

Section 2:

2. Literature Review and Theoretical Framework

Organizational scholars have long sought to understand the relationship between team structures and creativity. The seminal work of Tuckman (1965) introduced a developmental model of group dynamics, identifying distinct stages—forming, storming, norming, performing, and adjourning—that have become foundational in understanding team development. Tuckman's model suggests that the storming stage is critical for creative collaboration, as it is in this phase that ideas are challenged and refined. The framework implies that organizational structures must be fluid enough to allow teams to navigate these stages effectively (Tuckman, 1965).

Amabile's Componential Theory of Creativity is another cornerstone in the study of organizational creativity. This theory articulates that creativity results from the interaction among three components: domain-relevant skills, creativity-relevant processes, and intrinsic task motivation (Amabile, 1983). It suggests that an organizational structure that cultivates these components can significantly enhance the creative output of teams. The theory underlines the importance of autonomy and freedom within the organizational framework to bolster creative thinking skills and intrinsic motivation (Amabile, 1983).

Subsequent research has continued to explore how organizational structures impact creativity and flexibility. For instance, Shalley, Zhou, and Oldham (2004) highlight the importance of supportive supervision, workgroup support, and organizational encouragement in fostering an environment conducive to creativity. Their findings underscore the need for organizational structures to provide clear goals and support without stifling individual creativity (Shalley, Zhou, & Oldham, 2004).

Edmondson (1999) introduced the concept of 'psychological safety,' describing it as a shared belief that the team is safe for interpersonal risk-taking. This condition is essential for teams to engage in creative processes, suggesting that an organizational climate that fosters trust and openness can enhance team learning and creativity (Edmondson, 1999).

Moreover, the role of social networks within organizations has been identified as a critical component of creative endeavors. Perry-Smith and Shalley (2003) posit that informal networks can provide access to diverse pools of information and resources, leading to higher creativity. They argue that flexible organizational structures can foster these networks by enabling connections and interactions beyond formal hierarchies (Perry-Smith & Shalley, 2003).

The concept of 'organizational ambidexterity,' which refers to an organization's ability to simultaneously exploit existing competencies while exploring new opportunities, is relevant to the discussion of

flexibility. Gibson and Birkinshaw (2004) demonstrated that organizational ambidexterity is positively related to business performance, suggesting that structures which allow teams to engage in exploration without losing focus on exploitation are crucial for sustained success and innovation (Gibson & Birkinshaw, 2004).

This literature review establishes a theoretical framework for understanding the multifaceted relationship between team structure, creativity, and flexibility. It highlights that while traditional hierarchical structures may provide order and clarity, they can also impede the creative process. Conversely, more organic and flexible structures seem to nurture the conditions necessary for creativity and innovation to flourish.