the core components of the model using Pearson Correlation and then to test the correlation and regression between the basic components of the model.

The table below shows that there is a strong correlation between the achievement motivation strategy (the main independent variable) and the creative performance at a significant level (0.01) at the confidence level (99%) as shown in the table below. There is a very strong relationship between the strategy of achievement motivation and creative performance at a correlation coefficient of (.956 \*\*) and is considered a strong relationship as it is a direct relationship, ie, increase or decrease one of them leads to increase or decrease the other.

The results of the research showed a somewhat correlated relationship between all the relationships included in the research model, indicating the positive reflection of the strategy of achievement motivation with creative performance.

**Table (9)** Relationship between the strategy of motivation achievement and the dimensions of creative performance

Creative performance	Self-efficacy	flexibility	fluency	originality	
.956**	.925**	.826**	.925**	.824**	the strategy of motivation achievement
.000	.000	.000	.000	.000	

The results of the statistical analysis indicate that there is a strong positive relationship between the achievement motivation strategy and the dimensions of the creative performance at a significant level (0.01), as the results show that the strongest relationship between the achievement strategy and the post-fluency which means providing new ideas and provided that these ideas are new and rare And this confirms the personal interviews with employees that there are new ideas to serve the senior management and all levels to accomplish the work assigned to the workers, as well as there are ideas and proposals and the ease of completion of customer transactions and service provided to the customer and this strong relationship (925). Then comes the role and relationship of the strategy of achievement motivation with the same self-efficacy, which means that the employees of the banks carry the research sample responsibility and have self-control of their work and they have the motivation to accomplish the tasks assigned to them, A very strong relationship between the strategy of motivation achievement and flexibility and this means that there is adaptation and response by the staff of the banks to the changes facing them, and there is a strong relationship between the strategy of motivation achievement and authenticity and this indicates the existence of new ideas were not previously put in action by Workers in the research sample, and all this refers to the stability of the alternative hypothesis, which states (there is a strong relationship between achievement motivation strategy and creative performance for its removal).

**Fifth: the impact of the strategy of motivation achievement in creative performance**

Table (10) shows that the value of the coefficient of determination ( $R^2 = .913$ ). This explains that (91%) of the independent variable is a creative achievement strategy. The remainder is due to factors not included in the research model. ( $F=99.295$ ), a value that explains that the calculated value is greater than the scale, which is the sample of the research banks. It is explained that there is a degree of significant effect at the level of (0.01). The fixed value is ( $a = -4.559$ ) Equal to zero, the creative performance will not be less than this value, the more the motivation of workers by a strategy predetermined by the senior management Antiques ( $B = 2.070$ ) for the achievement motivation strategy. This value means that any change in the value of the motivation strategy by one unit will change the value of the dependent variable to the creative performance by this value, while the value of the moral differences The importance of the variables in the research model indicates a significant (t) result among the variables. This confirms the importance of the variables of the achievement motivation strategy and the creative performance in the research model. This proves the alternative hypothesis

that the strategy of achievement motivation contributes to creative performance and its dimensions Hoping banks sample), as in the table below.

**Table (10)** The impact of the strategy of motivation achievement in creative performance

The dependent variable	Sing.	F	R2	R	Sing.	t	B		Independent variable
Creative performance	.000 <sup>b</sup>	99.295	.913	.824 <sup>a</sup>	.000	-5.429	-4.559	<b>a</b>	the strategy of motivation achievement
					.000	9.965	2.070	<b>B</b>	

**Sixth: The impact of the strategy of motivation achievement in the dimensions of creative performance**

Table (11) shows that the value of the coefficient of determination (R<sup>2</sup> = 856) for fluency (R<sup>2</sup> = 682) for the elasticity (R<sup>2</sup> = .856) self-efficacy (R<sup>2</sup> = .679) originality. This explains that (86%) of the variable (86%) after the self-efficacy and (68%) after the originality. The rest of the percentage is due to factors not included in the research model, while the value of F = 279.002 (F = 101.008) (F = 279.742) (F = 99.295). This is a value that explains that the calculated value is greater than the scale, which is the sample of the research banks. It is explained that there is a degree of significant effect at the level of (0.01). Pre-defined strategy by admin The value of the moral differences and the importance of the variables in the research model indicate a significant (t) result between the variables. This confirms the importance of the variables of the achievement motivation strategy and the dimensions of the creative performance in the research model. This proves the alternative hypothesis That the strategy of achievement motivation in creative performance and its dimensions to employees in the sample banks (as in the table below).

**Table (11)** The impact of the strategy of motivation achievement in the dimensions of creative performance

Dimensions of the dependent variable	Sing.	F	R2	R	Sing.	t	B		Independent variable
fluency	.000 <sup>b</sup>	279.002	.856	.925 <sup>a</sup>	.004	-3.005	-.892	<b>a</b>	the strategy of motivation achievement
					.000	16.725	1.229	<b>B</b>	
flexibility	.000 <sup>b</sup>	101.008	.682	.826 <sup>a</sup>	.001	3.488	1.056	<b>a</b>	
					.000	10.050	.753	<b>B</b>	
Self-efficacy	.000 <sup>b</sup>	279.742	.856	.925 <sup>a</sup>	.004	-3.005	-.892	<b>a</b>	
					.000	16.725	1.229	<b>B</b>	
originality	.000 <sup>b</sup>	99.295	.679	.824 <sup>a</sup>	.000	-5.429	-4.559	<b>a</b>	
					.000	9.965	2.070	<b>B</b>	

**Seventh: Kruskal Wallis Test**

The results of the analysis indicate that there is a normal distribution of the data and that there are significant differences of the research variables. There are significant levels of all dimensions at a significant level (0.001) and confidence level (100%). (18,013), followed by flexibility (13,826), respectively, with a degree of freedom (2).

**Table (12)** Kruskal Wallis Test

Self - efficacy	Flexibility	Fluency	Originality	Motivational achievement	Number of sample	Banks
35.85	27.81	35.85	37.81	32.92	13	Northern Bank
27.44	32.17	27.44	24.81	28.81	18	Gulf Commercial Bank
14.72	15.81	14.72	15.94	15.47	18	Middle East Bank
18.183	13.826	18.183	18.375	14.017	Q Square	
2	2	2	2	2	The degree of freedom	
.000	.001	.000	.000	.001	Moral level	

**The fourth topic : Conclusions and recommendations**

**First:Conclusions**

1. The banks seek the research sample to build strategies to motivate the employees towards achieving the goals, through the positive role of the motivation to achieve the creative performance.
2. Although the results of the analysis vary, there is a role for the banks in motivating employees to provide a distinctive service to customers.
3. It emerged that the strategy of motivation achievement, contribute significantly to the construction of creative performance through the preparation and readiness by the management of banks in the stimulation of workers.



4. Find out that there are sub-strategies for motivation achievement has shown in the research has a very significant role as the ambition of the workers towards the achievement of goals and assume responsibility and success through the effort will contribute to the construction of the skillful performance.

### **Second:Recommendations**

1. Enhancing the confidence of the employees of banks in the research sample through the building of incentive strategies that achieve achievement motivation for the employees. The motivation towards achieving ambition or success by the employees will be motivated by external influences such as incentives, reward, praise and praise from the senior management.
2. Employing new leadership behaviors that contribute to strengthening the relationship with the employees to raise the morale of the employees and help them in accomplishing the tasks assigned to them and thus achieving the goals of the organization.
3. Building more motivational strategies in which there are many additional benefits for employees that contribute to building creative performance.
4. The establishment of courses and seminars to spread the culture of expression by fluent and fluent about the new ideas raised by the workers and give them a role in decision-making in banks.

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