

Creativity at work under the new economic theories

الإبداع في العمل في ظل نظريات الاقتصاد الجديد

La créativité à l'œuvre dans le cadre des nouvelles théories économiques

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ملخص:

تشهد المنظمات الاقتصادية في الوقت الحالي تطورات في مجالات متعددة. ومع تسليط الضوء على العديد من التحديات التي تواجه هذه المنظمات المعاصرة، أصبحت يبحث أكثر سرعة وتنوعاً وتعقيداً. لذلك، تسعى معظم المؤسسات إلى البقاء والاستمرارية والنجاح. اين يجب توجيه الكثير من الاهتمام إلى الموارد البشرية التي تمتلك المعرفة والمهارات اللازمة لأداء العمل بكفاءة وفاعلية، من خلال خلق ثقافة للأفكار، وتحديثها وتطويرها بطريقة تساهم في بناء مؤسسة تعليمية أو منظمة إبداعية.

الكلمات المفتاحية: الابداع؛ العمل؛ الاقتصاد الجديد؛ مشروع؛ المنظمة.

Abstract:

Business institutions are currently witnessing developments in various fields. As these developments highlighted many challenges faced by these contemporary organizations, their environment has become more rapid, diversified, and complex. Therefore, most institutions are looking for survival, continuity, and success. In light of these challenges, much attention should be directed to the human resources who possess knowledge and skills to carry out the work efficiently and effectively by creating a culture for ideas, updating and developing them in a way that contributes to building a learning institution or a creative organization.

Keywords: Creativity; work; new economic; business; institution.

Résumé :

Les institutions commerciales sont actuellement témoins de développements dans divers domaines. Ces développements ont mis en évidence de nombreux défis auxquels ces organisations contemporaines sont confrontées, leur environnement est devenu plus rapide, diversifié et complexe. Par conséquent, la plupart des institutions recherchent la survie, la continuité et le succès. À la lumière de ces défis, une grande attention doit être accordée aux ressources humaines qui possèdent les connaissances et les compétences nécessaires pour effectuer le travail de manière efficace et efficiente en créant une culture des idées, en les mettant à jour et en les développant d'une manière qui contribue à la construction d'une institution d'apprentissage ou d'une organisation créative.

Mots clés : Créativité; travail; nouvelle économie; projet; institution

Introduction:

Institutions represent a layout of abilities and competencies owned by individuals who have dissimilar energies of thinking, logical inference, and mental glow, as well as storing and employing information to confront problems and achieve adaptation to urgent conditions, in addition to solving problems. The points mentioned reflect creativity through solving problems. Besides, adding value to the institution is achieved by means of intelligence and learning, which are the most important aspects of any institution because they affect its comprehensive performance, which reflects on its

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creativity levels. This fact refers to the importance of investment in the employees' abilities to achieve creativity while solving problems.

Institutions, therefore, must learn continuously in order to keep up with the changing environment. Furthermore, individuals in the organisation must adapt to the changes occurring in internal and external procedures, as well as in instructions, because intelligence represents a trait of organisations that adopt a learning orientation. In addition, creativities require learners who participate in the process of learning, which is a mission developed by leaders through investing in human energies, as well as encouraging workers to adopt contemporary educational frames and not to cling to old frames, especially if we take into consideration the employees' ability to quickly learn and open minds, in addition to the ability to create and inspire a project in order to update and develop thoughts. These points can contribute to building a learning organisation or a creative organization. This is what we will discuss in Organisations and Cognitive Investment.

1. Institutions based on knowledge:

While the world is entering a new historical era characterised by the growth of the importance of information and knowledge, nations' fortunes are no longer confined to natural resources nor to energetic ones. Another more important fortune has emerged, which is knowledge. This fact has been certain since the early eighties, as a result of the brilliant superiority achieved by Japan. Despite its total lack of natural resources, this country occupies second place in the world today in terms of industrial power.

"J. Brilman" expressed this transformation by saying, "A century ago, foundations were located near coal or iron mines, or near ports. Twenty years ago, these foundations are now located around the most brilliant universities that provide them with the actual and fundamental raw material: competent men and women who are well trained, familiar with the latest technology, and capable of learning". (Brilman, 1996, p. 195).

1.1 The Educational Institution:

The constant movement mentioned in the previous section, represented in acquiring, producing, storing, publishing, and then restoring knowledge in case of need, is the substantial difference between educational institutions and other ones. This institution had taken several appellations with this meaning, such as "training foundation" and "qualifying foundation". CNPF: Op. cit., Tome 5, p. 22.

"J. Brilman" defines the educational foundation by saying, "It is the one that watches over the improvement of its members' knowledge and competencies. It is also formed as a collective learning system that learns continuously and transforms to reach its objectives." Brilman, 1996, p. 196. Furthermore, the National Council of French Employers (CNPF) defined it as follows: "It is a foundation organised in a way that permits its parts to acquire and develop their competencies

continuously within the professional position." (CNPF.1996, P.2). Brilam mentions a set of specifications that characterise the educational institution, which are:

- The desire to transform into "an intelligent organisation," which means an organisation that is capable of learning and developing its future abilities better than its competitors,
- Practicing technological vigilance, as well as the strategy of listening to customers and competitive performance evaluation,
- Its directors practice systematic thinking by observing the foundation process as a system.
- The improvement of its knowledge and expertise accumulation through technical means provided to its members
- It sets a developing strategy with human resources at the heart of its general policy.
- It creates an environment that encourages individuals to learn and to develop their potential (they take initiatives, develop their intelligence, etc.).
- It knows how to ally with other organisations in order to benefit from their experiences and eliminate deficiencies(Brilman, 2006, pp. 196–197).

Furthermore, Tarondeau determines the fundamental characteristics of educational foundations, which are flexibility, opening up, autonomy, and the ability to integrate. Tarondeau, J.C., 2002, p. 94.

1. 2 Characteristics of the Educational Institution:

Learning permits the organization to stay active and capable of confronting challenges. Members get old or leave the foundation for many reasons, but the educational organisation maintains its abilities, and individual movements do not affect it since it maintains the experiences, skills, and knowledge that are necessary for its activities.

Besides, learning keeps the organisation in a constant state of vigilance, being conscious and realising the changes in its activities, which are capable of developing special abilities for early exploration and treatment that is favourable to changes. "Rose DiengKuntz" states a set of strategic privileges that can be achieved inside the educational institution:

- Improving knowledge sharing and ensuring collaborative work among the foundation members
- Promoting and spreading the best applications within the institution
- Improving the new employees' learning and integration
- Avoiding wasting experiences and skills, in addition to maintaining previous knowledge in order to re-use it.
- Improving the quality of projects and creativity
- Improving the relationship with the external environment (customers, suppliers, and competitors) and the prediction of its development

- The ability to interact with unexpected events and to manage urgent tense cases (C:2002, **P.94**)

As an example of educational foundations, “J. Brilman” stated the case of “Motorola” (**Kuntz R.D. Pnorama: 2002; www.inria.fr/acacia**), which adopted in its economic war weapons like quick adaptation to the customer’s desires, as well as adaptability and creativity. It determined lifelong learning as a strategic objective, which made it spend 4% of its block salary on training, and it assigned each worker field training during the performance of his or her tasks or functions, with a rate of more than 40 hours of official training in the world. “Motorola” has a training profitability estimated at 30 dollars for each dollar paid to create its private university “Motorola University”. Therefore, many foundations are keen on their individuals’ learning by providing all the necessary means. For example, the “Hewlett-Packard” electronics company offers a computer to its users in order to allow them to access online courses, and in the “Nokia” company, the learning process has become increasingly individual employee responsibility. In addition to that, the company works to provide a helping environment that leads to learning, where employees are able to experiment and learn with no fear of punishment when committing mistakes. (**International Labour Office, 2003, p. 87**).

1.3. Employing human abilities as a fundamental condition to achieving economic growth:

All the efforts made to train and develop human abilities remain in vain if the systems do not employ these abilities and exploit human energies effectively. The U.S. programme report on development, about the Arabic human development of 2002, did not notice that the decreasing efficiency of physical and human capital usage had led to an unsteady and irregular performance and to a depression during the eighties. For that reason, it was called the lost decade. The most important cases that may draw attention in this context are the regular migration of competencies and the brain drain from developing countries in general to occidental ones, or what can be expressed as severe bleeding.

1.4. The human capital education and training:

Many modern studies have proved the importance of betting on educating and training human capital in order to set quantum leaps. Besides, a great part of the impressive growth, which was witnessed in East Asian countries and which some call “the miracle”, is due to the huge accumulation of human capital. Furthermore, in the context of questioning the success resources of East Asian countries, “John Page” replied by saying, “Educational policies, which were interested in the first place in primary and secondary education, have led to quick augmentations in the labour-power skills”. He adds: “East Asian countries started their quick growth with an educational advantage that helped them outperform other developing countries’ economies and work on maintaining this advantage through clear investment policies in fundamental, primary, and secondary education. In addition to that, they used limited financial credits that are dedicated to postsecondary education,

basically to teach sciences and technology, including engineering. Some of these economies had also resorted to importing educational services widely, especially concerning fields that require specialised skills". In addition to other factors that contributed to the achievement of this success, there was the absorption of foreign technology, the application of selective industrial policies, and the encouragement of exports' fast growth. The U.S. organisation's report on industrial development (2002–2003) also determined the industrial efficiencies' elements as follows: (ONUDI: OP. CIT, pp. 39–45).

“Competencies have always been of great importance for industrial efficiency; however, their role has become more and more fundamental because of the invisible economy spread and the information rate augmentation within the contents of industrial activities.". Due to the absence of accurate information concerning the countries' stocks of competencies, uncontrolled standards were adopted while evaluating and classifying countries with high competencies, such as registration rates in educational foundations. “Harbison” and “Myers” had also considered registration rates in secondary and university education foundations as efficient indications of competencies, based on the fact that modern industry requires high educational levels.

A. Technological effort:

It is an element that determines industrial growth. It has fundamental importance, even for countries that started industrialization in a modest way. Besides, countries that import technologies must take the initiative of voluntary learning in order to control technologies and adapt them to local conditions, because the more advanced and complex the technology, the greater the learning effort required.

B. Direct foreign investment:

These investments form an important means for the transformation of competencies, knowledge, and technologies in developing countries, determining economic efficiencies directly.

Paying dues as well as patents and licences exploit rights abroad.

These payments permit measuring purchases for commercial purposes, including technical knowledge, licences, and charts, which means importing technology in a way that is unlike contribution.

c. Modern infrastructure:

Data related to modern infrastructure, especially the one represented in information and communication technology, which is considered easy to assemble and therefore can also be considered an industrial efficiency indicator, is represented in phone lines, mobile phones, personal computers, and websites.

2. engineering the more creative knowledge:

These procedures refer to systematic operations to find information, organize, purify, and expose it in a way that improves the abilities of the individual working in the organization in his field. Jamal Youssef Badir, 2013, p. 45. Knowledge management helps the organization obtain a deep understanding through its personal experiences, and it also supports concentrating the organization's interest on getting, storing, and using the information to solve problems. Knowledge resources in this context are the knowledge possessed by the organization, or the ones it needs to possess. These resources are related to products, markets, and technology, where they contribute to raising profits or providing added value to services and products. However, knowledge management is not related to managing these resources alone but to managing special operations using these resources and operations, including:

- Knowledge development.
- Knowledge preservation.
- Knowledge usage.
- Knowledge sharing.

In addition to that, there are several problems and difficulties related to the definition of knowledge resources, as well as the ability to use and manage them in an effective and economic way, because organizations are always in need of:

Terms that are used all over the organization to ensure understanding the knowledge in a correct and symmetric way within all the administrations, classes, and work units and by every individual.

To be capable of defining, modelling, and exposing their knowledge clearly.

To use their knowledge in different applications and for diverse users, which makes them incapable of sharing knowledge resources that are currently available in addition to the future ones.

To create a cognitive culture and to encourage knowledge sharing.

A set of tools and styles called knowledge engineering may present the methods of systematic knowledge resource usage and clear means to design and construct applications that depend on knowledge because they are tools for knowledge support, attribution, modelling, affirmation, and durability in these applications. However, these tools remain incapable of attributing knowledge management operations to all levels of the organization.

In the highest level (the strategic one), the organization needs the possibility to analyse and plan its future works, while in the middle level (the tactical one), the organization is interested in defining and shaping the available knowledge as well as in getting new knowledge for its future usages. It is also interested in creating systems that provide effective applications in order to produce and develop knowledge within the organization. The use of both terms “information management” and “knowledge management” maintains the same meaning in most cases, as does the use of both terms “data” and “information”, despite the existence of some differences between them.

3.role of competencies and knowledge in economic development:

Since the middle of the last century, the growth and development topic has been given great care. Currently, libraries are rich in a great number of works and studies related to research on growth factors and underdevelopment reasons. However, radical changes in the current stage have overturned many standards and values, which called for a global review of several concepts, mainly the development concept, because the failure of developmental policies had led development theories to lose their credibility gained during the 1960s and 1970s for particular reasons and conditions. Most of these theories were related to the ideological conflict that was going on between the two giant poles, which confirmed the truth expressed by Malek Bennabi in the year 1970: “In this era’s logic, proving the rightfulness of thoughts is not established through the philosophical or moral level, but through the practical level, because thoughts are right if they ensure success”.

The current economic view of the world presents a more accurate image of the situation of the country (the underdeveloped) when we compare its progress to the progress of another country a quarter of a century ago. Certainly, some of them, such as Indonesia, have launched just after the Second World War with the best race conditions, thanks to their available great natural resources. However, they are very underdeveloped today if we compare them to countries like Japan, Germany, and China, which launched their race with the worst conditions. In other words, it is not a matter of means but a matter of methods and thoughts. (Malik Ben Nabi, 2002, pp. 111–113)

3.1. Human capital competency:

The individual’s low productivity in developing countries presents a dangerous challenge, where it leads, in addition to the physical capital decrease, to restrict growth in most of these countries in a dangerous way. According to the World Bank data in the World Development Report for the years 1998–1999, the gross national product of the worker in Arabic countries, for example, was less than half of its equivalent for two developing countries, which are South Korea and Argentina.

Furthermore, the World Bank estimations have shown that the total productivity of the production elements in the Middle East and North Africa area witnessed a continuous decrease of 0.2% per year during the period between 1960 and 1991, while it rose fast in other areas of the world. The Arabic Human Development Report of 2002 explains this relative drop in growth and individuals' productivity, which is due to the underdevelopment of some Arabic countries compared to countries that grow fast while forming human capital (according to the average years of education). Besides, the comparison to the three Asian tiger economies (Hong Kong, South Korea, and Taiwan) shows many things. In the year 1960, the average per capita output in Arabic countries was higher than that in the three tiger countries. On the other hand, it was the average of years, and this difference had doubled to six (06) years during the period 1960–1992. In that case, no wonder that the individual’s

product in Arabic countries drops to more than half of two doubles in South Korea, even though it was over at the beginning of that period. (Jamal Youssef Badir, 2013, p. 84).

3.2. Knowledge in service of development:

The world development report of the years 1998–1999, issued by the World Bank designated for the “knowledge in service of development” topic, affirms that taking measures that are directed to develop skills and encourage the social-economic information movement improves the nations’ life conditions in different forms. In addition to that, and regardless of raising incomes, good knowledge of nutrition laws may contribute to good health, and knowledge of the AIDS prevention method can protect millions of humans from this fatal disease and save them from early death. Besides, transparent information about industrial pollution can be translated into a clean and harmless environment. In short, we may say that knowledge permits individuals to control their fates and determine their future. Banque Mondiale: 1999, p. 2 The report included a notable example of knowledge contribution to economic development, where we expose the “Green Fortune” project, which represents getting handpicked seeds and exploiting them in order to improve agricultural productivity.

After the Second World War, some researchers all over the world began, over many years, producing and spreading new agricultural knowledge with the participation of different bodies. As a result of that, fundamental crop yields have doubled in Latin America and Asia since the beginning of the 1950s. The total augmentation of wheat, corn, and rice production per hectare was incredible, which resulted in the incomes’ augmentation and the food prices’ drop, as well as doubling labour demand (Banque Mondiale: 1999, pp. 3–4). In the same context, the International Labour Office report, previously mentioned, affirmed the firm and stable correlation between economic growth and social development of countries on the one hand and the big investments in the education and training fields on the other hand, because countries with high incomes are also countries with more educated workers. About 93% of adult populations in countries with high incomes are literate, and on the contrary, in less developed countries, The report adds that “human resources’ development and training contribute to improving economic productivity, reducing the skills’ mismatch in the labour market, and encouraging the country’s competitive ability on the international level”. In addition to any economic considerations, learning and training help society; besides, human resources’ development and training reinforce society’s fundamental values, including justice, equity, gender equality, discrimination, social responsibility, and everyone’s participation in economic and social life. Japan is considered among the countries that early realised the importance of learning and developing human resources in the economic superiority achievement and competitive ability acquisition faced by the world’s giants. (International Labour Office, 2011, p. 7) Japan comes in second class worldwide after the U.S.A. in terms of the baccalaureate recipients’ number per year:

90% of the Japanese youths obtain the baccalaureate degree every year, and only 37% of them join the university, while the others head to labour life. “ The Japanese educational system ensures the students a general training that offers them unspecialized competencies, while economic foundations are in charge of training workers during their entire professional lives in order to make specific competencies out of them, following the example of “Mitsu-men” or “Toyota-men”. (Brémond J.& al., 2018: P. 91).

Furthermore, the insurance system in Japan played an important role, where it allocated an account for “the workers’ professional abilities development,” finances training foundations, and offers financial help for training programmes declared in the private sector. The law reinforcing human resources development of 1985 determines the rules and standards of training eligibility financed by the insurance system. In addition to that, the administration of professional abilities development manages this account and offers the small companies subventions and grants for the continuous internal and external training of employees. (Asian Development Bank, 2002)

These very important policies and measures in the field of taking care of training skills and developing human abilities allowed Japan—even partially—to achieve its giant leap in the economic growth field, despite its delayed launch compared to other industrial countries, according to the chronicle of “Rostow” in his famous book “Les étapes de la croissance économique” (Economic growth stages).

3.3. Producing knowledge and using it effectively:

Acquiring and producing knowledge represents an important indicator of community development and its economies’ growth because knowledge, as mentioned previously, is the fundamental production element and the principal productivity selector. On this basis, both the lack of knowledge and its development stagnation sentence countries that suffer from them to productive ability weakness and the development chances deterioration. Even the knowledge gap, not the income gap, is now considered the principal selector of a country's abilities in today’s world. Besides, developing countries and the Arabic area enjoy standing and potential abilities, which represent power resources that they did not benefit from enough. These abilities’ development and usage are considered important matters for development, which is also important for the global development objectives’ achievement. Certainly, the existence of a qualified and educated workforce is considered a necessary matter to reinforce the ability to compete, attract investment, and meet the several needs of the private, national, and foreign sectors. (International Labour Office:2011,p92) In order to achieve this objective, the concerned countries must adopt a global strategy, including:

realising alignment between the educational system outputs and the changing needs of the working market. To ensure that point, the public sector must provide good educational facilities and

curricula that meet the needs of the working market, in addition to providing the organizational environment and the standards that allow the private sector facilities to plug the principal gaps through professional training in working sites and developing other skills related to work.

Exploiting intellectual capital to produce and apply knowledge Besides, the activation of growth based on knowledge depends on productive application and on using knowledge that reinforces vital development and positive change.

Integrating immigrant minds as knowledge resources by virtue of the rich and variable experience acquired during their work abroad, which permits them to provide artistic skill, creative thoughts, and investment chances (International Labour **Office: 2011, behave**)

4- Conclusion:

The relationship between the economic foundation and investment in human capital is shown through disjoining its strategy for knowledge management as well as its supporting and encouraging creativity tools within the foundation. At this point, the Algerian economic foundation is capable of adapting and coexisting with variables. Rather, it is capable of getting ready for confronting future requirements or of having a fundamental role in shaping the future, in addition to reinforcing the knowledge exchange culture, starting with the fact that tacit knowledge stored in individuals' minds is more valuable than explicit knowledge. Therefore, it is important for that foundation to follow a strategy in which there are tools by which we can transform tacit knowledge into an explicit one. This transformation requires reinforcing the knowledge exchange culture through testing and assigning individuals who have distinguished abilities and competencies to search for information, in addition to depending on modern techniques and the ability to enjoy creativity and knowledge, with the availability of justice in the decision-making and participation operations. Furthermore, the cognitive exchange reinforcement policy is built like a reticulate structure that encourages direct communication and dialogue to solve problems, which forms a fundamental factor in the initialization of the creative organisational atmosphere, besides allocating training courses in order to acquire new skills.

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