

COMMUNICATION FACTORS INFLUENCING ACADEMICIANS' INNOVATIVE WORKING BEHAVIOR AND ITS IMPACT ON THEIR CAREER ADVANCEMENT

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Abstract

Innovation has been identified as a crucial drive that determines the survival, growth and sustainability of many modern organizations. In today's competitive environment, innovation can be critical in driving both individual and organizational successes. More importantly, individuals within the organizations are the key player in the implementation of innovativeness at work. Hence, this study investigates the antecedents of innovative working behavior and its impact on career advancement. Specifically, this study will take a close look on how communication efficacy, communication climate, mentoring, and networking influence academicians' innovative working behavior. These communication factors are believed to provide opportunities for the innovation and implementation of novel ideas that will aid employees in achieving their career goals, and thus become a platform for their career advancement in the organizations.

The study adopted a quantitative survey research design. Self-administered questionnaires were distributed to 132 lecturers from three major Islamic universities in Malaysia. The findings indicate that there are significant relationships found between all four communication factors with innovative working behavior. Specifically, this study found that innovativeness is strongly correlated with communication efficacy, communication climate, networking, and moderately correlated with mentoring. This study also found that innovativeness is strongly correlated with career advancement. Furthermore, regression analysis found that networking is the most influential factor to predict innovative working behavior, followed by efficacy and mentoring.

Keywords: Individual Innovativeness, Communication Efficacy, Communication Climate, Mentoring, Networking, and Career Advancement.

INTRODUCTION

Background of the Study

In the present rapid changing business environment, organizations are facing greater challenges than ever before as they need to promote innovativeness in work processes to stay competitive and maintain their existence. In order to accomplish this goal, organizations look for ways on how to successfully create and deliver better products and services (Ramamoorthy, Flood, Slattery, & Sardesai, 2005). Quite often, organizations render support to their employees to innovate better work process, method, and operation. Thus, innovativeness at individual level holds a significant role in determining the existence and competitiveness of modern era organizations.

Innovativeness, or the tendency to create, share, and implement new ideas, is critical in driving success at both individual and organizational levels. In fact, individuals within the organizations are the key players in the implementation of innovative behaviour at workplace. In the core of innovation lies creative ideas, and it is the employees, alone or in groups, who will generate, promote, discuss, modify, and realize these ideas (Scott & Bruce, 1994). It is not surprising that innovative employees are becoming the main commodity of contemporary organizations (Huhtala & Parzefall, 2007), and therefore, the recruitment and development of such employees have been one of the main goals of any organization.

There are numerous studies that have successfully identified factors which influence individual innovativeness within the organizations. Some of them highlight the importance of several communication aspects, such as, communication efficacy (Kumar, & Uz Kurt, 2010), communication climate (Arif, Zubair, & Manzoor, 2012), mentoring (Shakeri, Tahari, Dehghan, & Kavandi, 2012), and networking (Pittaway, Robertson, Munir, & Denyer, 2004) in changing human behavior. This study, therefore assumed these communication factors as the determinants of innovativeness at individual level. Furthermore, this study assumes that working innovative behavior significantly and directly contributed to career advancement at workplace.

Problem Statement

In recent years, particularly in Malaysia, lecturers have been widely encouraged to improve their academic contributions. This situation requires them to take more initiative when it comes to their academic publications, such as, books, journals, and articles. Such initiatives ultimately require a great amount of innovativeness from each individual involved. Strong innovative working behavior among academic staff will eventually spread among peers at workplace, thus, promoting an innovative culture.

As a rapidly developing Islamic nation, the needs for high quality Islamic higher learning institutions are increasing in Malaysia. The number of Islamic universities/colleges is increasing in the last few decades, manifesting a growing interest for such institutions. With greater interest come greater expectations for excellence and, thus, greater challenges to remain competitive. Islamic universities/colleges are not only competing against each other but against the long existed and well known conventional institutions as well.

Together with many other types of institutions in Malaysia, Islamic universities/colleges need to deliver better products and services. In recent years, major

Islamic universities/colleges, such as International Islamic University Malaysia (IIUM), Islamic Science University Malaysia (USIM), and International Islamic University College Selangor (KUIS) have gradually try to improve the competency of their graduates as well as their academic contributions to the society. To achieve these, both the institutions and their employees are required to improve their work process, method, and operation. The academic staffs, in particular, hold the key success to these objectives which ultimately rely on their innovativeness at work. Considering this particular issue, this study therefore focus on the academic staff's individual innovativeness as the core issue to this research. It is becoming imperative to investigate the factors that contribute to the academicians' individual innovativeness, as well as finding out how does it influences the advancement of their career at their respective institutions.

Research Questions

Based on the problem statement outlined, this study has come up with several questions:

1. What is the level of the academicians' innovative working behavior, communication factors and career advancement?
2. What are the relationships between each communication factor with academicians' innovativeness?
3. Does innovativeness has a direct impact on the career advancement?

Resarch Objectives

The main objective of the study is to examine what are the antecedents of innovative working behavior, as well as to confirm its impact on career advancement. Specifically, this study tries to:

1. find out the level of academicians' innovative working behavior, communication factors and career advancement;
2. validate the relationships between each communication factors with the academicians' innovative working behavior; and
3. confirm the impact of innovativeness on career advancement.

Significance of the Study

This study aims at contributing to both theoretical and practical aspects of communication literature. From the theoretical aspect, the study is aimed at closing the existed knowledge gaps in this particular issue of interest. Over the recent years, a sizeable body of research has focused on identifying antecedents of innovative working behavior and developing ways to better support employees in their creative endeavours (Janssen, Van De Vliert & West, 2004). However, some critical factors to the individual innovativeness may have been neglected or taken lightly. Many of these neglected factors come from the communication field of study, such as, communication efficacy, communication climate, mentoring, and networking.

Past studies have shown lack of attempts in acknowledging the important roles of these communication factors in promoting innovativeness at workplace. Furthermore, there

have been limited attempt in studying these factors collectively under one research framework. As argued by Johnson, Donohue, Atkin, & Johnson, (2001), there is a need in innovative behavior research to produce new research models that will be able to provide new perspective in this issue. As such, this study initiated an attempt to study these communication factors collectively. More importantly, this study tries to confirm if the innovativeness will give a significant impact on career advancement.

Besides filling in the knowledge gaps, this study also aims at contributing another overview on the continuously growing studies of Bandura's (1986) Social Cognitive Theory (SCT). SCT provides a framework for understanding and predicting human behaviour. It mainly hypothesizes that learning occurs in a social context and what is learned is gained through observation (Denler, Wolters, & Benzon, 2012). As such, this study aims at providing new views of how innovative behavior is developed at the workplace.

From the practical aspects, the findings drawn from this study will provide many organizations an insight of how the communication factors could boost their employees' innovative working behavior. As it is conducted at learning institution, the study highlights effective ways in improving and promoting innovativeness of the teaching staffs at their workplace. This will help the universities on making new policies that will improve their academic staff's working efficiency, ethics, and individual developments.

LITERATURE REVIEW

Social Cognitive Theory

Bandura's (1977) social cognitive theory (SCT) provides a framework for understanding and predicting human behaviour. Initially developed with an emphasis on the acquisition of social behaviours, SCT continues to emphasize that learning occurs in a social context and what is learned is gained through observation (Denler, Wolters, & Benzon, 2012). SCT posits that people hold two expectations concerning behaviour. The first relates to the expectations concerning one's ability to perform a particular behaviour and the second encompasses the expected outcomes of that particular behaviour (Dorner, 2012).

Social cognitive theory rests on several basic assumptions evaluating behavioural change depending on three main factors, namely, environmental, personal, and behavioural factors (Bandura, 1989). Bandura argues that an individual's behaviour is uniquely determined by each of these three factors. This theory not only explains how people acquire and maintain certain behavioural patterns but also provides the basis for intervention strategies (Bandura, 1997). Over the years, this theory has significantly helped in identifying crucial factors in determining people behaviour as well as the strategic plans needed to shape the intended behaviour. Bandura (1986) has stressed the importance of acknowledging five main concepts of his Social Cognitive Theory, namely, observational learning, outcome expectations, self-efficacy, goal setting, and self-regulation.

Assumptions of Social Cognitive Theory

The social cognitive theory has three main assumptions. The first concerns on the view that personal, behavioural, and environmental factors influence one another through a continuous interaction (Denler, Wolters, & Benzon, 2012). These three factors affect people's behaviour simultaneously through social learning. The second assumption within the SCT is that people have the ability to shape their own behaviour and the environment in a purposeful, goal-directed fashion (Bandura, 2001). People are believed to have the power over their own behaviour by acknowledging their surroundings and the motives on achieving certain goals. The last main assumption assumes that learning can occur without an immediate change in behaviour or rather through several distinctive cognitive processes (Denler, Wolters, & Benzon, 2012). It means what have been learned does not necessarily be adopted and demonstrated until the individuals are motivated to do so.

SCT has been applied broadly to such diverse areas of human functioning as career choice, organizational behavior, athletics, and mental and physical health (Denler, Wolters, & Benzon, 2012). One of the behavioural changes that have been studied based on these assumptions is innovative behaviour within the individuals. For instance, a recent study done by Dorner (2012) finds that several factors mentioned in the social cognitive theory, such as innovative self-efficacy and outcome expectations significantly influence employees' innovativeness at the workplace. The rest of this section therefore discusses individual innovativeness, communication factors, and career advancement as well as its relevance to the SCT.

Innovative Working Behavior

Innovation has been identified as a crucial drive that determines the survival, growth and sustainability of many modern organizations. Sustainable growth requires sustainable innovation, which requires that innovation to be implemented and its outcome to be made predictable (Gamal, 2011). More importantly, innovation in an organization starts from the most fundamental stage, which is at the individual level. Employees' innovativeness starts from the innovation process, idea generation, and eventually the adoption of new processes or structures in the organization (Vincent, Decker, & Mumford, 2002). The success in supporting these processes is crucial in developing innovative culture in the organizations.

Rogers (2003, p. 12) defines innovation as an idea, practice, or object that is perceived as new by an individual. While, individual innovativeness, is defined as engagement in innovative behaviours, which includes behaviour related to the innovation process, i.e. idea generation, idea promotion and idea realization, with the aim of producing innovations (Ramooorthy, Flood, Slatery, & Sadassai, 2005, p. 143). Additionally, innovativeness at individual level leads to the tendency or propensity of the individual to be innovative and to be open to experimenting with novel products or services (Aarons, 2005).

According to Janssen, Vliert, and West (2004), innovation focuses on a more complex process. They emphasised that innovation has to do not only with the intentional act of generating new ideas, but also with the introduction and execution of the new ideas, all aimed at improving organisational performance. As such, individual innovation at the workplace has been conceived as complex behaviour consisting of a three-stage process (Scott & Bruce, 1994). In the first stage of innovative behaviour, an individual recognises a problem and

comes up with new solutions and ideas, either novel or adopted. Second, an individual seeks ways to promote his or her solutions and ideas, and build legitimacy and support both inside and outside the organization. In the final stage of the innovation process, an individual, who exhibits an innovative behaviour, realises the idea or solution by producing model of the innovation that can be experienced, applied and used within a work role, a group, or the organization as a whole (Kanter, 1988).

Frambach and Schillewaert (2002) proposed that individual innovativeness has an indirect influence on innovation acceptance by influencing the individuals' attitudes. Positive attitudes toward an innovation will be held by individual who demonstrates more innovativeness in a product or service domain (Palmer, 2010). Innovative individuals may utilise a particular product or service as a routine or habitual practice which may account for the effect of the individual innovativeness on acceptance (Frambach & Schillewaert, 2002).

Communication Factors

Over the years, there has been a number of research investigated employees innovativeness at workplace. In separate studies, the researchers have studied the effect of communication efficacy (Duerr, 2007; Kumar & Uz Kurt, 2010; Raica, 2009), communication climate (Arif, Zubair, & Manzoor, 2012; Kohler, et al. 2010), mentoring (Cojocar, 2010; Davis, 2010, De Jong & Den Hartog, 2007; Khan, Aslam, & Riaz, 2012; Yidong & Xinxin, 2012), networking (Jaskyte & Kisieliene, 2006; Scott & Bruce, 1994) on employees working behaviour. In this study, these communication factors are placed as the integrated factors for individual innovativeness at the workplace.

Communication Efficacy

Self-efficacy is one of the most focal concepts in contemporary psychology research that has been derived from the social cognitive theory (Judge, Jackson, Shaw, Scott, & Rich, 2007). It is defined as people's judgement of their capabilities to accomplish a certain level of performance (Bandura, 1986). Bandura argues that if people do not believe they can produce results, they will not make any attempt to do so. Thus, self-efficacy does not reflect the skills one has but the judgement of what one can do with whatever skills one possesses.

Self-efficacy is related to other self-beliefs (such as competence in the given context) which is related to perceived specific abilities rather than generalised self-beliefs. Bandura (1997) suggested that self-efficacy should be measured with specific contexts in mind. More specific measures of self-efficacy have more predictive power (Gaffney, 2011). Bandura emphasised that the level of generality at which self-efficacy should be assessed depends on what the measure is intended to predict.

Communication Climate

Communication climate is the concept of how communications are conducted within a workplace environment (Arif, Zubair, & Manzoor, 2012). Communication can be successfully evaluated in the workplace by knowing that employees have a clear understanding of what is expected from them and what are their duties (Crosling & Ward, 2001). Communication climate reflects communication on both the organizational and personal levels. On one hand, it includes the extent to which communication in an organization motivates and stimulates workers to meet organizational goals and the extent to

which it makes them identify with the organization (Smidts, Pruyn, & Reil, 2001). On the other hand, it includes the estimations of people's attitudes toward communication aspect in the organization (Trombetta & Rogers, 1988). Organizations which encourage and empower their employees can create a communication climate strategically, collaboratively, cost-effectively, innovative, and accountable (Sharma, Gupta, & Wickramasinghe, 2005).

Mentoring

Mentoring is the process whereby managers provide both formal and informal assistance and support to their subordinates on an individual basis (Orpen, 1997). It is a structured relationship in order to help the subordinates in their efforts to be successful within the organization. Tabbron, Macaulay, and Cook (1997) define mentoring as a one-to-one process of helping individuals to learn, develop and take a longer-term perspective which focuses on their career and development. It is difficult to imagine an organization in which mentoring does not occur since the success of achieving working goals depend much on this vertical relationships.

Given the casual nature of its processes, mentoring usually involves two types of individuals (Mathews, 2003). First, a mentor who is usually someone with a high ranking, influential, and senior member of the organization with significant experience and knowledge, and second, the employee who is willing to learn and look for guidance from the experts. Throughout their working interactions, both parties are believed to be receiving mutual benefits between them.

Networking

The employees' networking has been described differently by other scholars, such as, the use of term team-member exchange (Scott & Bruce, 1994) or work group (Jaskyte & Kisieliene, 2006). The work group refers to the individuals with whom the employees have social and instrumental ties with (Ng & Chow, 2005 p. 405). Having an extensive network within the organization is a key element to career success (Seibert, Kraimer, & Liden, 2001). The benefits of personal networks are affected by different network characteristics. Networks characterized by a lack of connectivity among individuals within a network have been found to help the network holder gain greater adaptability (Gargiulo & Benassi, 2000). Cross and Cummings (2004) note that network ties which transcend organizational boundaries and hierarchical levels enhance the job performance of the network holder.

Scott and Bruce (1994) have tested how the quality of the working relationships between individuals and their work groups affected innovative behaviour. They found that in conditions of high team-member exchange, individuals have additional resources available to them in the form of idea sharing and feedback. Thus, they suggest that when a work group supports an individual in ways that allow innovation to emerge, by offering cooperation and collaboration, the individual is more likely to see the organization as a whole as being supportive of innovation.

Career Advancement

Career advancement is defined as the accumulated positive work and psychological outcomes arising from one's work experiences (Seibert and Kraimer, 2001 p. 2). It basically refers to how an employee evaluates their work-related achievements at one point of their career. It

massively depends on the employees' satisfaction on their current progress by highlighting personal career goals set in the past. Wok, Hashim, and Juhdi (2013) agree that career advancement is conceptualized by how individual rate their objective and subjective achievements. Objective career outcomes refer to the acquisition of promotion and compensation, while subjective career outcomes more into affective and less tangible achievement, such as, satisfaction and commitment.

The determinants of career advancement have been studied extensively in the past few decades. Extrinsic factors, such as, salary, promotions and status are relatively more tangible or observable outcomes than the intrinsic factors of career success (Ballout, 2009). The intrinsic career success includes less visible indicators such as job satisfaction, perceptions of career accomplishments, career commitment, and career mentoring which are relatively more internally assessed by individuals' own subjective judgments (Poon, 2004; Burke, 2001).

Ballout (2009) believes that it is important to understand how cognitive processes affect the way employees navigate through their own career paths and success. Similarly, Arokiasamy, Ismail, Ahmad, and Othman (2011) have found that organisational variables, such as, mentoring, social network and organizational support, are the significant contributors to career advancement. Both studies highlight the importance of the intrinsic factors as the determinants of innovative behaviour at work.

Conceptual Framework

Based on the reviewed literature, this study proposes a new conceptual framework (see Figure 1). In this framework, communication efficacy, communication climate, mentoring, and networking are assumed as influential factors in developing the employees' innovativeness at their workplace. Furthermore, innovativeness at individual level is believed to be a significant contributor in boosting the rate of career advancement among the employees.

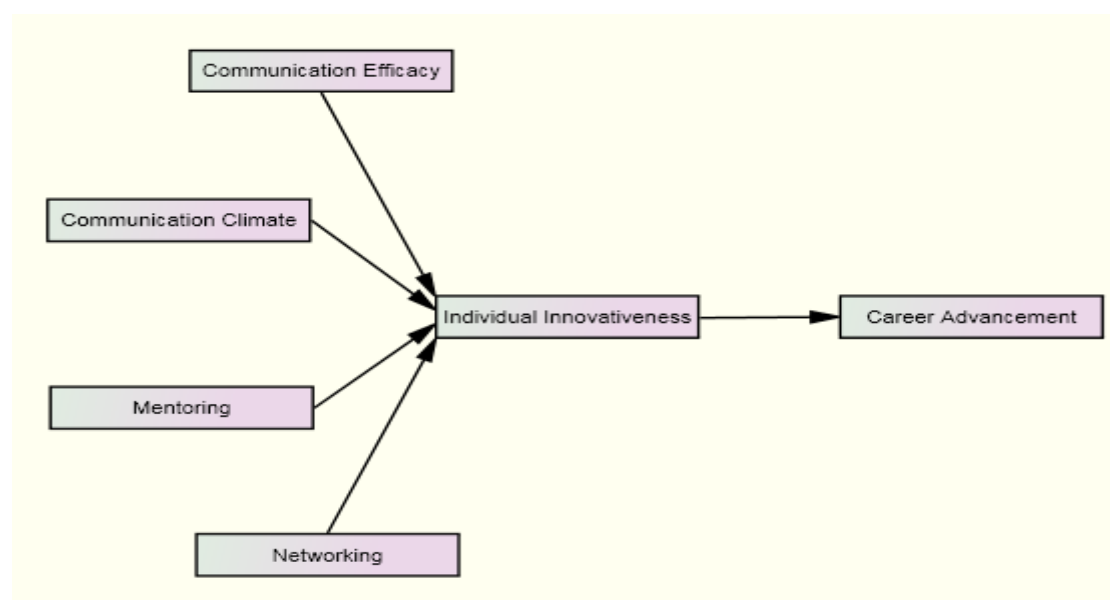


Figure 1: The proposed model

Hypotheses of the Study

Based on the literature review, the following hypotheses are formulated:

- H1: There is a high level of innovative working behaviour, communication factors and career advancement among the academicians.
- H4: Each communication factor (communication efficacy, communication climate, mentoring, and networking) contributes towards innovative working behaviour.
- H5: Innovative working behaviour gives positive impact on career advancement.

RESEARCH METHODOLOGY

Research Design

This study adopted a cross-sectional survey research method. Cross-sectional survey is a research method where data are collected at one point of time from selected samples representing a larger population. Sincero (2012) lists some well-defined advantages of the cross-sectional survey research method that may help this study to reach all of the objectives. First, this method will help this study to reach a high representativeness of the sample. This method requires researcher to collect data from a large sample size which is suitable for the population of this study. Second, the data collected will provide a good statistical significance which is required for any quantitative study. Third, the use of questionnaire will lead into a low cost and quick data gathering for the huge sample size. Lastly, a cross-sectional survey research method is believed to be the best way to avoid researcher prejudices, and thus, gives more precise results. Considering the above advantages, therefore, a cross-sectional survey research method is believed to be the most relevant design the quantitative approach of this study.

Population of the Study

For the purposes of the study, the data were gathered from lecturers of three major Islamic higher learning institutions in Malaysia, namely, International Islamic University Malaysia (IIUM), Islamic Science University Malaysia (USIM), and International Islamic University College Selangor (KUIS). These institutions were chosen mainly because of their reputation as the leading Islamic universities in Malaysia. The respondents from these universities will adequately represent the general population of Muslim lecturers in Malaysia. Additionally, the uniqueness of their Islamic culture and environment will give another view of how phenomenon of the study applies in such environments.

Sampling Procedure and Sample Size

For the sampling procedure, this study used stratified random sampling. This procedure requires a sample to be drawn from a homogeneous subset of the population with similar characteristics. Stratified random sampling involves categorizing the members of the population into mutually exclusive and collectively exhaustive groups (Black, 1999). The samples will provide more precise estimates if the population surveyed is more

heterogeneous. Additionally, this procedure is also believed to provide an excellent administrative sampling efficiency.

In total, there were 132 lecturers involved in this study. The stratification of the lecturers was based on two aspects, namely, position and faculty. The stratification of their position was based on four different academic statuses, such as, lecturer, assistant professor, associate professor, and professor. For the stratification of the faculty, four major faculties are chosen based on their population as well as their reputation. This stratification is meant to give better representativeness of the lecturers from different fields of studies. Generally, both stratifications are chosen in order to increase the chance of the actual samples to fairly represent these two main academic characteristics.

Research Instrument

The questionnaire consists six main sections, namely, demographic information (Section A), job-related information (Section B), communication efficacy (Section C1), communication climate (Section C2), mentoring (Section C3), and networking (Section C4), individual innovativeness (Section D), career advancement (Section E), innovative working behavior (Section F).

Data Collection

The questionnaires were distributed directly to the targeted respondents after receiving the approval letter from the university. The distribution was done by directly approaching the lecturers in their rooms/offices or by dropping the questionnaires at their respective faculties/departments. The time frame of the data collection took between 2 to 3 months considering the sample size and locations of the samples.

Data Analysis

All collected data were keyed-in into SPSS version 17.0. The data analysis involved both descriptive and inferential statistics. The descriptive statistics were applied to describe the respondents' demographic and job-related information. As for the hypotheses testing, the analysis involved t-test, correlation, and regression. One-sample t-test helped to determine the level of each variable, while bivariate correlation validated the existing relationships between them. Last but not least, the regression analysis was used to indicate the best predictor among the independent variables.

FINDINGS

Respondents' Demographic Information

Respondents of this study consist of 132 lecturers from three major Islamic universities in Malaysia, namely, International Islamic University Malaysia (IIUM), Islamic Science University Malaysia (USIM), and International Islamic University College Selangor (KUIS). The respondents came from various demographic backgrounds (Table 2). The biggest proportion of the respondents were working at IIUM (38.6%), followed by USIM (32.6%) and KUIS (28.8%). More than half of them were female lecturers (55.3%), while the rest were male lecturers (44.7%). More than half of the respondents were in between 30 to 40 years old (55.3%), followed by those who were in between 41 to 50 years old (33.3%). Few

were older than 60 years old (3.8%). Majority of them were Malaysian (81.1%), while the non-Malaysian lecturers (18.9%) came from Nigeria, Uganda, Indonesia, etc. Additionally, more than half of them had obtained their Doctorate degree (82.9%).

Table 2: Respondents' demographic information

Variables	Categories	Frequency	Percentage
University	IIUM	51	38.6
	USIM	43	32.6
	KUIS	38	28.8
	Total	132	100.0
Gender	Male	59	44.7
	Female	73	55.3
	Total	132	100.0
Age Group	Below 30 years old	2	1.5
	30-40 years old	73	55.3
	41-50 years old	42	33.3
	51-60 years old	10	7.6
	More than 60 years old	5	3.8
	Total	132	100.0
Nationality	Malaysian	107	81.1
	Non-Malaysian	25	18.9
	Total	132	100.0
Level of Education	Master degree	56	42.4
	Doctorate degree	76	57.6
	Total	132	100.0

Respondents' Job-related Information

According to Table 3, almost a quarter of the respondents were teaching Human Sciences (24.2%). More than two-thirds of them were lecturers (57.1%) and only few were Professors (3.8%). Few held administrative positions, such as, head of department (6.1%) and head of unit/office (4.5%). More than three-quarters of the respondents were permanently employed (78.0%), while the rest were by contract (20.5%). One-third of the lecturers (33.3%) have been teaching at their current university in between 6 to 10 years. Last but not least, almost one fifth of them were receiving RM3001 to RM4000 every month (19.1%).

Table 3: Respondents' job-related information

Variables	Categories	Frequency	Percentage
Field of Study	Islamic Science	8	6.1
	Law	22	16.7
	Economics	10	7.6
	Management	20	15.2
	Sciences	10	7.6
	Information Technology	19	14.4
	Human Sciences	32	24.2
	Foundation	11	8.2
	Total	132	100.0
Academic Position	Lecturer	80	60.6
	Assistant Professor	34	25.8
	Associate Professor	13	9.8
	Professor	5	3.8

	Total	132	100.0
Administrative Position	Dean	1	0.8
	Deputy Dean	3	2.3
	Head of Department	8	6.1
	Head of Unit/Office	6	4.5
	Others	27	20.5
	None	87	65.9
	Total	132	100.0
Employment Status	Permanent	103	78.0
	Contract	27	20.5
	Temporary	2	1.5
	Total	132	100.0
Teaching Experience	Less than a year	6	4.5
	1-5 year/s	37	28.0
	6-10 years	44	33.3
	11-15 years	25	18.9
	16-20 years	7	5.3
	More than 20 years	13	9.8
	Total	132	100.0
Monthly Income	Less than RM2000	1	0.8
	RM2001-RM3000	1	0.8
	RM3001-RM4000	25	19.1
	RM4001-RM5000	19	14.5
	RM5001-RM6000	16	12.2
	RM6001-RM7000	18	13.7
	RM7001-RM8000	17	13.0
	RM8001-RM9000	13	9.9
	More than RM9000	21	16.0
Total	131	100.0	

Level of Communication Factors, Individual Innovativeness, and Career Advancement

Table 4 indicates the descriptive analyses for all the variables involved in this study. Each construct was measured by ten items and each item/statement was measured with a 5 likert-scale, where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. The overall variable was obtained by computing all the ten items into one overall variable for each construct. The highest means among all six constructs were Communication Efficacy (4.00) and Mentoring (4.00). The means are considered very high with the overall percentages of 80.0% for both constructs. The analysis also found a relatively high level Networking (3.92), Career Advancement (3.90), Individual Innovativeness (3.85), and Communication Climate (3.78). The overall percentages were ranged from 75.6% to 78.4%.

Table 4: Descriptive analyses on all variables

Variables	N	M	SD	Overall %	Note
Communication Efficacy	131	4.00	0.46	80.0	Very High
Communication Climate	131	3.78	0.66	75.6	High
Mentoring	132	4.00	0.72	80.0	Very High
Networking	132	3.92	0.57	78.4	High
Innovativeness	132	3.85	0.56	77.0	High
Career Advancement	132	3.90	0.56	78.0	High

*On a 5-point scale where 1=strongly disagree (1-20%), 2=disagree (21-40%), 3=neutral (41-60%), 4=agree (61-80%), 5=strongly agree (81-100%)

The results of one sample t-test (Table 5) confirmed the statistical significant of the previously discussed descriptive statistics. The results found that all constructs were significantly positive, namely, Communication Efficacy ($t=24.74$, $p=.000$), Communication Climate ($t=13.50$, $p=.000$), Mentoring ($t=15.96$, $p=.000$), Networking ($t=18.68$, $p=.000$), Individual Innovativeness ($t=17.56$, $p=.000$), and Career Advancement ($t=18.49$, $p=.000$). Thus, each Hypothesis 1, Hypothesis 2, and Hypothesis 3 was supported by the findings.

Table 5: One sample t-test analyses for all variables

Variables	N	M	SD	df	t	p
Communication Efficacy	131	4.00	0.46	130	24.74	.000
Communication Climate	131	3.78	0.66	130	13.50	.000
Mentoring	132	4.00	0.72	131	15.96	.000
Networking	132	3.92	0.57	131	18.68	.000
Innovativeness	132	3.85	0.56	131	17.56	.000
Career Advancement	132	3.90	0.56	131	18.49	.000

Antecedents of Innovativeness

This study is mainly interested to find the predictors of Innovative Working Behavior (Table 6). The regression analysis indicated Networking as the most influential factor to predict Innovativeness ($B=.443$, $p=.000$), followed by Efficacy ($B=.313$, $p=.000$) and Mentoring ($B=.140$, $p=0.018$). The same analysis has failed to validate the influence of Communication Climate ($B=.084$, $p=.245$) towards predicting Innovative Working Behavior.

Table 6: Regression analysis between innovative working behavior and communication factors

Variable	Unstandardized Coefficient		Standardized Coefficient	t	p
	B	SE	Beta		
Constant	-.023	.264		-.088	.930
Efficacy	.313	.084	.259	3.702	.000
Climate	.084	.072	.100	1.167	.245
Mentoring	.140	.058	.180	2.400	.018
Networking	.443	.074	.452	6.023	.000

Notes: Dependent variable: individual innovativeness; $F=62.04$; $df=4,125$; R^2 adj=.654

Correlations between all Variables

Correlation analyses shown in Table 7 indicate that all variables were significantly and positively correlated. Specifically, Individual Innovativeness is strongly correlated with Communication Efficacy ($r=.670$), Communication Climate ($r=.617$), Networking ($r=.764$), and moderately correlated with Mentoring ($r=.504$). It was also found that Individual Innovativeness is strongly correlated with Career advancement ($r=.685$). Correlations

between other variables were reported in the same table. Thus, Hypothesis 5 was supported by the findings.

Table 7: Bivariate correlations among all variables

Variables (N=132)	Values	EFF	CLI	MEN	NET	INN	CAR
Efficacy	r	-					
	p	-					
Climate	r	.502	-				
	p	.000	-				
Mentoring	r	.394	.714	-			
	p	.000	.000	-			
Networking	r	.647	.585	.352	-		
	p	.000	.000	.000	-		
Innovativeness	r	.670	.617	.504	.739	-	
	p	.000	.000	.000	.000	-	
Career Advancement	r	.569	.581	.546	.653	.685	-
	p	.000	.000	.000	.000	.000	-

DISCUSSION AND CONCLUSION

The main objective of the study is to find the factors contributing towards career advancement at workplace, among some other minor objectives. This study has found that lecturers from major Islamic universities were very satisfied with the level of communication efficacy and mentoring at their workplace. They were also relatively satisfied with the level of networking, career advancement, individual innovativeness, and communication climate at IIUM. It means that the institutions have done rather well in providing their academic staff conducive working environment and working culture which may well contributing to their innovativeness at work.

The findings also found significant positive and strong relationships between innovative working behavior with communication efficacy, communication climate, networking, and moderately with mentoring. It was also found that innovative working behavior is positively and strongly correlated with career advancement. It means each of these elements is related one to another. In other words, a satisfactory condition of one element will give a positive impact on another.

More importantly, the results found that networking is the main contributor towards innovative working behavior, followed by communication and mentoring. However, there was no significant contribution found on communication climate towards innovative working behavior. This study highlighted the importance of networking as the most crucial factor towards predicting innovativeness. Perhaps the roles of employees' networking on their innovative working behavior needs to be explored and developed further.

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