

## STUDY OF SELECTED DETERMINANTS OF THE FURTHER ENVIRONMENT ON THE DEVELOPMENT OF CREATIVITY IN THE ORGANIZATION

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**Purpose:** In recent years there has been a fundamental change in the approach to the issue of creativity in management. Therefore, a special role is seen in factors of the downstream environment as important determinants of organizational development. The main research problem, which is also the subject of the study, was to find out the relationship between the creative life orientations of the respondents and their relationship with the factors of the further environment determining the development of the organization. And the main goal of the research was: using scientific procedures and appropriate methodology, to learn about the external factors of the environment of creativity development determining the activities of the organization.

**Design/methodology/approach:** The article reviews research on the impact of cognitive, theoretical and methodological issues, as well as empirical issues using Cudowska's (2014) survey questionnaire for determining respondents' life orientations and selected factors of the further environment.

**Findings:** The results of this study illustrate the role of the determinants of the downstream environment and its impact on the development of creativity in organizations.

**Research limitations/implications:** Despite the author's efforts to produce the article at the highest possible quality level, a few basic limitations should be mentioned. First, there is a geographical limitation. The article uses empirical data from a survey conducted in the West Pomeranian region and focused on people (working students) representing creative life orientations. The second limitation concerns the survey method. A third limitation is the one-time nature of the study conducted.

**Originality/value:** As a result of the literature and empirical research, the boundaries of existing knowledge on the impact of downstream environment factors on the development of organizations, including creativity, the importance of creativity as a resource was pointed out, especially when this factor is the main source of value creation, the factors stimulating and limiting the downstream environment for the development of creativity in the organization were identified, and areas of support were identified that should be of interest to managers at the national level, or locally.

**Keywords:** creativity, creative organization, further environment, life orientations, creative life orientations.

**Category of the paper:** Research paper.

## **1. Introduction**

The modern educational process is undergoing constant evolution, driven by the process of human capital development. Today it is considered that creativity is one of the most important factors in the development of human capital. The quality of professional competence in human capital creativity is determined by knowledge and the ability to acquire it from various sources. Therefore, the subject of this article is the study of selected determinants of the environment further on the development of creativity in the activities of organizations. The main research problem, which is also the subject of the study, was to find out the relationship between the creative life orientations of the respondents and their relationship with the factors of the downstream environment determining the development of the organization. Taking this into account to show a certain scientific area and subject it to analysis, the article distinguished two streams. The first, which is cognitive in nature, focused on the analysis of the literature on the subject, which allowed to critically evaluate it and shaped the research framework. The research conducted focused on concepts related to the development of various concepts of creative human capital, including creative life orientations and their impact on the development of organizations. The second strand, the study, focused on the conducted research on determining selected determinants of the environment of further creativity for development at the organizational level. The main objective of the research was: using scientific procedures and appropriate methodology, to learn about the external factors of the environment of creativity development determining the activities of the organization. The following article is literary and empirical in nature, based on various methods of data processing and systematization. To a large extent, methods of analysis of economic phenomena have been implemented: descriptive, qualitative (comparisons), quantitative, and sociological research methods (primary and secondary). The article concludes with conclusions resulting from theoretical considerations and conducted research.

## **2. Creative life orientations of human capital and its relevance to organizations**

Attempting to present the historical process of the formation of the concept of human capital and its usefulness in the development of science is difficult and ambiguous. However, it cannot be said directly that there were none. The large number of definitions created and their multifaceted use make it difficult to unequivocally indicate the moment from which the use of the term as a determinant of specific economic values dates. Economists have dealt with the problem of man and his capabilities, taking into account various economic issues,

unfortunately, often treating it as a marginal phenomenon. Reviewing the source literature, it can be noted that over the centuries the terminology relating to the concept of human capital or its components was somewhat different. The terms used were, for example: "labor force", "human labor", "qualified labor", "spiritual capital", "living capital", "economic value of people", etc. (Wronowska, 2005). Subsequently, many researchers have studied human capital in various dimensions.

For example, Nelson (1985) pointed out that "human capital is the tacit knowledge of an organization's employees," since tacit knowledge can come from a variety of sources. Human capital, too, can be defined as tacit knowledge and communication skills, which can then be transformed into important resources for the organization (Ryu, Shim, 2020). Takeshity (2016) defines human capital as the result of formal education, experience and practical learning that takes place on the job and through non-formal education. Of the many human capital factors, education and experience have been found to be the strongest predictors of career development (Bhopal, 2020). Brooking and Motta (1996) classified this concept exhaustively and concluded that knowledge, creativity, competence and experience of employees are important dimensions of human capital.

Given the above, it can be said that human capital is a dynamic and constantly changing scientific phenomenon. Changing economic structure has a significant impact on the composition of human capital. On the other hand, the structure of human capital creates conditions for the development and growth of organizations. It creates new means of production or new sources of added value, but also risks (Laužikas, Miliūtė, 2020). Unger et al. (2011) present convincing evidence that human capital has a positive impact on the growth, profitability and size of organizations. Human capital, too, can provide an organization with modern and superior solutions. It is a source of innovation and strategic renewal (Tapsell, 1998; Zhuang, Ren, 2013). Through its effective use, an entity's processes, behaviors and operations can be redefined. Human capital can also be considered an important enabler of an organization's competitiveness (Jiang, Messersmith, 2018), as human capital can be characterized by determining skills, talent and know-how (Mubarik et al., 2020).

Human capital-as indicated above-is a determinant of intellectual capital, which in particular influences the level and extent of creativity in an organization. It is the quality of this parameter that depends on the amount of creative works produced, which are then transformed into a commercial good, becoming an innovation. The article presents the concept of division of human capital, which distinguishes two categories of this capital, i.e. human capital described as creatively active, i.e. represented by people with creative life orientations, and human capital so-called passive creatively represented by people with conservative life orientations. According to the author, creatively active human capital is that represented by people with creative life orientations. The concept of creative life orientations was developed by A. Cudowska (2014). The article assumes that the meaning scope of creative life orientations is very capacious, and at the same time diverse. The assumption of diversity does not treat it

disjunctively, but conjunctively, representing a kind of unity in diversity. In addition, it is assumed that "the creation of life orientation is carried out by experiencing reality, taking an axiologically saturated ethical stance towards it. Life orientation in its creative dimension is particularly diverse and dynamic, and can form and develop throughout a person's life. The more so because in modern societies we are dealing with many varieties of creation, adequately to the diversity of areas and dimensions of individual functioning" (Cudowska, 2014). At the same time, it is difficult to clearly define how much one needs to "experience the old" in order to "create the new." This understanding of creativity creates a new space for understanding the issue and points to further assumptions made in the work.

Concluding the concept of creative life orientations, A. Cudowska (2014) derives from philosophical and psychological concepts of the creative process. In addition, she refers to the axiological perspective of an individual's life orientation. The concept assumes that the understanding of the integrative and interactional view of the creative process is an important source for TOZ in the empirical dimension (Nęcka, 1995). According to her, "the interaction partners here are: The goal, i.e., what a person wants to achieve that is new and valuable, and the trial structures, i.e., the ideas and any products produced in response to the requirements of the goal." In constructing the concept of creative life orientations, it was placed by also referring to the philosophy of M. Bakhtin, in which a person creatively perceiving himself and his world, functions in an open, "polyphonic" borderland space.

To sum up in this context, life orientation is thus the product of many factors: life experiences, the extent and type of knowledge, motivation, action skills, the individual's personality type, cognitive style, evaluative-value attitudes and, finally, environmental factors. Accordingly, life orientations can be modified as a result of an individual's acquisition of life dispositions.

### **3. The impact of the downstream environment on the development of the creative organization**

The conditions of the environment fundamentally affect the development opportunities for creativity in an organization. The accelerated pace of rapid change, which characterized the last decade of the 20th and the beginning of the 21st centuries, requires a detailed control of the transformations of the environment, which takes into account the impact of many changes of both macro and microeconomic nature with a significant diversification of impact. In a market economy, the scope of activity of organizations focused on creative activities is a configuration of the variables of the environment (the following authors have written about the determinants of functioning by example: Burke, Litwin, 1992; Schneider et al., 1996; Amabile, 1982, 1983,

1988, 1992, 1994, 1996, 1998; Kuenzi, Schminke, 2009; Bratnicka, 2015; Bratnicka-Mysliwiec, 2019; Setiawan, Aprillia, 2022).

The environment of such an entity can be understood as a set of constantly changing factors and processes with which it is forced to interact. It can be assumed that any entity owes its existence to the market environment and the changes taking place (Hadrian, 2006). A creative organization must become an entity capable of change, continuous development, entering new paths, generating process and product innovations, new management concepts and marketing strategies, as well as organizing the entire value creation chain, including international value creation (Penc, 2003). Accordingly, the success of such an entity is determined by the requirements imposed on it by its external environment.

The further environment of an organization and especially one implementing creative activities and its impact is a complex cognitive process. Its recognition consists in reflecting subjective and individual phenomena occurring in this environment. It is assumed that the entity does not act only on the basis of *ex post* information, but *ex ante* information is equally important for it. Creative organizations are a specific type of entity that develops in favorable and characteristic external conditions.

In terms of the further environment, it is the state's economic policy that determines the emergence of many phenomena that modify the behavior of entities operating in the market economy. Its quality, measured by its effectiveness and pro-efficiency results, is determined by two universal properties: specific solutions in terms of detailed instruments of influence and stability over time of once adopted hierarchy of goals and ways of achieving them, stability of macroeconomic policy of the processes of the real sphere (Hauser et al., 1998). It is worth noting that the smooth adaptation of creative organizations to the changing environment makes them increasingly competitive, and therefore more efficient, faster, more effective and cheaper to operate, since the speed of response to emerging turbulence reduces the costs to be incurred.

It should be borne in mind that creative organizations, as units serving the environment, are at the same time in the midst of this environment. Their development is therefore determined by important elements of the environment, starting with political conditions and ending with ecological conditions. All elements of the so-called "downstream environment" can create either an opportunity or a threat for the entities.

#### **4. Material and methods**

The theoretical considerations were verified by empirical analysis carried out according to the following research sequences, the results of the study regarding the obtained responses from the survey questionnaire were taken into account sequentially. The analysis began (stage I) with the elaboration of the obtained data. This was followed by verification of the stated objective

(stage II) and a comparative analysis with the theoretical part of the obtained material. Stage III presented the final conclusions and implications of how to influence the determinants of the downstream environment so that it supports the development of the organization.

The research was conducted in the West Pomeranian region of Poland - in the spring of 2022. The selection of the research sample was purposive. In order to verify, a self-report survey was applied using the author's questionnaire, which was used in the article (the questionnaire consisted of two parts - the first part was Cudowska's (2014) questionnaire and the second author's questionnaire, in which the determinants of the further environment that can affect the development of creativity were selected. Then, after defining the sampling frame, i.e. a set of items in the statistical population for: verifying the formulated objective, the research sample was drawn. A total of 643 respondents were selected, from which a group of 392 knowledge workers-students representing creative life orientations (CrLO) was then selected, and the opinions of these very people are presented in the empirical part. The selection of people representing creative life orientations was possible because Cudowska's (2014) verification questionnaire on life orientations was used. A set of 48 questions by Cudowska (2014) was used to calculate the CrLO (creative life orientations) index, with answer versions: Y - yes, N - no, NW - don't know, or A - fits me, a - fits me a little, b - doesn't fit me a little, B - doesn't fit me. Points were assigned for each answer given, 1, 2, 3 (in the T N NW version) or 0, 1, 2, 3 (in the A a b B version), respectively. The sum of the points obtained in each category (as shown in the table below), then the sum of the points for the categories (+) gave the CrLO value and the sum of the points for the categories (-) gave the CoLO value. The CrLO-CoLO value was used in the statistical analysis. A difference value greater than or equal to zero ( $\geq 0$ ) indicated a person with a CrLO advantage, while a value less than zero ( $< 0$ ) indicated a person with a CoLO advantage (see: Table 1).

**Table 1.**  
*CrLO-CoLO*

CrLO*		CoLO**	
Category	Numbers of questions	Category	Numbers of questions
(Ns+)**	1, 6, 15, 16, 32, 35	(Ns-)	5, 11, 18, 26, 37, 42
(Nc+)**	4, 12, 24, 33, 34, 41	(Nc-)	8, 13, 23, 28, 39, 47
(F+)**	7, 9, 19, 21, 27, 30	(F-)	3, 14, 25, 38, 45, 46
(Cv+)**	2, 10, 22, 36, 44, 48	(Cv-)	17, 20, 29, 31, 40, 43

\*Creative life orientations – CrLO.

\*\*Conservative life orientations- CoLO.

\*\*\*New situations" – Ns.

\*\*\*\*New creations" – Nc.

\*\*\*\*\*Flexibility and originality of thinking" – F.

\*\*\*\*\*Creativity as the value" – Cv.

Source: Cudowska, 2014.

The selected group also included people employed in creative organizations engaged in creative activities (which included advertising, architecture, fashion design and design, computer software, cultural institutions, art and antiques trade, media and higher education). Another classification criterion in the study group was the continuous acquisition of knowledge. This decision was based on the fact that studies allow continuous acquisition of new knowledge and development of creativity. Knowledge and creativity are mutual stimulators and complementary components (this claim was based on the literature on people with high knowledge absorption abilities, as it is this ability that allows generating new creative ideas – Cohen, Levinthal, 1990; Choi, Thompson, 2005). Due to accessibility, the respondents were a group of people from the West Pomeranian region studying at the same university. This fact did not affect their responses, but facilitated the control and evaluation of the study population.

This size met the minimum sample size criterion and allowed for a lower error rate. Respondents up to 25 years of age accounted for 77% of the surveyed group, and those between 26 and 40 years of age accounted for almost 23%. The majority of respondents had work experience of 1 to 5 years (209 people), 56 people indicated 6 to 10 years of work activity, and the remaining group of participants had worked for more than 10 years. Respondents worked in organizations of different employment sizes. 37% of respondents worked in organizations with up to 50 employees 14% of survey participants were professionally affiliated with organizations with 51 to 250 employees, and the remaining participants were employed in businesses with more than 250 employees or did not answer the question. Women accounted for nearly 40% of the survey participants. 75% of respondents were from urban areas, the rest from rural areas.

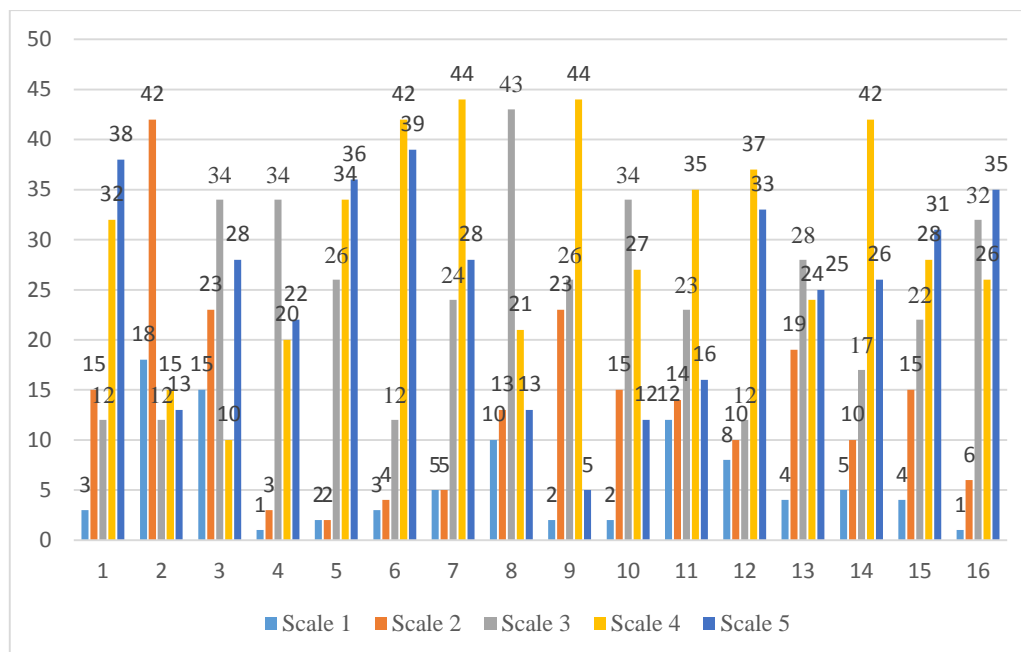
## **5. Empirical verification of selected determinants of the downstream environment affecting the development of creativity in the organization's activities**

Environmental conditions significantly affect the opportunities for creativity growth in an organization. The beginning of the 21st century is characterized by an accelerated pace of rapid change, which requires a detailed analysis of the changing environment. They take into account the impact of multiple changes of both macro- and micro-economic nature and significantly differentiated impact. In a market economy, the scope of any human action is due to the configuration of the variables of the environment. It can be assumed that every entity, group or individual owes its existence to the market environment and its changes. Therefore, the pursuit of competitive advantage forces the state to create favorable conditions at both the central and territorial levels. These factors can be categorized according to their extent in the external

(national, regional) and internal (organizational or individual groups) environment. At the same time, it should be noted that the determinants at the national level will primarily condition the development of the creative sector, within which creative groups operate. These determinants will have an indirect effect on the development of creative groups. However, the direct role in significantly conditioning the development of groups will be played by the internal determinants outlined below.

According to this breakdown, the determinants of the further environment, which indirectly condition the development of creativity in the organization, according to the responses of the respondents, mainly include (Figure 1): the nationwide process of stimulating the development of business entities based on creative activity and knowledge development; legal and economic constraints in stimulating academic and business cooperation, especially in the area of development activities; the lack of orientation of the academic community to the real needs of the economy in order to ensure greater use of the achievements of science in economic practice; the lack of real, nationwide and coordinated efforts to improve the education system at all levels and dissemination and education (the need to acquire and accumulate new knowledge), which is an important source of creative ideas; limited and poorly implemented restructuring of traditional industries - lack of implementation of necessary structural reforms in the economic system; lack of a coherent system of distribution of information about the law and available aid programs, as well as a system of training and counseling; still present limited awareness of entrepreneurs about the role of creativity in the economy; limited initiative activities promoting and disseminating creative attitudes in society and the economy; limiting supra-regional and international cooperation between institutions engaged in creative activities. The above-mentioned determinants, as a result of the study, provide important information for those who manage a country or region. It is known that the promotion and support of certain attitudes and the creation of economy-wide (and other) conditions promote or inhibit the development of creativity. Modern promotion of competition through innovation is possible to achieve in a period of long-term measures to strengthen those areas that favor these processes. The study made it possible to identify which are the most important urgent to rethink and modify the activities in selected areas, so that Poland can become a country with an increased innovation laterality.





1. nationwide process of stimulating the development of business entities based on creative activities and knowledge development; 2. limited access to external sources of financing for promotional investments of creativity; 3. uncoordinated technical and technological development of the economy, resulting from the uneven growth of investment in R&D; 4. uneven development of information society and knowledge economy in the country; 5. legal and economic constraints in stimulating academic and business cooperation; 6. lack of orientation of the academic community to the real needs of the economy; 7. lack of real, nationwide and coordinated efforts to improve the education system at all levels, as well as dissemination and education 8. failure to recognize the actual role of the development of creative industries, services/products; 9. limited and poorly implemented restructuring of traditional industries; 10. lack of a modern (comprehensive and effective) system of communication and information exchange between regional actors of the creative sector; 11. lack of a coherent system of distribution of information about the law and available aid programs, as well as a system of training and counseling; 12. lack of education in the field of entrepreneurial creativity; 13. lack of a system of research and identification of technological and innovative needs and requirements of entrepreneurial actors; 14. still present limited awareness of entrepreneurs on the role of creativity in the economy; 15. limited initiative activities promoting and disseminating creative attitudes in society and the economy; 16. limited supra-regional and international cooperation among institutions engaged in creative activities.

**Figure 1.** Determinants of the environment further influencing the development of creativity in the organization's activities - opinions of persons representing CrLO - in % (points from 1 - this determinant does not influence the development of creativity in the organization; to 5 - it has a significant influence on the development of the organization).

Source: own research.

When considering the socio-cultural conditions that stimulate the development of creative organizations, according to the respondents, the following projects should be noted (responses were ranked according to the scale of importance of the answers obtained in the survey):

1. reducing stereotypes of thinking and perceiving others and their differences,
2. improvement of the education system at all levels, promotion of education, development of a model of continuous learning, as well as creative thinking and problem solving,
3. orientation of the regional environment (change of mental model) to the needs of the economy,

4. promotion and stimulation of creative attitudes in society by involving well-known personalities and people who are widely liked and appreciated in the propagation of these ideas,
5. effective use of society's creative potential and support for its development,
6. tolerance for diversity and otherness,
7. freedom of expression,
8. dissemination of modern methods of communication and popularization of creative content,
9. transformation of national consciousness elimination of stereotypes, illusions and prejudices to build a society open to change,
10. creation of a new, effective creative culture geared toward development, especially in poverty-stricken enclaves.

In addition, according to respondents, in terms of the impact of factors of a formal and legal nature, it is necessary to introduce: 1. an integrated strategy to support educational processes aimed at the development of creative potential, 2. a stable political system, oriented to the implementation of systemic development based on creativity, 3. increasing the effectiveness of the institutional structure, by promoting educational and creative attitudes in the economy and society, 4. a coherent policy for the development of national and regional creative organizations, assuming an increase in the number of such economic entities.

## **6. Discussion and further research**

The subject of exploration discussed in this article concerned the preferences of respondents representing creative life orientations with regard to the determinants of the environment further into the development of creativity in the organization. The research conducted was fragmentary in nature, although a significant group of respondents was surveyed, nevertheless, in the author's opinion, this does not entitle her to make clear-cut summaries or excessive generalizations. Attempts made so far to empirically look at the issue of creative life orientations of the respondents and the way the representatives of these life orientations look at the factors of the further environment supporting or not the development of the organization served, in the author's opinion, not only to learn about the phenomenon, but also to get a closer look at creativity and its development in the organization, as a peculiarly human form of socio-economic life. There is a lack of such studies in the literature hence it is very difficult to relate the results obtained to other studies made in this field. Therefore, it seems that the analysis of these issues is of paramount importance in view of the volatility and dynamics of the modern world, its complexity and complexity. In light of the analyses conducted, it turned out to be particularly important that in terms of the determinants of the further environment, a special

role is played by the processes of stimulating and encouraging creativity in organizations in the education system (especially in terms of economic socialization, mentioned in his studies Roland-Levy, 2004 after Krzeminska, 2010), in terms of reforms in the economic system, including limited initiative activities to promote and disseminate creative attitudes in society and the economy; limiting supra-regional and international cooperation between institutions engaged in creative activities. Also, the reduction of stereotypes in thinking and perceiving others and their differences plays an important role in the process of developing creativity. This is an important determinant of the right culture conducive to creativity is adequate social support. Such support for activities should be important in terms of four aspects: diversity of community members, mutual openness of thoughts and ideas, encouragement of constructive ideas and shared responsibility for society (Amabile, 1988; Amabile, 1996; Hennessey, 2003 after Franková, 2011; Koch et al., 2023).

The analyses made make it possible to conclude that the results obtained clarify many contentious issues and shed new light on the research carried out in this field. However, it should be emphasized that they require deepening and further analysis to clarify the phenomenon. With this, they become a field for discussion and development of scientific discourse in the presented empirical spaces of the work. In addition, taking into account the results of the research, decision-makers at the national as well as local level can take long-term measures at various levels to shape an appropriate pattern of determinants of the influence of the downstream environment, which will promote the development of creative life orientations and creative organizations. According to the results of the author's research, support activities should be focused especially on the appropriate also the process of economic socialization; the development of economic knowledge (society from an early age should be educated acquiring this kind of knowledge); social competencies and aspirations, thereby motivation (in society should be rewarded appropriate competencies and appropriate aspirations especially aimed at the development of creativity) pro-social contacts and entrepreneurial attitudes); the right foundations for achieving material success, education and the creation of the right climate for creativity at the national as well as local level.

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