How to Encourage Employee Creativity: A Preliminary Systematic Literature Review of Organizational Resources

By

Paul Tripp, University of South Florida

Academia widely considers innovation an important element of organizational success, vital for the long-term survival of the enterprise. For organizations to innovate though, their employees must ideate: they must first offer creative ways of doing things or solutions to problems that their employers may then implement. However, regardless of whether ideas are ever implemented, encouraging creative tendencies in employees is critical for organizations and their decision-makers. For academics and practitioners to consider possible ways of accomplishing this, a preliminary survey of available academic literature may be warranted. Specifically, by conducting research within the framework of a systematic review of academic literature and by utilizing a robust search protocol, organizational resources can be readily identified as possible drivers of creativity among employees.

Employee creativity is a necessary component of organizational innovation, a driver of positive business outcomes. How effectively organizations promote creativity may depend, among other things, on the organizational resources utilized. A preliminary systematic review revealed that researchers have found support for the effectiveness of many different organizational resources in encouraging employee creativity. However, the review identified not only a marked predominance of leadership and supervision among the resources researched but also possible pathways for future research to inform practice.

This preliminary literature review identified papers that tested different forms of organizational resources as ways to promote employee creativity. However, the resources of leadership and supervision far outnumbered other organizational resources as the focus of the papers reviewed. Future research might consider not only why academics have studied these particular resources more than others but also why leadership and supervision, in particular, have taken center stage in research. Moreover, practitioners may benefit from future research into ways they may be able to develop and implement within their organizations these particular resources.

The two-fold purpose of a review of academic literature is to explore systematically the research question posed and to disseminate its results, observations, and findings to both academics and practitioners alike (Tranfield et al., 2003). This preliminary systematic literature review approached this two-fold purpose as follows: First, by employing a detailed search protocol, this review identified peer-reviewed academic research that addressed the question of how organizations might encourage employee creativity. Specifically, this review revealed certain organizational resources empirically shown to have the capacity to encourage creativity among employees.

Second, even though this systematic review was preliminary in nature, the research revealed that certain organizational resources appeared to have played significantly greater roles in research than others in exploring how organizations may encourage employee creativity. However, because this review was preliminary in nature, academics and practitioners may appreciate its results, observations, and findings as helpful points of departure from which future research might reveal insights into both the academic domain of employee creativity but also the decision-making processes of practitioners, setting boundaries of options available to them (Tranfield et al., 2003).

To help decision-makers process and evaluate options revealed to them in this review and in any future research this review may motivate, it may be instructive as an initial matter to better appreciate how academia views this review's central feature—creativity. Creativity is "the production of novel and useful ideas by an individual or small group of individuals working together" (Amabile & Pratt, 2016, p. 158). While innovation, a related concept, is generally measured at an organizational level, creativity has been conceptualized as an individual-level construct (Amabile & Pratt, 2016). How and to what extent employees generate novel and useful ideas depend on the independent and combined characteristics of the individuals themselves, but employee creativity may also turn on effects of organizational contexts (Oldham & Cummings, 1996).

Research suggests organizational context variables may be even more important in explaining employee creative behavior than individual characteristics (Rice, 2006; cf. Oldham & Cummings, 1996). Organizational context variables can either enhance or restrict employee creativity (Zhou & Shalley, 2003), with such variables tending to enhance creativity identified as resources that organizations may offer employees.

The importance of studying creativity and employee-promoting organizational resources becomes apparent when practitioners consider that innovation is the byproduct of creativity (Imam et al., 2020), and creativity is often seen as a first step in the process of implementing innovative ideas that might benefit an organization (Cai et al., 2020; Fetrati et al., 2022). Creativity and innovation have been identified as contributors to organizational performance (Jiang et al., 2012), with creativity's byproduct, innovation, playing a "central role . . . in the long-term survival of organizations" (Scott & Bruce, 1994, p. 580).

The following sections consider creativity and the organizational resources that may drive it. The sections include: (i) a review of the protocol used in this paper to identify potentially responsive content, (ii) the results of the review, (iii) a synthesis of the review with certain observations given and findings made, and (iv) conclusions containing a summary of the research and a recapitulation of its findings.

The Protocol

As an initial matter, this review was preliminary in nature. The research reflected in this review was conducted utilizing a single academic search engine, Google Scholar. According to Google Scholar's website, it indexes research articles and abstracts "from most major academic publishers and repositories worldwide, including both free and subscription services" (Google Scholar, n.d.). However, a single search engine is unlikely to suffice for traditional rigorous research; achieving the necessary level of academic rigor that attends a more traditional systematic literature review necessitated an investment of both time and labor unavailable at the time the subject research was conducted.

However, all is not lost. Conducting a preliminary systematic review with the benefit of a precise survey protocol, as detailed below, may achieve a sufficient level of rigor that may, in turn, form a firm foundation for a more thorough review of the subject matter. Moreover, a "rapid review" of academic research makes results available to decision makers in shorter time frames (Nussbaumer-Streit et al., 2016).

The specific protocol employed for the systematic review involving the research question is summarized as follows:

The query, which was designed to produce results responsive to the research question, included the following search terms: "organization encourage employee creativity." While the search yielded a significant number of results, 447,000, only the first 30 references identified in each of the searches, presumably the most relevant results, were considered for each of the following six time periods: 2023, 2022, 2021, 2020, 2019, and all times prior to 2019. The papers eligible for review were those cited by a particular threshold number of papers according to Google Scholar as of October 28, 2023. The threshold number depended on the year published: the more recent the time period, the smaller the number of citations used to filter results, although no citation threshold was used for works published in 2023.

Top results in Google Scholar were assumed to be more relevant than results displayed later in Google Scholar. Additionally, results that received relatively more citations than other works were assumed to be of greater import in the scientific community and of greater quality than papers with fewer citations. Specifically, the following protocol was adopted:

1. It was expected that limiting the searches to the first 30 references and searching each of the years from 2019-2023 and then all periods prior to 2019 would yield a sufficient number of relevant research to saturate the topic. The systematic review was conducted as follows:

   a. For 2023, because no citation filter was applied, 30 papers were eligible for review;

   b. For 2022, papers with citations of 20 or more were considered eligible for review. Of the 30 papers displayed, 8 were eligible;

   c. For 2021, papers with citations of 30 or more were considered eligible for review. Of the 30 papers displayed, 10 were eligible;

   d. For 2020, papers with citations of 50 or more were considered eligible for review. Of the 30 papers displayed, 11 were eligible. Notably, the querying process began by first piloting the filtering of papers published in 2020. Four citation thresholds were considered:

     i. Greater than 60 citations: yielded 7 results;

     ii. Greater than 50 citations: yielded 11 results;

     iii. Greater than 40 citations: yielded 13 results;

     iv. Greater than 30 citations: yielded 15 results.

   e. Taking into consideration the interest in compiling a sufficient number, but not an infeasibly large number, of results once all 6 queries were made, the decision was made to set the filter for 2020 at 50 citations or more and then adjust the citation filter for each of the other 5 searches accordingly;

   f. For 2019, papers with citations of 75 or more were considered eligible for review. Of the 30 papers displayed, 10 were eligible; and

   g. For periods prior to 2019, papers with citations of 250 or more were considered eligible for review. Of the 30 papers displayed, 15 were eligible.

2. Once the eligible papers were identified, which totaled 84, each paper was reviewed for potential relevance to the research question. The criteria employed for potential relevance involved a review of the papers' titles and abstracts. Results from this review were as follows:

   a. For 2023, 4 were potentially relevant;

   b. For 2022, 7 were potentially relevant;

   c. For 2021, 7 were potentially relevant;

   d. For 2020, 8 were potentially relevant;

   e. For 2019, 7 were potentially relevant; and

   f. For periods prior to 2019, 10 were potentially relevant.

3. Once the potentially relevant papers were identified, which totaled 43, each paper was evaluated in its entirety for possible use in the systematic review. Results from this review were as follows:

   a. For 2023, 2 papers were deemed to be included in the systematic review, and 1 paper was identified as a systematic, bibliometric, or literature review paper;

   b. For 2022, 4 papers were deemed to be included in the systematic review, and 1 paper was identified as a systematic, bibliometric, or literature review paper;

   c. For 2021, 6 papers were deemed to be included in the systematic review;

   d. For 2020, 7 papers were deemed to be included in the systematic review, and 1 paper was identified as a systematic, bibliometric, or literature review paper;

   e. For 2019, 4 papers were deemed to be included in the systematic review; and

   f. For periods prior to 2019, 7 papers were deemed to be included in the systematic review, and 1 paper was identified as a systematic, bibliometric, or literature review paper.

4. Once the papers to include in the systematic review were identified, which totaled 30, the papers were analyzed to identify specific findings relevant to the research question, and the number of citations shown in Google Scholar was recorded for each paper. Although the 4 systematic, bibliometric, or literature review papers were not further considered for inclusion in the systematic review itself, they were nonetheless read for relevance and to corroborate findings found in the 30 papers that were included in the review. These meta papers would also find use in this article.

5. As further detailed below, common findings from the 30 papers were consolidated into 14 relatively distinct, yet overlapping, findings, and the 14 findings were further organized into 6 general, relatively distinct categories of factors or organizational resources. They include the following:

   a. Leadership & Supervision;

   b. Human Resource Management;

   c. Caring and Supportive Organizational Environment;

   d. Corporate Social Responsibility;

   e. Fairness; and

   f. Climate

In sum, the protocol yielded 84 papers, of which 43 were considered potentially relevant to the research question. Of the 43 potentially relevant works, 34 were reviewed and found to include content responsive to the research question, although four of the 34 were systematic, bibliometric, or literature review papers. The remaining 30 papers compose the preliminary systematic literature review.

The Results

Rigorous research involving creativity-promoting resources available to organizations is an important academic endeavor. However, as in this review, conducting a more preliminary systematic survey of academic papers based on following results might not only reveal findings interesting to academia and practice, the results from such a "rapid review" of academic papers might also set the stage for fruitful, future research, as further discussed below.

Table 1 lists the 30 papers identified in the review. The papers are organized into six categories and ordered starting with the category of resource most studied within the research reviewed. The table includes the papers' findings and recommendations and their in-text citations. Some papers appear in the table as sources for more than one category.

A Synthesis of the Results

The 30 papers shown in Table 1 may be distilled into 14 relatively distinct findings and recommendations. In turn, those findings and recommendations may be further organized into six general, relatively distinct categories of factors or resources that may be available to encourage employee creativity. These six categories are the following:

1. Leadership & Supervision,
2. Human Resource Management (HRM),
3. Caring and Supportive Organizational Environment,
4. Corporate Social Responsibility,
5. Fairness, and
6. Climate.

The First Category: Leadership & Supervision

Of the 14 findings and recommendations shown in Table 1, nine (c. 64%) were logically combined into the single resource category of Leadership & Supervision. Notably, these nine findings and recommendations comprised no less than 20 of the 30 (67%) papers identified in the review. Of the cumulative 12,116 citations to the 30 papers researchers made according to Google Scholar as of October 28, 2023, 11,234 citations (c. 93%) were made to the 20 papers that considered leadership and supervision as the significant, if not the only, features of the papers. Many (30%) of the 20 leadership-focused papers were published before 2019, and citations to those papers alone accounted for over 80% of all citations made to the 30 papers (9,721 / 12,116 citations). Even excluding those works fairly described as seminal in nature by considering papers published only from 2019-2023, as displayed in Figure 1, the relative number of papers and citations made in the Leadership & Supervision category suggests that academics have continued to be largely interested in leadership and supervision as resources that may affect employee creativity.

Researchers' disproportionate focus on relationships between leadership and supervision and creativity is not without justification. Leadership is considered a key contextual factor to promote or discourage creativity (Rego et al., 2007). Leadership may have the capacity to promote innovative behavior among employees in ways other resources might not (Tripp, 2023). And if leadership can play a unique role in promoting innovation, leadership as a resource may also encourage creativity in ways other resources might not. Researchers have likewise considered supervision as serving a significant driver of employee creativity (Oldham & Cummings, 1996).

Notably, among the leadership-focused research reviewed, no topic was more thoroughly considered in the papers identified than transformational leadership. Transformational leaders have been described as individuals who develop their followers' potential for work through inspiration, intellectual stimulation, and empowerment (Li et al., 2019). Transformational leadership was identified as the primary or significant topic of research in seven of the 20 papers reviewed (35%) within the Leadership & Supervision category.

Possible solutions offered to drive employee-based creativity through transformational leadership included the following:

1. Embracing transformational leadership and acting as a role model (Shafi et al., 2020),
2. Appointing leaders who will pay particular attention to employee needs and encouraging leaders to transform their visions into goals (Chaubey et al., 2019),
3. Improving managerial quality and encouraging managers to think in different ways (Al Harbi et al., 2019), and
4. Using "the essence of transformational leadership to improve employees' creative engagement in the organizational context" (Mahmood et al., 2019, p. 758).

Some of the papers reviewed, including research cited in Table 1, also introduced the possibility of affording would-be effective leaders leadership training. For example, for transformational leadership, proper training could be offered to "high caliber managers so that subordinates can see their managers as a role model" (Chaubey et al., 2019, p. 75). For authentic leadership, managers could be trained on what is required to be authentic decision makers (Imam et al., 2020). For participative leadership, leader development programs could be created to educate managers on how to create nonthreatening environments for their employees (Chen et al., 2020). Even self-deprecating humor can presumably be taught. Huang (2023) suggested that HR managers adopt ways to train leaders to use self-deprecating humor.

Table 1: Resources Available to Organizations

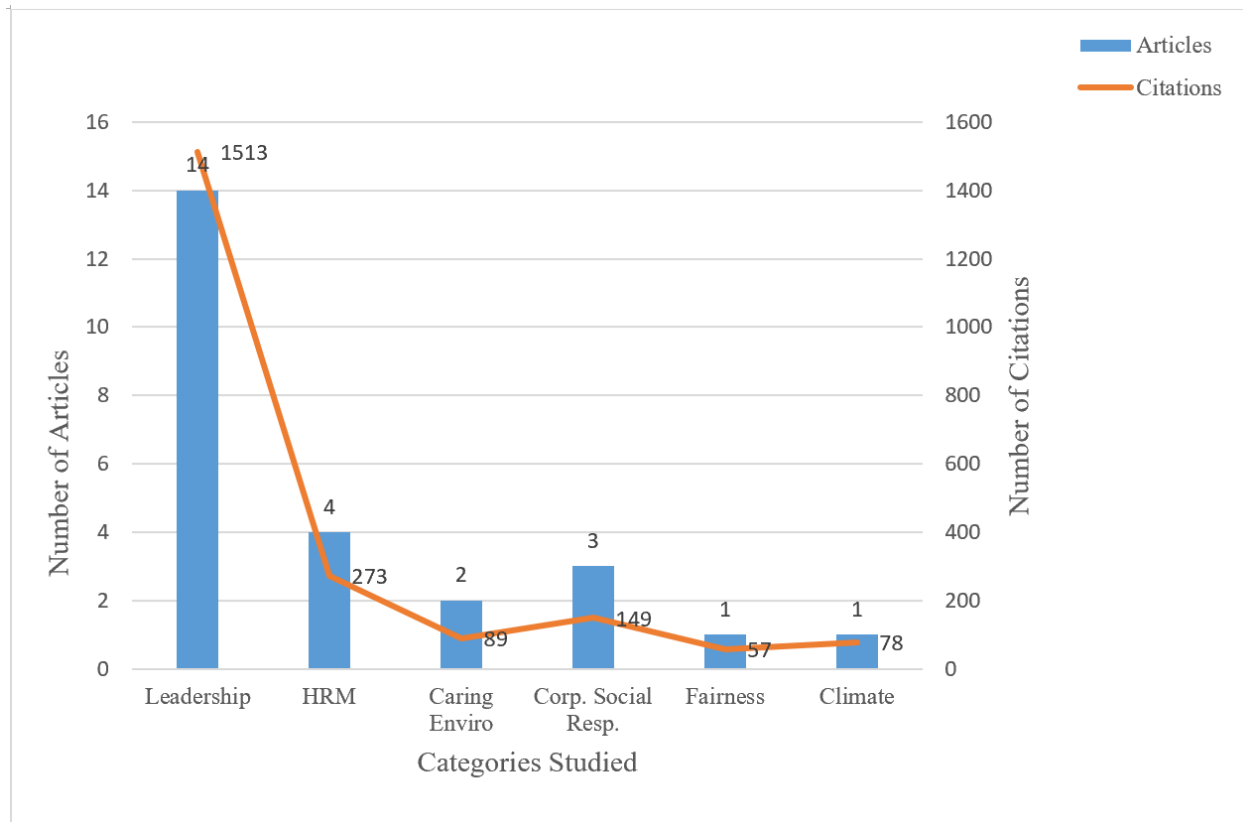| Category	Finding and Recommendations	Sources
Leadership & Supervision	Elements of transformational leadership, namely inspirational motivation, idealized influence, and intellectual stimulation have a positive and significant effect on employee creativity.	Shafi et al. (2020); see also Żywiołek et al., (2022); Miao & Cao (2019); Mahmood et al. (2019); Al Harbi et al. (2019); Chaubey et al., (2019); Jyoti & Dev (2015)
	Employees exhibited higher performance and lower intentions to quit when their supervisors were described as supportive and noncontrolling.	
	Leaders who are high on emotional intelligence can assist followers to be more flexible in information processing such that creative ideas are recognized and explored.	Oldham & Cummings (1996); see also Lee & Kim (2021); Rice (2006); Madjar et al. (2002)
	High-quality relationships and self-awareness, features of authentic leadership, increase employee creativity in the workplace.	
	By including employees in decision-making, participative leaders encourage employees to develop a sense of ownership, recognize organizational problems, search for solutions, form novel and useful ideas, and suggest creative alternatives.	Zhou & George (2003); see also Rego et al. (2007)
	While not directly related to employee creativity, self-deprecating humor will enhance employee creativity through leader identification.	Imam et al. (2020); see also Zeb et al. (2020)
	Entrepreneurial leadership is positively linked with employee creativity.	Chen et al. (2020)
	Ethical leadership has strong positive effects on employee creativity, intrinsic motivation, psychological empowerment, and knowledge sharing.	Huang (2023)
	Each component of paradoxical leader behavior resembles positive leadership contributions that are conducive to creativity.	Mehmood et al. (2021)
		Shafique et al. (2020)
		Yang et al. (2021)
Human Resource Management	Of the 6 human resource management practices researched, the following four practices were shown to have a positive relationship with employee creativity: (1) hiring and selection, (2) teamwork, (3) job design, (4) reward, and (5) training, although one paper failed to find a positive relationship between task domain training and creativity. And one paper failed to find a positive relationship between the practice of (6) performance appraisals and creativity.	Volery & Tarabashkina (2021); De Clercq & Pereira (2020); Jiang et al. (2012); Oldham & Cummings (1996); see also Chaubey et al. (2022); Miao & Cao (2019)
Caring and Supportive Organizational Environment	Perceived organizational support has a significant positive impact on employee creativity, and a well-structured but caring and encouraging environment is what organizational leaders should seek to provide.	Aldabbas et al. (2023); Rice (2006); see also Islam et al. (2022)
Corporate Social Responsibility	Corporate social responsibility not only directly predicts employee creativity, it also indirectly does so through the mediating support of job autonomy.	Ahmad et al. (2022); Guo et al. (2021); see also Durrah et al. (2021)
Fairness	Organizations might leverage internal knowledge-based relational resources by implementing transparent organizational policies.	De Clercq & Pereira (2020)
Climate	An organization's climate has a significant and positive relationship with the creative performance of employees.	Mutonyi et al. (2020)

Figure 1. Relevant Articles By Category Published Between 2019 and 2023

It is unclear whether the predominance of the Leadership & Supervision category within the systematic literature review stood as evidence of the effectiveness of these organizational resources in encouraging creativity within a workforce: the shear effectiveness of leadership and supervision as resources could explain their predominance in this paper's results. On the other hand, a gap might exist between the focus of academia and the needs of practice. Future researchers may be well served in exploring the following two questions: why Leadership & Supervision, as reflected in Table 1, appears to stand head and shoulders above all other resources in the number of papers published and citations made and whether such an imbalance evidences a potential gap between academic rigor and practical relevance.

Additionally, while Leadership & Supervision appeared as the most-often researched resources in this review, those same papers might have lacked detail about how these potentially effective resources could be developed and implemented to promote employee creativity. As noted in Table 1, for example, Mehmood et al. (2021) found a positive relationship between entrepreneurial leadership and creativity. However, the authors' recommendations to practitioners were limited to hiring managers who possess entrepreneurial skills and embracing and practicing entrepreneurial leadership concepts. And as noted

above in the transformational leadership discussion, the four possible solutions may have lacked detail about how practitioners might practically develop and implement those possible solutions. Practitioners may benefit from future research into how Leadership & Supervision might be developed and implemented within their organizations.

The Second Category: Human Resources Management (HRM)

The resource category that represented the second-greatest number of papers reviewed and citations made was HRM. Among the 30 papers evaluated, authors of six tested one or more subcategories of HRM practices in their research. Those six organizational resource subcategories of HRM included the following:

1. Hiring and Selection,
2. Job Design,
3. Teamwork,
4. Performance Appraisals,
5. Rewards, and
6. Training.

The First Five Subcategories of HRM

The first three subcategories (Hiring and Selection, Job Design, and Teamwork) share attributes. Notably, these subcategories all have been empirically

shown to have the capacity to motivate employees to be creative at work (Jiang et al., 2012).

However, Jiang et al. found no relationship between creativity and the fourth subcategory, Performance Appraisals. On the other hand, Jiang et al. did find support for the proposition that sharing profits with employees incentivized employees to offer suggestions and think about new ways of doing their jobs. This fifth subcategory, Rewards, may also serve as a ready resource for practitioners to employ (Tripp, 2023). Although rewards may be feasibly and practically implemented, research beyond the confines of the literature review regarding the efficacy of rewards to drive creativity is mixed (Zhou & Shalley, 2003). Moreover, some research has even pointed to the existence of a negative relationship between creativity's byproduct, innovation, and compensation. In their 2019 study of innovative work behavior, Bos-Nehles and Veenendaal confirmed findings from other research, showing that for employees motivated by intrinsic rewards, compensation actually negatively affected innovative work behavior.

The Sixth Subcategory of HRM

The sixth and final subcategory of HRM, Training, possesses particular qualities that suggest it may be effective in encouraging employee creativity. The following sections cover this subcategory in more detail.

Chaubey et al. (2022) defined training as the "systematic acquisition and development of knowledge, skills, and attitudes otherwise considered essential by employees to competently execute a job or to enhance performance in the job environment" (p. 502). And this aspect of HRM has been identified as effecting positive organizational outcomes. For example, commentators have found support for the notion that training employees may yield stronger positive effects on employee innovative behavior (a construct related, if not tied, to creativity) than other HRM practices (Bos-Nehles & Veenendaal, 2019).

Nonetheless, within the framework of this preliminary systematic review, unlike Leadership & Supervision's nine separate findings and 11,234 citations, training has been relegated to a subcategory of HRM within this review, boasting only 509 citations (4.2% of all citations) to the three papers reviewed. The three papers are summarized in Table 2:

Notably, the three training papers may be further categorized by what was being trained in the studies. Two of the three papers, Chaubey et al. (2022) and Volerey and Tarabashkina (2021), considered creativity training specifically. The authors found support for the relationship between creativity training and creativity. And other research has corroborated this view. For example, Zhou & Shalley (2003) cited works by Basadur et al., stating "Basadur and his colleagues showed that training in creative problem solving can be very effective" (p. 210). See also generally the research by Scott et al. (2004).

On the other hand, the third paper, Jiang et al. (2012), tested the question of whether training in routine knowledge or skills, i.e. task-domain training, might promote employee creativity. Unlike the findings from the other two papers in this category, Jiang et al. (2012) failed to find evidence that task-domain training was positively linked to creativity. Importantly, Jiang et al.'s findings were limited to task-domain training, suggesting perhaps as a result that creativity training as a particular sub-category of Training may not be burdened by the failed findings of the research. Moreover, in describing their findings, Jiang et al. added that "creativity not only requires the ability to understand task-relevant techniques, but also to transcend logical and sequential thinking, making the leap to innovation" (p. 4042). In this finding, Jiang et al. may have been implying that creativity training, if tested, might have been impactful in contrast to task-domain training in promoting employee creativity.

Table 2: Identified Papers Involving Training

Source	Findings and Recommendation
Chaubey et al. (2022) Examining the effect of training and employee creativity on organizational innovation: A moderated mediation analysis	Hypothesized that training on creativity was positively associated with organizational innovation. Their findings supported this hypothesis.
Volery & Tarabashkina (2021) The impact of organisational support, employee creativity and work centrality on innovative work behaviour	Authors recommended that managers could hold creativity-training workshops, employing various creativity techniques like brainstorming and role-playing to develop employees and encourage creativity.
Jiang et al. (2012) Does HRM facilitate employee creativity and organizational innovation? A study of Chinese firms	The authors did not find empirical support for their prediction that training in routine knowledge or skills, i.e. task-domain training, would promote employee creativity.

The Remaining Four Categories

While boasting fewer papers reviewed and citations made, this systematic review suggested that the remaining four categories of organizational resources, which are re-listed below, also showed a capacity to encourage employee creativity—albeit perhaps in different degrees of effectiveness. Additionally, perhaps in part as a result of the paucity of responsive papers generated from the protocol employed in this preliminary review, future research into the more specific means of developing and implementing these resources in practice may be warranted.

1. Caring and Supportive Organizational Environment,
2. Corporate Social Responsibility,
3. Fairness, and
4. Climate.

Caring and Supportive Organizational Environment

Three of the 30 papers reviewed (3% of all citations to the 30 papers) considered the relationship between creativity and the organization's environment for caring and supporting their employees. These works composed the Caring and Supportive Organizational Environment category. Among the works, Aldabbas et al. (2023) found perceived organizational support to have had a significant positive impact on creativity.

While this resource's impact on creativity may be significant, the research reviewed was less clear about how practitioners might actually implement a process that improves employee perceptions of how caring and supportive their employer may be. Rice (2005)'s suggestion that employers urge their employees to share their expertise with others and implement processes that encourage such sharing may lack the requisite precision or logical steps to meaningfully inform practitioners about what to do, at least within any reasonable period of time.

Corporate Social Responsibility (CSR)

As listed in the CSR category, three of the 30 papers reviewed (1.2% of all citations) focused on the ability of employees to associate themselves with a socially responsible organization as a resource that positively affects their attitudes and behaviors at work. (See, e.g., Ahmad, 2022). However, support for the claim that CSR might positively impact creativity was attenuated. Even though a positive relationship was found between CSR and creativity, the relationship necessitated the addition of the expectation that CSR would instill a sense of pride, which would, in turn, cause employees to "put forth every effort to enhance their organization's performance," including creativity (Ahmad, 2022, p. 8). Moreover, similar to the Caring and Supportive Organizational Environment category above, the reviewed papers, perhaps understandably, appeared to lack practical recommendations about how businesses could readily implement socially responsible practices.

Fairness

For the Fairness category, authors of the single paper (0.5% of all citations) tested the joint moderating effects of the following on the relationship between knowledge sharing and employee creativity:

1. Procedural justice, i.e. the perceived fairness of company decision making,
2. Availability of time to perform their jobs; and
3. The amount of passion the employees exhibit (De Clercq & Pereira, 2020).

The single paper did not consider, or at least consider significant, fairness' moderating effect by itself on that relationship. Moreover, the authors recommended that businesses "implement transparent organizational policies" (p. 1147). This recommendation may have some general appeal to practice if transparency was in fact lacking, but it may also be fairly described as limited in its practical utility to decision makers. Future research into more specific ways of developing and implementing Fairness as a driver of employee creativity may be warranted.

Climate

The Climate category also comprised one paper (0.6% of all citations). Possibly unlike the CSR and Fairness though, a strong climate for creativity may positively and significantly impact employee creativity (Mutonyi et al., 2020). Still, like papers contained in the CSR, Fairness, Leadership & Supervision categories, the papers' authors appeared not to have included in their research clarity about the means of practically implementing a climate conducive to creativity. Mutonyi et al. (2020) opined simply that "organizations need to acquire and sustain a climate conducive to innovation" and that businesses should pay more attention to climate (p. 626). Future researchers may benefit practice by delving further into how an organization's climate for creativity may be developed and implemented.

In sum, for academics and practitioners exploring how to encourage employee creativity, the results of this preliminary systematic review detailed in Table 1 revealed that many different organizational resources can positively impact employee creativity. However, this review was preliminary in nature, and a more traditional, rigorous systematic review may be warranted. Still, this "rapid review" of academic review revealed a significant difference in the number of papers reviewed and citations made between the Leadership & Supervision category and the other five categories. This finding may be of interest to both academia and practice. Moreover, that finding and other findings contained in this review may serve as starting points for future research.

Limitations of the Systematic Review and Future Research

The systematic literature review of academic papers accessible through Google Scholar yielded only 30 papers. A more thorough traditional literature review, involving additional search engines and academic databases, may very well have identified a greater number of responsive papers even using the same protocol. However, this systematic review was designed to be preliminary in nature. But despite its preliminary nature, the discussions above made certain findings that may be of interest to academics and practitioners, and the discussions above set out paths for potential future research.

Creative employees are particularly helpful to organizations if their creativity translates to positive organizational outcomes through innovation, i.e. the implementation of creative ideas. This paper gave substantial focus to the relationship between organizational resources and creativity; however, it did not meaningfully address organizational innovation. According to Hon & Lui (2016), "most innovation studies in management literature are concerned with either the understanding or prediction of creativity and innovation" (p. 865) (emphasis added). Limiting the research question and resultant Google Scholar query to a creativity-specific focus may have excluded research more thoroughly linking creativity to positive organizational outcomes through innovation.

Conclusions

Utilizing Google Scholar as the academic search engine, the research involved posing the following query for six different time periods: "organization encourage employee creativity." The purpose of the six queries was to undertake a preliminary systematic review of academic literature regarding a particular determinant of organizational performance and a necessary condition of organizational innovation, creativity. Specifically, papers were reviewed for responsiveness to the question of how organizations can encourage employee creativity. The first 30 results of each of the six searches were considered. Applying a protocol that leveraged the number of citations made to studies as a means of objectively approximating the import of the work to the scientific community and the quality of the work, the 180 papers were culled to 30. These 30 works contained empirical results and related recommendations that considered organizational contextual variables as resources that might be applied to encourage employee creativity. The 30 papers composed the preliminary systematic literature review.

The results of the review uncovered six general, relatively distinct categories of organizational resources that could encourage employee creativity. However-er, in synthesizing the results, one category in particular, Leadership & Supervision, stood out by far outpacing the other organizational resources as an academic focus: 67% of the papers synthesized in the review involved Leadership & Supervision, and c. 93% of all citations made to the 30 papers reviewed were made to research focused on Leadership & Supervision.

In synthesizing the works less tied to Leadership & Supervision, certain practices were identified as also having the capacity to impact employee creativity, albeit in different ways and perhaps to different degrees than those studies contained in the Leadership & Supervision category. Despite its preliminary nature, this review yielded certain findings relevant for both academia and practice. This review may have also played a part in further paving the way for future research into the creativity domain.

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Review

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Authors

Paul Tripp is currently a doctoral candidate at the Muma College of Business, University of South Florida, and holds a Master of Laws in Health Law from Loyola University Chicago, Juris Doctor and Master of Business Administration from the University of Florida, and Bachelor of Science in Business Administration from the University of Central Florida. For the last eleven years, he has served as General Counsel of Lincare Holdings Inc., a national provider of respiratory therapy and durable medical equipment to patients in the home setting. Prior to that, h e served for ten years as Lincare's mergers and acquisitions counsel. The author can be contacted at ptripp1@usf.edu.