The First International Conference on Government Education Management and Tourism (ICoGEMT)
Bandung, Indonesia, January 9th, 2021

The effects of Person-Supervisor fit and Psychological Empowerment on Employee Creativity and Employee's Performance

Emmelia Tan[1*], **Wann-Yih Wu**[2]

[1]*Management / Business Economics and Social Sciences,I Pelita Bangsa University, Cikarang-Bekasi*
[2]*Chinese Culture University*

Author's email: emmeliatan@gmail.com
**Corresponding author: emmeliatan@gmail.com*

Abstract. *This study investigates the conditions to promote the creative performance of employees in the workplace. This study develops a research framework and tests it using a sample of 253 Indonesian employees with various occupations and organizations. Individual level assessments are applied with online questionnaires. Regression analysis is used to measure the hypothesis and ANOVA is used to test moderating variables. The study results indicate that personality factors that are high in psychological empowerment makes employee more creative. A better person-supervisor fit will lead to higher employee creativity and performance. Employee creativity will positively effect on job performance. Social capital which means interactions frequently and trust between coworkers and team members will moderate the creativity. Furthermore, contextual factors in organization, an innovative climate will moderate a higher level of employee creativity. Finally, higher emotional intelligence (EI) will moderate a higher level of employee performance. These results indicate all hypotheses are supported. Based on the findings, leader as a supervisor play a role to ensure that the work environment, the climate and the human resource practices are such that creative performance can take place. Organizations also should consider facilitating relations between team members and across departments that support for innovation. Implications and future research's challenges are discussed.*

Keywords: *psychological empowerment, person-supervisor fit, employee creativity, employee performance, social capital, innovative climate, emotional intelligence.*

1. INTRODUCTION

Nowadays, companies need creativity among employee to generate innovative products or services. The technological change as well as globalization and competition, push companies ready to adapt the market needs. In this working environment, managers are realizing that in order to remain competitive they need their employees to be actively involved in their work and exhibit creative behaviors (Mumford et al., 2002). Creativity in the workplace has become increasingly valued across a variety of tasks, jobs, and industries because creativity is recognized as an important underpinning of innovation. Creativity, the generation of new ideas, and innovation, the translation of these ideas into actions, have come to be as a goal of organizations currently and a valuable influence on organizational performance.

Most of the previous research has focused on the importance of leadership for creativity (e.g., Mumford et al., 2002), specifically on the relationship between leader behaviors and the employee creativity and the creativity of the leader themselves. A number of studies have shown that open interactions with supervisors, encouragement, and support enhance employees' creativity and innovation (e.g. Oldham &Cummings,

1996; Tierney et al., 1999; George & Zhou, 2001; Shin & Zhou, 2003). An area where leaders can have a strong impact on employee creativity is through their direct and indirect influence on the context within employees work such as leaders' behavior, and the relationship between leader and employee.

A meta-analysis studied by Kristof-Brown, Zimmerman, and Johnson (2005), extended person-environment fit theory about the compatibility between individual and work environment. They explain that person-environment fit consists of four factors: person-job fit, person-organization fit, person-group fit, and person-supervisor fit, which examine organizational outcomes such as job satisfaction, organizational commitment, intention to quit, and overall job performance. Very few studies have extended the person-supervisor fit as variable of person-environment theory to investigate employee commitment and organizational commitment in Chinese culture (Van Vianen, Shen, & Chuang, 2010) and turnover intention (Tak, 2011). Related to creativity, researchers have suggested that psychological empowerment proportionally makes a positive contribution to employee creativity by affecting an employee's intrinsic motivation (Amabile, 1996; Spreitzer, 1995). This study wants to fill the gap related study from person-supervisor fit and psychological empowerment as antecedents of employee creativity and task performance.

2. LITERATURE REVIEW

2.1 Person-supervisor fit

Person-environment fit (P-E fit) classified individual different types of fit relating to work environment. Person environment fit is the "compatibility between an individual and a work environment that occurs when his/her characteristics is well matched" (Kristof-Brown, et al., 2005, p.281). Understanding P-E fit is essential because of its effect on outcomes at each phase of employee's organizational living. P-E fit has been examined with regard to various people and environment constructs, such as employee needs and work related rewards (Edwards, et al., 2006), employee abilities and job demands, personal and organizational values (Cable & Judge, 1996), personality of employees and other members in organizations (Schneider, 1987). P-E explains that individual-level outcomes, such as attitudes and behaviors, result from a relation between the person and the environment (Edwards, 1996), and P-E fit helps individuals fit work into their lives, and interact with workplace (Edwards, 2008). Kristof (1996) first classified topics of concern under the classification of person-environment as person-vocation fit, person-job fit, person-organization fit, and person-group fit. In 2005, Kristof-Brown et al. added person-supervisor fit to types of person-environment fit in the workplace.

The relationship between an individual's characteristics and tasks' performed at work that is person-job fit (P-J fit). Edwards (1991) outlined two basic conceptualizations of the P-J fit. The first is the demands-abilities fit, in which employees' knowledge, skills, and abilities are matching with what the job requires. The second form of P-J fit occurs when employees' needs, desires, or preferences are met by the jobs they perform (Kristof-Brown et al., 2005). Research on person-organization fit (P-O fit) compromised the compatibility between people and entire organizations. Chatman's (1989) theory of P-O fit focused its attention mostly on values. Value congruence became widely accepted as the defining of P-O fit (Kristof, 1996; Verquer et al., 2003). The third category of P-E fit is person-group fit (P-G fit) which focused on the interpersonal compatibility between individuals and their work groups (Judge & Ferris, 1992; Kristof, 1996; Werbel & Gilliland, 1999). The last form of P-E fit is in the dyadic relationships between individuals and their supervisors, which is likely to affect both employee motivation and organizational effectiveness (Kristof-Brown, et al., 2005). The fundamental of person-supervisor fit (P-S fit) is to generate organizational values and individual employees' perceptions of working environment. Supervisor characteristics may be an important factor influenced employees' behaviors and attitudes (Van Vianen, et al., 2010). If employees feel that their values fit with their leaders, they will feel happy with their job and their work environment (Wexley et el., 1980).

Most research applied the idea of person-supervisor fit derived from studies on leader-member exchange. Leader-member exchange is a developed or negotiated role between leader and member. The different quality of exchange between leader and members happens because of the leader's need for efficiency and performance (Dienesh & Liden, 1986). Relationships between leader and subordinate have been examined in leader member exchange (LMX) literature (Liden et al., 1997). Kristof-Brown et al. (2005) pointed out; leader-member exchange studies the nature of the relationship rather than the match of psychological characteristics. They choose not to include leader-member exchange research in their meta-analysis on person-supervisor fit for this reason. However, this study includes leader-member exchange in person-supervisor fit variable.

2.2 Psychological empowerment

Psychological empowerment is defined as an experienced psychological condition or set of science of psychology (Zhang & Bartol 2010). Conger and Kanungo (1998) explained empowerment as the motivational concept of self-efficacy. Psychological empowerment describes how the intrinsic motivation and self-efficacy of employees are influenced by leadership behavior, job characteristic, organizational structure, and their individual needs and values (Yukl, 2010). Little research has taken an individual perspective on empowerment, focusing on the psychological experience of empowerment (Spreitzer, 1995).

Thomas and Velthouse (1990) defined empowerment as an intrinsic motivation demonstrated in four cognitions showing an individual's orientation to his/her work role (i.e. meaning, competence, self-determination, and impact). Meaning is the part of the job personality model which said individual's work goal is important (Thomas & Velthouse, 1990). Competence refers to self-efficacy for specific work or an individual's belief in their capacity to perform work activities with their competences (Bandura, 1999; Gist, 1987; Spreitzers, 1995). Self-determination is an individual's perception of having choice in initiating and deciding on the work methods they used to do tasks (Deci, et al,. 1989; Spreitzer, 1995). Impact indicates the degree to which an individual's behavior can influence the operational outcome at work (Ashforth, 1989; Spreitzer, 1995, 1996).

Empowerment is one of major driving factors for organizational effectiveness and individual task performance (Ahearne et al., 2005) and it has positively influence outcomes for both individual and organizational levels (Liden et al., 2000; Zhu et al., 2004). Psychological empowerment may have positive influences on an employee's willingness to engage in a creative process. Specifically when an employee perceives that job requirements are meaningful and personally important, employee will do more effort and understanding a problem from multiple perspectives, searching for a solution using information from many different sources, and creating alternatives by connecting diverse sources of information (Shalley & Gilson, 2004).

2.3 Employee Performance

Employee work performance is multidimensional and critical for organizational success (Dyne, et al., 2002) and effectiveness (Ohly & Frizt, 2010). Employee job performance refers to the degree in which an employee meets the expectations and requirements of his or her role as an individual (Pulakos et al., 2000). Job performance is an evaluation of the results of a person's behavior which includes determining how well or poorly a task has been fulfilled (George & Jones, 2008).

Job performance provides a complete picture of subordinate workplace behavior (Kacmar et al., 2009), and several researchers have carried out studies on job performance behaviors related to supervisor rated task performance (Andrews, Kacmar, & Harris, 2009), organizational citizenship behavior (Andrew, et al., 2009; Borman & Motowidlo, 1997; Kacmar, et al., 2009).

2.4 Employee creativity

Ford's (1996) Theory of Individual Creative Actions in Multiple Social Domains connects the work environment to intra-individual factors to explain individual creativity. Ford's theory describes three individual characteristics that overlap with the components of Amabile's (1998, 1997) model, as follow: sense making, motivation, and knowledge and ability. These factors interact with the individual's context to determine whether or

not the individual engages in creative versus routine actions (Pirola-Merlo & Mann, 2004). This opinion argues that employees are most creative mainly due to intrinsic motivation (Amabile, 1998; Pamela Tierney et al., 1999).

Creativity is fundamentally generated from the minds of the individual employees, alone or with others, carries out the work of the organization every day. Creativity is based on an individual's accumulated creative thinking skills and expertise based on formal education and past experience (Amabile, 1998; Gong et al., 2009; Tierney et al., 1999). Several contextual factors have been related to creativity. For example, non constraining reward systems, collaborative and supportive leadership style, and enough resources have been suggested to be positively associated with individual creativity (Amabile, Conti, Lazenby, & Herron, 1996; Glynn, 1996; Tierney, Farmer, & Graen, 1999).

Prior researchers have mentioned that some level of creativity is needed in almost any job (Shalley. Gilson, & Blum, 2000; Unsworth, 2001); therefore, understanding that there is a range of what would be considered a creative outcome is crucial for those in a position to lead and evaluate creativity like a supervisor as we have discussed in this study. Inherently, the level of creativity needed may depend on the job. For example, when considering the tasks performed by R&D professionals, major breakthroughs may be desirable and necessary. In contrast, for cashiers or assembly line workers, an incremental change in how work is done may be a worth doing creative outcome (Shalley & Gilson, 2004).

2.5 Innovative climate

The description of climate as employees' shared perceptions of organizational events, practices, and procedures (Patterson et al., 2005). The values, beliefs, history, and traditions of the organizations should affect employees' tendency to be creative (Isaken et al., 2001). Employee should be more willing to experiment with new ideas, more open to communicating, and seeking more input from others about new ideas, and overall behave in ways that lead to creative outcomes (Shalley et al., 2004).

The number of climate dimensions has been identified, for example Patterson et al., (2005) identified four dimensions of innovative climate across a number of different work contexts: (1) role stress and lack of harmony; (2) job challenge and autonomy; (3) leadership facilitation and support; and (4) work group cooperation, friendliness, and warmth.

2.6 Employee Social Capital

Social capital is "the aggregate of the actual or potential resources which are linked to possession of a network of more or less institutionalized relationships of mutual acquaintance and recognition" (Bourdieu, 1986), or an asset that adheres in social relations and networks (Leana & Van Buren, 1999). Social capital was conceptualized in terms of network structure and social resources (Seibert, Kraimer, & Liden, 2001). This study follows Maurer et al. (2011) in which the concept of social capital is restricted to describing actors' social capital impacts their opportunities for gaining access to resources embedded in their social relations.

The link between social capital and organizational performance outcomes has become a well-known field of academic interest. For example, Zahra (2010) examined how organizational social capital enables family firms to assemble the resources (especially knowledge) necessary for successful adaptation. McFadyen and Cannella Jr (2004) reported positive effects of both structural and relational measures of social capital on knowledge transfer. Perry-Smith (2006) extended the creativity literature by highlighting several facets of social relationship strength, network position, and outside ties and suggested how individuals can be sociable in a way that facilitates creativity.

2.7 Emotional intelligent

In this study, emotional intelligence is conceptualized as a type of intelligence for two reasons. First, the definition of emotional intelligence is consistent with existing definitions of intelligence. Schmidt and Hunter (1998) defined intelligence as the "ability to grasp and reason correctly with abstractions (concepts) and solve problems." General intelligence is the general ability to reason correctly with abstractions (concepts) and

solve problems (Schmidt & Hunter, 2000).

Second, the construct of emotional intelligence meets the conceptual, correlational, and developmental criteria of an intelligence proposed by Mayer, Salovey, Caruso, and Sitarenios (2003) and Mayer, Caruso, and Salovey (2000), based on their review of the research on intelligence. To meet the conceptual criterion of intelligence, a construct must reflect abilities rather than tendencies to act in certain ways (Carroll, 1993). Abilities reflect "the possible variations over individuals in the threshold levels of task difficulty "at which, on any given occasion in which all conditions appear to be favorable, individuals perform successfully on a defined class of tasks" (Carroll, 1993, p.8). Mayer and Salovey's (1997) model of emotional intelligence focuses strictly on abilities and hence satisfies the conceptual criterion of intelligence.

The four dimensions of emotional intelligence are related to each other (e.g., Mayer & Geher, 1996; Mayer & Salovey, 1997). The emotion-related competencies or abilities encompassed by emotional intelligence can manifest themselves in companion to contribute to the effective use and management of emotions in workplace.

2.8 Hypothesis Development

The following hypothesis for this study propose as below :

H1: The degree of person-supervisor fit has a positive influence on psychological empowerment.

H2: The degree of person-supervisor fit has a positive influence on employee creativity.

H3: The degree of person-supervisor fit has a positive influence on employee performance.

H4: The degree of psychological empowerment has a positive influence on employee creativity.

H5: The degree of psychological empowerment has a positive influence on employee performance.

H6: The degree of employee creativity has a positive influence on employee performance.

H7a: The degree of innovative climate moderates positively the relationship between person-supervisor fit on employee creativity.

H7b: The degree of innovative climate moderates positively the relationship between psychological empowerment on employee creativity.

H8a: The degree of social capital moderates positively the relationship between person-supervisor fit on employee creativity.

H8b: The degree of social capital moderates positively the relationship between psychological empowerment on employee creativity.

H9: The degree of emotional intelligence moderates positively the relationship between person-supervisor fit on employee performance.

H10: The degree of emotional intelligence moderates positively the relationship between psychological empowerment on employee performance.

3. RESEARCH METHODS/METHODOLOGY

Based on the literature review and hypotheses development as above, this chapter develops the conceptual framework to extend the research objectives as proposed in Chapter one. This conceptual model consist of seven research constructs: (1) person-supervisor fit, (2) psychological empowerment, (3) employee performance, (4) employee creativity, (5) innovative climate, (6) employee social capital, and (7) employee emotional intelligence.

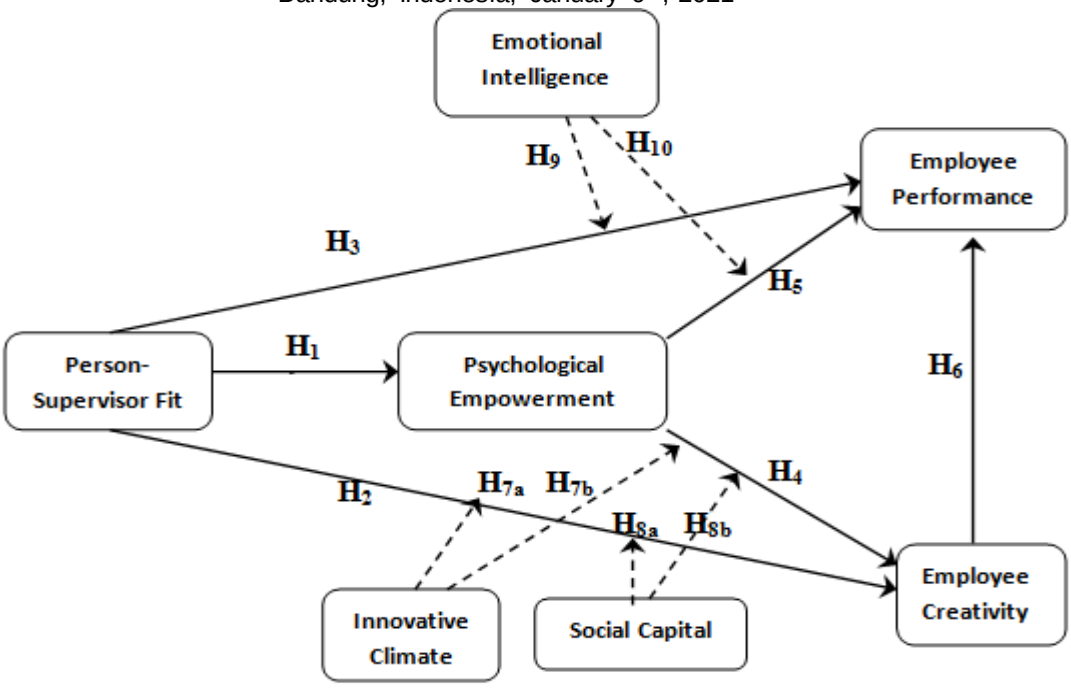

Figure 1 The conceptual model of this study

Method and Procedure

All analyses in this study were conducted in an individual level. A key independent variable person-supervisor fit and psychological empowerment were examined as individual-level variables. The outcomes (employee creativity and employee performance) and mediating variables (emotional intelligence, social capital and innovative climate) were examined as individual-level variables too.

Questionnaire Design

The questionnaire design consists of eight sections. All questionnaires were rated by employee. The questionnaire questions consist of eight sections. The questionnaire items in section 1 deal with the measurement of person-supervisor fit with 7 items. Questionnaire items in section 2 deal with a self-rating assessment of the measurement of psychological empowerment, with four dimensions and 12 items. Questionnaire items in section 3 deal with individual employees who evaluate their organization with the measurement of social capital, with 3 dimensions and 8 items. Questionnaire items in section 4 deal with individual employees who evaluate their organization with the measurement of innovative climate, with 4 dimensions and 20 items. Questionnaire items in section 5 deal with a self-rating assessment of the measurement of emotional intelligence, with 4 dimensions and 16 items. Questionnaire items in section 6 deal with a self-appraisal assessment of the measurement of employee creativity with 13 items. Questionnaire items in section 7 deal with a self-appraisal assessment of the measurement of employee performance with 4 items. Questionnaire items in section 8 report respondents' personal information with eight items (including gender, age, education, job tenure, current position, department, and position in team) and company information with four items (including type of industry, total employees, and age of organization).

Sampling Plan

Target respondents for this inquiry have been identified as employee who are working and have an experience in a project team from cross level organization in Indonesia. The following industries or organizations were included in this study: (1) Low tech manufacturing; (2) High tech manufacturing; (3) IT & Telecommunication; (4) Non-profit/Governmental organization; (5) Mining; (6) Contractor; (7) Oil & Gas; (8) Management Consulting; (9) Finance & Banking; (10) Tourism/service industry; (11) Education; (12) Mass Media. The questionnaires were posted via email and put it in online survey.

Data Analysis Procedures

To validate the framed hypotheses contained in this study, statistical analysis software such as SPSS 18 was used to analyze collected data.

Principal components factor analysis with varimax rotation was used to condense the collected data, as well as to initially purify the measurement scales and to identify dimensionality. Following factor analysis, item-to-total correlation and internal consistency analysis were applied to confirm the reliability of each research factor.

The purpose of factor analysis is to explore the underlying variance structure of a set of correlation coefficients. Factor analysis is used not only to summarize or reduce data but also for confirmatory purpose. Factor analysis assumes that a small number of unobserved (i.e., latent) construct are responsible for the correlation among a large number of observed variables. The latent construct cannot be directly observed, but they influence observable variable. In this study, measurement items with factor loadings greater than 0.6 is selected as the members for specific factors. Factor analysis was calculated for each research construct in this study.

4. RESULTS AND DISCUSSION

To detect the underlying dimensionality of the constructs included in this study and the interrelationships among its variables, principal factor analysis with Varimax rotations was performed. Another function of this was also to conduct data summarization and reduction. Criterion such as latent roots (Eigenvalue), scree test, and others were employed to determine the number of dimensions to be extracted from the principal component factor analysis.

Confirmatory Analysis was conducted for all constructs as the data were taken and adapted from former research and following criterion for the factor analysis This section is the most important in a study because it illustrates how to do research, how to test hypotheses, or explain the relevance of theory to the research problems. Therefore, this section is the most dominant part or the longer page. It is recommended that the sections of this chapter are separated into several sub-chapters, each of which has different problems. The main goal is that readers easily understand it. Likewise, the explanation of each material or object is done using paragraphs. In addition, if necessary, images, schemes or matrices may be included as supporting research explanations.

The results of the factor analysis and reliability test for each dimension. Person-Supervisor fit is measured with a total of 7 research items, the variance explained by this factor is 64.444% , has Eigenvalue of 4.511 and the Cronbach's α value is 0.908. Psychological Empowerment constructs has four factor (Meaning, Competence, Self-determination, and Impact) each factor has three questions, the results show two dimension, the first Meaning & Impact has an Eigenvalue of 3.752, Cronbach's α of 0.920, has a percentage of variance explained at 41.685% and Item-to-total correlations of all five items are above 0.774. The second dimension would be Self determination & Competence has an Eigenvalue of 3.418, Cronbach's α value of 0.936, has a percentage of variance explained at 79.665%, and Item-to-total correlations of all four items are above 0.659. Employee performance is measured with 4 research items have factor loadings higher than 0.6, the variance explained by this factor is 76.359%. and the Cronbach's α value for the factor of employee performance is 0.896. Employee creativity is measured with 13 research items has factor loadings higher than 0.6, the variance explained by this factor is 75.406% and has Eigenvalue of 9.803, the Cronbach's α value for the factor of employee creativity is 0.973.

Innovative Climate construct's results show that there are two factors; Support for innovation & Task orientation has an Eigenvalue of 5.195, Cronbach's α of 0.955, and has a percentage of variance explained at 43.291%. The second factor would be Vision and Interaction frequency, the variance explained by this factor is 78.346% and the Cronbach's α value is 0.926. Employee Social Capital, the variance explained is 70.496% and has Eigenvalue of 4.933 and the Cronbach's α value for the factor of social capital is 0.930. Employee emotional intelligence show that there are two factors to reflect the construct. The first factor would be the Use of emotion, Regulation of emotion & Self emotion with six items, has an Eigenvalue of 4.174, Cronbach's α of 0.920, and has a percentage of variance explained at 41.739%. The second factors would be the

Others' emotion appraisal with all items retained. The variance explained by the factor is 76.885% and the Cronbach's α value for this factor is 0.940.

Regression Analysis between Research Constructs

Hypothesis 1 in table 1, Person-Supervisor fit has significantly positive value to Psychological Empowerment all factors, the table shows that correlation coefficient (R), using independent variable, is 0.839*** (R2 = .704), and the adjusted R2 is .702, meaning that 70.2% of the variance in Psychological Empowerment - overall factors can be predicted from Person-Supervisor fit. Hypothesis 2 Person-Supervisor fit has a positive influence on Employee Creativity show 0.811*** (R2 = .658), and the adjusted R2 is .657, meaning that 65.7% of the variance in Employee Creativity can be predicted from Person-Supervisor fit. Hypothesis 3 Person-Supervisor fit has a positive influence on Employee Performance show significant 0.811*** (R2 = .658), and the adjusted R2 is .657, meaning that 65.7% of the variance in Employee Creativity can be predicted from Person-Supervisor fit.

Hypothesis 4 in table 2, Psychological Empowerment has a positive influence on Employee Creativity, the result shows that correlation coefficient (R), using independent variable overall factors, is 0.849*** (R2 = .722), and the adjusted R2 is .720. Hypothesis 5, Psychological Empowerment has a positive influence on Employee Performance, correlation coefficient (R), using independent variable overall factors, is 0.842*** (R2 = .710), and the adjusted R2 is .709. Hypothesis 6 in table 3, that Employee Creativity has a positive influence on Employee Performance, using independent variable, is 0.841*** (R2 = .707), and the adjusted R2 is .706, meaning that 70.6%.

One-way ANOVA

The Moderating Role of Innovative Climate. Hypotheses 7a, Innovative Climate moderates positively the relationship between person supervisor fit on employee creativity, the result is significant and supported (F=80.739, p = 0.000) in table 4. Hypothesis 7b proposes that Innovative Climate moderates positively the relationship between psychological empowerment on employee creativity, the result is significant and supported in table 4 (F=95.614, p=0.000).

The Moderating Role of Social Capital. Hypotheses 8a and 8b propose that Social Capital interact positively with (a) person supervisor fit and (b) psychological empowerment will increase employee creativity. The results in table 5, suggested that social capital moderate the positive influence of person supervisor fit on employee creativity higher (F=72.862, p=0.000). The result shows that individuals receiving high innovative climate tend to promote higher influences of psychological empowerment (F=79.328, p=0.000) on employee creativity.

The Moderating Role of Emotional Intelligence. Hypotheses 9 and 10 in table 6 explain that Emotional Intelligence interact positively with (a) person supervisor fit and (b) psychological empowerment such as employee who have greater value on these variable, high levels of emotional intelligence increase employee performance. The results showed that emotional intelligence moderate the positive influence of person supervisor fit on employee performance higher (F=93.761, p=0.000). The result shows that employees receiving high emotional intelligence tend to promote higher influences of psychological empowerment (F=79.645, p=0.000) on employee creativity than for employees low on emotional intelligence.

5. CONCLUSION

Several conclusions can be made regarding the relationships among the constructs used for this study's proposed model. First, the compatibility between subordinates and leaders and the high quality exchange between leader and follower positively contribute to employee creativity and employee performance. Employee perceptions of a supportive, high quality relationship between employee and leader were related to passion needed for employees to involve in creative tasks. Employee perceptions of person-supervisor fit and LMX has positive impact through psychological empowerment to influence individuals to engage with creative work and their task performance. Employee perceptions of LMX may serve as a mechanism that may work indirectly, through feeling of energy, to influence individuals to engage in creative

performance (Atwater & Carmeli, 2009). Transformational leadership found also positively related to follower creativity by boosting their intrinsic motivation (Shin & Zhou, 2003).

Second, the results show that incorporate supportive leader can affect the degree to which psychological empowerment influences employee creativity and employee performance. Zhang & Bartol's (2010) research showed that part of impact of psychological empowerment on creativity stems was positively related on creative process engagement directly and through intrinsic motivation indirectly. Psychological empowerment seems to be a pre-condition for individual creative behavior. With high psychological empowerment, leadership influenced the degree to which this translated into individual creative behavior (Pieterse et al., 2010).

Third, the positive effects of employee creativity on employee job performance. Empirical studied tested this hypothesis showed that the research hypothesis is supported. These results are in line with Gong et al.'s (2009) study which showed the positive relationship based on a sample of Taiwanese employees. There was also a positive curvilinear relationship between creative process engagement and employee overall job performance from Zhang and Bartol's (2010) study.

Fourth, innovative climate moderates positively the link between person-supervisor fit and psychological empowerment on employee creativity. The results of this study runs in parallel with Jung et al.'s (2008) study who found that the path coefficient from CEO transformational leadership to firm innovation was higher in the high climate-for-innovation group than in the low one. It is relevant for managers to fitting their leadership behaviors into the organizational context in workplace.

Fifth, social capital moderates positively the link between person-supervisor fit and psychological empowerment on employee creativity. Social capital influences employees' perception of interactions to what is expected of and what they expect from others in balance. Social capital facilitates the creation of new capability based in knowledge, idea and professional practice and then organization is the right place to develop high level of social capital. Individuals can create high performance and find personal success through their social connections, mutual trust, resources exchanges and social support by doing interactions to partners, friends or colleagues (Perry-Smith & Shalley, 2003). This study supports Perry-Smith's (2006) idea which integrated creativity and social network theories by interactions of strength, network position and external ties in organization.

The high emotional intelligence moderates positively the link between person-supervisor fit and psychological empowerment on employee performance. In the workplace, employee with high emotional intelligence can manage emotions for task performance. From emotional intelligence theory, individual with high emotional intelligence can see emotions better, use them wisely, understand their meaning, in other words can manage their emotions better than others and this person also tend to be somewhat higher in verbal, social interactions and other intelligences.

REFERENCES

Ahearne, M., Mathieu, J., & Rapp, A., (2005). To empower or not to empower your sales force? An empirical examination of the influence of leadership empowerment behavior on customer satisfaction and performance. *Journal of Applied Psychology, 90*(5), 945–955.

Amabile, T. M. (1997). Motivating creativity in organizations: On doing what you love and loving what you do. *California Management Review, 40*, 39-58.

Amabile, T. M., & Conti, R. (1999). Changes in the work environment for creativity during downsizing. *Academy of Mangement Journal, 42*, 630-640.

Amabile, T.M., Schatzel, E.A., Moneta, G.B., & Kramer, S.J. (2004). Leader behaviors and the work environment for creativity: Perceived leader support. *The Leadership Quarterly, 15*, 5–32.

Anderson, N. R., & West, M. A. (1998). Measuring climate for work group innovation: Development and validation of the team climate inventory. *Journal of Organizational Behavior*, *19*(3), 235-258.

Atwater, L., & Carmeli, A. (2009). Leader-member exchange, feelings of energy, and involvement in creative work. *The Leadership Quarterly, 20*, 264-275.

Bachman, J., Stein, S., Campbell, K., & Sitarenios, G. (2000). Emotional intelligence in the collection of debt. *International Journal of Selection and Assessment, 8*, 176-182.

.

Bright, L. (2007). Does person-supervisor fit mediate the relationship between public service motivation and the job performance of public employees?. *Review of Public Personnel Administration, 27*(4), 361-379.

Brown, M. E., & Trevino, L. K. (2009). Leader-follower values congruence: Are socialized charismatic leaders better able to achieve it? *Journal of Applied Psychology, 94*(2), 478-490.

Chang, S-C., Tein, S-W., & Lee, H-M. (2010). Social Capital, creativity, and new product advantage: An empirical study. *International Journal of Electronic Business Management, 8*(1), 43-55.

Chuang, A., & Shen, C.-T. (2007). The perceived person-environment fit scale (PPEFs): Development of four fit measures. *Paper presented at the Academy of Management, Philladelphia, PA, USA.*

Côté, S., & Miners, C. T. H. (2006). Emotional intelligence, cognitive intelligence, and job performance. *Administrative Science Quarterly*, 51, 1-28.

Dienesch, R.M.S., & Liden, R.C. (1986). Leader-member exchange model of leadership: A critique and further development. *Academy of Management Review, 11*, 618-634.

Edwards, J. R. (2008). Person-environment fit in organizations : An assessment of theoretical progress. *Academy of Management Annals, 2*(1), 167-230.

George, J.M., & Jones, G.R. (1999). *Understanding and managing organizational behavior (2th ed.).* Addison-Wesley Publishing Company, Inc.

Gong, Y., Huang J-C., & Farh, J.-L. (2009). Employee learning orientation, transformational leadership, and employee creativity: The mediating role of employee creative self-efficacy. *Academy of Management Journal, 52*(4), 765–778.

Gregory, B. T., Albriton M. D., & Osmonbekov T. (2010). The mediating role of psychological empowerment on the relationships between P-O fit, job satisfaction, and in-role performance. *Journal of Business & Psychology*, 25, 639-647.

Hair, J., Black, W., Babin, B.J., Anderson, R.E., & Tatham, R.L. (2006). *Multivariate data analysis* (6th ed.). New Jersey: Prentice Hall.

Jung, D., Wu, Anne, & Chow, Chee W. (2008). Towards understanding the direct and indirect effects of CEOs' transformational leadership on firm innovation. *The Leadership Quarterly,19,* 582-594.

Kacmar, K. M., Collins, B.J., Harris, K.J, & Judge, T.A. (2009). Core self-evaluations and job performance: The role of the perceived work environment. *Journal of Applied Psychology, 94*(6), 1572-1580.

Kristof, A. L. (1996). Person-organization fit: An integrative review of its conceptualizations, measurement, and implications. *Personnel Psychology, 49*(1), 1-49.

Kristof-Brown, A.L., Zimmerman, R., Johnson, E.C. (2005). Consequences of individuals' fit at work: A meta-analysis of person–job, person–organization, person–group, and person–supervisor fit. *Personnel Psychology*, *58*, 281-342.

Mayer, J. D., Salovey, P., & Caruso, D.R., & Sitarenios, G. (2003). Measuring emotional intelligence with the MSCEIT V2.0.*Emotion*, *3*, 97-105.

Patterson, M. G., West M. A., Shackleton V.J., Dawson J.F., Lawthom R., Maitlis S., RobinsonD.L., & Wallace A.M. (2005). Validating the organizational climate measure: Links to managerial practices, productivity and innovation. *Journal of Organizational Behavior*, *26,* 379-408.

Perry-Smith, J. E., & Shalley, C. E. (2003). The social side of creativity: A static and dynamic social network perspective. *Academy of Management Review, 28*(1), 89-106.

Pieterse, A.N., van Knippenberg, D., Schippers, M., & Stam, D. (2010). Transformational and transactional leadership and innovative behavior: The moderating role of psychological empowerment. *Journal of Organizational Behavior, 31*(4), 609–623.
Pulakos, E.D., Arad, S., Donovan, M.A., & Plamondon, K.E. (2000). Adaptability in the workplace: Development of a taxonomy of adaptive performance. *Journal of Applied Psychology, 85*(4), 612-624.
Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin, 124,* 262-274.
Seibert, S. E., Kraimer, M. L., & Liden, R. C. (2001). A social capital theory of career success. *Academy of Management Journal, 44*, 219-237.
Shalley, C. E. (1991). Effects of productivity goals, creativity goals, and personal discretion on individual creativity. *Journal of Applied Psychology, 76,* 179-185.
Shalley, C.E. & Gilson L.L. (2004). What leaders need to know: A review of social and contextual factors that can foster or hinder creativity. *The Leadership Quarterly*, *15,* 33-53.
Shalley, C. E., Zhou, J., & Oldham, G. R. (2004). The effects of personal and contextual characteristics on creativity: Where should we go from here?. *Journal of Management, 30*(6), 933-958.
Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal, 38(*5), 1442-1465.
Spreitzer, G. M. (1996). Social Structural Characteristics of Psychological Empowerment. *The Academy of Management Journal*, *39*(2), 483-504.
Tak, J. (2011). Relationship between various person-environment fit types and employee withdrawal behavior: A longitudinal study. *Journal of Vocational Behavior, 78*(2), 315-320.
Tierney, P., & Farmer S. M. (2004). The pygmalion process and employee creativity. *Journal of Management, 30*(3), 413–432.
Van Vianen, A. E. M., Shen, C-T., & Chuang, A. (2010). Person–organization and person–supervisor fits: Employee commitments in a Chinese context. *Journal of Organizational Behavior, 32,* 906–926.
Veasna, S. (2011). A study of transformational leadership, employee creativity, and task performance: The mediating roles of person-supervisor fit and psychological empowerment. In progress doctoral dissertation proposal. National Cheng Kung University-Taiwan.
Yukl, G. (2010). *Leadership in organizations* (7th ed.). New York, NY: Pearson Prentice Hall.
Zhang X., & Bartol K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal, 53*(1), 107–128.

Table 1. The results of Regression Analysis "Person Supervisor fit"

Independent Factors "Person Supervisor fit"	Dependent Factors **"Psychological Empowerment"**	**"Employee Creativity"**	**"Employee Performance"**
	Beta (β)	**Beta (β)**	**Beta (β)**
Person-Supervisor Fit	**0.839*** **	**0.811*** **	**0.802*** **
R^2	**0.704**	**0.658**	**0.642**
Adj-R^2	**0.702**	**0.657**	**0.641**
F-value	**595.681**	**483.893**	**450.958**
P-value	**0.000**	**0.000**	**0.000**
VIF Range	**1.000**	**1.000**	**1.000**

Table 2. The results of Regression Analysis Psychological Empowerment

Independent Factor	**Dependent Factors**	
"Psychological Empowerment"	"Employee Creativity"	"Employee Performance"
	Beta (β)	**Beta (β)**
Overall	**0.849*** **	**0.842*** **
R^2	**0.722**	**0.710**
Adj-R^2	**0.720**	**0.709**
F-value	**650.342**	**613.891**
P-value	**0.000**	**0.000**
VIF Range	**1.000**	**1.000**

Table 3 Results of Regression Analysis for Employee Creativity and Employee Performance

Independent Factors **"Employee Creativity"**	Dependent Factor— **"Employee Performance"**
	Beta (β)
Employee Creativity	**0.841*** **
R^2	**0.707**
Adj-R^2	**0.706**
F-value	**607.097**
P-value	**0.000**
VIF Range	**1.000**

Table 4. Results of Cluster and ANOVA Analyses of Innovative Climate

Name of Factor	Low Person-Supervisor Fit		High Person-Supervisor Fit		F-value (p)	Duncan
	1. Low Innovative climate (n= 72)	2. High Innovative Climate (n= 28)	3. Low Innovative Climate (n=17)	4. High Innovative Climate (n= 136)		
Employee Creativity	3.2607	3.7802	3.6923	4.1917	80.739 (0.00)	3,41,2
Name of Factor	Low Psychological Empowerment		High Psychological Empowerment		F-value (p)	Duncan
	1. Low Innovative Climate (n=77)	2. High Innovative Climate (n=42)	3. Low Innovative Climate (n=14)	4. High Innovative Climate (n=120)		
Employee Creativity	3.2597	3.8132	3.8352	4.2385	95.614 (0.000)	4,23,1

Table 5 Results of Cluster and ANOVA Analyses of Social Capital

Name of Factor	Low Person-Supervisor Fit		High Person-Supervisor Fit		F-value (p)	Duncan
	1. Low Social Capital (n= 92)	2. High Social Capital (n= 8)	3. Low Social Capital (n=40)	4. High Social Capital (n= 113)		
Employee Creativity	3.3595	3.9423	3.8462	4.2389	72.862 (0.000)	3,21,4
Name of Factor	Low Psychological Empowerment		High Psychological Empowerment		F-value (p)	Duncan
	1. Low Social Capital (n=104)	2. High Social Capital (n=17)	3. Low Social Capital (n=28)	4. High Social Capital (n=104)		
Employee Creativity	3.3950	3.8371	3.9231	4.2818	79.328 (0.000)	4,32,1

Table 6 Results of Cluster and ANOVA Analyses of Emotional Intelligence

Name of Factor	Low Person-Supervisor Fit		High Person-Supervisor Fit		F-value (p)	Duncan
	1. Low Emotional Intelligence (n= 89)	2. High Emotional Intelligence (n= 11)	3. Low Emotional Intelligence (n=90)	4. High Emotional Intelligence (n= 63)		
Employee Performance	3.4410	4.0455	4.0139	4.5079	93.761 (0.000)	1,23,4
Name of Factor	Low Psychological Empowerment		High Psychological Empowerment		F-value (p)	Duncan
	1. Low Emotional Intelligence (n=115)	2. High Emotional Intelligence (n=6)	3. Low Emotional Intelligence (n=64)	4. High Emotional Intelligence (n=68)		
Employee Performance	3.5370	3.9583	4.0742	4.4816	79.645 (0.000)	2,41,3