

The Impact of Applying the Dimensions of MBWA on Creative Behavior: Evidence from Administrators at Abdelhamid Mehri University- Constantine-2-

أثر تطبيق أبعاد الإدارة بالتجوال على السلوك الإبداعي: حالة مستخدمي سلك متصرف إداري بجامعة عبد الحميد

مهري - قسنطينة-2-

Hnane HOUARI*, Grand Maghreb-Economy and Society Lab, Constantine-2-
University, Algeria.

hanen.houari@univ-constantine2.dz

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Abstract :

ملخص :

This study aims to explore MBWA practices among administrators of the University of Constantine2- Algeria, and how it may affect their creative behavior. For this purpose, we distributed a questionnaire to a sample of 42 employees of this rank. The results indicate that the MBWA is practiced to a high degree among the employees of the administrators of the University of Constantine2; and the Effective Communication dimension comes first in terms of importance. Moreover, we found that the combined dimensions of MBWA have a significant effect on the creative behavior of the study sample at the level of ($\alpha=0.05$). The Effective Communication dimension was able to explain 68% of the creative behavior of administrators.

Keywords: Management By Walking Around, MBWA dimensions, Creative Behavior, Administrators, University of Constantine 2.

تهدف هذه الدراسة إلى استكشاف ممارسات الإدارة بالتجوال بين الموظفين التابعين لسلك متصرف إداري في جامعة قسنطينة2- الجزائر، وكيف يمكن أن تؤثر على سلوكهم الإبداعي، من أجل ذلك قمنا بتوزيع استبيان على عينة تتكون من 42 موظف من هذه الرتبة. تشير نتائج الدراسة إلى أن الإدارة بالتجوال تمارس بدرجة مرتفعة بين اوساط الموظفين التابعين لسلك متصرف بمختلف إدارات جامعة قسنطينة2، أين جاء بُعد التواصل الفعال في المرتبة الأولى من ناحية الأهمية. زيادة على ذلك، توصلنا إلى أن أبعاد الإدارة بالتجوال مجتمعة لديها أثر معنوي على إظهار السلوك الإبداعي عند عينة الدراسة عند مستوى معنوية 5%، حيث يفسر بُعد التواصل الفعال وحده 68% من السلوك الإبداعي للمتصرفين.

الكلمات المفتاحية: الإدارة بالتجوال، أبعاد الإدارة بالتجوال، السلوك الإبداعي، موظفي سلك متصرف، جامعة قسنطينة2.

INTRODUCTION:

Edwards Deming, the well-known as the father of Quality Evolution, states that: "If you wait for people to come to you, you'll only get small problems. You must go and find them. The big problems are where people don't realize they have one in the first place" (Serrat, 2009, p. 4). This statement illustrates what major companies realized in the 1980s, particularly, those working in Silicon Valley. Consequently, they were able to achieve excellent results by changing the way of leadership from the "closed-door" to the "presence in all levels of the organization". Tom Peters refers to this process as management by walking around (MBWA).

One can think of MBWA as a planned manner that helps managers to become more visible and closer to their subordinates, and build civility and performance in the workplace. Managers under this method should seek to recognize everything happening in the organization and work on solving problems related to the partnership with subordinates. Furthermore, managers should communicate constantly with subordinates and get to identify their real needs from different perspectives and uncover their inherent abilities that need to be developed. These requirements are particularly substantial nowadays in the era of knowledge that necessitates individuals with powerful skills, besides the intense competition and technological evolution that oblige leaders to always stay close to their subordinates to stimulate their skills.

In this context, creative behavior is one of the most substantial skills organizations seek to develop among their employees. The process of acquiring creative human resources has become a basic goal of any organization instead of a luxury. This concept could be well applied to universities, the main generator of human skills in most modern societies, or at least should be so, that organizations frequently rely on to deliver the necessary skilled job-candidates. From this perspective, we believe it is a necessity to discuss creative behavior in universities.

Creative behavior must be an attributed skill for students, teachers, as well as administrators. From there, we aim to discuss in this paper one of these angles, the administrators, and their creative behavior through the lenses of MBWA, applying on the administration of University Constantine 2, an Algerian public university. Correspondingly, the main question of this paper is formed as follows: **how do MBWA dimensions affect the creative behavior of the administrators at Constantine2 university?** We deconstruct the concept of MBWA in this study into five dimensions: discover facts, making decisions, effective communication, motivating and developing. We assess the effect of each of these dimensions on the creative behavior of the administrators at Constantine2 University.

The Objectives of Study, its Importance, Hypotheses

Through this paper, we aim to identify the degree of MBWA practice in the administration of University Constantine 2 and its impact on the creative behavior of the administrators among different departments. We attempt to conclude useful recommendations and suggestions for decision-makers to improve the administrator's performance and creativity. Accordingly, this study draws its significance from the infrequent research on the topic of MBWA and contributes to the literature about MBWA applications in developing countries and namely in the public sector field. And addressing an issue that is often considered TABOU in Algerian society is the creativity in the public sector (the administration in particular).

To address the research problem, we surveyed a sample of 42 administrators at University of Constantine 2 and conducted basic statistical tests and multiple

regression analysis to test three hypotheses that we suggest in their alternative forms as follows:

H1: Administrators at Constantine2 University do not practice MBWA.

H2: Administrators at Constantine2 University do not possess Creative Behavior skills.

H3: There is no statistically significant relationship between practicing different dimensions of MBWA and Creative Behavior among administrators at University of Constantine 2.

The remainder of this paper is divided into three sections. In the next part, several definitions and theoretical points are discussed as a background for the study. The third section is devoted to illustrating the methods of the study including sample and data collection and the results of hypotheses testing. The final section summarizes the results of the study.

1. Background of the study

In 1982, management consultants Tom Peters and Robert H. Waterman proposed the concept of MBWA for the first time in their book "In Search of Excellence: Lessons from America's Best-Run Companies". The authors conceptualized MBWA as the basis of leadership and excellence, and referred to it as the technology of the obvious (J.Peters & Ropert , 1982, p. 122). In the following paragraphs, we address the key elements and dimensions of MBWA drawn from prior literature, before discussing the major concepts related to creative behavior.

2.1. What is MBWA?

MBWA is "a style of management that involves the manager often visiting employees informally where they are working in order to see what they are doing and to discuss their work" (Cambridge Dictionary, 2019). Such tours break any barriers that may disrupt communication between managers and their subordinates through interaction and continuous meetings. Furthermore, MBWA seeks to shape individuals' views, opinions, and beliefs about their organizations, and works as a catalyst towards productive work, creating motivation for teamwork, and supporting the definition of organizations' objectives (ALRawashdeh, 2012, p. 523). MBWA is, in many ways, similar to the Toyota Production System's "Gemba walks" which implies managers going to the work location, observing the process, and interacting with the employees (AnitaL.Tucker & Sara, 2013, p. 2). Hence, MBWA is not just an impromptu walk: an individual's entering the scene of others commonly is a purposeful action, thus, it was anticipated that when a manager makes a regular stroll to a job site, various explicit and implicit motivators would be at play (Kwon, Hun , Hyuk, Ilhyung, & Taehoon , 2018, p. 1).

Hewlett-Packard, the company in which MBWA originated, attributed its success using MBWA to good listening skills, participation will, a belief that every job is important and every employee is trustworthy, and a culture where employees felt comfortable raising concerns (AnitaL.Tucker & Sara, 2013, p. 2).

In summary, MBWA is one of the modern management practices applied by leaders in business organizations to improve the relationship between them and their subordinates and to get familiar with all the details that occur in the organization, including solving different problems.

2.2. The key components of MBWA:

"MBWA really helps you be more visible, connect with employees and share ideas, and invite suggestions for doing things better" suggests Annie Stevens,

managing partner at Boston-based executive coaching firm Clear Rock (Fisher, 2012). The question we can raise after reading this statement is: what are the different important tips that leaders must comprehend to succeed in applying MBWA in their organizations? table 1 suggests some of these tips as described by Peters & Robert (1982).

Table1. Tips for implementing MBWA

Tip	How to implement it?
Add MBWA to your routine	Employees might feel uncomfortable with you “dropping by” their workspaces. If you do it regularly, then it becomes part of their routine as well.
Vary your time and dates	MBWA is most effective when not done as part of a fixed schedule. If employees expect you at a certain day/time, they will prepare for your visit, reducing the authenticity of the exchange.
Walk alone	This should be a chance for some one-on-one time. Bringing an entourage with you is more like an invasion than a casual conversation
Stay positive	This is a time to connect on a personal level with your staff. This is not a time to criticize or to correct behavior. If you notice a problem, address it at another time with the individual privately.
Be relaxed	Your employees will reflect on your behavior. If you keep a formal tone, you will get equally formal responses. If you relax, your employees will relax and be more open in their communication.
Use the time to offer praise and/or gratitude	Take this time to praise and thank your employees for their work. If you see something good, take the time to comment.
Take time for small talk	This is about connecting with your staff. Get to know each person on a personal level. If you notice something interesting in his/her workspace, ask about it.
Treat everyone equally	You might not be able to spend the same amount of time with each person on every walk. However, make sure you don’t always talk to the same person or spend more time with one group than another
Ask for suggestions	This is a time to show your staff you are receptive to suggestions and new ideas. Take the time to listen to what they have to say
Follow up	If you can’t answer a question, make sure you respond at some point. This shows you were really listening and helps to build trust

Source: (J.Peters & Robert , 1982, pp. 121-123)

Furthermore, Peters (the father of MBWA) outlined three components behind successful MBWA as follow (Peters & Nancy, 1985):

- **Managers listen to people:** you can’t just walk around and talk, but you have to listen to what subordinates are telling you. As a manager, you have to become good at reading the subtle signs people are telling you. Your subordinates might not feel

comfortable being very honest with you, especially right at the start of implementing the new method;

- **Managers use discussion as an opportunity to transmit the company's values:** The walks and discussions provide you the possibility to strengthen the subordinate's understanding of the company's values and vision.
- **Managers are willing to provide on-the-spot assistance and support:** If your subordinates require help, you must be willing to lead by example and provide support on the spot. The method has a sense of urgency to it and it isn't about "looking into it", but getting problems fixed quickly.

2.3. Dimensions of MBWA

Based on the discussion above, a different dimension of MBWA can be described as follows:

- **Discovering facts:** discovering facts refer to the manager's ability to walk around and identify the problems in the organization, judging the quality of implementation, figuring the state of the employees, and get comprehensive information.
- **Communication improvement:** Using appropriate and effective communication means is considered particularly vital in order to create commitment towards achieving goals and promote appropriate behaviors (Bitici, Paola, & Aylin, 2015, p. 8). Many researchers indicate that informal communication technology leads to raising employees' awareness of tasks, and improve the confidence level. Thus, MBWA as a communication strategy between managers and subordinates depends on informal contacts which build trust and promote teamwork.
- **Motivation:** practicing MBWA increases the leadership effectiveness because it encourages top managers to leave their desks and roam in the workplace, connecting directly to activities, building relationships, increasing personal involvement, and expressing recognition that employees need to contribute to organizational success.
- **Creation:** practicing MBWA leads to continuous developments and innovation, the organizational performance is positively affected by implementing employees' ideas that are solicited by quality improvement programs such as MBWA (AnitaL.Tucker & Sara, 2013). Furthermore, the iterative cycles of MBWA of identifying and solving problems lead to creative thinking and future developments.
- **Feedback:** The main objective of feedback is to improve performance where the managers should know how to give it and how to receive it from subordinates, in order to be more constructive when discussing performance, when it is done correctly it will increase employee engagement.

In our analysis, we will cross out the creativity dimension whenever the dependent variable is creative behavior.

2.4. Defining creative behavior:

Being creative is a universal human attribute. However, the representation of creative abilities has both local and global cultural influences. The word "creativity" arrives from the Latin word "creare" which means "to make", and likewise, in a specific sense, "to do". The first English derivation from this Latin root, however, was the word "Creator" (God), which evokes the idea of an origin in itself and influences the abstract concept of creativity introduced in the 19th Century. In its more ordinary meaning of bringing something new into being, the creative act was first attributed to

craftsmen and artists in the late middle ages and became in some national traditions closely linked to the idea of the genius as an outstanding individual (Lindner, 2020, p. 1)

“Creator”, “creation”, and “creativity” are some of the most overused words and ultimately the most misleading ones. Stripped of any particular significance by a generation of bureaucrats, public servants, managers, and politicians, the word “creator” became almost unusable (Bujor & Silvia, 2016, p. 22). Creativity is an emotional and moral element which constitutes a distinctive case of mind (Fathi, 2012, p. 72). In another definition, creativity is as frustrating as trying to collect liquid mercury once used to make thermometers (Wilson, 2015) or it is developing new ideas and concepts to combine synthesis, or by changing the existing ideas and/ or improving the ability to generate new ideas. It is possible to define creativity based on these definitions as the process and idea in any field of new, useful ideas to produce solutions to existing problems (Akturan & Hulya, 2016, p. 345).

In 2007, the National Curriculum in Action, that represents the National Education Curricula in England, defined creativity as a set of four characteristics (Bujor & Silvia, 2016, p. 24):

- Imagination: defines that the process of creation always implies imaginative thinking or behavior;
- The imaginative activity/ thinking/ behavior must be applied to a particular purpose or to achieve an objective;
- The imaginative and creative processes must generate something original;
- The creative result must be of value to the objective or purpose.

Getting back to creative behavior, much research has occurred into common features and patterns seen within elements that are judged to be creative; typically those of the creative person, the creative process, the creative product, and the creative press, as presented by Rhodes (1961) (Snider, Steve , & Elies, 2013, p. 548). We focus in this paper on the creative person (creative behavior) because our study revolves around administrators.

Creative behavior is identified as all acts of individual and unique activities practiced in the workplace including the discovery of opportunities and new scientifically verified ideas, and efforts to apply them at any organizational level (Naser, 2016, p. 109). It is defined as well as the behavior that results in a product that is unique or valuable to either an individual or a society (Maher, Kathryn, & Rob, 2008, p. 1).

Consequently, we can conclude that creative behavior is that kind of thinking that expresses a high ability to relate facts, take advantage of their outputs to solve problems and find more flexible alternatives.

2.5. Dimensions of creative behavior:

Creativity can develop in a free and dynamic atmosphere. It is essential to know how to create an environment where both the creative staff how might have chosen will and creativity (Akturan & Hulya, 2016, p. 345). Furthermore, to measure the creative behavior, the Torrance Tests of Creative Thinking (TTCT) tests are the most used and referenced, they have been developed in 1966 and has been translated into more than 35 languages and focus on (Humble, Pauline, & Elias, 2018, p. 34):

- **Fluency:** Showing the ability to produce several figural images;
- **Originality:** Ability to produce uncommon or unique responses;

- **Elaboration:** The ability to develop and elaborate on ideas;
- **The abstractness of titles:** A title for the figure moves beyond concrete labeling;
- **Resistance to premature closure:** An ability to keep an 'open mind' where incomplete figures are not closed by the quickest route, but through irregular lines or not at all;
- **Creative Strength:** Consisting of thirteen criterion-referenced measures.

3. EXPERIMENTAL:

This study aims to demonstrate how MBWA dimensions can affect the creative behavior of administrators at Constantine2 University. To explore this issue, we surveyed 42 employees of administrative disposition Wire, during the period of 25/01/2020 to 12/03/2020. We assessed the effect of MBWA dimensions on creative behavior by statistically evaluating the respondents' perceptions.

3.1. Sample and data collection

To avoid the potential differences among administrations in the practice of MBWA dimensions, we limited data collection to the administration of one university to enhance internal validity. The Constantine2 University, also known as the University Abdelhamid Mehri Constantine2, is an Algerian public university situated in Constantine, Algeria, founded in November 2011. It consists of four faculties and 02 institutes: Faculty of Humanities and Social Sciences, Faculty of Psychology and Educational Sciences, Faculty of New Information and Communication Technologies, Faculty of Economics, Business and Management Sciences, Institute of Library Science, and Institute of science and techniques of physical and sports activities. Those faculties are all administrated under a single rector and have similar management schemes.

Research subjects were identified from the list of employees at Constantine2 University administration who reported themselves as: advisor administrators, main administrators, analyst administrators, administrators, and assistant administrators. From there we identified 82 subjects.

The initial draft of the questionnaire was distributed to six arbitrators among management and HRM teachers in Constantine2 University and the University of Batna2. We also benefited from the help of an expert in leadership and emotional intelligence from Toronto- Canada, Mr. Amine Rchi. Experts helped us verify the apparent validity of the questionnaire in measuring the independent and dependent variables, and expressed their views and suggestions regarding; the degree of the items' representation of MBWA and the creative behavior. Accordingly, changes were made in light of their suggestions, views, and notes.

3.2 Findings :

The questionnaires were delivered manually by the researchers to the identified subjects in the main building of the University of Constantine2 administration, and to the administrations of three Subordinate faculties: Faculty of Economics, Business and Management Sciences, Faculty of Psychology and Educational Sciences, and Faculty of Humanities and Social Sciences. Surveys were returned directly to us, and 40 unable responses were received due to the fact that more than 20 administrators were in training outside the university, and 5 women were on maternity leave. The rest 15 subjects did not agree to participate in the study, decreasing the final sample to 42

subjects (51.21% of the original population of the study). The details of the survey respondents are shown in table 2.

Table 2. Sample information

Variable	Number	Percentage (%)
Sex		
male	11	26.2
female	31	73.8
Rank		
Advisor administrator	1	2.4
Main administrator	8	19.0
Analyst administrator	11	26.2
Administrator	21	50
Assistant administrator	1	2.4
Work experience		
Less than 10 years	22	52.4
+10 years – less than 20 years	15	35.2
More than 20 years	5	11.9
Workplace		
University's Administration	9	21.4
Economics, Business, and Management	15	35.7
Humanities and Social Sciences	6	14.3
Psychology and Educational Sciences	12	28.6

Source: SPSS software outputs

As shown in Table 2, most respondents were females (73.8 percent) and the largest portion of them are administrators (50 percent). Analyst administrators and main administrators present respectively 26.2 percent and 19 percent of the respondents, while both advisor administrators and assistant administrators consist equally the remaining 4.8 percent of the sample. 52.4 percent of the respondents averaged less than 10 years of experience while 35.2 percent had up to 10 years of experience. Only five individuals reported an experience that exceeds 20 years.

Interestingly, concerning the workplace, the largest number of respondents were administrators at the Faculty of Economics, Business and Management Sciences with 15 participants. Administrators from the Faculty of Humanities and Social Sciences constitute 12 respondents followed by employees from the main building of the university administration that forms 21.4 percent of the participants. Finally, employees from the administration of the Faculty of Psychology and Educational Sciences present 14.3 percent of the respondents.

Finally, to assess the initial conformity of the survey's dimensions, we conducted a Cronbach Alpha measure to examine the internal consistency for each variable within its dimensions. The results are illustrated in Table3.

Table 3. Results of the Cronbach Alpha measure

Dimension	Cronbach Alpha
Discovering facts	0.622

Discision Making	0.718
Effective communication	0.740
Motivating and developing	0.608
Feedback	0.611
MBWA Dimensions	0.882
Creative behavior	0.783

Source: SPSS software outputs

As demonstrated in table 3, Cronbach Alpha measure is averaging between (0.608- 0.882) which confirms that the reliability of all variables was high or medium. This measure is considered a good and acceptable percentage in human studies and researches.

4. RESULTS AND DISCUSSION :

In the introduction of the study, we proposed two hypotheses concerning the sample's perceptions of both MBWA and creative behavior in their alternative form. The hypotheses were, in their alternative form, as follows:

H1: Administrators at University Constantine 2 do not practice MBWA.

H2: Administrators at University Constantine 2 do not possess Creative Behavior skills.

To test these hypotheses, we calculated the mean and standard deviation for the respondents' perceptions of the level for MBWA practice, each dimension of MBWA, and Creative Behavior among the sample. The results are shown in Table 4.

Table 4. The arithmetic mean and the standard deviation

Item	Dimension/ variable	Arithmetic mean	standard deviation	Rank	Relative importance
A	Discovering facts	3.0516	0.51	2	High
B	Decision Making	2.69	0.63	4	High
C	Effective communication	3.0544	0.55	1	High
D	Motivation and development	2.41	0.54	5	Medium
E	Feedback	2.90	0.55	3	High
X	MBWA Dimensions	2.82	0.44	-	High
Y	Creative behavior	2.63	0.38	-	High

Source: SPSS software outputs.

Descriptive statistics presented in table 4 indicate a high perception of the paragraphs of MBWA among respondents with $M=2,82$ ($SD=,44$). These results indicate that the administrators at the University of Constantine 2 practice MBWA. Thus, we reject our hypothesis H1. Going into details, respondents' perceptions for the paragraphs of the dimensions of MBWA were high for all dimensions except for the Motivation and Development that has medium relative importance; Effective Communication and Discovering Facts ranked first with $M=3,05$ ($SD=,55$) and $M=3,05$ ($SD=,51$) respectively. Feedback came third with $M=2,90$ ($SD=,55$) followed by Decision Making with $M=2,69$ ($SD=,63$). Finally, Motivation and development ranked last with $M=2,41$ ($SD=,54$). It is worth giving further details at this point about the roots of the standard deviations for all variables were low; this reflects how there is no dispersion in respondents' answers.

Concerning H2, results show that the respondents' perception of Creative Behavior was medium or high with $M=2,63$ ($SD=,38$). These results indicate that the administrators at the University of Constantine2 do process Creative Behavior skills. Thus, we reject our hypothesis H1.

Those results show that everything is more than good, so where is the problem? Or where is the creativity?

The results showed that effective communication and finding facts dimensions have the highest impact on the creative behavior of subordinates in the study sample. This can be explained by a common communication method in the various departments and colleges at the university; Because of the university administration in the university operate utilizing the open door. Mostly, the managers and subordinates are colleagues, so we find that there is permanent direct contact between managers and subordinates, and this affects the way to solve various problems as well as participation and transparency in presenting the causes and finding solutions.

As for the low percentage of motivation dimension is logical, because of the university governed by a set of special laws that separate in each small and large which lack the motivation component. The budgets for departments and colleges are precisely defined, so leaders have no ability to redirect it and allocate part of it to motivate the creative subordinates with in a good way.

Regarding the part of creative behavior, the high percentage that those dimensions have taken is due to the idealistic view of a person to himself, but when it comes to applying those characteristics and skills in reality, we notice that this becomes somewhat difficult. On the other hand, the idea of: "creativity is the act of doing great and big new things" hinders subordinates from displaying creative behaviors. And when we tell them that any new way that contributes to facilitating and speeding up work is creativity, they enumerate many simple things that they have done like: open a page on Facebook to receive complaints and concerns of students and publish the latest news; rearrange archive files by converting them into an easily accessible online system; performing many administrative tasks electronically with professors.. etc

Our third hypothesis is concerned with the relationship between each dimension of MBWA and Creative Behavior, and it goes in its alternative form as follow:

H3: There is no statistically significant relationship between practicing different dimensions of MBWA and Creative Behavior among administrators at Constantine2 University.

To test this hypothesis, we conducted a multiple regression test that measures the impact of different MBWA dimensions on Creative Behavior. The results are illustrated in table 5.

Table 5. Multiple regression results of MBWA's dimensions' impact on Creative Behavior

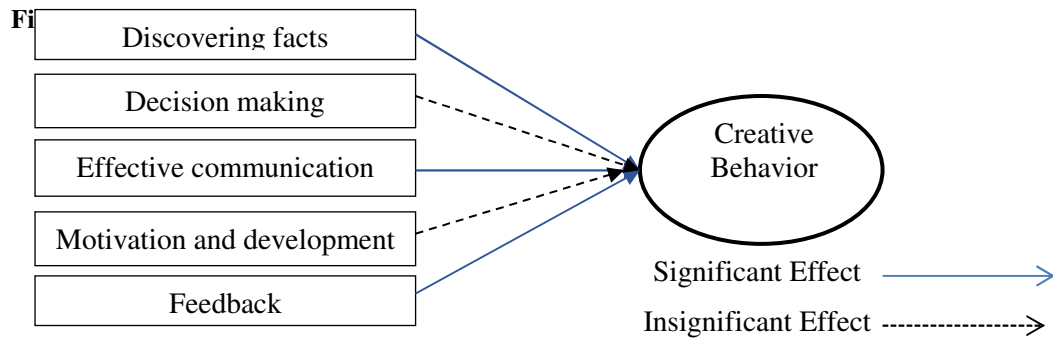
MBWAs dimensions	Beta	t	sig	R²	F	sig
Discovering facts	0.422	2.130	0.000	0.377	34.194	0.032
Decision making	0.096	0.450	0.040			
Effective communication	0.132	0.512	0.006			
Motivation and development	0.094	0.447	0.036			
Feedback	0.345	1.680	0.014			

Source: SPSS software outputs.

Results of the ANOVA test demonstrated in table 5 indicate that there is a statistically significant relationship ($p < 0.05$) between MBWA among administrators at

University Constantine 2 and Creative Behavior. The multiple regression test with all five dimensions produced $R^2 = .377$, $F = 34,194$ and $p < .05$. MBWA dimensions (Discovering Facts, Decision Making, Effective Communication, Motivation and Development, and Feedback) all have statistically significant regression weights and explain together 37,7% percent of the differences in the creative behavior of the administrators in University Constantine 2. These results allow us to reject our H3 in its alternative form.

This indicates that the goal of MBWA should be clear from the beginning because even if applies correctly, it does not reach the lofty goal of the method. Officials in various colleges have reported this by answering: “we don’t believe in the possibility of creativity in government administration, including the university’s administration”. As result, the percentage of creative behaviors shown by administrators is due to their personal convictions, not because their bosses motivated them to do so.



CONCLUSION:

This study aimed to highlight the sensitive subject of MBWA and Creative Behavior in an Algerian public sector administration (University of Constantine 2). Results of the hypotheses testing demonstrate that the practice of MBWA in the University of Constantine 2 is of a high degree; the dimension of Effective Communication comes first in terms of importance showing that the respondents believe it is more important than other dimensions of the MBWA. The rest of the dimensions that have been adopted in the study were all of the high relative importance except the dimension of Motivating and Developing that came last and of medium relative importance, which may indicate that managers who make efforts through MBWA do not focus all their work on developing and motivating their subordinates.

Furthermore, the dimensions of MBWA together have a statically significant impact on the creative behavior of the administrators in the University Constantine2 at ($\alpha = 0.05$). The independent dimensions (Discovering Facts, Decision Making, Effective Communication, Motivation and Development, Feedback) explain 37.7% of the difference in the creative behavior among administrators at the University Constantine2. The dimension of Effective Communication was able to explain 68% of the creative behavior of administrators in the different faculties and institutes of the sample, making it the most prominent effect. For this reason, our study recommends future researches to focus on the following matters:

- University officials should review the possibility of creativity in their faculties and this should be part of their strategic policies and incentive programs.
- The tours that are held randomly may be good, but they don't achieve the main goal that MBWA comes for, the managers have to see the details of it and apply it in a professionally.
- Subordinates (whatever their professional position) have creative skills that the ministry should encourage, and allocate a special budget to motivate them.

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