

Organizational methods for developing management creativity

Radhia Yousfi ¹

¹ University of Skikda, Algeria

Correspondence: r.yousfi@univ-skikda.dz

Abstract---Today, promoting creativity and creative individuals has become an absolute necessity. It is an important tool for administrative leaders to address administrative challenges and problems. A creative individual is the true asset of any organization seeking to achieve effectiveness. Creativity is also a fundamental pillar for organizations seeking to develop and create new approaches to address various issues and problems. This is achieved by employing a creative approach and moving away from the traditional approach based on trial and error.

Keywords---creativity, creativity development, leadership, creativity development methods.

Introduction

The Austrian economist Joseph Schumpeter is considered the first to focus on the concept of creativity in economics, in his book "The Theory of Economic Development" in 1912. Guilford (1950) is considered one of the first to draw attention to the study of creativity in his famous speech before the American Psychological Association in 1950. He also contributed to creativity studies with his "brain structure" model of mental processes. He emphasized that the concept of creativity is a fundamental component of the individual's mental structure, and that its study goes beyond the narrow confines of intelligence quotient. After Guilford, Torrance (1968) is considered the second figure in the development of research on creativity, particularly in measuring creativity.

Thinking does not come without prerequisites. We must realize that thinking can be developed in an individual. This individual must be nurtured and provided with the knowledge, information, skills, and habits that provide the necessary scientific background that interacts with the individual, leading them to search for additional information using their experiences and skills. They must also interact with their

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environment, including all its variables, data, and activities, generating new knowledge that emerges in various forms that express creativity, such as problem-solving or generating new and effective ideas. This process of developing thinking within the individual contributes to their ability to understand the situations they encounter. They find joy in dealing with them, seek to deal with them rationally and give them special attention, or tend to believe that thinking is useful in solving problems. They develop the ability to make objective judgments and make decisive decisions based on tangible and perceived certainty.

For an individual to be creative for their organization, this organization must provide an environment that accepts creativity of all kinds. One cannot be creative in an environment that rejects innovation. For an organization to become a creative environment, Administrative leaders must be convinced that their employees can be creative and innovate solutions to the problems they face. They must also abolish many of the sterile rules that stand as a barrier to their creativity. They must not be afraid to give their employees powers, so that the helm of the organization's management does not come from one party in a bureaucratic manner. This causes problems for organizations, even if they seem small at first. Over time, they lead to the death of those organizations, because the employee is the one who enters the field of work and sees variables and opportunities that the leader may not see. In this case, he is forced to deal alone with this situation.

I. The Concept of Creativity Development

The concept of creativity is one of the most confusing concepts in human behavior. Many scholars use it as a synonym for imagination, originality, or open-mindedness. Some use it as a synonym for the ability to invent, intuition, a spirit of risk, a tendency to explore, or talent. Others consider it a synonym for intelligence. All of these perspectives and perceptions have made it difficult to define the concept precisely and unambiguously. Each researcher defines their concept of creativity according to their own vision, field, and scientific specialization (Al-Dajani, 2014, p. 43).

1- The Concept of Creativity

Many scholars believe that the lack of consensus on a specific definition of creativity is not surprising. Rather, this aligns with the view of Gundry et al. (1994), who asserted that any "attempt to reach a consensus on a specific definition of this term may conflict with the very idea of creativity" (Al-Rashidi, 2018, p. 10). Creativity is considered a human phenomenon. Researchers did not show interest in systematically studying creativity until after 1950, when psychologist Guilford noted the lack of interest in this concept. It has recently become one of the most common terms in management literature (Tarfa & Boumediene, 2018, p. 361). Many believe that this concept is an inherited characteristic inherent in certain lucky individuals who are born with it (Fadaee & Abd Alzahrh, 2014, p. 1). Others believe that creativity involves certain personality traits and the nature of motivation (Patillon, 2014, p. 58). Stein (1953) was the first to offer a standard definition of creativity in an unambiguous manner. Unlike his followers, he was undoubtedly speaking about creativity in and of itself. He did not discuss originality, although it is vital to creativity, nor did he discuss genius, although he offered a useful perspective on it (Runco & Jaejer, 2012, p. 95).

This concept has recently gained the attention of many researchers, who have endeavored to provide a set of definitions. Sternberg (2006) believes that creativity refers to a special type of intellectual skill within an individual, enabling him to see problems in a new way and escape the confines of conventional thinking (Sternberg, 2006, p. 88). While Runco & Jaejer (2012) define creativity as "the set of abilities that distinguish an individual; these abilities determine whether the individual has the capacity to exhibit creative behavior to a noteworthy degree" (Runco & Jaejer, Op.cit, p. 94). They also add that creative work is new work that is accepted by a specific group and is useful or satisfying to that group. "New" means that the work did not previously exist in the same form as it does now. The

novelty of a creative work depends on the extent to which it deviates from reality. Ruska (1989) defines it as "the integrated unity of a set of subjective and objective factors that lead to the achievement of a new, original, and valuable production by an individual or group. Creativity specifically refers to the activity or process that leads to production characterized by novelty, originality, and value for society. Creativity in its general (broad) sense is finding new solutions to ideas and problems..." (Ruska & translated by Abdel-Hay, 1989, pp. 16-17). Guilford (1969) defines creativity as "dispositional traits that include fluency of thought, originality, sensitivity to problems, and the ability to redefine and clarify problems in detail—abilities that can be grouped under the umbrella of critical thinking" (Al-Hakak, 2010, p. 206). According to Torrance (1969), creative thinking is "a process that helps an individual become more sensitive to problems, deficiencies, and changes in knowledge and information, to discrepancies and to identify areas of difficulty, to seek solutions, to predict, to formulate and test hypotheses, to reformulate or modify them in order to arrive at new outcomes that the individual can communicate to others" (Atallah, 2006, p. 4). Okpara (2007) defines it as "the ability to generate new ideas by combining, changing, or reapplying existing ideas" (Okpara, 2007, p. 2).

2- Creativity Development

Creativity development is "a technical, technological, and sociopsychological process whereby creative ideas are discovered, recognized, shared, and ultimately transformed into the production of new ideas and knowledge, resulting in the generation of new innovations for the organization" (Waer, 2015, p. 132). Creativity development is also defined as "the development of an individual's ability to engage in purposeful mental activities related to the search for solutions, or to arrive at original, previously unknown outcomes. According to the Torrance Test of Creative Thinking, it refers to an individual's ability to produce a product characterized by fluency, flexibility, and originality" (Al-Ajlouni & Al-Hamran, 2009, p. 234).

Developing administrative creativity is a means for organizations to achieve excellence, superiority, and leadership in their field of work. This is achieved by working to develop human resources, increasing their capabilities, and refining their scientific and practical expertise. This is in addition to developing the plans and strategies necessary to achieve the organization's goals, as well as the methods and approaches to work, while providing an organizational environment that encourages creativity and innovation. Neglecting any of these elements relatively reduces the opportunities for creativity and excellence.

II. Reasons for Interest in Developing Creativity in Organizations

The changing circumstances facing organizations today—whether political, cultural, social, or economic—force organizations to respond to these changes in a creative manner that ensures their survival and continuity. Technical and technological innovation in the field of goods and services, their production methods, and their short life cycles compel organizations to respond to this technological revolution and the resulting changes in organizational structure and management style in creative ways. This enables them to increase their productivity, competitiveness, and continued effective operation. The need for creativity also emerges when decision-makers realize there is a discrepancy between the organization's actual and desired performance. This discrepancy prompts organizational management to consider adopting a new work style imposed by changes in the organizational environment, such as technological changes, and provides information about the emergence of a better work style (Ababneh & Al-Shaqran, 2013, p. 472). Among the reasons for the interest in developing administrative creativity, (Imam) states (Imam, 2014, p. 185):

- Creative people are the makers of material and spiritual civilization;
- Developing creativity and nurturing the talented is an urgent necessity for every nation that desires progress and prosperity;

- Creative people are the true wealth of a nation and a homeland when their creativity is nurtured and invested in;
- The strongest countries are those that possess a greater number of creative people in all areas of life.

Among the reasons for the interest in developing creativity in organizations, we also note:

- The changing circumstances facing organizations today force them to respond to these changes in a creative manner that ensures the organization's survival and continuity;
- Technological innovation in the field of goods and services, their production methods, and their short life cycles require organizations to respond to this technological revolution and the changes it entails in the organizational structure and management style in creative ways. This enables them to increase their profits, their ability to compete, and their sustainability in the market by ensuring their market share among competing organizations.

III. Organizational Methods for Developing Administrative Creativity

Methods for developing administrative creativity are numerous and varied, differing from one organization to another depending on the nature of the organization's work, production, and short-, medium-, and long-term goals. These methods are influenced by the organizational environment and the prevailing organizational climate. Some methods require a specific environment to successfully develop employee administrative creativity. This is largely linked to the degree of coordination and harmony among employees and the degree of cooperation and harmony prevailing among organizational members. Among the most important methods for developing administrative creativity, (Imam, 2013) states (Imam, Op.cit, pp. 187-191):

1- Organizational Development Method: Organizational development is a long-term process aimed at raising organizational efficiency through a number of stages, relying on diverse methods and approaches to achieve development at the individual, group, or organizational level. The difference between organizational development techniques and other development methods is the focus on the organization as an integrated system in which numerous interconnected elements interact. Organizational development is the application of a systems approach to functions, organizational structure, technological elements, and human relations within the organization, with the goal of achieving interaction among individuals within the organization, developing their capabilities and readiness, and expanding opportunities for thinking capable of diagnosing problems and seeking new solutions to address them. It fosters an atmosphere of trust among employees at various organizational levels, creating an environment conducive to creativity and innovation.

2- Laboratory Training Method: This training approach aims to increase the effectiveness of organizational groups in addressing many behavioral administrative problems, such as those related to conflict, decision-making, and communication. This training method trains participants to understand themselves, others, and various groups, with their positive and negative attitudes. This understanding can be applied upon returning to work following the completion of the training.

3- Role-Playing Method: Another method that contributes to developing creativity among individuals is role-playing. In this method, the individual performs certain roles, acting as the person playing the role themselves, such as the scientist-teacher, etc. The subject is discussed, "the learning problem," without being bound to memorizing a specific text. This method allows individuals to unleash their new ideas and opinions (Al-Ghamdi, 2009, p. 339).

It is also an advanced training method that helps trainees understand all the influences that shape individual behavior in the organization through situations that reflect real-life practical problems.

4- Job Enrichment Approach: Job enrichment aims to provide an individual with a desire and motivation to pursue their assigned job, enriching it with responsibility and harnessing their energy and

skills. This ensures that the job is not superficial, marginal, or merely an activity that anyone can perform.

Job enrichment is closely linked to the level of motivation among employees in any organization. Motivation increases when employees feel that the organization cares about their well-being, includes them in making decisions that matter to them, provides them with a positive work environment, and treats them with the utmost respect, fairness, and integrity. It also makes them feel accountable when performing their duties (Al-Khayat, 2017, p. 1371).

When employees' motivation increases, they are more capable of creativity and innovation in the performance of their job duties. Therefore, this approach focuses on increasing employees' responsibilities in planning, design, and performance evaluation processes. This means assigning supervisory tasks to employees who do not hold supervisory positions to increase their enthusiasm and motivation toward work and their responsiveness to necessary changes. This stimulates their creativity and creates an appropriate environment for its emergence and utilization.

5- Field Studies and Action Research Methods: Field studies are an essential method for developing administrative creativity. These methods can be applied through comprehensive social surveys, sample studies, case studies, or systems analysis, which provide management with additional information to help identify problems, formulate alternatives, and select the most appropriate alternative. They also help identify employee opinions regarding the supervisory style and administrative leadership. Action research differs from traditional research, which is developed exclusively by research centers, institutes, and consulting firms. These research results in recommendations and proposals devised by the researchers themselves, without participation, cooperation, or exchange of information with stakeholders in the organization's departments and units. Traditional research stems from the research process's need for in-depth knowledge and familiarity with methodologies, which are not available in the field.

6- The Administrative Grid Method: This is an appropriate method for developing administrative creativity among managers, and subsequently training them to transition from an undesirable leadership style to a more desirable one. The administrative grid describes the leadership styles found in organizations through two leadership styles: one that focuses on production, and the other on employee care.

7- Management by Objectives: Management by objectives was one of the first methods used to develop administrative creativity. It emerged as a modern management method at the beginning of the second half of the twentieth century. It is one of the most effective administrative creativity methods for addressing administrative problems facing organizations.

8- Sensitivity Training: A new behavioral training approach that aims to bring about change in the habits, skills, attitudes, and behaviors of individuals through unplanned interactions and programs that are not pre-planned in their steps and content, but are clear in their goal and the philosophical principles that govern them. This approach increases employees' sensitivity to their own behavior and the behavior of others participating with them in the program, increasing their flexibility and ability to engage in self-change and administrative creativity by learning positive behavioral patterns or by sensing deficiencies in their own behavior compared to others.

9- Problem-solving training method: This method involves training employees to confront and solve problems independently. This is done by accustoming the mind to a distinct approach to confronting problems, distinguishing between their causes and purposes, and addressing their roots to eliminate them completely.

10- Brain-skills management method: This method encourages organizations to utilize more intuitive workers in the future. It relies primarily on combining thinking patterns and deriving similar

solutions to problems from multiple individuals. This method is useful in organizing facts, gathering and categorizing information, and developing probabilities that contribute to the organization's success as a result of the integrated thinking of its members.

11- Factor analysis method: This method identifies the factors that contribute to solving problems by analyzing these factors into their primary components and examining them. This then contributes to stimulating creative thinking by defining the goal to be achieved, identifying strengths that can be increased and reinforced, and identifying weaknesses that can be avoided or reduced.

12- The Associative Lists Method: A method of creativity in organizations that relies on free association¹ to arrive at a solution to a problem. Associative lists are created with new implications for these concepts. This provides new insights and a broader scope for thinking, encouraging individuals to work longer on the creative task while avoiding the routine steps that constrain organizations and limit their effectiveness (Al-Khafaji, 2019).

13- The Total Quality Management Method: Total Quality Management is a new intellectual system and a guiding model that contributes to changing administrative practices in productive organizations in both the public and private sectors. It is a management philosophy based on a set of principles adopted by management to achieve the best possible performance, save time and effort, and reduce costs. Total Quality Management is defined as "a systematic, organized method for ensuring the smooth running of pre-planned activities. It is the optimal method that helps prevent and avoid problems by stimulating and encouraging optimal administrative and organizational behavior and efficient and effective use of material and human resources" (Al-Shaar & Al-Najjar, 2015, p. 415).

The adoption of Total Quality Management (TQM) as a management strategy significantly contributes to distinguishing more innovative organizations from less innovative ones. Organizations that focus on this approach provide a fertile environment for creativity and growth, because TQM embodies principles that are compatible with creativity. Customer focus, as one of the applications of TQM, encourages organizations to continually meet customer needs and desires. This leads them to be innovative in terms of developing and introducing new products and services and continually adapting to changing market needs. Organizations not only seek to satisfy basic customer needs, but also to innovate with products and services to exceed those needs and expectations, i.e., exceed conformity. This strategy is closely linked to creativity.

Lorentey, Dewhurst & Dale (1999) demonstrate that TQM focuses on identifying work procedures that need to be renewed or replaced by finding new and more effective ways to carry out activities. It also supports the process of creativity within the organization, which explains the relationship between TQM and creativity. Organizations that implement Total Quality Management will make a great effort to innovate in goods and services, as process innovation, as a type of innovation, is considered necessary when the organization seeks to increase productivity and raise the quality of its products. Therefore, process innovation is fully consistent with the objectives of Total Quality Management (Al-Shaar & Al-Najjar, Op.cit, p. 418).

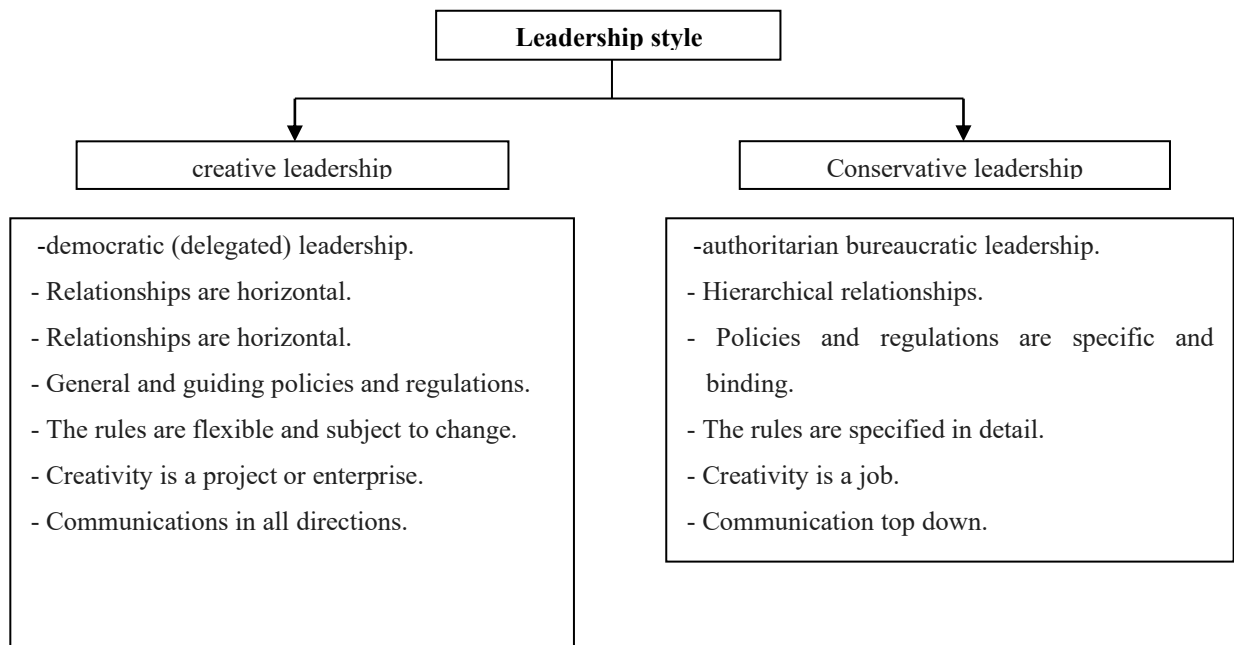
IV. Leadership and Creativity Development

Leadership plays an effective role in stimulating or hindering creativity within an organization. Creative leaders foster an atmosphere of creativity and provide incentives for change in structures and policies

¹ Free association: Discovered by Freud, it is a psychological method for treating patients in which the patient is asked to give free rein to his thoughts to flow freely without restriction or condition. He speaks about anything that comes to his mind without concealing details, no matter how trivial. This method is considered the cornerstone of psychoanalysis.

(organizational creativity), products (technical creativity), and market work methods (marketing creativity), among others. This leadership style is characterized by a democratic approach: delegation, flexibility, freedom from hierarchy and rigid structures and rules, entrepreneurship, and a tendency toward work teams and independent units that are more conducive to creativity, and communication in all directions (network style), as illustrated in Figure (1):

Form (1): Leadership and Management Style



Source: Najm Najm (2007). Innovation Management: Concepts, Characteristics, and Modern Experiences, Wael Publishing and Distribution House, Amman, p. 137.

Quoted from: Al-Akhdar Kharraz, op. cit., p. 31.

V. The Foundations Adopted by Administrative Leadership to Develop Creativity

The international author and lecturer (Ibrahim Al-Faqih) states in his book "**Teamwork**" that there can be no leader without followers. While we emphasize that a successful leader must be skilled at managing and directing followers, we also emphasize that, before doing so, they must be intelligent in building a work team. Building a successful team is one of the most important tasks of a leader (Al-Faqih, 2009, p. 7). Therefore, effective leadership performs its duties with integrity and dedication, aiming beyond and aiming for the highest, so that it shines in its ideas, performance, and goals. This demonstrates its ability to build an ambitious and successful team that, guided by the leader's inspiring vision, strives for exploration and discovery, moving away from routine and tradition, and becomes a hallmark of creativity. Among the foundations adopted by leadership to encourage creative performance are (Hassan, 2014, pp. 136-137):

- Improving the overall climate within the organization, making it more open, exchanging experiences, and accepting of other opinions;
- Encouraging creative performance, supporting creative individuals, embracing their ideas, and seriously studying them, even if they seem strange at first glance;
- Eliminating complex routine procedures that prevent the emergence of ideas and creativity;

- Putting the right person in the right position and assigning them tasks that challenge their thinking and abilities, in order to foster a spirit of creativity, development, and the challenge of the unknown without exaggeration or neglect;
- Using social stimuli that help create a favorable social climate and positive informal relationships, contributing to the support and development of work relationships and enabling free creativity, free from rigid formal stereotypes;
- Supporting, accepting, and encouraging creative ideas by officials;
- Instilling self-confidence, emphasizing that every person is capable of creativity as long as they have the necessary elements and a suitable environment;
- Promoting the slogan of renewal and innovation, not just as a means, but as a goal sought by organizations and individuals alike;
- Work to establish an "idea bank," supervised by a central, higher-level authority that will encourage every new idea and foster creative talent in every field.
- Encourage the use of scientific methods, which contribute to stimulating thought, fostering a spirit of creativity, and presenting new ideas when considering decisions at various stages. These methods include the Delphi method, group thinking, the method of synthesizing among diverse groups, and brainstorming, among others. The latter method relies on providing the greatest possible number of solutions and suggestions to the problem without imposing restrictions on those who propose them at the outset of the idea's presentation.

Some studies have indicated that among the factors that contribute to the development of administrative creativity among employees in organizations are (Hawamdeh & Harahsheh, 2006, pp. 501-502):

- Encouraging employees to present ideas and engage in free discussion, paying attention to their opinions, and recognizing their contributions to achievement;
- Creating quick and appropriate channels of communication that allow ideas to be expressed and discussed;
- Focusing on the overall goals of the organization, and not giving procedural matters more attention than they deserve;
- Paying attention to adapting to change and considering it a necessary and natural matter;
- Encouraging competition among employees so that they are motivated to come up with new innovations;
- Providing material and moral support to innovators and their creative projects;
- Seriously studying new ideas, informing employees of them, and implementing the best of them.

To create a climate conducive to creativity, it is suggested to: provide a healthy environment and eliminate routine, encourage risk-taking, foster openness among experiences, not penalize unsuccessful attempts at creativity, and ensure continuity, as constantly changing goals undermine creativity. It is also suggested to set realistic goals, reduce external oversight and feedback, delegate authority and participate in decision-making, secure the conviction and support of senior management and support those responsible, train in creativity and development, and adopt new strategies for adopting alternatives.

Conclusion

Creativity is a theoretical, experimental, and not final science. What is true today may be disproven tomorrow, and what is disproven today may be true tomorrow. Creativity exists in all individuals, but to varying degrees. Management scholars and researchers have adopted a variety of scientific methods as a basis for developing creativity and innovative thinking. Some are group and others are individual. There are also organizational methods such as job enrichment and management by objectives.

Moreover, the creative abilities of subordinates are primarily influenced by the prevailing leadership style in the organization. Leaders play a role in developing the creative abilities of their subordinates by encouraging them to confront problems and offer solutions. Leaders can also encourage their subordinates to be creative through behavior that increases motivation for creativity and by allowing them to offer suggestions and contribute their opinions. There is no doubt that leaders, in developing the creativity of their subordinates, follow a set of methods that help them unleash their latent energies. These methods tend to follow specific systematic steps and procedures to address organizational problems using scientific methods that are more efficient in finding solutions and generating unconventional ideas.

Today's leaders have realized that the methods used to manage organizations in the past are no longer suitable for managing them today. Today's leaders are more concerned than ever with reshaping the capabilities and visions of organizational leaders to transform them into inspiring, creative leaders. This is achieved by reshaping strategies related to human resource management functions such as selection, training, and career paths. This means transforming into effective, creative leadership that maximizes the benefits of the organization's human resources, as they represent its intellectual capital and the source of its competitive, innovative capabilities.

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