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The impact of creativity at work on work-nonwork enrichment: the mediating role of meaningfulness at work

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Abstract

The objective of this study was to understand the relationship between creativity and work-nonwork enrichment, having meaningfulness at work as a mediator. Most literature focus on the precedents of creativity, instead of its consequences, and since it can have major impact on the individual that performs it, it is a relevant topic to understand. We also decided to study the work-nonwork dynamic since most studies are related to work-family. Since people are having children later in life or not having them at all, we consider important to be more inclusive in our study. To access our hypothesis, we presented a questionnaire to 164 employees of one consultancy company. We discovered that creative behaviors at work can contribute to enrich the private life of the employee. Additionally, we also found out that meaningfulness at work mediates this relationship.

Resumo

O objetivo deste estudo foi compreender a relação entre a criatividade no trabalho e o enriquecimento da vida privada que o trabalho possibilita, tendo o significado do trabalho como mediador. A maioria das publicações foca-se nos antecedentes da criatividade, em vez das suas consequências. Uma vez que esta pode ter um grande impacto no indivíduo que a realiza, é um tópico de extrema importância. Neste estudo participaram 164 trabalhadores de uma empresa de consultoria. Os resultados sugerem que os comportamentos criativos no trabalho podem contribuir para enriquecer a vida privada do trabalhador e que esta relação é mediada pelo significado que os trabalhadores atribuem ao seu trabalho. Os resultados são discutidos tendo em conta os seus contributos teóricos e empíricos, bem como as suas limitações e as possíveis investigações futuras.

Palavras Chave: Criatividade, Enriquecimento, Significado do Trabalho, Organizações, Balanço Trabalho-Vida Pessoal

Sistema de Classificação JEL: J10; J12

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Introduction

Every day, companies are more and more dependent on their employees' ability to continually innovate and be creative. This happens because environments and markets are constantly changing, due to globalization and the growing complexity and dynamism of organizations. We know that creativity allows a company to find innovative ways of solving problems, gaining competitive advantage (Agars, Kaufman, & Locke, 2008) and responding to unforeseen challenges.

Most of the literature regarding creativity is focused on its predictors (see Anderson et al., 2014; for a recent review; & Hammond, Neff, Farr, Schwall, & Zhao, 2011; for a meta-analysis). However, there has been very limited progress in understanding the outcomes of creativity in the workplace, especially on the emotional/affective side (For one exception see Tavares, 2016). In addition, the studies that highlight the consequences of creativity at work are more focused on performance-centered outcomes, such as performance, adaptation to change or innovation (see Gilson, 2008, for a review), than on person-centered outcomes.

The present study aims to fill this gap in the literature analyzing in more depth the impact that creativity can have on the individual's life. With this, we hope to increase the knowledge of creative consequences and more specifically the implications for the person who is creative at work.

The concern with understanding how work can influence our private lives has always been a crucial topic for both researchers and people in general. There has been a rapid increase of married women entering the work force while continuing to maintain the majority of the family and household responsibilities (Jackson, Tal, & Sullivan, 2003). Single parents and elderly care responsibilities are other increasing responsibilities (Ahmad, 2008). All those factors make managing work and family roles

more challenging than ever. That is why most research has been focusing on work-family conflict. However, besides the effects of work on private life, it can also be a positive factor. In fact, in recent years the literature on work-family interface has been focusing on positive variables such as work-family facilitation and work-family enrichment. Research shows that work-nonwork enrichment is related to several positive job-related outcomes, such as job satisfaction and job performance (e.g. Carlson, Grzywacz, & Kacmar, 2010; Carlson, Kacmar, Zivnuska, Ferguson, & Whitten, 2011), as well as to health-related variables (e.g. van Steenbergen & Ellemers, 2009), making it relevant to investigate variables that can be antecedents of work-nonwork enrichment. This is why research has been changing its focus from conflict to enrichment. Therefore, studding work-nonwork enrichment is an opportunity to provide practical recommendations for companies, on how to help their employees achieve enrichment experiences, which in turn could affect their performance at work (Daniel & Sonnentag, 2014).

The family dynamic has been changing as well and it is now more diverse than ever. People choose not to constitute a family of their own, couples choose to have kids later in life, to focus on their careers, and even sometimes choose not to have kids at all. This makes it pertinent to understand, not only how work interferes with family, but also with every other dimension in the individual's private life. That is why our work will focus on work-nonwork enrichment, instead of work-family enrichment, in order to include all dimensions in the individual's private life. This answers the call of many researchers that have already stated the need to increase knowledge on measuring work-nonwork interface and not just the impact of work on family (Fisher et. al., 2009).

On this study, we propose that meaningfulness at work can explain why creativity might be positively associated to non-work enrichment. This study can also

provide practical recommendations for companies to implement with their employees, in order to improve enrichment and consequently performance at work.

In this thesis, we will start by analyzing the literature that already exists on this matter. Then we will present the results of the questionnaire, the conclusions and finally, we will propose a future research and explain the practical implications of this study.

Literature Review

Work to non-Work Enrichment.

Work-nonwork enrichment (WnWE) is a construct that captures the positive side of the WnW interface and it can be defined as the extent to which experiences in one role improve the quality of life in another role (Greenhaus & Powell, 2006). Work-nonwork conflict (WnWC) and WnWE are two different constructs that function in different ways. Therefore, the conclusions taken from one cannot be replicated to the other (Frone 2003). It is also important to notice that enrichment it is not the contrary of conflict and the two are not mutually exclusive. This means that an individual can feel conflict and enrichment from the same job at the same time. For example, a job where the salary is quite higher than the expectations, can give the employee a sense of pride that he/she takes home in a form of positive emotions. However, the same job can be consuming a lot of the individual´s time, not leaving enough for the family domain, and therefore creating conflict.

These constructs are bi-directional in their nature (Greenhaus & Powell, 2006), which means that enrichment and conflict can occur from work to non-work or the other way around. Since the nonwork domain is more permeable than the work domain, this

one is more likely to influence other domains (e.g. Eagle, Miles, & Icenogle, 1997; Frone, Russell, & Cooper, 1992; Williams & Alliger, 1994).

For this study, we will focus on work-nonwork enrichment. This means we will study the aspects of work that influence positively all the other parts of life, instead of just family, like most literature. Employees that live alone or have no children may also experience that work enriches their private lives (Hakanen, 2012). For that reason, we suggest extending the model of work-family enrichment into a model of work-nonwork enrichment.

The reason why events at work can affect our private lives can be explained by a phenomenon called the spillover theory. This theory claims that moods, stress and thoughts from one domain can affect other domains in a positive or negative way (William & Alliger, 1994). Positive spillover occurs when a resource or skill from one domain can help or be used in another domain. There is a variety of labels that can represent this construct, like enrichment, enhancement, facilitation and positive spillover (Greenhaus & Powell 2006; Grzywacz & Butler 2005). Positive spillover, as it is said above, refers to the transfer of affect, skills, behaviors and values between work and family domains. While enrichment refers to the extent, to which the experiences in one role improve the quality of life in another role (Carlson, Kacmar, Wayne, & Grzywacz, 2006). Alternatively, facilitation refers to the extent to which involvement in one life domain provides developmental (e.g., skills), affective (e.g., moods), capital (e.g., income), or efficiency (e.g. focus, attention) gains that contribute to an enhanced system functioning in the other domain (Wayne, Grzywacz, Carlson, & Kacmar, 2007). Although different in meaning, these constructs are very closely related. The key difference between facilitation and enrichment is that facilitation refers to enhancing function at the systems level, while enrichment happens at the individual level (Kacmar

et. al, 2014). Positive spillover is differing from these two because, this construct only refers to the mechanisms of transferring positive resources from one role to another, regardless of the effect those resources will have on the individual. This means that you can transfer resources (positive spillover) but never use them to enrich your life. Enrichment implies that the individual improved his/her life in some way. That is why we will be using the construct of enrichment, in this study.

WnW enrichment can happen in some diverse ways. There are several resources derived from one's work role, such as income, job autonomy, and social support from co-workers and/or supervisor, that can positively influence one's experiences and well-being in the family domain. According to Greenhaus and Powell (2006) there are five types of resources that may be transferred from work to private life leading to work-nonwork enrichment. These are skills and perspectives, psychological and physical resources, social capital, flexibility and material resources. The influence that these resources have on other domains can happen directly (instrumental path) or indirectly (affective path). This provides an initial understanding of how the process of enrichment works. However, we have several other theories and models that may explain this process. For example, the Conservation of Resources Theory (COR), (Hobfoll, 1989, 2002) argues that there might be a resource gain spiral, explaining the process where the accumulation of resources contributes to the acquisition of more resources. This means that the more resources you have, the easier it gets to gain even more resources, creating a cycle or a gain spiral.

Conservation of resources theory might explain why a positive resource like meaningfulness at work can translate into transporting positive emotions and a better mood from work to individual's private life and therefore improving WnW enrichment.

The scientific community made several studies to find specific factors that can predict work-family enrichment. We can divide the list of predictors into three categories: nonwork related variables, work related variable and personal characteristics (Greenhaus & Powell, 2013). The first are related to aspects outside work like family, like community and recreation constructs. Work related variables could be autonomy and supervisor support, while the last one refers to psychological constructs that can include states of mind. In our model, we are going to study creativity at work and meaningfulness at work as possible predictors of work-nonwork enrichment. We expected to include these variables in the work related variable category for predictors.

On Crain and Hammer's systematic review on antecedents of work-family enrichment we can see that it has not yet been made a study on the role of creativity as a predictor of WFE, which is something we are going to address on this study.

Creativity and work to non-work enrichment

Creativity should not be seen merely as common conceptualizations of art, such as painting or making music (Ivcevic, 2007). Actually, this concept has been evolving over the years, and now we know that creativity at work can exist in any area, industry or company. Creativity at work is generally described as the capability to generate new ideas that are useful (Amabile, 1988). To be more precise, as Amabile described (2012) "Creativity is the production of a novel and appropriate response, product or solution to an open-ended task". It is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions (Tavares, 2016).

Creativity implies being proactive (Fritz & Sonnentag, 2009), constructive (Hammond et al., 2011) and change oriented (Anderson et al., 2014) and it needs to be

performed with the intention of improving the company on its whole (Gilson, 2008; Mirowsky & Ross, 2007). By using creativity at work, employees get to solve problems, do different tasks in different ways, find solutions to problems, and learn new things, using their skills to design and produce something of value (Tavares, 2016). To be creative means to be focused in change and in the future. Thinking about it, it easy to understand why any company would want their employees to be creative in order to produce new and useful ideas, which would give them a competitive advantage (Agars, Kaufman, & Locke, 2008).

In the literature we find some studies that analyze the interface between creativity at work and private life. For negative correlations, we have the Harrison & Wagner (2016) study, which argues that high levels of creativity at work might lead to less time spent with a spouse at home (Harrison & Wagner 2016). For positive relationships, it has been argued that enhancing levels of creativity in organizations not only leads to innovative changes at the organizational level, but also creates changes in individuals, namely enhancing their job satisfaction (e.g., Runco & Chand, 1995) or their positive affect (Tavares, 2016). Furthermore, Amabile et al. (2005) proposed that positive emotions—such as relief, joy, pride and satisfaction—could be associated to creative thoughts or subsequent to it. In addition, Rasulzada and Dackert (2009) found that the more creative one organization was rated by its employees, the more enthusiastic, optimistic and happier they felt. Additionally, Tavares (2016) proposed and found that "generating ideas regarding products, services, or procedures that are novel and useful and that help to solve problems in the work context, may induce positive emotional states in the person generating those ideas" (p. 527). Therefore, we can expect that beneficial effects of creative behaviors at work can spillover to other life domains.

Hence, we can conclude that creativity may have a significant role on making workers feel more confident and satisfied with their work, either because their ideas will create value with a significant contribution to the company or because they will be valued by the company, superiors and co-workers, boosting self-esteem. Therefore, we can expect that those psychological resources can be transferred from work to non-work domains, enabling individuals to enrich their private life.

Some authors have suggested that developmental experiences (Che et al, 2009), skill development (Kwan et al, 2010) and the existence of substantive job complexity (Grzywacz & Butler, 2005) are likely to provide valuable resources to the individual, such as abilities and skills, that can be used in their private life, therefore being positively associated to WnWE. Similarly, others have shown that job involvement experiences (Aryee et al., 2005); and organizational citizenship behaviors (Kwan et al, 2011) are also associated with higher levels of WnW enrichment.

Some of these predictors of WnWE are also present in several studies for the outcomes of creativity, as we can see ahead. Creativity at work happens usually in situations of high complexity (Oldham & Cummings, 1996, pp 610), and implies having to use and develop specific domains of knowledge, skills, and abilities (Amabile, 1983), necessarily resulting in experiences of skill development. On the other hand, it is proven that many positive emotions, such as pride, satisfaction, relief and joy, are the most frequent direct effects of reported creativity (Tavares, 2016).

Accordingly, although there are no studies investigating the relationship between creativity at work and the WnW enrichment, it makes sense to think that creativity at work can be positively associated to the enrichment that work provides in other dimensions of private life. With that in mind, we expect that being creative at work would be a trigger to WnW enrichment, allowing us to present our first hypothesis:

Hypothesis 1: Creativity at work is positively related to employees' work-nonwork enrichment.

Creativity and meaningfulness at work.

Since a large portion of our waking lives is spent at work, it is expected that people see work as a source of meaning. There are several definitions of meaningfulness at work (MW), but we can define MW as finding a purpose in work that transcends the extrinsic outcomes of the work (Arnold, et al. 2007, p. 195). As Tavares (2016) hypothesizes, meaningfulness at work "occurs when work is seen as an important source of meaning in one's life" (p. 526). It is the amount of purpose, significance or importance that work has for the individual. Therefore, experiencing work as meaningful is existential in its nature (Pratt & Ashforth, 2003). This means that when an individual derives meaning from his work, "work matters for its own sake and makes an important, generative contribution to one's quality of life" (Steger et al., 2012, p. 5). Besides the moral obligation that companies have to help workers experience MW, there are other reasons why a company would want their employees to feel MW. Workers who feel like their work is meaningful, report greater well-being (Arnold, Turner, Barling, Kelloway, & McKee, 2007), view their work as more important (Harpaz & Fu, 2002), give more value to work (Nord, Brief, Atieh, & Doherty, 1990), and report greater job satisfaction (e.g., Kamdron, 2005). Thus, the importance of this topic to the working community.

Steger and colleagues (2012) conceptualized MW into three primary facets that represent this construct. One of them is psychological meaningfulness, which is the need for workers to judge their work on how impactful it is. Secondly, we have meaning making through work, which means that work helps people understand who they are,

facilitating personal growth and therefore contributing to a more meaningful life. Finally, there is greater good motivations. This facet reflects a common idea that work is most meaningful if it has a broader impact on others.

According to Tavares (2016) creativity can enhance meaningfulness at work in three important ways: by linking present problematic situations to future anticipated improvements, by making employees believe that they are able to make a difference in their organizational context, and by enhancing feelings of authenticity. Baumeister and Vohs (2002) argue that the sense of purpose is associated with the ability to link present situations to future anticipated actions or states. Since creativity at work is an improvement-oriented behavior, it necessarily involves linking the present situation and the projected future (Tavares, 2016). Therefore, when employees propose new ideas, methods or practices, they believe that they allow the organization to move closer to the desired goals. Therefore, this contributes for their perception that their work is meaningful.

In addition, Tavares (2016) argues that being able to be creative at work can give some sense of control and self-efficacy to the employees, since creativity is associated with being able to find solutions to problems and to enable change to happen. This sense of competence and control derived from creativity may make them feel as valuable individuals with a meaningful work (Rosso, Dekas, & Wrzesniewski, 2010). Lastly, because creativity is an exercise of self-expression (Mirowsky & Ross (2007)) we can understand that being creative at work allows the employee to maintain congruency and consistency with his/her interests, values, and identities while working (Rosso et al., 2010, pp. 108–109). Not to mention that it provides an opportunity to show who they are to others. Therefore, we expect to replicate Tavares' (2016) findings in that creativity would increase employees' experienced meaningfulness at work.

Hypothesis 2: Creativity at work is positively related to the meaningfulness at work experienced.

Meaningfulness at work and work to non-work enrichment.

The benefits of finding meaning in events can go from an increased will to live (Frankl, 1963) to better handling stressful events (Britt et al., 2001). MW enhances the feeling of personal significance and cultivates the ability to express full potential at work (Lips-Wiersma &Wright, 2012; Steger et al., 2012). MW also encourages individuals to learn and grow at work. Employees care more about their jobs and develop positive intrinsic motivation (Hackman & Oldham, 1976). These psychological properties help individuals solidify the skills and knowledge learned at work and transfer them to the family (Siu et al., 2010).

According to Tavares (2016), "doing work that is experienced as being significant and positive-valanced, with a clear purpose and being oriented toward a desired future state, will induce positive states of affect in the individual" (p.528). In fact, research has evidenced that people who feel like their work is more meaningful report greater levels of both general and work-related psychological well-being (Steger et al., 2012; Jiang & Johnson, 2018), general positive affect (Arnold, Turner, Barling, Kelloway, & McKee, 2007), positive affect at work (Tavares, 2016) and higher levels of positive work reflection (Jiang & Johnson, 2018).

As we said before, according to Greenhaus & Powell (2006), there are two paths by which we can promote WnW enrichment: an instrumental path and an affective path. Through both the instrumental and affective paths, the resources derived from the work role (psychological and physical resources, skills and perspectives, social capital resources, material resources, and flexibility) may promote positive affect in the non-

work domain, because of improved performance in the latter domain, thus fostering WnW enrichment.

In the literature, we find some research suggesting that positive affective experiences relate positively to WnW enrichment. In fact, Yanchus et al (2010) found that positive affective responses to work were positively related to work-to-family enrichment, while Michel & Clark (2009) found that individuals higher in positive affect had higher levels of work-to-family enrichment. Additionally, Siu et al (2010) suggested that engaged workers, "because they believe that what they do at work is meaningful, can better cognitively crystallize the knowledge, skills, and various resources, which in turn are more readily transferred to their family domain" (p. 472), have higher levels of work-to-family enrichment.

We can expect that people who feel like they are doing meaningful work, with a clear purpose and significance, will feel happier and feel more positive moods that will bring to the other aspects of their private lives. Also, these employees will more easily find that the experiences they live at work help them improve the quality of their private lives, thus reporting higher levels of WnW enrichment.

Hypothesis 3: Meaningfulness at work is positively related to work to non-work enrichment.

Meaningfulness at work as a mediator.

Since creativity at work enables individuals to link present problematic situations to future anticipated improvements, make employees believe that they are able to have impact and make a difference in their organizational context, and, being a self-expression exercise, enhances their feelings of authenticity (Tavares, 2016), we can expect that creativity at work fosters meaningfulness at work. In turn, employee's

subjective experience of work as being positive in valence, contributing to one's personal development (Steger, Dik, & Duffy, 2012), and being important for the individual while guaranteeing him/her a sense of purpose (Pratt & Ashforth, 2003), may translate into affective experiences and competence cognitions that enable the individual to have a better quality of life in his/her nonwork domains. Therefore, we expect that meaningfulness at work would explain why creativity at work is linked to higher levels of experienced WnW enrichment.

Hypothesis 4: Creativity at work is positively related to non-work enrichment through meaningfulness at work.
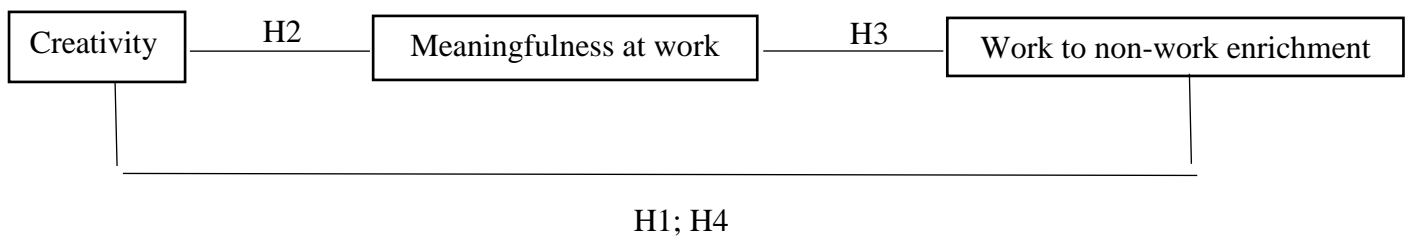
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┌────────────┐        H2        ┌──────────────────────┐        H3        ┌──────────────────────────────┐
│ Creativity │──────────────────│ Meaningfulness at work│──────────────────│ Work to non-work enrichment │
└────────────┘                  └──────────────────────┘                  └──────────────────────────────┘
      │                                                                                    │
      └────────────────────────────────────────────────────────────────────────────────────┘
                                        H1; H4
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Figure 1. Empirical model.

Method

Procedure and participants

The study sample consisted of 164 workers from one of the biggest international consultancy company in the world. The Human Resources Director sent the survey to the employees, using their professional email accounts. We sent about 700 emails. In this email, we explained that we were collecting this information to validate this master thesis and that their help was very much appreciated. We guaranteed the anonymity of every participant. Out of the 700, 250 initiated the questionnaire, but only 164

completed it until the end (23.4% response rate). The population had an average age of 27.14, ranging from 21 to 62.

These professionals were from different departments, including corporate functions, consulting, tax, financial advisory, risk advisory, audit, and from different hierarchical levels (e.g., partners, managers, analyst, supervisors, trainee, etc.). Of those that participated in the study, 50.30% were female. Most employees (56.71%) had a master's degree and in second place, most people have a graduate degree (41.46%). Almost every employee in the sample had a permanent contract (86%) while the rest had a fixed term contract. The average tenure in the company was 6.75 years and the majority of the employees in this sample did not have children (87.88%).

Measures

Work to non-work enrichment. This measure was collected adapting the 3-items' short scale of work-family enrichment developed by Kacmar et. al. (2014). This is a unidimensional and validated scale, which uses an initial question: "My involvement in my work…", and then asks the participants to rate the statements with an agreement scale. We used a seven-point Likert scale with responses ranging from *strongly disagree* (1) to *strongly agree* (7). There was a need to adapt Kacmar's scale to use the term private life instead of family, since we are studying work to non-work enrichment, which includes all dimensions of the private life of the individual. We asked participants to report to what happened in the previous month. Sample items included ''My involvement in my work helps me to understand different viewpoints and this helps me in my private life" (α = .94).

Workplace creativity. Workplace creativity was assessed adapting the 13 items from Zhou and George's (2001) scale of creativity into 9 items. We asked the author

which items she believed could be taken from the scale and still maintain significance, since we wanted to use a shorter scale. The items were also adapted to reflect self-report instead of a supervisor report. Participants were asked to rate the extent to which they agreed that each statement described their behavior at work, in the last 3 months, using a seven-point Likert scale with responses ranging from *strongly disagree* (1) to strongly agree (7). Sample items included ''I suggested new ways to achieve goals or objectives'' and ''I came up with new and practical ideas to improve performance'' ($\alpha =$ .96).

Meaningfulness at work. Meaningfulness at work was assessed using the 10 items from Steger et al (2012) scale of Work as Meaning Inventory, which assess how much a person considers their work to have a meaningful role in their life. This scale incorporates the three facets of meaningfulness at work identified above on this paper (positive meaning, meaning making through work and greater good motivations). We asked participants to rate the items, using a seven-point Likert scale from *strongly disagree* (1) to *strongly agree* (7), considering only the last month of work. Sample items included ''I view my work as contributing to my personal growth'' and ''I know my work makes a positive difference in the world'' ($\alpha =$ .90)

Control variables. We included sex (1 = female; 2 = male) as a control variable because research showed that gender may influence work-family experiences (Barnett & Hyde, 2001; Rothbard, 2001). Therefore, we can expect that it will also have an impact on the relationship between work and the individual's private life. The other control variables were education (1= "Bachelor"; 2= "Graduate" 3="Master"; 4= "Doctorate") and tenure.

Results

We tested for differences for employees with a permanent contract ($n = 141$) and employees with fixed term contracts ($n = 22$) regarding creativity, meaningfulness at work and work to non-work enrichment. Although there were no statistically significant differences between people with fixed term and permanent contracts with regards to creativity at work ($F_{(1,161)} = .02$, $p = .89$) and education ($F_{(1,161)} = .27$, $p = .60$), we found statistically significant differences regarding work to non-work enrichment ($F_{(1,161)} = 4.75$, $p = .03$), meaningfulness at work ($F_{(1,161)} = 5.73$, $p = .02$) and sex ($F_{(1,161)} = 5.22$, $p = .02$). For that reason, we analyzed only the responses from employees with permanent contract (N=141).

Table 1

Means, Standard- deviations, and Inter-correlations among Variables

Variable	M	SD	1	2	3	4	5	6
1. Work to nonwork enrichment	3.83	1.53	(.94)					
2. Creativity at work	4.4	1.17	.23**	(.96)				
3. Meaningfulness at work	4.51	1.09	.63***	.24**	(.90)			
4. Sex[a]	1.53	0.50	-.03	.13	-.11	-		
5. Education	2.59	0.54	.03	.05	-.06	.03	-	
6. Tenure	6,75	5,51	0,2	-,02	-,06	-,21	-,52	-

Note: n=141. Cronbach's alphas are shown in italics along the diagonal.
*** $p < .001$; ** $p < .01$.
[a] 1= female, 2=male

In table 1, we present the descriptive statistics, zero-order correlations, and internal reliabilities for all of the examined variables. Creativity at work was positively

associated with work-nonwork enrichment (r = .23, p = .005) and meaningfulness at work (r = .24, p = .004) which supported H1 and H2, respectively. Meaningfulness at work was positively associated with wok-nonwork enrichment (r = .63, p < .001), which supported H3. The zero-order correlations between the variables showed that sex, education and tenure were not significantly associated with work-nonwork enrichment. Therefore, for reasons of parsimony we did not include them in the regression models.

We present in table 2 the results of the hierarchical regression predicting work to non-work enrichment. In Step 1, we entered creativity at work and for step 2 we added meaningfulness at work into the regression model. In hypothesis 1 we predicted that creativity at work would be positively associated with WnWE. This hypothesis was supported by results, as shown in Table 2, where creativity at work was positively associated with WnWE (β = .23, p = .005). Table 2 also evidences that results support H3, which stated that meaningfulness at work was positively related with WnWE (β = .61, $p \leq$ .001).

Table 2

Results of hierarchical regression analysis predicting work to non-work enrichment

	Step 1			Step 2		
	β	t	p	β	t	p
Creativity at work	.23	2.84	.005	.09	1.31	.192
Meaningfulness at work				.61	8.92	.000
R^2	.05**			.39***		

Note: *** p < .001; ** p < .01.

Regarding hypothesis 4, which suggested that meaningfulness at work would mediate the relationship between creativity at work and employees' WnWE, the results

of the regression analysis presented in Table 2 support a full mediation model (Baron & Kenny, 1986). The analysis shows that the positive relationship between creativity and work to non-work enrichment was no longer significant when meaningfulness at work was introduced in the regression model ($\beta = .09$, $p = .196$), therefore supporting its mediating role. The tested model explained 39% of employees' WnWE variance ($R^2_{adjusted} = .39$; $F_{(2, 138)} = 46.05$, $p \leq .001$).

In order to know the significance and the magnitude of the hypothesized indirect effect, we performed a test using established procedures for bootstrapping this effect, with PROCESS macro (Hayes, 2017). Thus, we bootstrapped 5000 samples to obtain 95% bias-corrected confidence intervals (BC CIs). The standardized indirect effect of creativity at work on WnW enrichment through meaningfulness at work was significant, in that the BC bootstrap confidence interval did not include zero (95% BC CIs [0.04, 0.26]) and had a standardized point estimate of .14. This supports the last hypothesis (H4) according to which creative behaviors were associated with employees' WnW enrichment through the experienced meaningfulness at work.

Discussion

This research aimed to understand how creative behavior at work could influence the experience of work non-work enrichment. Furthermore, we analyzed the mediating role that meaningfulness at work could have on explaining this relationship. Therefore, the present research found that the enactment of creative behaviors at work in the previous 3 months, namely coming up with creative and innovative solutions to problems and suggesting new ideas of performing work tasks or new ways to achieve goals or objectives, exerted a positive influence on the WnW enrichment employees reported to have felt in the previous month. Our results showed that the employees who

reported being more creative at work in the previous 3 months, were the ones that more frequently experienced WnW enrichment in the previous month, feeling that their work helped them to better understand different points of view, feel happy and personally fulfilled and this helped them in their private life.

Moreover, aligned with Tavares (2016) evidence that "when people act creatively in their workplace, they attribute more purpose and significance to their own work, thus making it more meaningful" (p 534), our findings also show that creativity at work had a positive relationship with meaningfulness at work. Additionally, the more people consider their work as meaningful, the more they feel that their work enrich their private life. Therefore, our results showed that meaningfulness at work mediates the relationship between creativity at work and WnW enrichment, as we hypothesized. In other words, the impact of coming up with new ideas and new ways to improve organizational functioning, on the capacity to improve the quality of life of the individuals with the affective and developmental resources they got from work (WnW enrichment), might be explained by the enhanced meaning people attribute to their work associated with the enactment of creativity at work.

Our study contributes to the literature on creativity and work to non-work enrichment in some important ways. First, because it gives us an insight on the consequences of creativity rather than the antecedents, which is what most research focus on. Besides that, we are focusing on the impact of creativity to the individual himself (a person-centered research), which is in line with the request of Weiss and Rupp (2011) for a more person-centric approach in the way researchers try to understand and explain organizational behavior (Tavares, 2016, p. 527). Second, focusing on WnW enrichment we explored how creativity at work could have an impact on the positive side of the work life interface. This is important since the majority of the

studies in the WnW literature has been mostly centered on the negative impact of work on individual's life, namely on the conflict WnW.

Limitations and Future Research.

Besides its contribution, this study also has some limitations. First, our study was cross-sectional in nature, using same source, same instruments to collect data. Therefore, our data can suffer from some common-method bias. However, we tried to limit this impact by using different time lines for the questions, so we would not get results that would be restricted to the same specific point in time for all the variables, but rather pointing to different periods. Using this technique helped us, in some way, to hopefully reduce the common method variance (CMV) bias that could be present in our data due to the cross-sectional nature of our empirical design. CMV can happen as a result of using a common rater, the manner in which items are presented to respondents, the context in which items on a questionnaire are placed, and the contextual influences (time, location and media) used to measure the constructs. By changing the order in which the questions appeared, we were also trying to reduce this bias. Since this is a cross-sectional study, we cannot establish a causality presumption between the variables. Future studies should use longitudinal designs in order to avoid this issue.

Another limitation for this study is the fact that all variables were self-reported. There can be some bias like the participant lacking the introspective ability to provide an accurate response to a question, the fact that participants may understand or interpret particular questions in different ways, people having different ways of ratings scales and the tendency to respond in a certain way, regardless of the actual evidence they are assessing. Future research should address this issue by using measurements that may be reported by supervisors or colleagues, in order to get a more accurate response.

The consultancy world is known for its "lack of time", so there is not a lot of time to use on activities that are not a part of work. Because of that, the number of responses attained was much lower than what we anticipated, and there were even participants who started the questionnaire but did not finish it. Future studies can try to engage more participants by offering some rewards after they fully complete the questionnaire.

Future studies might also test for some possible moderators in the relationship between creativity and meaningfulness at work or WM enrichment. For example, Tavares (2016) exposed the need to understand if meaningfulness at work could depend on the organizational identification of the individual.

Managerial Implications.

Our finding suggest that creativity is not only beneficial to organizations but also to the employees who perform those creative behaviors. Managers can take from this study the awareness that creativity can have a positive impact on the employee's private life, mainly through the feeling that their work is meaningful. For this reason, leaders should promote creative behaviors at work, and this can be done in several ways.

Creativity may be promoted with specific training that employees should get from the company. Leaders should also support and encourage this training, focusing on the positives outcomes that creative behavior can have for the individual and also for the organization.

Developmental feedback (Zhou, 2003), supportive supervision (Oldham & Cummings, 1996), and non-controlling supervision (Oldham and Cummings, 1996) are also other examples of how to support creative behavior among employees.

The recruitment process can have also into consideration if the candidate is creatively inclined, if he/she has creative skills or if those skills can be developed. Group dynamics or asking for examples of moments when the candidate was creative, can be an option to assess this.

Career management should also reflect the employee's ability to be creative. Creativity should be a part of their annual evaluation, and managers should evaluate this the same way that other parameters are evaluated.

Essentially, it is crucial to create an environment that stimulates an organizational climate that supports creativity and innovation.

Conclusion

The purpose of this research was to examine the impact of creativity on work-nonwork enrichment, through meaningfulness at work. This is a relevant topic because most research so far has been focusing on the outcomes of creativity for the organization, with very little studies focusing on the outcomes for the individual who is being creative at work. It is also relevant the fact that we studied work-life enrichment, therefor including all aspects of the individual's private life, hoping that we could reach more people in our study.

We proposed and found that creativity at work has a positive impact on work-nonwork enrichment and that this effect was due to the creation of a more meaningful work. The present work shows that creativity at work is a meaningfulness-making activity that fills employees' work with purpose and significance. This will ultimately have a positive impact on the employee's private life.

In the end, this study enhances the importance of creativity at work, giving managers one more reason to motivate their employees to engage in creative behavior and for companies to support and enhance this practice.

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