

Leadership roles, behaviors and styles for self-managed teams in the healthcare sector – A systematic literature review

Author: Giulia Mestrovic
University of Twente
P.O. Box 217, 7500AE Enschede
The Netherlands

ABSTRACT

Purpose – Due to increased competition and a higher demanding environment within the healthcare sector, more organizations start to implement autonomous teams. However, many of them struggle to carry out the transition successfully because of poorly designed implementation processes as well as inefficient consideration of team/organizational conditions. This study seeks to identify well suited leadership roles, behaviors and styles for self-managed teams in the healthcare sector.

Design/methodology/approach – Data were collected by the conduction of a systematic literature review and thereafter the final data set – consisting out of 21 articles – has been analyzed in a content analysis and subsequently coded into manageable themes.

Findings – The results demonstrated a four-stage process – Initiation, Adoption & Adaptation, Use, and Incorporation – which showed the gradual transition from teams still led by an external force to self-managed teams entirely dependent on themselves. A transition figure – depicting four required roles: initiator, coach, supporter, and internal leader – as well as a matrix – presenting the research results – were developed.

Theoretical and managerial implications – The paper makes contributions to how an organization can efficiently implement self-managed teams, to which aspects management needs to pay attention to and how obstacles can be solved or even avoided.

Research limitations/implications – Limitations arose due to timely and linguistic restrictions which resulted in the need to limit the number of articles analyzed. More research needs to be conducted concerning cultural and educational differences, required training programs, and the model's applicability in different healthcare entities.

Graduation Committee members:

Dr. Anna C. Bos-Nehles
Prof. Dr. Tanja Bondarouk

Keywords

Self-managed teams, leadership, teams, self-management, transition, healthcare

Permission to make digital or hard copies of all or part of this work for personal or classroom use is granted without fee provided that copies are not made or distributed for profit or commercial advantage and that copies bear this notice and the full citation on the first page. To copy otherwise, or republish, to post on servers or to redistribute to lists, requires prior specific permission and/or a fee.

9th IBA Bachelor Thesis Conference, July 5th, 2017, Enschede, The Netherlands.

Copyright 2017, University of Twente, The Faculty of Behavioural, Management and Social sciences.

TABLE OF CONTENTS

Abstract.....	1
List of abbreviations	2
1. Introduction and Literature	3
2. Methodology.....	4
2.1 Review protocol and development of the database.....	4
2.2 Searching for relevant studies using inclusion and exclusion criteria	4
2.3 Data extraction and content analysis.....	5
3. Results	5
3.1 Implementation of SMTs	6
3.1.1 Initiation	6
3.1.2 Adoption and Adaptation.....	6
3.1.3 Use.....	7
3.1.4 Incorporation	8
4. Discussion.....	9
4.1 Contributions and managerial implications	10
4.2 Limitations and implications for future research	12
5. Conclusion.....	13
6. Acknowledgements.....	13
7. References.....	14
8. Appendix I Used theoretical models	16
9. Appendix II Content analysis.....	19

LIST OF ABBREVIATIONS

SMT	Self-Managed Team
LMX	Leader Member Exchange
HRM	Human Resource Management

1. INTRODUCTION AND LITERATURE

Due to the observed increase in competition and immense transition within the healthcare sector (Smets, 2014; Bishop, 2013) the urgency has emerged “to find new ways of reducing expenses while maintaining or increasing productivity and quality” (Yeatts, Cready, Ray, DeWitt & Queen, 2004, p.256). The evolved environment has resulted in a movement towards a more customer focused and flexible organization, aiming at constantly improving their services. Decentralization and the resulting shift of responsibility to the entire staff are steps being taken towards this goal (Smets, 2014), attained by implementing self-managed teams (SMTs). SMTs give healthcare employees the opportunity to participate in decisions related to their work, which was rarely the case before within this field (Yeatts et al., 2004). The term SMT is also known as autonomous, self-directed, self-leading, self-maintaining, self-regulating teams and others. According to Cameron and Green (2009) a team can be described as a distinguished set of two or more individuals who interact interdependently and adaptively to achieve specified, shared and valued objectives. Self-managed teams receive the authority to control their work environment and their team’s functions, and are granted immense flexibility over their decision making processes. This should effectively lead to increased productivity and focus on common goals (Cohen, Chang & Ledford, 1997; Druskat & Wheeler, 2004; Rapp, Gilson, Mathieu & Ruddy, 2015). Self-managed teams share managerial and technical tasks, which means on the one hand they plan, coordinate, direct and control their activities and performances (by for instance setting work schedules, assigning tasks and disciplining team members) and on the other hand they are responsible for executing the technical aspects of their work. These organic teams usually consist of 3-15 employees, their responsibilities are rotated among them, and they change quickly to respond to the needs of any given situation (MacDonald, n.d.; Yeatts et al., 2004; George & Hinkes, 2016; Banner, Kulisch, & Perry, 1992; Wageman, 2001; Rapp et al., 2015; Smets 2014).

Self-managed teams can provide organizations with a competitive advantage (Carson, Tesluk & Marrone, 2007) by offering many benefits as for instance increasing productivity and performance if implemented effectively (MacDonald, n.d.; Smets, 2014; Hauschildt & Konradt, 2012). Empowered workers are given the chance to take on responsibilities and the ability to contribute to changes, decisions and production within the company which is not possible under closely managed supervision (Bishop, 2013). Additionally, the participation in decision-making enhances the flow and use of important information within the organization (Yeatts, et al., 2004). Furthermore, they save costs (MacDonald, n.d.; Smets, 2014) which are for example caused by the reduction of midlevel supervisors. If workers become sufficiently productive self-managed teams are substituted for managerial control (Boundless, 2016; Bishop, 2013). Self-management increases motivation, pride, and trust and respect among the team members (Boundless, 2016; MacDonald, n.d.), which “lead[s] to increased morale, satisfaction [and] commitments” (Yeatts et al., 2004, p. 257) which in turn reduces staff turnover and absenteeism (Yeatts et al., 2004). They are also more effective due to the fact that decisions are made by the most suitably skilled employees concerning the specific job (MacDonald, n.d.).

However, with the introduction of SMTs there are also disadvantages to be considered. The aforementioned creation of trust and respect between the team members may lead to “group thinking” which means that the individual conforms to the group and team norms rather than standing out with different opinions and raising issues. Behaving as a closed system can result in a

decrease in the team’s innovativeness while it reacts less adequately to changes and trends; and it lacks the ability to judge their performance critically (George & Hinkes, 2016; MacDonald, n.d.; Boundless, 2016). Furthermore, the increased workload resulting from more job versatility and responsibility (Bishop, 2013) may generate job stress.

The time and training required in order to implement self-managed teams may cause additional significant drawbacks. This can be prevented by selecting the best fitting leadership style to design and control the teams. The fact that those teams are self-managed does not necessarily mean there is no need for direct management. “Most self-managing groups have a formal leader who is located above the group in the organizational hierarchy” (Cohen et al., 1997, p.276). “The external leaders provide the link between the wider organization and the self-managed team, empowering the team, and advocating on its behalf” (MacDonald, n.d., p.1). But with the task of managing autonomous teams comes the issue of finding the right balance between being too directing and too relaxed. Leaders might be caught in the middle since their own leader requires more ‘hands-on’ supervision while their team wishes to have less guidance (MacDonald, n.d.; Druskat & Wheeler, 2004). In the course of the research paper the balance for appropriate leadership behaviors will be determined.

The leader’s task is to reduce the monitoring of daily operations and processes, motivate and engage the team to develop self-managing skills that consequently allow them to ‘lead themselves’ (Rapp et al., 2015). In an article of the Harvard Business School by J. Heskett (2006), “Are we ready for self-management”, self-managed teams are defined as “a leadership decision that invites initiative and not followership.” Leaders step aside from the strict supervision and build up coaching behaviors. By doing so, they are supposed to inspire their team to achieve shared organizational goals (Moodie, 2016).

I agree with Druskat and Wheeler (2004), who argued that “much research has been devoted to understanding how best to set up self-managing teams to maximize their productivity and effectiveness. Interestingly, though, relatively little attention has been paid to the leaders who must oversee such working groups” (Druskat & Wheeler, 2004, p.65). Plenty is known about the leader and self-managed teams as separate topics, however, when searching for interlinked literature of both, only little can be found so far. There is merely a limited amount of information available identifying the appropriate leadership characteristics, qualities and behaviors for supervising self-managed teams. Those knowledge gaps are especially noticeable in the healthcare sector since the transition to self-managed teams is still in its early stages.

This research paper will deal with the question: “What are well suited leadership roles, behaviors and styles for self-managed teams in the healthcare sector?”

To assist in answering the research question, one must observe which leadership roles, behaviors and styles for overseeing self-managed teams were successful in the past and how the leader can find the appropriate balance between his/her team(s) and the wider organization. To gain a quick understanding of the leadership theories I am providing a small overview about leader roles, behaviors and styles. First of all, role theory is concerned with the designation of roles according to the expectations of the leader, employees and the organization. Often he/she has to embody several roles which can lead to role conflicts within the company (Lorette, n.d.). For instance as described above the leader needs to serve the interests of his/her superiors as well as

from his/her team which may differ. Concerning behaviors, existing theories state that leadership competencies can be learned through training and behavior in terms of leadership can be seen as what the individual roles do (Thye, 2010). Leadership styles can range from authoritative, transferring no decision authority to the team up to laissez-faire, leaving the team alone with its responsibilities. Also included is the so called 'transformational style' that increasingly transfers authority to the team (Long, n.d.). One must acknowledge that leadership styles exist in a large variety. A leader should be able to switch between these according to a specific situation or team conditions.

Finally, I am making some assumptions about the research outcome of my paper. First of all, considering the behavioral approach to team leadership by DeRue, Barnes, and Morgeson (2010) one distinguishes between a coaching and directive leadership style. The first one describes a leader who contributes as little as possible to his/her teams' activities and encourages the teams to take responsibility for their actions. If problems arise regarding the coordination and management of tasks, the team members are supposed to learn from them and further develop. The leader should try not to interfere and if possible in these situations give the team the opportunity to work together to solve issues among themselves. The second approach concerns a directive leadership style which requires a more active leader involvement. He/she establishes the teams' tasks and goal expectations. In contrast to the approach before, the leader solves performance problems and tells the team members what to do. Considering the healthcare sector, I would assume that a coaching style would result in the best outcomes for the relationship between the leader and self-managed teams. In a healthcare organization teams are divided into home- and firm-based caring therefore the employees do not interact with each other or the leader on a daily basis. Having a coach as a leader can result in more flexible working activities and better organized functions among team members. Since the employees are skilled within their specific jobs they are able to make important decisions based on their functions and solve problems more effectively than an outstanding leader could do. Furthermore, I believe that a leader who is not too actively involved in the day-to-day operations of his/her teams give his/her employees the chance to grow with their new responsibilities which may result in an overall better performance.

However, a too relaxed supervision style could also lead to overloaded and unsatisfied employees. Since the healthcare sector has already quite stressful and demanding tasks I would be concerned that more responsibility could affect the team's performance negatively and more directive leadership behaviors are necessary.

2. METHODOLOGY

2.1 Review protocol and development of the database

Considering the lack of summarized data about leadership roles, behaviors and styles in connection with self-managed teams a systematic literature review is required. A systematic literature review is a research technique "which derives its results from data already described in the published literature" (Jesson & Lacey, 2006, p.145). In the process of my research all necessary aspects of the literature for the research question will be explored and the relationship between leaders and self-managed teams will be better understood (Pittaway, Robertson, Munir, Denyer, Neely, 2004). To gain reliable and relevant data a systematic literature review aims to minimize bias during the selection

process and analysis of the literature (Needleman, 2002, Jesson & Lacey, 2006). Furthermore, a systematic literature review is helpful for practitioners and decision-makers since it gives, when carried out rigorously, reliable information about the researched topic (contrasting a single study might be full of bias and lacks precision) or points out knowledge gaps for future research (Centre for Reviews and Dissemination (CRD), 2009).

In order to gain all necessary data to answer my research question I used two search engines: Web of Science™ (database: Web of Science™ Core Collection) and SCOPUS. The collected literature is based on articles and book chapters, and are all in the English language.

The time span of the articles from all selected citation databases ranged from 1992 until 2017 (1992 was the earliest article deemed to be relevant enough to be analyzed for my research question). This showed again that leadership styles in regard to self-managed teams in the healthcare sector are a relatively underdeveloped and newly arising topic.

To ensure reliability and interpretative validity throughout the range of articles the search engines were sorted by relevance factors as for instance "Times Cited – highest to lowest" or "Usage Count – last 180 days" or "Usage Count – since 2013".

By making use of the technique of 'brainstorming' (MindTools, n.d.) I identified the main keywords *leadership* and *self-management/self-managing teams* which were combined "within the title, abstract or subject terms of peer-reviewed journals, and repeated the search for all possible combinations" (Voegtlin & Greenwood, 2016, p.183) with the help of different search tools (explained in the following paragraph). The phrase 'self-managed teams' is also known as autonomous, self-directed, self-leading, self-maintaining, self-regulating/-regulated teams and others. Therefore during my data search, I tried to use as many variations as possible to make sure that I was able to attain literature that is not only tagged with the words 'self-managed'. In a secondary literature search the results were used to identify further terms which were grouped to the before mentioned key words. The term *leadership* could now be followed by words like *behavior, ability, personality, skills, characteristics, coaching, directive, styles/types, and decision-making* whereas the term *self-management/self-managing teams*, keywords like *goal-orientation, SMT(s), work group, healthcare, decision-making, advantages, and drawbacks* could be attached.

To collect more relevant data I used search tools within the electronic databases called 'Truncation Symbols' which allow an increase in the number of search results found by expanding the search to various forms of the word and 'Proximity Operators' which searches within the content to identify keywords within short distance from one another - enabled an even easier way to find variations of searched terms (Database Search Tips: Truncation (n.d.), Rouse (2016)).

With help of the literature search an overview of the existing knowledge of leadership roles, behaviors and styles in relation to self-managed teams was gained while certain knowledge gaps were highlighted.

In order to answer my research question, "What are well suited leadership roles, behaviors and styles for self-managed teams in the healthcare sector?" I chose to find and analyze data regarding the leadership position, tasks, responsibilities and behavior of the manager of self-managed teams.

2.2 Searching for relevant studies using inclusion and exclusion criteria

Next the identified literature was reviewed according to inclusion and exclusion criteria (see Table 1 and 2).

Criteria	Reason for inclusion
Quantitative, conceptual and qualitative empirical studies	Capture broad range of citations
The key terms leadership and self-management/self-managed/autonomous/self-directed/etc. teams are either to be found in the keywords, abstract or title of the chosen article	Confirming that the main key terms are included in the research of the chosen article

Table 1.

Criteria	Reason for exclusion
Articles published in a language other than English	To restrict the number of journals
Articles where both key terms: leadership and self-management/self-managed/autonomous/self-directed/etc. teams are not to be found in the title, abstract or search terms	Confirming that the main key terms are included in the research of the chosen article
Duplications (identical articles among the same or different search engines)	For the research you only need one version of the given article

Table 2.

Additionally, I was excluding articles based on the following criteria, using the ideas of Voegtlin & Greenwood (2016) as basis:

1. Articles where one or both of the key terms (leadership or self-management/ self-managed teams – and all its variations) “were absent from, or marginal to, the study (even though they were named in the title/ abstract/ search terms)” (Voegtlin & Greenwood, 2016, p.183).
2. Articles where the term SMT(s) (self-managed team(s)) was used as an abridgement for something else (e.g. safety management tasks, social movement theory, school management theories)
3. “Articles (15) that were not retrievable in full text from any of the major academic databases or public internet sites” (Voegtlin & Greenwood, 2016, p.183).

Overall, the search for relevant papers led to an initial dataset of 833 articles which represented a challenge regarding an appropriate selection of the available papers (see Figure 2). After applying the inclusion and exclusion criteria, the number of articles reduced to 582. The removing of duplicates resulted in a dataset of 516 articles. Finally, after rating the dataset by title, abstract and keywords and excluding not retrievable ones all relevant articles for the research question were identified. In total, 812 articles were disqualified from the initial database of 833 papers. The final dataset of articles consisted of 21 articles published between 1995 and 2017 (Selection process inspired by: Boiral, Guillaumie, Heras-Saizarbitoria & Tayo Tene, 2017; Voegtlin & Greenwood, 2016) (see Figure 1 for the distribution of articles over time).

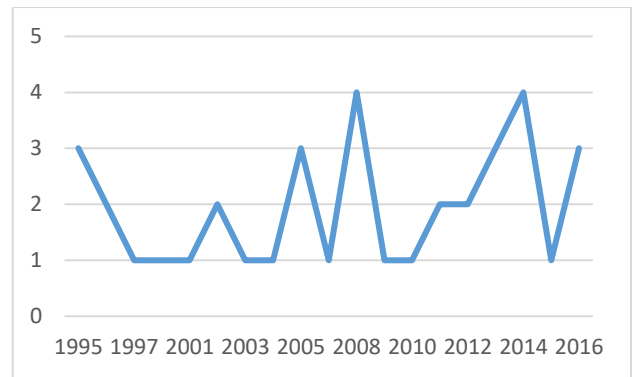


Figure 1 Timely distribution of articles

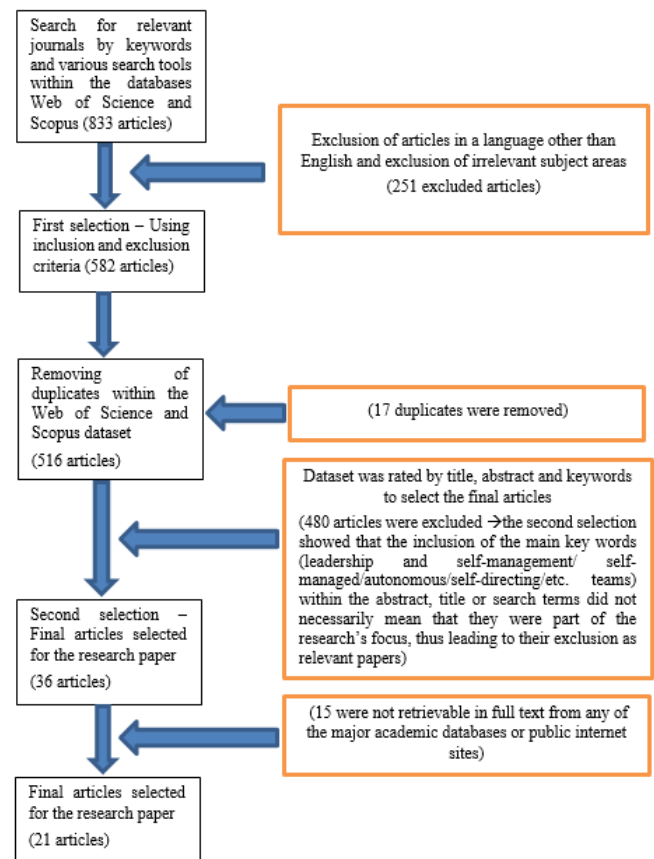


Figure 2 Selection process of the articles

2.3 Data extraction and content analysis

After retrieving a final dataset of 21 articles I began a content analysis by which the collected articles are being interpreted and coded into manageable themes that help to answer my research question (Boiral et al., 2017). These themes were “leadership characteristics”, “leadership theories”, “characteristics of self-managed/autonomous/etc. teams”, “research area, methods and limitations” and “most important findings”. The sum of the content analysis can be found in the Appendix.

3. RESULTS

The literature review based on the chosen 21 articles resulted in a divide between the authors regarding an appropriate leadership style for self-managed teams. Several articles supported the view that an external leader – either implementing a directive,

coaching or supportive leadership style – would lead to the best outcomes and the greatest satisfaction within SMTs whereas some articles promoted a leadership style that solely emanates from self-managed teams themselves – varying from rotated (emergent/transformational) leadership to peer evaluation.

3.1 Implementation of SMTs

Throughout the text analysis and coding into the aforementioned themes I was able to see a clear course. The sum of the chosen articles provided a process, consisting out of four steps – Initiation, Adoption and Adaptation, Use, and Incorporation– for the implementation of SMTs which requires different kinds of leadership roles, behaviors and styles within each step. Implementation literature stresses the importance of moving through different phases to achieve a successful transition. Usually, in the ‘Initiation’ phase, required change is introduced and it is planned how to proceed, who is in charge and what resources are necessary. The following stage ‘Adoption & Adaptation’ establishes process, performance and behavior requirements for the upcoming phases. ‘Use’ represents the stage of preparing for the completion of the transition and in the phase of ‘Incorporation’ the desired change is implemented and the focus lays on the continuing stabilization of the transition. My proposed four-step process marks the way from the implementation of self-managed teams, still led by an external force to SMTs which are adapting to their new work environment, and further to a well-designed team. Finally, we end up with SMTs which are completely organized and led by themselves. This process requires wisely chosen and implemented leadership as well as team designs that can consequently lead to the goal of solely self-independent teams. The stages of this process can be partly linked to ‘Lewin’s three-step model’ (Lewin, 1951) (shown in the Appendix, Figure 5) which describes the need for change, the moving towards a new design and the solidification of the finalized change. The first step called ‘Initiation’ is the initial stage of the proposed implementation process and demands a directive leadership approach because teams are operating in a new environment and are in need of as much support as possible to avoid too high uncertainty and insecurities among the members. Regarding the ‘Adoption and Adaptation’ stage a coaching style would be most appropriate by slowly transferring more responsibilities and task variety to the team. In this phase team members are learning to work more autonomous and expectations as well as goal orientation are developed for the forthcoming stage. The third stage ‘Use’ requires an entirely supportive leadership style. The teams are already well designed and merely need help regarding unsolvable issues or disruptive events. Characteristics are being presented necessary to enter the final stage ‘Incorporation’. Here, in the last stage, self-managed teams have themselves completely detached from an external supervision and arrived at the end of the implementation stage. From now, it is important to focus on the right characteristics and behaviors to keep the fully autonomous teams alive. A more detailed description of the process and its phases will be given in the following sections.

3.1.1 Initiation

Due to the increased need to stay flexible and become more efficient in the current environment more and more organizations are deciding to implement self-managed teams (Smets, 2014). In the beginning SMTs still need to rely on the direction and structure given by the external leader, who tells the team what to do and how to do their tasks and helps the inexperienced team members to acquire new skills (Stewart, Courtright & Manz, 2001; Stoker, 2007). This leadership style is called a directive approach (or “initiating structure”) and is supposed to reduce

uncertainty and ambiguity among the team members. Especially during the initial stage of the SMT implementation an initiating structure is beneficial for effective team performance (Stoker, 2007). An initiating structure is marked by directive behaviors such as planning and scheduling the team’s activities as well as maintaining organizational expectations and performance standards (Boundless, n.d.; Korman, 1966). Stoker (2007) emphasizes the importance of the right leadership behavior with regard to a team’s tenure – the timespan of a team’s existence. Her findings show that team members with low team tenure and a directive leader are positively associated which supports the assumption that SMTs are still in need of support during the implementation phase. This support consists of structuring and managing team member’s roles and responsibilities as well as providing direction in all respects (Pearce & Sims, 2002).

3.1.2 Adoption and Adaptation

In the next step self-managed teams are already further developed: They are still not able to decide about external structures, however, they have enough authority to organize and manage their own work. In this context Wageman (2001) stresses the significance of the appropriate leader and team design for the further development of SMTs and states “the impact of leaders’ coaching on their teams is conditioned by the way in which they set the team up in the first place” (p. 573). According to Stoker (2008) the transformation from a directive leader to a coach becomes more important with an increasing of the team’s tenure. By a coaching style she means a daily hands-on approach that helps the employees to improve their competences and transfers to them more responsibility. During commencement of the implementation phase of SMTs, a supervisory approach is not yet feasible because team members would suffer under emotional exhaustion and work overload, however with increasing team tenure, team members are able to take on more obligations and a directive approach can be reduced. Many of the chosen articles addressed the way to efficiently set up self-managed teams and how leaders are able to manage and influence them to become fully autonomous (Williams, Parker, & Turner, 2010; Douglas, 2002; Wageman, 2001; Stoker, 2008; Elloy, 2005). Throughout the literature review specific external leadership characteristics were mentioned repeatedly, for instance the need to encourage and inspire team members to take on more responsibility and to question daily conditions to find new and creative ways to improve their work performance (Williams et al., 2001, Douglas, 2002). These findings are consistent with the study by Hagen and Aguilar (2012) who tested two – team approach and facilitation of development – of the four behavioral constructs for managers by McLean et al. (2005). Within their research Hagen and Aguilar (2012) labelled the two constructs as ‘team empowerment’ and ‘coaching expertise’. They concluded that it is an important leader characteristic to establish a close employee-member relationship as well as to convey behaviors such as questioning, guiding, advising, and challenging which aims at improving the learning development of the employees. Furthermore, Douglas (2002) stressed the importance of behavioral adjustments on the side of the leader such as accepting the new concept of team members having increased authority, needing unrestricted access to organizational information and the need to develop a higher Leader-Member-Exchange (LMX), connected with mutual trust and respect, and finally accepting the fact that the strict control over the team diminishes. Moreover, enhanced task feedback, the creation of a shared vision and encouraging the team to perform beyond expectations are additional crucial duties a leader has to fulfill in order to push SMTs into a more self-independent direction (Elloy, 2005; William et al., 2010). Finally, in a study by Wageman (2001),

findings have shown that the team's self-management, the quality of member relationships as well as member satisfaction is influenced by the team's design and the coach's behavior. Subsequently, the results presented the outcomes of four coaching styles, two of which – proving cues and informal rewards for self-managing behaviors, and problem-solving consultation – contributed positively and significantly to self-management whereas the other two – identifying team problems, and leader task intervention – contributed negatively to the self-management of the teams. This supports the assumption that the more developed SMTs become, the less active involvement is required. However, at this stage passive or absent leader behavior remains negatively associated to team member's job satisfaction, team performance and team empowerment since employees continue to be in need of guidance which when not given can lead to uncertainty within the team (Luciano, Mathieu & Ruddy, 2013). Additionally, it is suggested to put a considerable focus on LMX relationships and equal consideration of all members by the leader because in the research by Luciano, Mathieu, and Ruddy (2013) it was found that team members that received more attention by their leaders engaged in higher team empowerment than other teams that received less attention which had consequently effects on the team's effectiveness.

3.1.3 Use

Simultaneously with developing and adapting an appropriate leadership and team design, the range of tasks for SMTs are growing. "As self-managed teams develop and mature, the formal leader becomes less involved in the daily work activities of the team" (Elloy, 2005, p. 121) and teams are able to set their own work schedules, determine budgets, order and allocate resources needed for production but also monitor product quality, select and terminate workers (Yang & Shao, 1996; Stewart et al., 2001; Luciano et al., 2013). Nevertheless, there is still need for external supervision since team members are often completely involved with their day-to-day activities that they are not always able to critically monitor each other and at the same time focus on external issues (Morgeson, 2005). Therefore, an external leader is responsible for serving as a 'boundary spanner' (building a relationship between the wider organization and SMTs), dealing with unexpected problems or events that occur and solve problems that the team is unable to manage by itself (Morgeson, 2005; Yazid, 2015; Solansky, 2008). Before I address the issue of leader intervention in specific situations I am going to clarify which leader and team designs are actually necessary to attain these kind of self-managed teams. In the study by Yang and Shao (1996) it was found that SMTs require training by the top management to become skilled in the eight leadership roles, defined in the competing values framework by Quinn (1988) (Appendix, Figure 6), in order to manage themselves efficiently. The first two leadership roles are called 'director' and 'producer' and this style is directive and goal oriented. The next two roles – 'monitor' and 'coordinator' – are primarily rule oriented, reliable and responsible for the smooth running of all operations. The fifth and sixth roles are defined by the 'facilitator' and 'mentor' and focus on being supportive, concerned, and fair and acting as a problem-solver. The last two roles – 'innovator' and 'broker' – foster adaption and change as well as identifying trends and acting as a negotiator, establishing external relationships and selling their products or services as well as buying resources. Although the eight leadership roles are contrasting it is necessary that team members are able to perform all of them in order to achieve greater success. Often they will exist simultaneously however, the role emphasis will vary depending on the stage a team is operating in (Yang and Shao, 1996).

Moving on from crucial team abilities, Druskat and Wheeler (2003) underline the significance of the leader to manage the boundary between the team and the larger organization. This relationship needs to be taken into account since leaders are still being held responsible for the team's outcome which can lead to conflicts between the wishes of their own managers and their teams. An example would be if the team's productivity is substandard the organization will require a more hands-on approach while the team will probably refuse to accept the losing of their authority. Therefore, the authors established four behavioral functions that leaders need to develop to manage the team's boundary sufficiently. These leadership activities and behaviors are called 'relating', 'scouting', 'persuading' and 'empowering' and every of those functions contains some activities belonging to it. Beginning with 'relating', social and political awareness, as well as building leader trust and caring about team members is required. This function ensures a stable relationship between the team and its leader. The second function 'scouting', presents an internally and externally well-informed, open-minded leader who tries to understand his/her team through careful observations and systematical problem-solving. Furthermore, 'persuading' comprises the activity of convincing constituencies to obtain external support for his/her team but also encourage the team itself to enhance their performance. Finally, Druskat and Wheeler (2003) introduced the function 'empowering' which results from coaching his/her team to embrace more authority and responsibilities and consequently also being flexible in their decisions and way of doing things. All of these functions together have the potential to enable a successful collaboration between the SMT and the wider organization resulting in an improved team performance. Coming back to the leader interference, the leader as a coordinator and 'boundary spanner' is mentioned again (Yazid, 2015). In the research by Yazid (2015) two projects were tested, led by self-managed teams, where no leader intervention was included at the beginning. Teams took responsibility for their work, held regular meetings to discuss progress and issues that were faced. However, after initial attempts to solve the arising obstacles the teams in both projects failed to deal with their conflicts or did not come to any agreement which led to an unsatisfying work environment. After accepting that assistance was required the employees consulted their leader and transferred the project's responsibility to him. Although being fully self-managed, the team was completely dependent on external leadership after facing troublesome issues and were grateful that due to the leader's involvement they were again able to focus on the forth going of their projects. A figure of the transferring of responsibilities from the team to the leader can be found in the appendix (Figure 7 - Transformation Model). In the study of Morgeson (2005) the topic of external leader intervention was examined. The problem that team members are fully involved with their daily tasks makes it sometimes difficult for them to simultaneously manage their co-workers and take care of changes in the environment. Therefore, the leader's job is to interfere when disruptive and especially unforeseen events occur. Consequently four different activities which leaders could perform in such situations were emphasized in this research and will be described in the following: The first one is called 'preparing' where the leader prepares the team for problems or events they have not encountered yet and need to build up capabilities. Next, one distinguishes between positive and negative coaching in which the prior one includes awarding the team with informal compensations for self-managing and problem-solving behaviors and the latter one contains leader task interference and the identification of team problems (Wageman, 2001). The fourth activity is called 'sense-making' and includes the anticipation of upcoming events and immediately offering the

team interpretations and solutions of these. Consequently, the possibility for the employees to act fully self-managed is not given anymore. Results of Morgeson's research (2005) concluded that "leader preparation and supportive coaching were positively related to team perceptions of leader effectiveness" however more active leader intervention activities, such as active coaching and sense-making, were negatively related to satisfaction with leadership (Morgeson, 2005, p.505). Nevertheless, the two last activities gained in effectiveness when novel or problematic events occurred.

Finally, also the findings by Stewart, Courtright, and Manz (2011) are consistent with the preceding ones. In the stage before having completely self-managed teams the leader's task is it to support and reward autonomous behavior and advise the team to successfully interact with its environment as well as among each other. So before exiting the stage of external support teams need to put special focus on the following three conditions that should be established: The first concerns effective conflict management, which is especially important in leaderless teams when conflict is managed internally and problems arise such as 'protracted power struggle' which can disturb team processes and performance (Solansky, 2008; Stewart et al., 2011; Nicolaides et al., 2014). Secondly, transactive memory systems are of significance since external supervisors will no longer be responsible for the coordination of knowledge and information, which team members need in order to be aware of the team's capabilities to complete tasks, and identify and solve problems more efficiently (Stewart et al., 2011; Solansky, 2008). Lastly, Stewart et al. (2011) stresses the importance of a shared mental model – which involves integrating one's own goals with them of the whole team - because without having a formal hierarchical leader there is otherwise no one who communicates a common goal, tasks and responsibilities.

In the next step self-managed teams are being discussed that freed themselves completely from any remaining relationship to an external leader and solved conflicts within the team.

3.1.4 Incorporation

Arriving at the stage where teams are fully self-managed we distinguish between two internal leadership types: rotated (emergent/transformational) leadership, and peer evaluation. The prior one is closer analyzed in a study by Muethel and Hoegl (2013) where independent professional teams are being discussed. Although employees in this context are usually working independently they rely on the collaboration with other team members which includes providing assistance and information flows. However, before a collaboration is possible independent professionals evaluate whether a cooperation is of advantage for them. In such teams, the role distinctions are somewhat fluid as team members shift between being leaders and followers (Nicolaides et al., 2014). Consequently, due to rotated leadership obstacles can occur. First of all, it is difficult to advise and lead each other because team members' act less co-operative towards team members' persuasion attempts should they not be perceived as contributing towards their own goals within the project (Muethel & Hoegl, 2013). Furthermore, there is an overall lack of leverage due to the even distribution of power amongst the team members which means that "individual team members aiming to influence the team, have to largely depend on others' willingness to follow" (Muethel & Hoegl, 2013, p.427). The authors conclude that it is important that team members not only consider their own goals but also the outcome of the entire project, which requires the effort to understand task interrelationships and take initiative to influence the team and accept influence by others to ensure that project objectives are met. Muethel and Hoegl (2013) make contributions to three

theories. The first is called 'entrepreneurship theory' and contains the statement that independent professionals need to see shared leadership and the accepting of influence attempts as valuable for themselves as well for the whole project. Also, the 'shared leadership theory' stresses that followers need to accept leader's influence attempts so that efficient leadership and attainment of common goals is possible. Lastly, the 'social exchange theory' is consistent with the aforementioned theories in which it says again that influencers are dependent on the follower's response and acceptance, the latter of which usually only results from followers being certain about their perceived benefits.

Further on, Erez, Lepine, and Elms (2002) contrast 'peer evaluation' and 'rotated leadership' based on three team processes: 'workload sharing', 'voice' and 'cooperation'. First, the three processes are described after which they are assigned accordingly to the two team designs. 'Workload sharing' means the fair distribution of work tasks among team members which leads to the fostering of equity-, social responsibility- and cooperation norms which again should lead to an increase in satisfaction. The second team process - 'voice' - expresses the extent to which team members contribute to the decision making process and proposal of changes. Third, 'cooperation' defines the quality of collaboration within the team, where team performance should be high when a team is well integrated. Starting with peer evaluation, in the article it is defined as the evaluation of team member's performance by another individual internal to the team. This approach has a crucial drawback, which is the fact that employees feel uncomfortable in the role of the rater and judge team members insufficiently due to their prioritization of upholding the positive culture of the team (Erez, Lepine, & Elms, 2002). However, 'peer performance' also has many benefits such as better avoidance of 'social loafing' since individual performance is evaluated and valued by the team members and insufficient work behavior will have its consequences. Unlike an external leader who has only limited insight knowledge about workload sharing within the team. Furthermore, "voice" is being promoted within a peer evaluated team which has the advantage of changes being suggested and being a lot more involved than under the control of an external leader. Third, another benefit is that cooperation among peer evaluated teams is high because employees want to be seen as team players and an unwillingness to collaborate can have material as well as group internal consequences. Going on, the second design concerns 'rotated leadership' in which the temporarily selected leader has to allocate team responsibilities among the members. Due to the frequently rotating leadership tasks (which is beneficial because the leadership functions are executed by those actually doing the work instead of an external manager who does not have enough insights about the team), a shared leadership environment can arise, leading to an overall more effective team performance (Erez et al., 2002). Nevertheless, issues can arise due to this leadership approach as for instance the problem that not emerged leaders "feel less responsible for team outcomes" (Erez et al, 2002, p.933) and solely rely on the evolved leader to overtake tasks and responsibilities. Another drawback is that the emergent leader status is unofficial and unrecognized (Muethel and Hoegl (2013), already saw an issue in the informality of the leader as described above) which can result in the decreasing of leader's effort to accomplish team goals because an appropriate reward for the additional responsibilities is missing. Proceeding with the assignment to the team processes one can say that in the long-run rotated leadership contributes positively to workload sharing because all members are involved and care about the team outcomes. Furthermore, rotated leadership increases the overall voice within the team because employees have much more

knowledge about different tasks than before and are therefore better able to make suggestions for changes. Additionally, according to Nicolaides et al. (2014) an increased voice in team direction and management of team processes “should foster a shared commitment to team action” (p.925) and therefore a positive attitude towards successful outcomes. Finally, a rotated leadership approach clarifies tasks and responsibilities among team members which leads to “fewer misunderstandings and overall, a smoother system of interpersonal interaction” (Erez et al., 2002, p.934). And lastly, another benefit of this leadership design is the increase of appreciation and respect because team members were all in the role of the leader and understand the difficulty associated with this position. In conclusion, it can be said that both peer evaluation and rotated leadership can contribute positively to the team’s success however it has to be evaluated which design fits the best to each respective team. In a study by Eseryel and Eseryel (2013) transformational/emergent leadership is closer defined and three important characteristics of it will be listed in the following section. To begin with, transformational or emergent leaders are individuals that “emerge as leaders through their consistently noteworthy contributions to their team over extended periods of time and through the inspiration they provide other team members” (Eseryel & Eseryel, 2013, p.108). The authors summarized their results of transformational leadership in three characteristics, of which the first one says “actions of these perceived leaders help convey and put in place strongly held beliefs and values”, the second states that “their actions stimulate innovative problem solving”, and lastly “perceived leaders’ actions generate high degrees of follower confidence in that the leaders protect the team” (Eseryel & Eseryel, 2013, p.108). As external leaders before, it is now the task of the internal leader to encourage, inspire and lead the team to a desired outcome. However, in contrast to an external leadership approach, transformational leadership is still somehow rotating, which means that since the leadership position is fluid and emergent, another team member can evolve as a leader when it proves to fulfill the aforementioned characteristics in a more efficient and employee concerned way. Similarly, as in the study by Eseryel and Eseryel (2013), Taggar, Hackett, and Saha (1999) based their study on a range of characteristics that an emergent leader should inhabit – the Five Factor model and cognitive ability traits. The Five Factor model consists of the following behaviors: Conscientiousness, Extraversion, Openness to Experience, Agreeableness, and Neuroticism (a pictorial representation of the Five Factor Model can be found in the Appendix Figure 8 & 9). Their findings show that the strongest correlation between leadership emergence and cognitive ability was with conscientiousness, extraversion and neuroticism following in that order (Taggar, Hackett & Saha, 1999). However, Openness to Experience and Agreeableness were not found to be important factors of leader emergence. The authors conclude that high scores concerning the Five Factor Model are crucial for leaders as well as their followers since every team member makes individual contributions to the progress and underperformance can lead to an overall deterioration in effectiveness and the team’s outcome.

4. DISCUSSION

Self-managed teams gained importance in organizations within the last years, especially due to their many benefits including increased innovativeness, performance and quality standards. However, on the basis of the prior findings I assume that obstacles may arise that entities must overcome in order to correctly implement SMTs. They may not take the time to analyze individual conditions and requirements of their team and

begin the implementation process at the wrong stage thus issues such as unprepared team members and overtaxing of their employees by transferring too many responsibilities too quickly to them can arise. Thereby they damage not only the team itself but also the whole organization. A poorly contemplated and developed implementation of SMTs can have negative consequences for an organization because in order to be able to efficiently take on the new tasks and responsibilities, teams need to primarily learn to communicate with each other and achieve successful teamwork. These kinds of collaborations require time and careful consideration of individuals within the team, otherwise they may result in the alienation of team members (Azziz, 2013). Furthermore it is crucial to use the appropriate leadership style before, during and after the transition.

The objective of this paper was to discover appropriate leadership styles suitable for self-managed teams. Analysis such as this add to a more comprehensive perspective of the literature as well as an improved understanding of the required leadership styles necessary to implement self-managed teams and therefore perhaps highlight the necessary adjustments that need to be made by managers and organizations or even fully established SMTs themselves.

However, my analysis has determined that there is not just one best leadership style for self-managed teams but a range of different leadership roles, behaviors and styles. In addition, those characteristics are changing and need to be adapted during different phases of the implementation process. I divided the process into 4 phases – INITIATION, ADOPTION & ADAPTATION, USE, and INCORPORATION – and assigned to each one a leadership role that should be implemented. Figure 3 demonstrates the simultaneous increase of the team’s independence and timely length of a team’s existence as the four phases proceed.

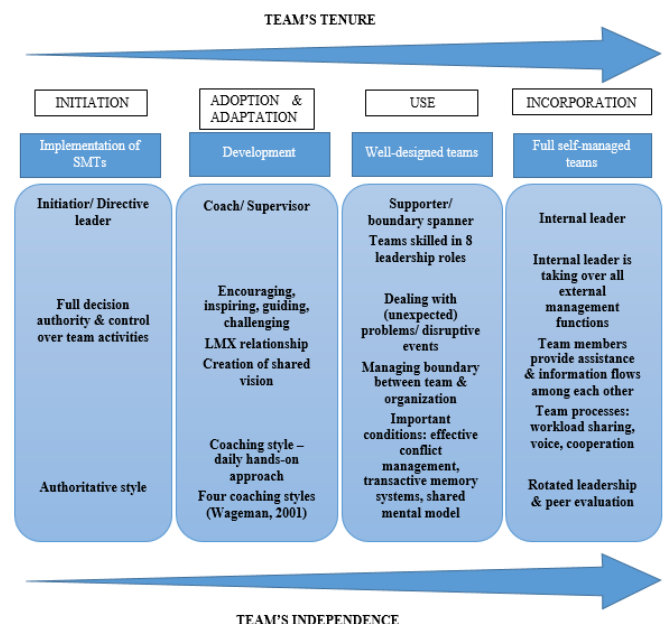


Figure 3 Implementation process of SMTs

The transition starts with the implementation of SMTs and requires a directive leader who takes over the assignment of tasks and responsibilities for his/her teams. This approach is necessary because employees still have a very low team tenure and are in need to acquire skills to become more self-independent. A leader who practices a ‘laissez-faire’ style and transfers his/her subordinates too much authority would produce uncertainty among team members and possibly overtaxing. The second stage

proceeds with the further team development and thus the associated acquiring of self-management skills as well as the leader's adaption. The leader now serves as a coach and needs to accept the increasing loss of his/her control over the team. This includes activities such as encouraging and inspiring his/her employees to take over more task responsibility as well as creating stronger LMX relationships and a smooth information flow. From the literature review I found out that too much leader intervention was negatively perceived by team members whereas rewarding for autonomous behavior was associated positively. This already proves that with increasing team tenure and self-management abilities, teams start to move away from the controlled, authoritative style of their leaders. During the third stage 'USE' teams are already well-designed and only the roles of a supporter and 'boundary spanner' are required for overseeing them. The employees rely decreasingly on an external leader support and manage almost every part of their work internally. However, during the content analysis I found out that the teams still fail occasionally due to unforeseen obstacles and disruptive events thus are dependent on leader intervention. Consequently, the leader is still responsible for arising issues and managing the boundary between his/her team and the wider organization or external conditions. Furthermore, to enter the last stage I decided that it is crucial that teams are developing the eight leadership roles in the competing values framework presented in the research by Yang and Shao (1996) and that the three conditions of an effective conflict management, a transactive memory system and a shared mental model are established (Solansky, 2008; Stewart et al., 2011; Nicolaides et al., 2014). The eight leadership styles contribute to a balanced repertoire of leadership activities which are necessary to manage a team successfully. Regarding the three conditions it is crucial they be relayed to the team in order for them to tackle obstacles throughout their tenure. Before these conditions were satisfied and controlled by an external manager, however after entering the last phase 'INCORPORATION' teams are fully self-managed and it is a necessity to be able to manage conflicts quickly and efficiently, know about each other's responsibilities and ensure the establishment of a shared value system. Concluding with the last stage I draw the assumption that the three team processes – workload sharing, voice, and cooperation – are crucial and contribute to a successful collaboration since they reduce the appearance of the most significant issues of fully established SMTs. First of all, workload sharing and collaboration attempt to prevent social loafing because team members rely on the support by everyone (sharing of knowledge, abilities and information) and want to be seen as team players. Moreover, an emphasis on voice prevents group-thinking and increases the participation in the decision making and change process (Erez et al., 2002). For the last stage I found two kinds of styles appropriate concerning fully self-managed teams. The first describes the role of the transformational/emergent leader where one or more individuals stand out due to their behavior that equals that of an external leader – such as encouraging, inspiring and leading the team to desired outcomes.

However, in contrast to an external leader, in an internally managed team leadership is being rotated among the members which contributes to a shared decision making and value system. Although the role of an emergent leader has its drawbacks – such as unrewarded additional tasks – the conditions of rotated leadership minimizes the issue by sharing responsibilities from time to time. The other leadership style – peer evaluation – would be also one of the best ways to manage fully SMTs because if voice is strongly promoted peer evaluation increases the importance of teamwork and fair collaboration. Table 3 summarizes the main findings of the systematic literature review presented in a division of leadership requirements – split into

roles, behaviors and styles – and associated implementation phases of SMTs.

4.1 Contributions and managerial implications

This paper makes the following contributions to the literature. To my knowledge there is no summarized process yet associated with a team's tenure, implementing self-managed teams and their appropriate leadership roles, behaviors and styles.

First, the paper provides an in-depth overview of the literature on different leadership styles, behaviors and characteristics, and roles for external as well as internal leaders. Second, it provides clear explanations for the different phases of the implementation process for self-managed teams.

Furthermore, the provided summary has implications for managers of SMT's or organizations considering such a transition. This paper can help managers to find the appropriate leadership style by identifying how far their SMTs are developed and what is necessary to move forward to the next phase. Additionally, my analysis can provide support for failed transitions or occurring problems by giving advice as to which leadership is necessary in specific situations or phases. Also this systematic review can conveniently be used by managers to gain further knowledge, whom would normally not have the time to digest so much literature and due to a lack of insight may form an incomplete conclusion (Boiral et al., 2017).

Concerning managerial implications, it would be recommended for organizations to adjust their structure after having identified the need and accept the time requirements as it is a slow process that relies on patience. Finally, every organization must decide for itself to what extent it wishes to grant the team independence and the option to self-manage. Thus, entering the final stage of incorporation is a decision every company must make dependent on its situation. In addition, the paper gives guidance on dealing with issues arising during the transition to SMTs. For instance the drawbacks coming with every new leadership/team design that needs to be implemented or adapted, or attention that has to be laid on a team's tenure. Therefore, it is crucial to remember that every continuing step in the forthcoming of the implementation process needs to be carefully considered and if decided slowly and advisedly carried out.

Returning to the healthcare sector I want to analyze whether this process can be adopted in said sector.

Considering my research assumptions made at the beginning I can partly confirm my thoughts. Both leadership styles the one of a coach and that of a directive leader presented in the research by DeRue et al. (2010) can be found again within the implementation process of the initiation, and adoption and adaptation phase and are of significance for the transition of SMTs. However, after gaining additional insights due to the conducting of a content analysis I would suggest the application of the four-stage SMT implementation process instead of one single leadership style. When reviewing the study by Yeatts, Cready, Ray, DeWitt, and Queen (2004) an implementation process for self-managed teams is introduced as well. Similar to my results the authors stress the importance of a step-wise process that needs to be followed with patience and consideration. In my described four-stage process I emphasized the need for a stronger LMX relationship, shared information between the leader and its subordinates as well as regular feedback meetings and staff trainings to acquire self-management abilities throughout the phases. Similar in other studies focus is laid on trainings and regular feedback to solve

Phase/ Leader ship	Initiation	Adoption and Adaption	Use	Incorporation
Roles	External leader → Initiator	External leader → Coach, supervisor	External leader → Supporter, 'boundary spanner' Team members: becoming skilled in the eight leadership roles	Internal leader → emergent/transformational leader Peer evaluation → the team is led by all team members
Behaviors	<ul style="list-style-type: none"> - External leader takes over decision authority - Leader tells his/her team what and how to do their tasks - Helps his/her team to acquire new skills - Initiating structure → planning, scheduling team activities, and maintaining organizational expectations as well as performance standards 	<ul style="list-style-type: none"> - Accepting the gradual loss of control - Encouraging, inspiring his/her employees (to take on more responsibilities, to question daily conditions) - Establish close leader-member relationships, guiding, advising, challenging - Creating shared vision, giving task feedback - Equal consideration of all team members 	<ul style="list-style-type: none"> - Managing the team's boundaries; dealing with unexpected problems or disruptive events; solve problems team is unable to manage by themselves - Intervening when troublesome issues occur → two activities → preparing and positive coaching instead of negative coaching and sense-making - Managing boundary between team and wider organization → four behavioral functions leaders need to establish: relating, scouting, persuading and empowering - Advise team to successfully interact with its environment as well as among each other and reward autonomous behavior - Preparation for self-managed teams → three conditions need to be established → effective conflict management, transactive memory systems, shared mental model 	<ul style="list-style-type: none"> - Among team members → providing assistance and information flows - Task of internal leader → encourage, inspire, and lead team to desired outcomes - Three team processes → workload sharing, voice, and cooperation - Three characteristics of transformational leadership → help convey and place strongly held beliefs and values; actions stimulate innovative problem solving; generates high degree of follower confidence by protecting the team - Characteristics of an emergent leader → cognitive ability, conscientiousness, extraversion and neuroticism
Styles	Directive approach/initiative style Coercive and authoritative style	Coaching style – daily hands-on approach (helps to transfer to team more responsibility and improve their competences) Four coaching styles → proving cues and informal rewards for self-managing behaviors, and problem-solving consultation (contributed positively to self-management of the team) and identifying team problems, and leader task intervention – contributed negatively (negatively associated)		Rotated leadership – emergent/transformational leader → emerge as leaders through consistently noteworthy contributions to their team over extended periods of time and through the inspiration they provide other team members Peer evaluation – team members are rating each other's performances to keep a quality and performance standard and foster teamwork

Table 3 Results - Implementation process of SMTs

conflicts as soon as they are arising (Yeatts et al., 2004; Leggat, 2007). However, it is also stated that the healthcare sector still lacks progressive human resource management (HRM) and is often still constructed traditionally, rewarding individual performance which impedes the creation of teamwork and striving for common goals. Furthermore, it hinders the development of self-managed teams since external leaders are still required to coordinate the teams and solve conflicts (Leggat, 2007). Studies as the one by Leggat (2007) stress the significance of a shift in HRM practices and shared leadership throughout the organization. Therefore it is crucial that managers foster a slow implementation and adopt a gradual process to make the teams familiar with increased independence. Enabling a smooth transition within the healthcare sector requires the need for managers to provide information to the teams when requested, encourage the teams in their decision making progress, and reward accomplishments (Yeatts et al., 2004).

Considering different healthcare institutions I took the Dutch company “Livio” as an example – which had introduced self-managed teams already three years ago – and came to the conclusion that “Livio” is currently between the second and third stage of the SMT implementation process. At the beginning of the transition the managers still had a lot to do and embodied the role of a directive leader since it could not yet be expected from the team to efficiently manage themselves without being clearly instructed. After regular trainings and feedback meetings as well as a steadily exchange of information the team members moved forward in the transition process and acquired the necessary skills to work more independently. I observed that employees felt comfortable with gaining more authority and being involved in the decision making process. Moreover, after some time they took over most of the manager’s responsibilities and divided them among each other. However, the teams were still in need of a coach or supporter when faced with conflicts they could not overcome by themselves. Thus, the external leader still served as a ‘boundary spanner’ or gave guidance regarding internal issues.

Judging by the aforementioned observation I have doubts as to whether many healthcare organizations will institute the last step of my introduced transformation model. The work of managers and employees is so complex and dynamic that teams alone will hardly cope with all management functions that need to be performed (Goldsmith, 2012). Their task range is already multifaceted and more work could result in a reduction of performance and quality which would not only harm the organization and its employees but also their patients. Nevertheless, a possibility to make the last stage of fully self-managed teams feasible would be – should staff and money capacities allow it – to let one or more employees emerge as an internal leader and transfer to them the responsibility previously taken on by an external leader. The rest of the team will solely focus on its prior activities and once in a while leadership authority is rotated to avoid unequal task responsibility.

4.2 Limitations and implications for future research

The first limitation the paper faces arises due to the restriction of not being able to include all published literature in my selection. This is a consequence of especially temporal limitation as well as financial limitations, considering the costs and time involved translating literature published in another language than English. To solve these issues exclusion criteria were established. Furthermore, English was chosen since it represents an internationally acknowledged language and most of the significant studies have been published in English. Some of the selection criteria used in this systematic review – such as the

aforementioned exclusion of articles published in a language other than English or articles where the key terms were not found in the title, abstract or search terms – could possibly result in missing crucial studies (Boiral et al., 2017). Moreover, the use of only two search engines, Web of Science™ and SCOPUS, additionally reduces the number of possible relevant articles.

Further limitations arose due to a questionable generalizability of the research findings. Starting with the cultural differences presented in Hofstede’s dimensions one cannot generalize the four-stage process for every culture. We focus on the dimensions “Power Distance” and “Uncertainty avoidance” where the prior one “is defined as the extent to which the less powerful members of institutions or organizations within a country expect and accept that power is distributed unequally” (Hofstede, 2001) and the latter reflects “the extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these” (Hofstede, 2001). Taking Russia and Denmark as an example (Figure 4): Russia scores very high on both dimensions which makes it difficult to implement fully self-managed teams in this country since the implementation process requires the blurring of hierarchical borders and a change of rules as well as uncertain and flexible circumstances. Russia however, is not used to equal treatment or shared authority and they do not feel comfortable in ambiguous situations (other examples for high scoring countries are: Ukraine, Iraq, Saudi Arabia, and Guatemala). In contrast, in Denmark, scoring low on these dimensions, a transition to self-managed teams will likely be easier to implement. Denmark places attention on a coaching style that fosters employee empowerment as well as being comfortable with new innovations or changing work structures (other examples for low scoring countries are: Sweden, Jamaica and Ireland). Considering this analysis more research needs to be conducted on different countries – especially those who score high in these dimensions – associated with the four-stage implementation process since not every members of a specific culture prefer to be involved in the decision-making process or take on increased authority.

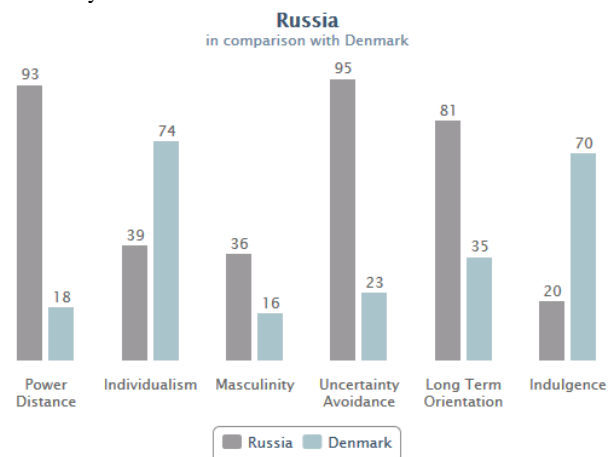


Figure 4 Cultural comparison between Russia and Denmark (Hofstede, 2001)

Furthermore, additional research is required within the area of different educational backgrounds. It is likely that the implementation of SMTs proceeds faster and with less difficulties concerning individuals that have a higher educational background as for instance doctors whereas regular healthcare employees could probably take more time for the acquiring of additional abilities and thus the transition itself. Finally, within this paper no measures were taken to analyze which kinds of

trainings need to be provided during the process and to what extent. Further research should focus on the training mechanism that are important as well as different changing theories such as Kotter's (1995) eight-step change model (Appendix – Kotter's eight-step model) which support the employees during their transition. When considering change theories one may also take into account the learning anxieties that are being associated with the implementation of SMTs, as for instance described by Schein (Appendix – Learning and survival anxieties and the four associated fears), which should be considered by an organization before rushing too quickly into the change process. Finally, to prove the applicability of my introduced four-stage implementation process, future research should test this model among different case companies.

5. CONCLUSION

The aim of this study was to provide a comprehensive overview of an appropriate leadership approach for self-managed teams. In the process I developed a four-stage SMT implementation model – consisting out of INITIATION, ADOPTION & ADAPTATION, USE, and INCORPORATION – which defines the interdependence between team tenure with increasing independence and the transition of leadership roles – initiator, coach, supporter and internal leader – that should be adopted to move forward in the process. Furthermore, a matrix has been constructed that presents leadership roles, behaviors and styles, advising suitable approaches of reaching the final level of fully self-managed teams.

Data has been collected through a systematic literature review and resulted in a comprehensive overview about the current literature and some theoretical and managerial implications. Important to remember is that the four-stage process is gradual and should be implemented with patience and consideration of the conditions of a respective organization and with regard to individual team requirements. Furthermore, observing the healthcare sector, one can see that many of the organizations and their employees, which implemented SMTs, were satisfied with a transition between the phases ADOPTION & ADAPTATION or USE. These results can be traced back to the high-demanding work environment which still requires teams to be dependent on external leaders. Finally, I concluded that more research needs to be conducted concerning cultural and educational differences, required training programs, and the model's applicability in different healthcare entities

6. ACKNOWLEDGEMENTS

I wish to express my sincere thanks to my supervisor Dr. Anna Bos-Nehles for her support, guidance and feedback throughout the thesis. Then I would like to thank Gabriel Bode for his proofreading as well as constant support during the whole Bachelor phase. Finally, I also want to voice my gratitude towards my parents for the encouragement, support and attention they gave me during the processing of my Bachelor.

7. REFERENCES

*Marked articles were included in the systematic review

1. Azziz, R. (2013). Too Fast, Too Slow: The Challenge of Keeping Pace in Managing Change. *HuffPost, The Blog*, Retrieved 23 Jun. 2017 from http://www.huffingtonpost.com/dr-ricardo-azziz/managing-change-business_b_3358482.html
2. Banner, D.K., Kulisch W.A., & Perry, N.S. (1992). "Self-managing Work Teams (SMWT) and the Human Resource function". *Management Decision*, Vol. 30, No. 3, 40-45
Doi: 10.1108/00251749210013069
3. Bishop, C.E. (2013). High performance workplace practices in nursing homes: an economic perspective. Oxford University Press. *The Gerontologist*, Vol. 54, No. S1, 46-52
Doi:10.1093/geront/gnt163
4. Boiral, O., Guillaumie, L., Heras-Saizarbitoria, I., & Tayo Tene, C.V. (2017). Adoption and Outcomes of ISO 14001: A Systematic Review. *International Journal of Management Reviews*, Vol. 0, 1-22
Doi:10.1111/ijmr.12139
5. Boundless. (n.d.). Leadership Model: The Ohio State University. *Boundless Management* Boundless, Retrieved 22 Jun. 2017 from <https://www.boundless.com/management/textbooks/boundless-management-textbook/leadership-9/behavioral-approach-70/leadership-model-the-ohio-state-university-350-3483/>
6. Boundless. (2016). Self-Managing Teams. *Boundless Management* Boundless, Retrieved 19 Mar. 2017 from <https://www.boundless.com/management/textbooks/boundless-management-textbook/groups-teams-and-teamwork-6/types-of-teams-52/self-managing-teams-265-3934/>
7. Boundless. (n.d.). The Five Factor Model. *Boundless Psychology* Boundless, Retrieved 07 Jun. 2017 from <https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/personality-16/trait-perspectives-on-personality-79/the-five-factor-model-311-12846/>
8. Cameron, E., & Green, M. (2009). Making sense of change management. A complete guide to the models, tools & techniques of organizational change. *Kogan Page* 2nd ed., 1-372.
9. Carson, J.B., Tesluk, P.E., & Marrone, J.A. (2007). SHARED LEADERSHIP IN TEAMS: AN INVESTIGATION OF ANTECEDENT CONDITIONS AND PERFORMANCE. *Academy of Management Journal*, Vol. 50, No. 5, 1217-1234.
10. Centre for Reviews and Dissemination (CRD). (2009). Systematic Reviews. CRD's guidance for undertaking reviews in health care. *CRD, University of York*, Preface-91
11. *Cohen, S.G., Chang, L., & Ledford, G.E. (1997). A HIERARCHICAL CONSTRUCT OF SELF-MANAGEMENT LEADERSHIP AND ITS RELATIONSHIP TO QUALITY OF WORK LIFE AND PERCEIVED WORK GROUP EFFECTIVENESS. *PERSONNEL PSYCHOLOGY, INC*, 50, 275-208.
DOI: 10.1111/j.1744-6570.1997.tb00909.x
12. Database Search Tips: Truncation. (n.d.). MITLibraries, Retrieved 05 Apr. 2017 from <http://libguides.mit.edu/c.php?g=175963&p=1158679>
13. DeRue, D.S., Barnes, C., & Morgeson, F.P. (2010). Understanding the Motivational Contingencies of Team Leadership. *Small Group Research*, Vol.41, No.5, 621-651.
DOI: 10.1177/1046496410373808
14. *Douglas, C. (2002). The effects of managerial influence on the transition to self-directed work teams (SDWTs). *Journal of Managerial Psychology*, Vol. 17, No.7, 628-635
DOI: 10.1108/02683940210444076
15. *Druskat, V.U., & Wheeler, J.V. (2003). Managing the Boundary: The Effective Leadership of Self-Managing Work Teams. *The Academy of Management Journal*, Vol. 46, No. 4, 435-457
16. *Druskat, V.U., & Wheeler, J.V. (2004). How To Lead a Self-Managing Team. *MIT SLOAN MANAGEMENT REVIEW*, Vol.45, No 4, 2-9.
17. *Erez, A., Lepine, J.A., & Elms, H. (2002). Effects of Rotated Leadership and peer evaluation on the functioning and effectiveness of self-managed teams: A quasi-experiment. *Personnel Psychology*, Vol. 55, No. 4, 929-948
DOI: 10.1111/j.1744-6570.2002.tb00135.x
18. *Eseryel, U.Y., & Eseryel, D. (2013). Action-embedded transformational leadership in self-managing global information systems development teams. *Journal of Strategic Information Systems*, Vol. 22, No. 2, 103-120
<https://doi.org/10.1016/j.jsis.2013.02.001>
19. George, J.M., & Hinkes, D. (2016). THE BEST LEADERSHIP STYLE FOR SELF-MANAGED TEAMS. *IASET*, Vol. 5, No. 3, 1-6.
20. Goldsmith, S.B. (2012). Understanding Healthcare Management. *Jones & Bartlett Learning*, 1st ed., 17-31
21. *Hagen, M., Aguilar, M.G. (2012). The Impact of Managerial Coaching on Learning Outcomes Within the Team Context: An Analysis. *Human Resource Development Quarterly*, Vol. 23, No. 3, 263-388
DOI: 10.1002/hrdq.21140
22. Hauschildt, K., & Konradt, U. (2012). A Conceptual Framework of Self-Leadership in Teams. *Christian-Albrechts-University*. 3-28.
23. Hofstede, G. (n.d.). Cultural dimensions. Itim International, Retrieved 11 Jun. 2017 from <https://geert-hofstede.com/cultural-dimensions.html>
24. Jesson, J., & Lacey, F. (2006). How to do (or not to do) a critical literature review. *Pharmacy Education*, 6(2), 139-148
DOI: 10.1080/15602210600616218
25. Khurram, R. (2014). Strategic Delivery of Change Management. LinkedIn, SlideShare, Retrieved 16 Jun. 2017 from <https://de.slideshare.net/RIZWANKHURRAM/lec-2-part-2>
26. Korman, A.K. (1966). "Consideration," "Initiating Structure," and Organizational Criteria – A Review. *Personnel Psychology*, Vol. 19, No. 4, 349-361
DOI: 10.1111/j.1744-6570.1966.tb00310.x
27. Leggat, S.G. (2007). Effective healthcare teams require effective team members: defining teamwork competencies. *BMC Health Services Research*, 7:17, 1-10
DOI: 10.1186/1472-6963-7-17
28. Long, N. (n.d.). What is the Difference Between Leadership Style & Leadership Traits? Chron, Retrieved 25 Jun. 2017 from

- <http://smallbusiness.chron.com/difference-between-leadership-style-leadership-traits-34649.html>
29. Lorette, K. (n.d.). What is the Role Theory in Organizational Leadership? *Chron*, Retrieved 25 Jun. 2017 from <http://smallbusiness.chron.com/role-theory-organizational-leadership-4958.html>
 30. *Luciano, M.M., Mathieu, J.E., & Ruddy, T.M. (2013). Leading Multiple Teams: Average and relative External Leadership Influences on Team Empowerment and Effectiveness. *Journal of Applied Psychology*, Vol. 99, No. 2, 322-321 DOI: 10.1037/a0035025
 31. MacDonald, L. (n.d.). What is a self-managed team? *Chron*, Retrieved 19 Mar. 2017 from <http://smallbusiness.chron.com/selfmanaged-team-18236.html>
 32. MindTools. (n.d.) Brainstorming. Generating Many Radical Creative Ideas. Retrieved 12 Apr. 2017 from <https://www.mindtools.com/brainstm.html>
 33. Moodie, R. (2016). Learning about self: leadership skills for public health. *Journal of Public Health Research*, 5:679, 2-6 DOI:10.4081/jphr.2016.679
 34. *Morgeson, F.P. (2005). The External Leadership of Self-Managing Teams: Intervening in the Context of Novel and Disruptive Events. *Journal of Applied Psychology*, Vol. 90, No. 3, 497-508 DOI: 10.1037/0021-9010.90.3.497
 35. *Muethel, M., & Hoegl, M. (2013). Shared leadership effectiveness in independent professional teams. *European Management Journal*, Vol. 31, No. 4, 423-432 <https://doi.org/10.1016/j.emj.2012.11.008>
 36. Needleman I.G., (2002). A guide to systematic reviews. *Journal of Clinical Periodontology*, 29, 6-9 DOI: 10.1034/j.1600-051X.29.s3.15.x
 37. *Nicolaidis, V.C., LaPort, K.A., Chen, T.R., Tomassetti, A.J., Weis, E.J., Zaccaro, S.J., & Cortina, J.M. (2014). The shared leadership in teams: A meta-analysis of proximal, distal, and moderating relationships. *The Leadership Quarterly*, Vol. 25, No. 5, 923-942 <https://doi.org/10.1016/j.leaqua.2014.06.006>
 38. Pearce, C.L., & Sims, H.P. (2002). Vertical Versus Shared Leadership as Predictors of the Effectiveness of Change Management Teams: An Examination of Aversive, Directive, Transactional, Transformational, and Empowering Leader Behaviors. *Group Dynamics: Theory, Research, and Practice*, Vol. 6, No. 2, 172-197 DOI: 10.1037/1089-2699.6.2.172
 39. Pittaway, L., Robertson, M., Munir, K., Denyer, D., & Neely, A. (2004). Newtorking and innovation: a systematic review of the evidence. *International Journal of Management Reviews*, Vol. 5/6, No. 3&4, 137-168.
 40. Rapp, T.L., Gilson, L.L., Mathieu, J.E., & Ruddy, T. (2015). Leading empowered team: An examination of external leader and team coaches. *The Leadership Quartely*, 27, 109-123. DOI: 10.1016/j.leaqua.2015.08.005
 41. Robbins, S.P., & Judge, T.A. (2012). Essentials of Organizational Behaviour. *Pearson Education*, 12th ed., 1-374
 42. Rouse, M. (2016). Proximity operator. TechTarget, Retrieved 05 Apr. 2017 from <http://whatistechtarget.com/definition/proximity-operator>
 43. Smets, P. (2014). The transition towards self-managing teams in the health-care sector. *Tilburg Univeristy*. 2-85
 44. *Solansky, S.T. (2008). Leadership Style and Team Processes in Self-Managed Teams. *Journal of Leadership & Organizational Studies*, Vol. 14, No. 4, 332-341 DOI: 10.1177/1548051808315549
 45. *Stewart, G.L., Courtright, S.H., & Manz, C.C. (2011). Self-Leadership: A Multi-level Review. *Journal of Management*, Vol. 37, No. 1, 185-222 DOI: 10.1177/014920631038391
 46. *Stoker, J.I. (2008). Effects of team tenure and leadership in self-managing teams. *Personnel Review, Emerald*, Vol. 37, No. 5, 564-582 DOI: 10.1108/00483480810891682
 47. *Taggar, S., Hackett, R., & Saha, S. (1999). Leadership emergence in autonomous work teams: Antecedents and outcomes. *Personnel Psychology*, Vol. 52, No. 4, 899-926 DOI: 10.1111/j.1744-6570.1999.tb00184.x
 48. Thye, L.F. (2010). Leadership Traits and Behavioral Theories. LinkedIn, SlideShare, Retrieved 25 Jun. 2017 from <https://de.slideshare.net/robertsonlee/leadership-traits-and-behavioral-theories>
 49. Voegtlin, C., & Greenwood, M. (2016). Corporate social responsibility and human resource management: A systematic review and conceptual analysis. *Human Resource Management Review* 26, *Elsevier*, 181-197. DOI: 10.1016/j.hrmr.2015.12.003
 50. *Wageman, R. (2001). How Leaders Foster Self-Managing Team Effectiveness: Design Choices versus Hands-on Coaching. *Organization Science*, Vol. 12, No. 5, 559-577. <http://www.jstor.org/stable/3085999>
 51. Web of Science Training. (2017). Web of Science – Search Tips. YouTube, Clarivate Analytics, Retrieved 03 Apr. 2017 from <https://www.youtube.com/watch?v=11gqkzXyj0w>
 52. *Williams, H.M., Parker, S.K., & Turner, N. (2010). Proactively performing teams: The role of work design, transformational leadership, and team composition. *Journal of Occupational and Organizational Psychology. The British Psychological Society*, 83, 301-324 DOI: 10.1348/096317910X502494
 53. *Yang, O., & Shao, E. (1996). Shared leadership in self-managed teams: A competing values approach. *Total Quality Management*, Vol. 7, No. 5, 521-534 DOI: 10.1080/09544129610621
 54. *Yazid, Z. (2015). Exploring leadership in self-managed project teams in Malaysia. *Management*, Vol. 20, 1, 191-206.
 55. Yeatts, D.E., Cready, C., Ray, B., DeWitt, A., & Queen, C. (2004). Self-Managed Work Teams in Nursing Homes: Implementing and Empowering Nurse Aide Teams. *The Gerontologist*, Vol. 44, No. 2, 256–261

8. APPENDIX I:

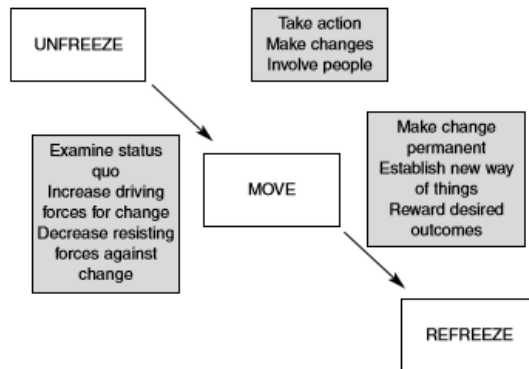


Figure 5 Lewin's three-step model (Lewin, 1951, Source: Cameron and Green, 2009, p. 111)

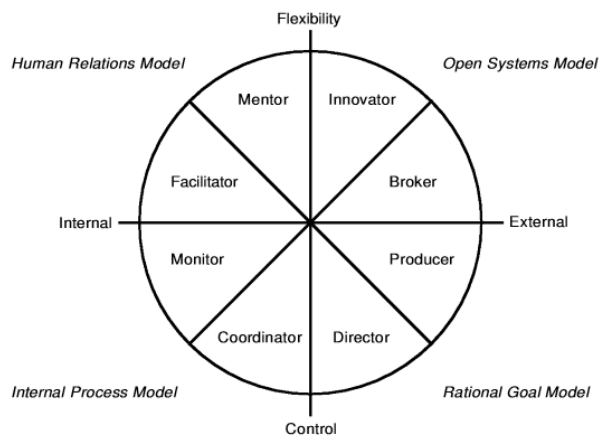


Figure 6 Competencies and leadership roles in the competing values framework. Source: Adapted from Quinn (1988, p. 86) by Yang and Shao (1996, p.525)

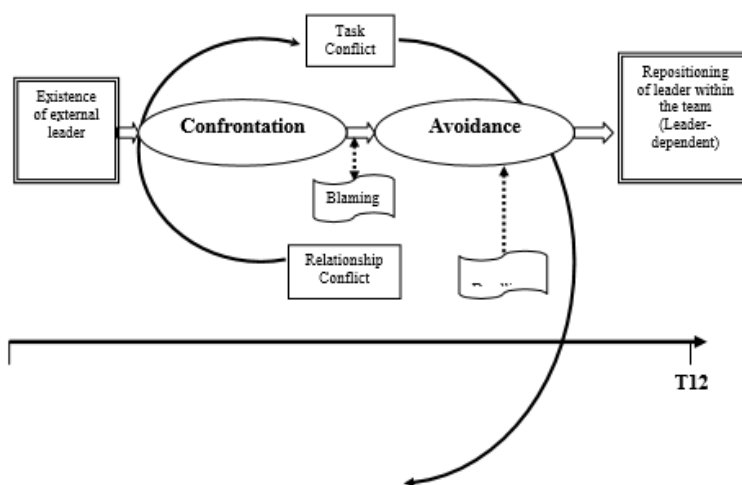


Figure 7 Transformation Model (Yazid, 2015, (p.203))

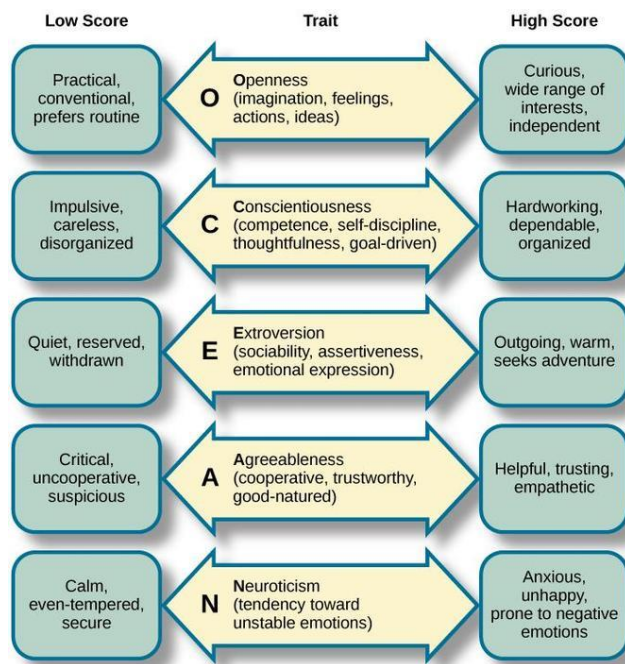


Figure 8 Five Factor Model (Costa & McCrae, 1992, Source: Boundless.com)

BIG FIVE TRAITS	WHY IS IT RELEVANT?	WHAT DOES IT AFFECT?
Conscientiousness	<ul style="list-style-type: none"> • Less negative thinking and fewer negative emotions • Less hyper-vigilant 	<ul style="list-style-type: none"> • Higher job & life satisfaction • Lower stress levels
Emotional stability	<ul style="list-style-type: none"> • Better interpersonal skills • Greater social dominance • More emotionally expressive 	<ul style="list-style-type: none"> • Higher performance* • Enhanced leadership • Higher job & life satisfaction
Extroversion	<ul style="list-style-type: none"> • Increased learning • More creative • More flexible & autonomous 	<ul style="list-style-type: none"> • Training performance • Enhanced leadership • More adaptable to change
Agreeableness	<ul style="list-style-type: none"> • Better liked • More compliant and conforming 	<ul style="list-style-type: none"> • Higher performance* • Lower levels of deviant behavior
Openness	<ul style="list-style-type: none"> • Greater effort & persistence • More drive and discipline • Better organized & planning 	<ul style="list-style-type: none"> • Higher performance • Enhanced leadership • Greater longevity

*In jobs requiring significant teamwork or frequent interpersonal interactions.

Figure 9 Five Factor Model (Robbins & Judge, 2012)

KOTTER'S EIGHT-STEP MODEL

1. **Establish a sense of urgency.** Discussing today's competitive realities, looking at potential future scenarios. Increasing the 'felt-need' for change.
2. **Form a powerful guiding coalition.** Assembling a powerful group of people who can work well together.
3. **Create a vision.** Building a vision to guide the change effort together with strategies for achieving this.
4. **Communicate the vision.** Kotter emphasizes the need to communicate at least 10 times the amount you expect to have to communicate. The vision and accompanying strategies and new behaviours needs to be communicated in a variety of different ways.
The guiding coalition should be the first to role model new behaviours.
5. **Empower others to act on the vision.** This step includes getting rid of obstacles to change such as unhelpful structures or systems. Allow people to experiment.
6. **Plan for and create short-term wins.** Look for and advertise short-term visible improvements. Plan these in and reward people publicly for improvements.
7. **Consolidate improvements and produce still more change.** Promote and reward those able to promote and work towards the vision. Energize the process of change with new projects, resources, change agents.
8. **Institutionalize new approaches.** Ensure that everyone understands that the new behaviours lead to corporate success.

Source: Kotter (1995)

– Schein says that **there are two forces at play within every individual undergoing change.**

- The first force is **learning anxiety**.
 - This is the anxiety associated with learning something new.
 - » Will I fail? Will I be exposed?
- The second, competing force is **survival anxiety**.
 - This concerns the pressure to change.
 - » What if I don't change?, Will I get left behind?
- These anxieties can take many forms. Schein lists four of the associated fears:

• Schein lists **four of the associated fears**:

- **Fear of temporary incompetence:**
 - the conscious appreciation of one's lack of competence to deal with the new situation.
- **Fear of punishment for incompetence:**
 - the apprehension that you will somehow lose out or be punished when this incompetence is discovered or assessed.
- **Fear of loss of personal identity:**
 - the inner turmoil when your habitual ways of thinking and feeling are no longer required, or
 - when your sense of self is defined by a role or position that is no longer recognized by the organization.
- **Fear of loss of group membership:**
 - your identity can be defined by your role,
 - for some it can be profoundly affected by the network of affiliations you have in the workplace.
 - the stable equilibrium of a team or group membership can foster states of health,
 - instability caused by shifting team roles or the disintegration of a particular group can have an extremely disturbing effect

Learning and survival anxieties and the four associated fears (Schein n.d., Source: Khurram, 2014)

Article Author (year)	Leadership characteristics	Leadership theories	Characteristics of self-managed/autonomous/etc. teams	Research Area Methods & limitations	Most important findings
William s H.M., Parker S.K., Turner N. (2010)	<ul style="list-style-type: none"> - external leader - Transformational leaders motivate teams by transforming values and priorities of team members and inspiring them to perform beyond expectations - encourage followers to question assumptions, think about new ways of doing tasks - focus on team leaders who are ‘hands-on’ within the team -Transformational leaders encourage team self-management, support individual development, inspire individuals to want to engage in more challenging tasks, promote greater collective self-management; have effect on interpersonal norms; affect team performance through influencing shared vision and increased team reflexivity, positive group atmosphere, facilitate ‘high-care’ atmosphere within-teams 	<ul style="list-style-type: none"> - Proactive team theory (Chen & Kanfer, 2006), 3 categories (expect associations with proactive performance) → work design; leadership; norms; team composition - Transformational leader theory (Bass, 1985) 4 components of transformational leadership 	<p>(proactive teams):</p> <ul style="list-style-type: none"> - self-starting, future-focused action that aims to change the external situation or the team itself; plan how they meet their goals, monitor goal achievement and external conditions, coordinate interdependent activities - collective responsibility for the day-to-day operations of the team - experience greater variety, feedback, task significance, task identity, great collective autonomy that individuals have over their activities - allowing team members the control to manage their demands - importance of group norms and climate → individuals weigh up the likely benefits and risks before deciding whether to take charge at work (need to appraise the interpersonal norms as favourable so they are willing to speak out, challenging status quo, prepared to put forward suggestions and ideas for improvement) - proactive and passive members affect interpersonal norms → diversity in job satisfaction of team members has been found to be associated with reduced cohesion and less social integration, while diversity in values has been found to be related to increased conflict. 	<p><i>Teams from a UK petrochemical processing plant</i></p> <p>43 shift teams; average team size was 7.16 members</p> <p>Independent variables were measured via a questionnaire that researchers administered to all teams within the plant during work time, survey response rate was 66% (N = 289) with an average within-team response rate of 79%/, when aggregated to the team level, this produced useable survey data on 55 teams;</p> <p>- transformational leadership was measured using 10 items from Bass and Avolio’s (1997) Multifactor Leadership Questionnaire 5-X, which they demonstrated to be both reliable and valid measures</p> <p>Limitations:</p> <ul style="list-style-type: none"> - data was cross-sectional so cannot be entirely sure of causality - small sample → non-significant finding regarding relationship between transformational leadership and self-management might be due to a lack of statistical power of detecting effects 	<p>Direct relationship between transformational leadership and team proactive performance</p> <ul style="list-style-type: none"> - the more proactive members in a team, the greater its innovation and taking charge behaviour - Transformational leadership also predicts team proactive performance. Transformational leadership is therefore a homologous predictor of proactivity - The study suggests transformational team leadership results in favourable interpersonal norms within the team rather than affecting the level of team self-management per se. - As hands-on team members, team leaders can influence teams to behave in positive and constructive ways through their role modelling and coaching. However, encouraging the team to be more self-managing might be more difficult because, as team leaders, they might feel responsible for taking on the management role themselves

				<p>rather than because they are not substantive</p> <ul style="list-style-type: none"> - teams came from single context - generalizability needs to be tested during future research 	
Wageman R. (2001)	<ul style="list-style-type: none"> - external leader - 1. one type of leader activity is to establish those features (to design the team) in a way that fosters self-management and performance effectiveness - 2. potentially leader activity is to provide hands-on coaching that helps a team manage itself and its work well <p><i>Hands-on coaching</i></p> <ul style="list-style-type: none"> - Direct interaction with the team that is intended to shape team processes to produce good performance - leader coaching behaviors can directly affect team members' engagement with their task, their ability to work through interpersonal problems that may be impeding progress, the degree to which members accept collective responsibility for performance outcomes - can improve both: quality of group processes and level of member satisfaction - one study: coaches attempted to affect team performance through positive reinforcement of coordinating behaviour failed to find any relationship between such coaching and performance outcomes - "encouraging behaviour" from supervisors was negatively associated with team performance (self-managing teams that had no coaches significantly outperformed those that did) <p>→ Leaders' coaching in some circumstances fosters team self-management, quality of members' interpersonal relationships, member satisfaction within the team and its work. But coaching alone may make little or even a negative difference in how well a team actually performs</p>	<ul style="list-style-type: none"> - three behavioural indicators of self-management identified by Hackman (1986) - Hackmann's (1987) conceptual model of work-team effectiveness to identify four general conditions that, when present foster self-managing team effectiveness 	<ul style="list-style-type: none"> - self-managed teams have authority and accountability for executing and managing the work – but within a structure and toward purposes set by others - 1. they do not have the authority to set or alter their purposes, structures, or organizational contexts - 2. They do have the authority to monitor and manage, as well as to execute, their work 	<p><i>Service organization (U.S. Customer Services Division of Xerox Corporation)</i></p> <p>34 self-managing teams</p> <p>Structured interviews with the teams and their leaders</p> <p>Surveys completed by all team members</p> <p>Quantitative measures of team performance were obtained from organizational archives</p> <p>Response rate to the survey was 92%</p> <p>Three research associates (graduate students) and the author Wageman collected and coded the data</p> <ul style="list-style-type: none"> - strengths: the measures of design features are derived from coded descriptions of actual organizational features → trustworthiness <p>Independent data sources</p>	<ul style="list-style-type: none"> - Findings show that how leaders design their teams and quality of their hands-on coaching both influence team self-management, the quality of member relationships, and member satisfaction, but only leaders' design activities affect team task performance. - design and coaching interact, so that well-designed teams are helped more by effective coaching – than are poorly designed teams - two types of coaching (providing cues and informal rewards for self-managing behaviours, and problem-solving consultation) contributed positively and significantly to self-management, whereas two other types of coaching (identifying team problems, and leader task intervention) contributed negatively to self-management <p>Hypothesis 1 = supported</p> <p>Hypothesis 2 = supported</p> <ul style="list-style-type: none"> - Positive coaching has a stronger positive effect on process quality in well-designed groups than in poorly designed groups, and ineffective coaching undermines the interpersonal processes of poorly designed teams more than those of well-designed teams

	<ul style="list-style-type: none"> - Hackman (1987): leader's influence comes mainly from his/ her design choices, with this/her coaching activities making a difference only at the margins through small adjustments in what is an already well-determined trajectory → leaders have the opportunity to coach a team to higher levels of self-management and superior performance only when the team is relatively well designed - look at the behaviour categories used in the analysis → providing informal rewards and other cues that the group-as-a-whole is responsible for managing itself; broadening group's repertoire of problem-solving skills through appropriate problem-solving consultation; dealing with interpersonal problems in the team through team process consultation; signalling that individuals are mainly responsible for managing the team's work; intervening the task; identifying team's problems → strong resemblance with literature on self-management (e.g. Manz & Sims, 1987). 			High reliability	<p>→ the effects of leaders' coaching behaviours depend substantially on how well they have designed their teams</p> <ul style="list-style-type: none"> - well designed teams = coaches tend to have more positive influence on team processes - well –designed teams = appeared more robust (ineffective coaching behaviour did not undermine them nearly as much as it undermined teams with flawed designs) <p>→ impact of leaders' coaching on their teams is conditioned by the way in which they set the team up in the first place</p>
Yazid Z. (2015)	<ul style="list-style-type: none"> - external leader - interference by the external leader is said to interrupt the process of the teams which is able to manage themselves - several researcher have discussed how leaders have been identified as one of the main reason for the failure of self-managing team development - however, the existence of a team leader is still required especially for the purpose of guiding the team activities → team leader required special set of skills to assist self-managed teams - role is that of a coordinator - build close relationships between team leader members and the top management by acting as a bridge connecting the two parties, also known as the <i>boundary spanner</i> - might be responsible for team's performance but they do not get involved closely with the team in the daily operational activities and decision making processes - external leader is asking questions (aim to improve team performance by getting info needed and encouraging team members toward achieving their goals) 	<ul style="list-style-type: none"> - Stages of transition to self-directed teams (Orsburn et al., 1990) - Tuckman (1965): standard forming, storming, norming, performing, adjourning group development model differ from findings in this study <p>- have a look on Figure 1: SMPT</p>	<p>Self-managed project teams (SMPT), widely adapted in project-based organizations due to flexibility and freedom in work processes given to team members; leadership is where group members share responsibilities which results in more effective leadership; independence of this type of teams on conducting their tasks eliminates the importance of having a formal leader within the team</p> <ul style="list-style-type: none"> - Cohen et al. (1996) → best way to lead self-managing teams is to have no leader at all - teams always work in a dynamic and compact environment → this increased needs of team members to coordinate their actions specifically in improving their work performance towards achieving team's objective - team members also need to be proactive in predicting any changes in terms of the work environment and their assigned tasks; they also need to respond to changes <p>Project D:</p>	<p><i>ITCo = printing industry</i> <i>HerbalCo = Tonerparts Shop Co, copier, printer, fax consumables, spare parts</i></p> <ul style="list-style-type: none"> - <i>Semi-structured interviews in two small and medium sized organizations in Malaysia (ITCo and HerbalCo); weekly telephone interviews as well as face-to-face interviews were conducted which provided contextual data from the research</i> - study uses multiple comparative case study method - inductive approach is being adopted, cases are 	<ul style="list-style-type: none"> - changes in responsibility → more time for team to focus on their work and not to be blamed for any mistakes & leader was fully responsible for solving any conflict - team: first conflict management strategy then conflict avoidance (not willing to get further involved in the conflict) → being highly dependent on external leader as leader was no responsible for solving conflict as well as being responsible for the decision-making process

	<ul style="list-style-type: none"> - team needs assistance when they need to overcome difficulties or faced conflicts (team has a high diversity) - West (1994): main tasks of leader → setting clear shared objectives; changing roles of team members; developing individual tasks; evaluating individual contribution; providing feedback on team performance, as well as reviewing team strategies and objectives; also: responsible for managing personnel resources as well as material resources <p>Project D</p> <ul style="list-style-type: none"> - when team seeks assistance external leader gets involved and tries to solve the problem <p>Project E</p> <ul style="list-style-type: none"> - when team has problems to find agreements, management has to step in → makes sure that the objective of the session is achieved <p>→ external leader is responsible as a mediator between team and the organizations and is passively involved with the team activities</p>	Transformation Model	<ul style="list-style-type: none"> - team members have regular meetings; their discussions are among them - they show responsibility for their end product (outcome of their work) - facing difficulties if members are not achieving required work outcome → unhappy → want to solve issues immediately → meeting = team members are able to voice out and confront each other → comparing each other's work → comment and critique each other → help each other → nevertheless same problems are arising → becoming desperate → team realizes they are in need of assistance from external leader <p>Project E:</p> <ul style="list-style-type: none"> - regular team meetings → discussions about upgrades, problems, solving issues among each other without involving team leader - facing conflicts, no agreement, unhappy, bad working environment → need management 	<p>selected based on theoretical sampling instead of random sampling (theoretical sampling underlines importance for cases to be selected for theoretical exploration rather than statistical hypothesis-testing purposes) → provides flexibility during research process and involves sampling to test, elaborate and refine a category, their relationship and their interrelationships</p> <ul style="list-style-type: none"> - 15 respondents (interviews) 	
Moe N.B., Dingsøy r T., Øyvind K. (2009)	<p>Team leader (vertical/traditional leader)</p> <p>Leadership = diffused rather than centralized</p> <ul style="list-style-type: none"> - Agile development favours a leader- and collaboration style of management where the traditional Project –manager's role is replaced with the role of a facilitator or coach - does not organize the team; works to remove impediments of the process, runs and makes decisions in the daily meetings and validates them with the management - although team is largely on its own → needs to be controlled → management should establish enough checkpoints to prevent instability, ambiguity, and tension from turning into chaos - should avoid rigid control that impairs creativity and spontaneity 		<p>Self-organizing/self-managed team</p> <ul style="list-style-type: none"> - Team-members need to affect managerial decisions for achieving benefits of a self-managed team - when team and team leaders share leadership, leadership is rotated to the person with the key knowledge, skills, and abilities for the particular issues facing the team at any given moment - team is given significant authority and responsibility for many aspects of their work (planning, scheduling, assigning tasks to members, making decisions – team is accorded full authority to do whatever it decided is necessary to achieve the goal) - increased emotional attachment to organization → greater commitment, motivation to perform and desire for responsibility → employees care more 	<p><i>Software development methods</i></p> <p><i>Agile software development → new way of planning and managing software projects</i></p> <p>Flexible research deign, namely a single-case holistic study</p> <ul style="list-style-type: none"> - studied team leadership in a project in a small software development department, using multiple sources of data 	<ul style="list-style-type: none"> - leadership should be rotated to the person with the key knowledge, skills, abilities for the particular issues facing the team at any given moment - team should be manned with the right people - team leader should be responsible for designing team, and also managing boundaries of team - transformational leadership is required → leadership is about empowering subordinates to participate of transforming the organization

	<ul style="list-style-type: none"> - Team leader should be responsible for designing team (clarifying purpose, securing resources, articulating vision, selecting members, defining team processes) Manage boundaries of team; responsibilities should be assigned; select team members based on their technical, teamwork, leadership skills (right people must be on team, team must be small); articulate how team will approach task and function as a team; articulate trust and confidence in team - training and development is required 		<p>about their work → greater creativity, helping behaviour, higher productivity, service quality</p> <ul style="list-style-type: none"> - influence team effectiveness (brings decision-making authority to the level of operational problems and uncertainties, increase speed and accuracy of problem solving) - premises for succeeding with innovative projects - if project reflects largely external demands, team is less likely to identify with the project <p>- training and development is required</p>	<ul style="list-style-type: none"> - whole development department with 16 developers - Observation (72)(see paper) - semi-structured Interviews (3 developers and Scrum-master) - Documents (see paper) 	
Yang O., Shao Y.E. (1996)	<ul style="list-style-type: none"> - leadership exists within the team (leadership and responsibility have shifted from upper management to team members themselves) - they need traditional leadership role to plan, control, schedule their work processes - they need someone to take a social role in order to reduce conflicts and increase morale, as well as a boundary-spanning role to communicate with other departments and acquire resources - <i>Trait and behavioural approaches</i> → one best style of leadership: a high concern for both subordinates and production (but this is just an approach for leadership by one person) = not helpful for self-managed teams where leadership is taken care off by all team members → requires multiple types of leadership - <i>Situational theories</i> → no 'one best style' of leadership; the most effective leaders must identify the behaviours each situation requires and then adapt their styles to meet the needs of a given situation; variables include: nature of task, subordinates' characteristics, group structure, organizational factors → effective leaders should play different roles and change their styles to match demand of given situation → however, theories presume that leadership qualities exists in one person, power struggles could result when applying the person-centred approaches to the study of shared team leadership 	<p>Four approaches in leadership research:</p> <ul style="list-style-type: none"> - <i>Trait and behavioural approaches</i> - <i>Situational theories</i> → attempting to find match between a leadership style and situation <p>leader faces: Fiedler's contingency model, House's path-goal contingency theory, Vroom & Yetton's normative contingency approach,</p>	<p>Self-managed teams</p> <ul style="list-style-type: none"> - typically consists out of 5-30 members working together on an on-going, day-to-day basis - empowered to produce an entire product or service with little or no supervision - multi-skilled, must learn variety of tasks and rotate from job to job - job responsibility and managing themselves - usually do not require permission of higher management to implement solutions or make decisions - responsible for managerial activities (budgeting, planning, training team members, setting work schedules) <p>For effective team functioning, team members need to be continually trained and developed</p> <p>Team members are skilled in all the eight leadership roles</p>	<p><i>Grocery distribution center</i></p> <p>30 team members</p> <ul style="list-style-type: none"> - questionnaire; survey instrument 'competing values self-assessment' - largest food retailer in northern England - survey was distributed in two zone teams: Team 1 = 22 members; Team 2 = 27 members - 40 team members were sent questionnaires and 30 usable responses were returned → response rate of 61,2% <p>Limitations</p> <ul style="list-style-type: none"> - problem of generalizability (case study of one grocery retailing company) 	<ul style="list-style-type: none"> - Study supports aspect of the competing values framework theory which hold that opposing leadership roles should coexist but not necessarily receive equal emphasis - role priority changes depending on stages of team development - training if required is managers hope to have all eight roles in their self-managed teams - team members may not have all the required skills for being successful team leaders, top management in the organization should consider developing kind of training programmes that team will need in order to operate the eight roles effectively - managers who should promote the eight role in their self-managed teams for success - all self-managed teams should guide their team members towards development of these managerial skills

	<p>- <i>Substitutes for leadership</i> → leadership is not always essential to the effective functioning of group (sometimes unnecessary or redundant); self-managed teams require less task leadership, since members are trained and multi-skilled</p> <p>- <i>Distributed leadership model</i> → suitable for study of self-managed teams; members should possess different leadership qualities and multiple leadership styles coexist and complement one another; match between leadership styles and 4 phases in a team's life (each requires certain leadership style): envisioning, organizing, spanning, social (mutually exclusive but complementary)</p> <p>→ leaders expected to direct work-related activities, but also to negotiate with other groups</p> <p>→ mode overlooks fact that teams require 'mentor' role to facilitate development of human resource</p> <p>- <i>Competing values framework</i> → effective managers must perform contradictory roles in order to fulfil many competing expectations</p> <p>Supervisor must focus on goal attainment and task orientation</p> <p>Concern for employees and people orientation</p> <p>→ Those two roles are in conflict with each other</p> <p>The eight roles of the supervisor</p>	<p>Hersey & Blanchard's situational theory</p> <p>- <i>Substitutes for leadership</i></p> <p>- <i>Distributed leadership model</i></p> <p>- <i>Competing values framework</i> (Quinn & Rohrbaugh, 1983) → see Figure 1 and all information</p>		<p>- problem of self-assessment (results could be different each time)</p> <p>- differences in education level and gender</p> <p>- implications for longitudinal studies (team emphasizes different roles during its life cycle)</p>	
Douglas C. (2002)	<p>External leader</p> <p>- traditional temptation to stay in control → considerable adjustments by managers</p> <p>- more like advisors, leading where they do not have command and control authority</p> <p>→ need to use fewer power-based influence tactics, employ transformational leadership, develop more high LMX relationships with team members, provide team members greater access to organizational info</p>	<p>LMX – Leader-Member-Exchange Theory</p> <p>3 basic leadership style</p> <p>- <i>laissez-faire leadership</i> →</p> <p>Absence of leadership/</p>	<p>Self-directed work teams (SDWT)</p> <p>- need unrestricted access to info (= vital for team success)</p> <p>- given considerable responsibility and authority for daily operations, in a manner consistent with leadership exchange</p>		<p>Training efforts should be centered on providing managers with a realistic preview of the forthcoming changes, which should include a comparison of manager's role before and after the transition</p> <p>- existing managers must accept the concept of team members interacting with employees and managers outside of the current manager's span of control</p>

	<p>→also important: manager's self-monitoring level: high self-monitors will readily adjust to the changing environment and assume the necessary influence behaviours</p> <ul style="list-style-type: none"> - utilize influence tactics that will generate team member empowerment, encourage team learning, portray themselves as being supportive to team activities <p>→ use of rational tactics and soft tactics (see paper for understanding) = communicate respect for subordinates' ability to understand managerial objectives, recognition of subordinates technical task knowledge, and a desire to strengthen relational ties</p> <p>→ manager's ability to influence, based on soft influence tactics, must replace the former controlling function, based on hard influence tactics</p> <ul style="list-style-type: none"> - effective leadership = leader and followers are able to develop mature relationships, characterized by high degrees of mutual trust, respect, and obligation - manager must transcend to encourage interdependence among team members while serving as an advisor or coach to team activities - important characteristics of leadership: social perceptiveness (ability to recognize change) and behavioural flexibility (ability to adjust leader behaviours to match changing situation) → enable managers to adapt in changing situations = provide better leadership = high self-monitors 	<p>passive leaders who generally refrain from participating in individual or group decision-making → negative effect on work group performance measures → does not provide adequate direction/support for SDWT development</p> <ul style="list-style-type: none"> - <i>transactional leadership</i> → associated with term 'management'; involves short-term problem solving and decision making; relies heavily on management intervention → interferes with the basic concept of SDWT - <i>Transformational leadership</i> → Increases motivation, 			
--	--	--	--	--	--

		<p>generates sense of higher purpose = elevate member performance to exceed expectations = directly influencing group potency; leader uses charisma and inspiration to provide sense of vision → appropriate leadership style for SDWT development</p>			
<p>Luciano, MM; Mathieu, JE; Ruddy, TM (2014)</p>	<p>- external leader</p> <p>- in many instances, leaders oversee multiple teams</p> <p>Prior research has demonstrated that effective external leadership is still critical for the team's success</p> <p>→ focus shifts from managing day-to-day activities to facilitating team functioning</p> <p>- <i>average external leadership</i></p> <p>Reflects the general or average level of team facilitating behaviours that an external leader exhibits across teams → higher levels of this construct = more managerial support</p> <p>Leadership entails helping team to function as autonomous units. By providing opportunities for self-determination, responsibility, decision making, leader expect that members will learn from those challenges and be better able to function autonomously</p> <p>External leaders who consistently promote team functioning and facilitate task work foster a stake of empowerment. Passive or absent leaders are like to leave a void in the team and create a sense of</p>	<p>Vertical dyad linkage (VDL) approach to leadership</p> <p>Leader-member exchange theory (LMX) → suggests that leader may treat different members of the same team differently and those differences have consequences in terms of individuals'</p>	<p>Empowered teams</p> <p>- teams that receive relatively more facilitative leadership behaviours likely feel greater support and are more efficacious, compared with teams who receive relatively less of the leader's attention</p> <p>- teams that receive relatively less external leader support are unlikely to identify with or be willing to take responsibility for the team</p> <p>- greater levels of support available to employees in high-quality exchanges may create a positive environment for members and enhance satisfaction with the job (study based on individual level)</p> <p>- leader's attention = relates positively to member job satisfaction, team performance, team empowerment</p> <p>- team empowerment: increase team outcomes by increasing team members' sense of ownership and level of initiative</p>	<p><i>Customer service technicians employed by a mayor office equipment and technology company in 4 regions of the United States</i></p> <p>Data collected from 451 individuals, in 101 teams, reporting to 25 external leaders</p> <p>- collected data from organisation's archives and from employee surveys</p> <p>- survey items were collected from individual team members; responses from 451 individuals (74% response rate)</p>	<p>- Implications of whether external leaders allocate their efforts differently across the teams that they manage → they do! And such differentiation had significant influences on team empowerment and thereby on team effectiveness</p> <p>- teams that received relatively greater amounts of their attention reported greater empowerment</p> <p>- at the same time, the significant direct effects of average external leadership highlight the importance of reporting to a leader who generally engages in more leadership behaviours</p> <p>- results reaffirm the importance of external leadership and confirm that external leaders can both differentiate</p>

	<p>uncertainty and insecurity among team members due to a lack of guidance and support</p> <p>Meta-analysis by Burke et al. (2006): team leadership behaviours that were more task oriented (e.g. initiating structure, boundary spanning) and more person oriented (e.g. empowerment, consideration, motivation) both were significantly positively related to team effectiveness and productivity</p> <p>External leaders who exhibit behaviours that facilitate team functioning would promote team effectiveness</p> <p>- <i>relative external leadership</i></p> <p>Relative support or facilitating behaviours that a team receives from the external leader, in comparison with the other teams reporting to the same external leader. → leaders play an important role in shaping the employees' experiences at work = differentiated treatment received by teams is likely to create differences in team experiences and team functioning</p>	<p>reactions and behaviour</p>	<p>- teams were collectively responsible for determining the division of work, allocation of resources, budget expenditures, work strategy development, performance assessment, and recruitment and development of new members</p> <p>Have formally designated external leader but did not have a formally designated within-team leader</p>	<p>- team sizes ranged from three to 11 members, with an average of about six members</p> <p>Limitations:</p> <p>- the study only examined a subset of external leader behaviours, future research should consider whether out results generalize to other leadership behaviours (e.g. transformational, laissez-faire)</p> <p>- need for longitudinal research</p> <p>- generalization of findings regarding the relatively routine nature of work performed by the teams → more complex environments may place greater emphasis on external leader support</p> <p>- nature of the sample – mostly white males working in empowered teams</p> <p>- the organizational design with an external leader overseeing multiple empowered teams performing the same task independently are common enough to warrant investigation,</p>	<p>their behaviour toward different teams as well as adopt a general style.</p>
--	--	--------------------------------	--	--	---

				<p>these results may not generalize to external leaders who must coordinate the actions of multiple empowered teams</p> <p>- focus was lied on potential benefits of average and relative external leadership</p>	
<p>Cohen, SG; Chang, L; Ledford, GE (1997)</p>	<p>External leadership</p> <ul style="list-style-type: none"> - most self-managing groups have a formal leader who is located above the group in the organizational hierarchy - key contingency variable explaining the success or failure of self-managing teams - Manz & Sims (1987): identified six leadership behaviours → self-expectation, rehearsal, self-goal setting, self-criticism, self-reinforcement, self-observation/evaluation → see paper for explanation of these behaviours (7th factor: “uninterpretable”) → positive correlation between self-managing leadership behaviours and perceived leadership effectiveness → limitations: study has not been replicated in other organizations; no comparison to traditional teams; the questionnaire was made and filled out by the same sample - leader’s role in a self-management situation lies in facilitating the development of self-controls by employees so that they can successfully manage their work activities with fewer organizational controls - external leaders of self-managing teams encourage and facilitate their employees to use these six behavioural strategies, providing empirical support for the development of the SMLQ 	<p>Self-management leadership theory as operationalized by the self-management leadership questionnaire (Manz & Sims, 1987) → their work is rooted in social learning theory (Bandura, 1977)</p>	<ul style="list-style-type: none"> - self-managing teams (autonomous, self-regulating) - interdependent, work on group tasks that are high in autonomy and identity, have considerable authority to make decisions concerning personnel and other matters of the group - self-management authority is not absolute, and the term does not imply the absence of direct management - teams are responsible for regulating the collective behaviour of their members toward productive ends - groups are responsible for regulating their performance by setting their goals, obtaining performance feedback, making evaluations, and developing necessary corrections - self-managing work teams are more effective than traditionally managed groups 	<p><i>Large telephone company</i></p> <p>Sample:</p> <ul style="list-style-type: none"> - 390 self-managing and 412 traditionally managed employees - 94 external leaders from 58 self-managing and 60 traditionally managed teams <p>Limitations:</p> <ul style="list-style-type: none"> - all of the study outcomes are drawn from the same questionnaire instrument that measured the SMLQ behaviours. 	<ul style="list-style-type: none"> - Respondents perceive slightly more self-management leadership behaviours in the self-managing than the traditional work teams. - Respondents evaluate self-managing work teams as more effective than traditional ones, and this difference is moderate in size - Self-managing leadership behaviours are positively associated with QWL (mainly employee satisfaction) and self-rated effectiveness for both self-managing and traditional teams - employees experience greater satisfaction with their work and may perform better when supervisors encourage self-direction, irrespective of whether employees are in self-managing teams
<p>Morges on, FP (2005)</p>	<p>External leadership</p> <ul style="list-style-type: none"> - make key team decisions → e.g. hiring/firing, dealing with customers, purchasing equipment 	<p>Functional leadership theory → team leaders intervene to help</p>	<p>Self-managed teams</p> <ul style="list-style-type: none"> - large amount of autonomy and control over their immediate work environment 	<p><i>Large pharmaceutical company</i></p> <ul style="list-style-type: none"> - <i>mid-sized food processing plant</i> 	<ul style="list-style-type: none"> - Results indicated that leader preparation and supportive coaching were positively related to team perceptions of leader effectiveness, with preparation becoming more strongly

<p>- some activities external leaders are ideally situated to perform, such as encouraging the team; managing the team's boundaries; dealing with unexpected problems or events that can occur</p> <p>- they are frequently found in team-based settings and can positively impact team functioning</p> <p>- basic principle of the functional perspective is that the main job of a team leader is: "...to do, or get done, whatever is not being adequately handled for group needs." → functional perspective suggests that external team leadership is centered on helping teams solve the problems they encounter on a day-to-day basis</p> <p>- leaders satisfy team needs → leaders attend to internal and external work environment for events and other info that may have implications for team functioning → includes monitoring or collecting info about the absolute level of team performance, gathering info about goals and task requirements, obtaining info about events that might influence the team, interpreting performance conditions and environment changes, forecasting future conditions in order to ascertain what negative or positive events may be about to occur</p> <p>- basis of an understanding of the team and the context within which it operates → the leader intervenes or otherwise implements solutions to maintain or improve team functioning → supporting a team's self-management, providing performance feedback, communicating with the team, coaching the team</p> <p>It is important to clarify when a leader needs to interfere and when not</p> <p>→ when such interruptions occur (problems or disruptive events), external team leaders are ideally positioned to intervene in the team and help the team adapt to the event and resume the performance episode (they contribute to team performance by acting as a potentially critical resource to help team adaption)</p> <p>Active forms of intervention will be most effective when disruptive events occur</p> <p>External team leadership and novel performance environments</p>	<p>teams solve problems</p>	<p>- teams can manage most of their own activities, need for leaders, who are not members of team is reduced</p> <p>- reasons for external leadership</p> <ol style="list-style-type: none"> 1. teams are rarely delegated full decision-making authority → left to external leader to make key team decisions 2. see leadership characteristics <p>- because internal team leaders are involved into day-to-day task performance, their ability to monitor the team and environment is limited</p> <p>Teams can be categorized into distinct types on the basis of these tasks</p> <p>- production and service teams → produce standardized products or provide a delimited range of services to internal or external customers; employees on such team commonly work together on a full-time basis over extended periods with considerable self-management; such teams use specific technologies where work processes are used repeatedly</p> <p>→ team encounters same events again and again = develop routines that specify precise, well-understood, and well-known actions</p> <p>→ when problems or disruptive events occur, teams are forced out of their routines and must respond in a more effortful and controlled manner</p> <p>- self-managing teams have a great deal of latitude to develop and enact their own version of reality, in effect interpreting the meaning of events occurring in their context as they see fit</p>	<p>- <i>large state university</i></p> <p>External team leaders from three organizations first described a series of events (N=117), and leaders and team members then completed surveys to quantitatively describe the events.</p> <p>- semi-structured interviews (n=34 across the 3 organizations)</p> <p>- Surveys: 29 leaders and 265 team members completed usable surveys covering 117 distinct events. Response rates were 85% and 75% for the leader and team member samples, respectively</p> <p>- Common methods variance was minimized through methodological separation. That is, all hypothesis tests involved different data sources, where leaders provided the predictor measures and team members provided the dependent measures</p> <p>Limitations:</p> <p>- cross-sectional study → few conclusions can be drawn about the causal</p>	<p>related to effectiveness as even novelty increased. More active leader intervention activities (active coaching and sense making) were negatively related to satisfaction with leadership yet were positively related to effectiveness as events became more disruptive</p> <p>- leaders intervene in specific ways when events occur and that the interventions strategies are differentially related to effectiveness and satisfaction with leadership</p>
---	-----------------------------	--	--	---

	<p>- leaders can intervene by preparing, coaching, or helping the team make sense of uncertain events</p> <p>→ preparing</p> <p>Monitor work environment for potentially disruptive events and to prepare team to manage or otherwise be ready for problems prior to their occurrence; build team capabilities (before problematic events occur)</p> <ul style="list-style-type: none"> - The most effective external team leaders will choose to prepare their teams only when the situation warrants it; leaders contribute the most to team functioning when they see novel events on the horizon that teams may not have encountered in the past <p>→ coaching the team “direct interaction with the team that is intended to shape team processes to produce good performance”</p> <p>Wageman (2001): positive coaching (providing cues and informal rewards for self-managing behaviours and problem-solving consultation) was positively related to team self-management and quality of group process, and negative coaching (identifying team problems and leader task intervention) was negatively related to team self-management and work satisfaction</p> <p>Provide rewards and reinforcement for self-management behaviors on the part of the team → serve to increase team’s self-confidence and is in keeping with the spirit of self-managing teams</p> <p>→ leader sense making</p> <p>Interpret or “make sense” of uncertain organizational events for the team: identifying important environmental events, interpreting these events given the team’s performance situation, and offering this interpretation to the team</p> <ul style="list-style-type: none"> ➔ Presence of shared mental models of environmental events is viewed as essential for effective team functioning <p>→ can run counter to principles of team self-management</p> <p>Hallmark of self-management is the transfer of control from the leader to the team</p>			<p>nature of the relationships between the variables</p> <ul style="list-style-type: none"> - study relies entirely on team member ratings of external team leader effectiveness - production and service teams seek to increase efficiency by developing rules and standard operating procedures → In some settings, disruptions may be viewed positively because they stimulate the development of novel solutions or break dysfunctional habits 	
Druskat, VU; Wheeler	<p>External leadership</p> <ul style="list-style-type: none"> - receiving conflicting signals regarding how to go about it 		Self-managing team, autonomous groups	<i>Large plant of a Fortune 500 corporation</i>	<ul style="list-style-type: none"> - Best external leaders were not necessarily the ones who had adopted a hands-off approach nor were they

<p>JV (2004)</p>	<ul style="list-style-type: none"> - role is highly ambiguous in nature - Companies hold leaders responsible for their team's performance. If the quality or productivity of a team is substandard, its external leader is taken to task -typical external leader is in charge of several self-managing teams at any one time - leader absolutely must avoid any heavy-handed attempts at managing - leaders find themselves caught in the middle: their teams criticize them for being too controlling, while their own managers complain they are being too lax <p>leadership activities and behaviours</p> <ul style="list-style-type: none"> - relating <p>Leader moves back and forth between team and broader organization to build relationships: requires three behaviours: being socially and politically aware; building team trust and caring for team members</p> <p>➔ Explanation of the three behaviours see paper!</p> <p>Average leaders tend to see team members' personal problems as impediments, whereas superior leaders view them as opportunities to build relationships</p> <ul style="list-style-type: none"> - Scouting <p>Demonstrate three behaviours: seeking information from managers, peers and specialists; diagnosing member behaviour; and investigating problems systematically</p> <p>➔ Explanation of the three behaviours see paper!</p> <ul style="list-style-type: none"> - persuading <p>Requires two behaviours: obtaining external support and influencing the teams</p> <p>➔ Explanation of the two behaviours see paper!</p> <ul style="list-style-type: none"> - Empowering <p>Demonstrating three behaviours: delegating authority; exercising flexibility regarding team decisions and coaching</p> <p>➔ Explanations of the three behaviours see paper!</p>		<ul style="list-style-type: none"> - even a team that is autonomous in terms of its activities and decision making must still continually receive direction through a person who is ultimately held accountable for the group's performance - Teams tend to have well-defined job functions and are responsible for monitoring their own performance. Instead of managers telling them what to do, these teams gather and synthesize information, make important decisions, and take collective responsibility for meeting their goals - teams depend on external leaders for help in acquiring resources 	<p>300 self-managing teams at a large plant of a Fortune 500 corporation</p> <p>500 durable-consumer-goods manufacturing plant in the Midwest</p> <ul style="list-style-type: none"> - intensive three-hour interviews with each of the 19 individuals selected; interviews were conducted blind to "superior" or "average" status of the leaders - also spoke with a total of 90 team members: 52 focus groups and 38 in one-on-one interviews - supplemented that information with interviews of the 10 managers to whom the external leaders reported, and they also collected info via questionnaires from the broader group of senior managers and directors at the plant - later examined the applicability of their findings by interviewing external leaders at other organizations and in different industries 	<p>simply focused on encouraging team members in various ways. ➔ instead, the external leaders who had contributed most to their team's success excelled at one skill: managing the boundary between the team and the larger organization ➔ required behaviours can be grouped into four basic functions: relating, scouting, persuading and empowering</p>
----------------------	--	--	--	---	---

	<p>Superior leaders develop strong relationships inside the teams and across the organization; average leaders tend to relate well to one of those parties but not to both</p> <p>Social and political awareness of the broader organization provides access to the individuals and groups that can help the leader best meet team's needs</p> <p>Strong relationships allow leaders access to information in the teams and the organization, which aids leader in making sense of the needs of both parties</p> <p>Good information enables leader to encourage and persuade team to behave in ways that facilitate the organization's effectiveness</p> <p>Sense of control afforded by that influence allows the leader to empower the team more fully, resulting in greater team effectiveness</p>				
Druskat, VU; Wheeler, JV (2003)	<p>External leadership</p> <p>See Druskat and Wheeler "How to lead a self-managing team" (2004)</p> <p>➔ "Managing from the boundary: the effective leadership of self-managing work teams" provides more detailed information about the aforementioned text</p>		Self-managing work teams	<p>- in-depth critical incident interviews</p> <p>Interviews and surveys provided by managers</p> <p>Content analysis of the data produced a process model</p>	<p>- effective external leader move back and forth across boundaries to build relationships, scout necessary information, persuade their teams and outside constituents to support one another, and empower their teams to achieve access</p>
Hagen, M; Aguilar, MG (2012)	<p>- managerial coaching</p> <p>Improve learning processes within organizations, and thus improving competitive advantage; improve employee-manager relationship</p> <p>- improve performance via the exhibition of conscious behaviours, such as questioning, guiding, advising, and challenging in an attempt to develop more empowered, informed, and motivated employees</p> <p>- coaching = process by which a manager, through guided discussion and activity, helps a member of his/her staff to solve a problem or carry out a task more efficiently and/or effectively</p> <p>- coaching, while used to improve the performance of the individual worker, has the potential to improve the performance of the organization overall ➔ done through guidance, encouragement, and support of the learner</p>	<p>- McLean et al. (2005) – concept of managerial coaching is defined by the overt behaviours of a manager designed to improve the learning of employees and is made up of four constructs, which has been further defined</p>	<p>High performance work teams (HPWT)</p> <p>- given that HPWTs are often created to work on highly complex and ambiguous tasks for which individual team members and the leader often have challenging roles, and the learning that takes place within organizations is essential to the teams' ability to search for various solutions to problems and results in improved business capabilities and competencies</p> <p>- HPWT = team that is able to perform at the highest level for extended periods of time, so as to reach complex and difficult goals</p>	<p><i>Study included two heavy-industrial manufacturers, two manufacturing organizations with sales and service components, one high-tech organization, and one organization in the service industry, all of which are publicly traded, for-profit organizations</i></p> <p>- Variables were tested using multiple regression analysis.</p>	<p>- Hypothesis 1 confirmed (positive relationship between the level of coaching expertise exhibited by team leader and the team learning outcomes that result from a project)</p> <p>Hypothesis 2 confirmed (positive relationship between team leader's exhibition of team empowerment within the team context, and the team learning outcomes that result from a project)</p> <p>- Hypothesis 3 confirmed (positive relationship between project difficulty of an HPWT project, and the team</p>

	<p>- delegation has been found to be essential to the development of an HPWT</p> <p>- unique set of skills and approaches is required when leading HPWTs within an organization, including flexibility, the ability to provide positive interactions, and the facilitation of communication</p> <p>→ this is due to the complexity and ambiguity of the tasks, roles and responsibilities of both individual team members and team leaders</p>	<p>by Park, Yang and McLean (2008) → open communication, team approach (<i>team empowerment</i>), acceptance of ambiguity, and facilitation of development (<i>coaching expertise</i>) (bold are discussed in research)</p>		<p>- The data were analysed for two groups using t-tests, factor analysis, as well as correlation, regression, and commonality analysis</p> <p>- population, sample, data collection process</p> <p>- instrumentation and scales</p> <p>- data analysis</p> <p>- data were collected from both leaders and members of 210 Six Sigma terms</p> <p>- data were collected online, from five volunteering organizations, all of which had implemented HPWTs in order to execute Six Sigma projects</p> <p>E-mails with survey links were sent to participants, along with two follow-up reminders for nonrespondents</p> <p>→ Survey was voluntary, and response rates are accordingly low (see paper for individual response rates)</p> <p>- 167 total team leader respondents and 212 total team member respondents</p>	<p>learning outcomes that result from that project)</p> <p>- Team leaders are provided with rigorous training and development in coaching as well as team empowerment</p> <p>- the implementation of both challenging tasks and challenging goals, as suggested by goal-setting theory (Latham & Locke, 1979; Locke, 1968) will help to improve the learning that takes place. By implementing projects that are more difficult and selecting team leaders who employ managerial coaching techniques, organizations may improve the learning processes that take place within a team, via improved feedback, empowerment, and developmental opportunities.</p> <p>- independent variable project difficulty explained the most variance in team learning outcomes for team leaders whereas coaching expertise and team empowerment explained the most variance in team learning outcomes for team members</p>
--	--	---	--	---	---

				<p>- coaching expertise and team empowerment: validity was originally established through factor analysis, field testing and review by content experts, and was further validated in this research through review by content experts, factor analysis, and further field testing</p> <p>- multiple regression analysis was used to test the three hypotheses and research questions</p> <p>- The reliability of each of the scales was tested using coefficient alpha</p> <p>Limitations:</p> <p>- limited by perceptual nature of the data that were collected: use of self-reported data and use of self-reported coaching scores by team leaders may affect the validity of surveys</p> <p>- causal relationships between variables at the group level, as well as increased risk of type II error risk due to the calculation of multiple hypotheses</p> <p>- generalizability: it is only applicable to high-</p>	
--	--	--	--	--	--

				performance work teams and should not be generalized outside the context	
Antoni C. (2005)	<p>Supervisor</p> <ul style="list-style-type: none"> - self-regulatory tasks have to be delegated by the supervisor → he or she is supposed to support the group but not to interfere in group processes - Supervisors must be able to lead teams with goals and feedback and to support them if necessary. 	<ul style="list-style-type: none"> - Management by objectives (MBO) (Drucker, 1954) has no elaborated theory. It is an approach to motivate managers and to integrate their efforts by setting goals for the organization as a whole - MBO can be viewed as a goal-setting technique for management, goal-setting theory and research can be used as an explanatory bias - input-process-output model: see figure 1 in paper 	<p>Self-regulating teams</p> <ul style="list-style-type: none"> - small groups striving for a common goal, integrating primary and secondary tasks, such as quality control and production planning, and organizing themselves on issues like work assignment, job rotation, working time and vacation planning - no distinction is made between the terms “team” and “group” in this paper - they can be perceived as a form of collective work redesign, integrating job enrichment and job rotation at a group level - Teams must be able to use goals and feedback systems and to regulate their action collectively to obtain common goals - task or workflow interdependence is defined as the extent to which group members must actually work together to perform the task and influence each other’s performance. Task interdependence is supposed to influence the extent to which group members use collective planning to improve group co-ordination - Higher group goals lead to higher group effort, direct group behaviour towards group goals, influence the kind of planning, co-operation and communication in the group 	<p><i>Construction supply industry</i></p> <p>176 employees in 26 teams (representing 69% of the sample) participated in the study, but only 21 groups having objective productivity data were included in the analysis at team level</p> <ul style="list-style-type: none"> - participation was voluntary - questionnaires - single company, production teams with similar tasks with quite low task complexity <p>Limitations:</p> <ul style="list-style-type: none"> - methodological constraints - as all variables besides group goals and group productivity were measured at the same time the results referring to these variables are cross-sectional and therefore cannot be interpreted causally 	<ul style="list-style-type: none"> - Results support the proposition that MBO systems can be an effective tool to improve group effectiveness in respect to both group productivity and job satisfaction.

<p>Muethel M., Hoegl M. (2013)</p>	<p>All team members sharing leadership responsibilities</p> <ul style="list-style-type: none"> - shared leadership: dynamic, interactive influence process among peers in which the objective is to lead one another to the achievement of group goals - although independent professionals focus on their own positive outcomes, they regularly depend on the collaboration and coordination with the other team members - for independent professional teams, the area of influence is determined by one team member's possible contribution to another's task accomplishment - shared leadership to be enacted through individual team members influencing the team in an effort to support goal directed collective team behaviour - it included team members' anticipation of other team members' info needs, consideration of task interdependencies, and the initiation and facilitation of info flows as well as decision making and implementation processes - clear distinction between teamwork and shared leadership - only if an influence attempt by one party is perceived as a favour by the other party, perceived obligation to reciprocate the favour develop - social exchange is achieved to the degree that team members provide one or more of the team members with benefits by performing shared leadership and, eventually, receiving benefits due to the whole team accomplishing the team task better - team-member exchange: agreeing with Carson et al. (2007) that valuable exchangers are also possible through active influence - argue that each team member can demonstrate leadership behaviour and thus temporarily take an influencing (leader) role towards another team members that is influenced (follower) - shared leadership effectiveness depends on the coincidence of influence attempt and influence acceptance - the continuous exertion of leader and follower behaviour, e.g. each team member can be a leader in one situation and a follower in another, points to a particular exchange relationship between leaders and followers 	<ul style="list-style-type: none"> - social exchange theory (Hickman, 2010) (vehicle to specify our conceptualization of shared leadership) → individual behaviour is contingent on rewarding actions from others - independent professionals' behaviour is thus seen as quasi-economic, being driven by the individuals' self-interest; seen as being contingent on rewarding actions from others; only when the expected reward exceeds the expected costs, individuals will be willing to demonstrate shared leadership behaviours - social exchange theory 	<p>Independent professional teams</p> <ul style="list-style-type: none"> - high levels of expertise and experience - they do not have a formal project leader - being independent-minded, they evaluate other parties' contributions in a collaborative project team and are likely to reject influence attempts by other team members, if they do not perceive it to be beneficial for their own work in the project - Team members evaluate the potential benefit of adhering to the advice given and then simply demonstrating compliance - team members are continuously considering not only their own sphere of work, but also how the entire project unfolds - they exert effort to understand task interrelationships and take initiative to influence team to ensure that project objectives are met - it does not focus on project leader only, but on the whole team as a source of leadership behaviour → team members jointly take responsibility for successful team task accomplishment - independent professional teams most often work on highly interdependent tasks <p>Hypothesis 1: independent professionals' perceived responsibility for team outcomes is positively related to influence attempts</p> <ul style="list-style-type: none"> - Since the independent professionals are on the same level hierarchically, team members largely lack the power to coerce other team members into compliance → members who want to influence others need to largely depend on others' willingness to follow 	<p><i>Software consulting, industry, wide area of industries</i></p>	<p>Rereading conclusion</p>
------------------------------------	---	---	--	--	-----------------------------

	<p>- shared leadership includes team members engaging in influence attempts</p> <p>Influence attempts include proactive suggestions of one independent professional towards other independent professionals targeting at their sphere of work.</p> <p>→ single independent professionals wish to influence the outcomes of other independent professionals' work packages → however, as they have no decision autonomy in the sphere of other independent professionals, shared leadership initiatives target at influencing others but do not necessarily achieve in doing so</p> <p>- usually staffed flexibly from project to project, regularly collaborating with other I.P. they did not meet before → thus they might primarily be interested in achieving their own work goals and less interested in the achievement of other independent professionals</p>	<p>(Graen & Uhl-Bien, 1995)</p> <ul style="list-style-type: none"> - entrepreneurship theory - shared leadership theory - social exchange theory 			
Erez A., LePine J.A., Elms H. (2002)	<p>Rotated leadership and peer evaluation</p> <p>- first design (peer evaluation)</p> <p>Team members' performance is evaluated and rewarded in the absence of an individual internal to the team (e.g. leader, supervisor, manager) whose responsibility it is to perform this function</p> <p>→ peer evaluations are not well accepted in organizations because it is assumed that they are inconsistent with the goal of promoting a cooperative team climate</p> <p>→ However, use of peer evaluations should promote team functioning and effectiveness</p> <p>- second design (rotated leadership)</p> <p>Nature of team leadership</p> <p>→ Designating a leader may help ensure that the critical team management functions are accomplished (see text for functions) and that members have a sense of their place on the team</p> <p>→ if the leadership responsibilities are rotated among members, a climate of shared leadership may be fostered and this should promote the overall capacity of the team to function and perform effectively</p> <p>Workload sharing</p>		<p>Self-managed or empowered team</p> <ul style="list-style-type: none"> - in self-managed teams decision-making authority concerning the specific means of accomplishing the team's work is left up to the individuals who compose the team - although self-management reflects the capability to determine how team goals are achieved, self-managed teams can be designed differently, and decisions regarding team designs have implications with respect to team functioning and effectiveness 	<p><i>Students</i></p> <ul style="list-style-type: none"> - 116 undergraduates enrolled in three sections of a required HRM course → participation was voluntary - 114 students elected to participate and they composed sample of 38 teams - quasi-experiment <p>Conditions: teams in the three sections were the units of analysis, and each section served as an experimental condition</p> <p>38 self-managed undergraduate teams (12 weeks)</p>	<ul style="list-style-type: none"> - Peer evaluations → higher levels of workload sharing, voice, cooperation, performance and member satisfaction - Rotated leadership → among members had higher levels of voice cooperation, and performance <p>Hypothesis 1: is supported</p> <p>Hypothesis 2: not supported</p> <p>Hypothesis 3: is supported</p> <ul style="list-style-type: none"> - Peer evaluations or rotated leadership promoted team effectiveness as indexed by team performance and member satisfaction → these effects appeared to be at least partially mediated by three team processes: workload sharing, voice, and cooperation

<ul style="list-style-type: none"> - Extent to which members of a team do a fair share of the team's work - because of doing a fair share of the team's work maintains equity norms, social responsibility norms, and norms of reciprocity, team members' satisfaction should be higher in team where workload sharing is high <p>Voice</p> <ul style="list-style-type: none"> - Extent to which people speak up and offer constructive suggestions for change <p>Cooperation</p> <ul style="list-style-type: none"> - quality of interaction among members of team - cooperation promotes team performance (because cooperation promotes integration of members' task focused inputs) <p>Peer evaluations</p> <ul style="list-style-type: none"> - <i>Drawbacks</i> Organizations resist peer evaluations because peers are thought to be uncomfortable in the role of the rater when there are material consequences. Peer raters are believed to be unwilling to differentiate among members for fear of damaging interpersonal relationships and team's social climate - <i>benefits(workload sharing)</i> peer evaluations for reward purposes can promote functioning of a team relative to situations where an external manager provided the evaluations → individuals tend to put forth less effort when working on a group task than when working on an individual task → this 'social loafing', increase workload sharing is a team design that increases members' perceptions that their behaviour is being monitored and that there are consequences for their behaviour <ul style="list-style-type: none"> ➔ <i>Drawbacks of external leader: evaluations from external managers, who may only have limited contact with the team, evaluations from peers would seem to be well suited to promote these perceptions</i> - <i>benefits (voice)</i> peer evaluations are a form of communication that requires members to think about and assess other members' contributions → may cue thoughts about alternative ways of going about the team's task → voice should be promoted 			<ul style="list-style-type: none"> - research is framed using the input-process-output heuristic (team inputs influence team effectiveness through team processes → team processes reflect the nature of the team's functioning and can be captured by constructs such as workload sharing, voice, and cooperation <p>Limitations:</p> <p>threats to internal validity</p> <ul style="list-style-type: none"> - instructor of the course was not blind to the experimental conditions and therefore may have inadvertently treated students in ways that increased probabilities of getting the desired results - ambiguity of causal direction → we cannot rule out the possibility that members satisfaction or knowledge of team performance drove members' perceptions of workload sharing, voice, and cooperation, and not the other way around - we considered a limited number of team processes 	<ul style="list-style-type: none"> - effects of peer ratings for evaluation and reward purposed <p>We found that peer evaluations promoted workload sharing, voice, and cooperation, and that these effects translated into higher levels of performance and member satisfaction</p> <p>- <i>although some have mentioned rotated leadership as a means of promoting a team's ability to function effectively, this ideas had not to our knowledge, been assessed</i></p> <p>Although teams with rotated leadership did not appear to have higher levels of workload sharing or member satisfaction, these teams did have higher levels of voice and cooperation, and these relationships did appear to translate into higher levels of team performance</p> <p>We are not suggesting that rotated leadership is universally preferable to emergent leadership or to a single designated leader, but we are suggesting that rotated leadership may be a viable team design option</p>
--	--	--	---	--

	<p>- <i>benefits (cooperation)</i> peer evaluations make members accountable to one another and may have material consequences, team members should be less likely to want to appear to be disagreeable or unsupportive → peers will want to be perceived as team players → interactions will be more likely to reflect type of courtesy and thoughtfulness that are characteristic of cooperative teams</p> <p>Rotated leadership</p> <p>Design can take several forms</p> <p>- self-managed teams could rely on a member or members to step forward and carry out leadership functions....appropriate because:</p> <p>- <i>benefits</i></p> <p>possible that leader who eventually emerges through some natural selection process will be the most qualified to lead and carry out leadership functions</p> <p>possible that the members who are actually doing the work are in the best position to determine who should carry out leadership responsibilities (<i>rotated leadership had benefits in terms of promoting team functioning over teams that rely on leader emergence</i>)</p> <p>- <i>drawbacks</i></p> <p>Nonemergent leader may feel less responsible for team outcomes</p> <p>Nonleader members may come to rely on the emergent leader to carry out many responsibilities that members themselves could otherwise accomplish</p> <p>Emergent leader may feel less responsible → leadership status is unofficial and unrecognized</p> <p>→ Feelings of reduced responsibility translate into reductions in effort toward the accomplishment of team outcomes</p> <p>But rotated leadership among team members over the life of a team may ameliorate this tendency → all members are involved in team outcomes; each member plays important part in determining team effectiveness → positive on workload sharing</p>			<p>- generalizability of our findings (see paper for more information)</p>	
--	--	--	--	--	--

	<p><i>Increase the overall level of voice in a team</i></p> <p>Members experience in leadership role should increase:</p> <ul style="list-style-type: none"> - their overall knowledge of team and its task → greater ability to generate suggestions for change - their self-efficacy for expressing themselves → greater motivation to express suggestions and ideas <p><i>Cooperation</i></p> <ul style="list-style-type: none"> - rotated leadership should clarify who is responsible for performing behaviours associated with specific roles → better sense of which types of behaviour to enact → fewer misunderstandings and overall, smoother system of interpersonal interaction - shared experience of difficulties associated with leadership role → shared experiences breed empathy 				
Taggar S., Hackett R., Saha S. (1999)	<p>Leaderless teams – emergent team leaders?</p> <ul style="list-style-type: none"> - Leaders differ from other team members in that they are “more likely to direct other group members’ activities”(De Souza & Klein, 1995, p.475) - The leadership role in teams largely involves facilitating team process – initiating or formulating goals, encouraging interaction between all team members, finding necessary resources to get the job done, encouraging diverse points of view, acting as coach, clarifying team member responses, and organizing the group’s thinking - Schneider & Goktepe (1983): defined emergent leaders as group members who exert significant influence over other members of the group although no formal authority has been vested in them - emergent team leaders (individuals rated highest on perceived leadership by their peers) were more adapt than other team members at perceiving team requirements and selecting appropriate behaviour to these demands - more than one team member exhibiting leadership (as reflected in a set of behaviour that team members attribute to leadership) 	<p>Five-Factor Model (FFM) – relationship between personality attributes and job performance</p> <p>Hypotheses 1-5:</p> <p>Conscientiousness → will be positively related to leadership score of each team member</p> <p>Extraversion</p> <p>Openness to Experience</p> <p>Agreeableness</p>	<p>Autonomous work team</p> <ul style="list-style-type: none"> - Taking responsibility for completion of a variety of tasks, including team maintenance functions (e.g. conflict resolution and team and individual performance feedback), work allocation, and identifying and solving ill-defined or poorly structured problems - the role assumed by an individual depends on his/her abilities and interests, the needs of other group members, and the team task to be completed - roles that people assume are flexible and dynamic; low role differentiation - person may emerge as a leader in one team but not in another - we may all exhibit leadership behaviour at one time or another, but some people are more likely to exhibit behaviour attributed to leadership more often than others. Hence, although we operationalized the 	<p><i>Undergraduate students at mid-sized university</i></p> <ul style="list-style-type: none"> - 13 weeks - 480 second-year undergraduates business students in a mid-sized university in 94 initially leaderless teams of 5 or 6 - Team leaders were not assigned - <i>Personality</i> FFM traits were measured by the revised NEO Personality Inventory - <i>General cognitive ability</i> measured by the Wonderlic Personnel Test - <i>Leadership</i> assessed by two items: 1. Exemplifies 	<ul style="list-style-type: none"> - Leadership emergence was associated most strongly with cognitive ability, followed by conscientiousness, extraversion, and emotional stability - Teams performed best when both team leader and staff were high in leadership - an effective team leader does not ameliorate the negative effects of a staff low in leadership - Beta weights showed that g (H6) contributed most to explaining team member leadership, followed by Conscientiousness (H1) and Extraversion (H2), and lastly, Neuroticism (H5). H3 (Openness to Experience) and H4 (Agreeableness) were not supported

	<p>- If the team leader is most likely to exhibit high amounts of facilitating behaviour (e.g. co-ordinating, directing, and evaluating and synthesizing solutions), then his or her actions may have the most impact on team performance → Hypothesis 7: the leadership score of the team leader (the person with the highest leadership score in the team) will be positively related to team performance</p> <p>- Although the main purpose of leadership is to organize and direct group toward the attainment of mutual goals on a particular task it appears that a team performs best when such behaviour is the responsibility of staff members as well as team leader.</p>	<p>Neuroticism</p> <p>→ See paper for explanations</p>	<p>“emerged” team leader as the team member who had the highest leadership ratings among all team members, all team members may exhibit leadership behaviour and therefore leadership may emerge from a number of different people</p> <p>Five Factor Model (FFM)</p> <p>- Conscientiousness → factors especially important in autonomous work teams were the team takes responsibility for task completion & team decision accuracy was contingent on leader conscientiousness</p>	<p>strong leadership and 2. Assumes leadership</p> <p>- <i>Validation of leadership measure</i></p> <p>- <i>Goal measure and team performance</i></p> <p>Limitations:</p> <p>- Generalizability</p> <p>- the impact on common method variance was expected to be minimal</p> <p>- subjects were not randomly assigned to groups</p>	<p>- The team leader (team member with the highest leadership score) did not significantly impact team performance over and above other team member (H7).</p> <p>- It is evident that a high leadership score on the part of both the team leader and staff (additive) yielded high on team performance. A low staff leadership score neutralized the effect of a high team leader. Similarly, emergent team leaders with low leadership scores relative to other team leaders, neutralize the effects of a staff high in leadership → team leader is a facilitator of team performance rather than being the dominant contributor to team performance</p> <p>- high leadership scores on the part of both leader and staff are necessary for achieving high team performance</p> <p>- Each team member must perform at minimal acceptable levels for the team to succeed and therefore must possess the required resources – g, Conscientiousness, Extraversion, and Neuroticism – to draw on. The results indicate that each team member makes a unique contribution to team effectiveness and the failure of one member to exhibit leadership behaviour is detrimental to team performance</p> <p>- Once a person has assumed the team leadership role in an initially leaderless team, that person may function in much the same way as a designated leader. Although the emerged team leader may have no formal authority, he/she may</p>
--	---	--	---	---	--

					<p>have informal authority granted from the role negotiation process</p> <ul style="list-style-type: none"> - results suggest that human resource practitioners should seek to maximize number of people in a team who exhibit leadership behaviour, such as performance management, goal setting, and synthesis of ideas - also: although one individual may clearly exhibit leadership behaviour more than his/her peers may, this individual cannot compensate for lack of leadership behaviour in other team members. A team needs many acts of leadership, contributed from all members of a team
<p>Nicolaides, VC; LaPort, KA; Chen, TR; Tomassetti, AJ; Weis, EJ; Zaccaro, SJ; Cortina, JM (2014)</p>	<p>Shared leadership of teams (vs vertical leadership)</p> <p>Two streams of research on leadership in teams</p> <ul style="list-style-type: none"> - application of traditional theories of leadership: single individual that is designated to lead the team, and on the relationships that individual leader has with his/her followers → vertical leadership - leadership is seen as emanating not only from a designated leader, but also from team members themselves → shared leadership - vertical leaders may lack the full range of human capital or the temporal resources necessary to help their teams accomplish their goals → shared leadership can provide support to vertical leadership efforts - Hypothesis 1b: Shared leadership contributes incremental variance in team performance, beyond vertical leadership - task interdependence increases demands for leadership behaviours that foster more effective member coordination → coordination and embeddedness in a high-quality relational environment were critical for the emergence and influence of shared leadership 		<p>Team-based structures</p> <ul style="list-style-type: none"> - they provide faster and more flexible action, as well as increased informational processing capability than more rigid and centralized organizational structures - shared leadership → “a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both” → reduced distinction between leader and follower, because team members may fill either of these roles at any given time → set of interactive influence processes in which team leadership functions are voluntarily shared among internal team members in the pursuit of team goals - shared leadership: participation, information sharing, and positive tone among team members = team functioning and effectiveness - engagement in shared leadership behaviours and satisfaction of team needs (e.g. setting realistic goals for one another and helping the team generate 	<ul style="list-style-type: none"> - published and unpublished empirical studies - located relevant journal articles by conducting a search in the PsycInfo and AbBI-Inform databases from January, 1990 – April 2013 using variety of leadership-team keywords - searched the conference programs from the annual meeting of the Society of Industrial and Organizational Psychology and the national meetings of the Academy of Management with the same keywords 	<ul style="list-style-type: none"> - Hypothesis 1b: supported - Research question 1: does team size moderate the shared leadership-team performance relationship? → not supported (no interaction between team size and shared leadership) - Longer tenured team may suffer from power struggles and power inequalities, which breed tension, conflict, and anger within the group → disrupting team processes and performance → finding lends support to the idea that the positive effects of shared leadership can be difficult to sustain over time - Research questions 3: does team type moderate the shared leadership-team performance relationship? → no, team

			<p>solutions to overcome obstacles) should increase the confidence team members have that collectively they can produce efficient team functioning that leads to team success</p> <ul style="list-style-type: none"> - as members share team leadership functions, they gain more voice in team direction and in the management of team processes, which in turn should foster a shared commitment to team action → stronger and more positive sense of team's ability to succeed - team size can be both an asset and a liability for teams <ul style="list-style-type: none"> → larger teams have greater decision making and information processing capabilities than smaller teams → larger teams also introduce proximity barriers and reduce coordination and communication effectiveness = can hinder mutual influence processes <ul style="list-style-type: none"> → Research question 1: does team size moderate the shared leadership-team performance relationship? - Longer tenured team may suffer from power struggles and power inequalities, which breed tension, conflict, and anger within the group → disrupting team processes and performance - Research questions 3: does team type moderate the shared leadership-team performance relationship? 	<ul style="list-style-type: none"> - Solicited additional unpublished empirical studies - contacted a number of experts who have published articles on shared leadership <ul style="list-style-type: none"> → total of 467 studies whose abstract were deemed suitable for inclusion → of the 467 initial studies 52 were judged by the first five authors to comply with all of the inclusion criteria <ul style="list-style-type: none"> → Inter-rater agreement was 97% and differences were resolved via consensus - used product-moment correlation as key metric in this meta-analysis <p>Limitations</p> <ul style="list-style-type: none"> - none of the studies included used a true experimental design with randomized control conditions in this field - for causality to be inferred in this area, more 	<p>type did not interact with shared leadership in the prediction of team performance</p> <ul style="list-style-type: none"> - shared leadership is particularly effective when interdependence is high; high interdependence required team members to work closely with one another, coordinate, and integrate actions - results indicate that as a team tenure increases, shared leadership validities decrease - confirmed findings regarding shared leadership and performance, the incremental validity of shared leadership over vertical leadership, and the moderating effects (or lack thereof) of several methodological moderators
--	--	--	--	--	--

				<p>experimental studies are needed</p> <ul style="list-style-type: none"> - relatively small sample of primary studies included in the analysis, which may display problems of second-order sampling error 	
<p>Stoker, JI (2008)</p>	<p>Directive vs coaching (leadership) behaviour</p> <ul style="list-style-type: none"> - <i>directive leadership</i> (task-oriented leadership or “initiating structure”) <p>Reflects situation, in which leader defines, directs and structures the roles and activities of subordinates towards the attainment of team’s goals</p> <p>Leader who scores highly for directive leadership or “initiating structure” is one who tells employees what to do, and how to do it.</p> <p>Initiating structure is related to performance</p> <p>→ Two different views on effectiveness: 1. Team leaders should distance themselves from the team and focus on asking questions, rather than being directive and task-oriented = otherwise frustrates the self-management potential of a team, and will ultimately decrease performance; 2. Can help to reduce uncertainty and ambiguity, which may be beneficial for SMT member performance</p> <ul style="list-style-type: none"> - <i>Coaching leadership behaviour</i> <p>Defined as a day-to-day, hands-on process of helping employees to recognise opportunities to improve their own performance and capabilities.</p> <p>Refers to a process of giving guidance, encouragement and support to the team members</p> <p>→ view on effectiveness: 1. many articles in popular literature encourage leaders of SMTs to adopt a supportive and coaching style rather than to impose initiating structure; coaching behaviour of work teams is related to team psychological safety and team performance</p>		<p>Self-managing teams (SMT)</p> <ul style="list-style-type: none"> - way of improving the performance and well-being of employees - “groups of interdependent employees who have the collective authority and responsibility of managing and performing relatively whole tasks” - SMTs can contribute to burnout because it required team members to have more intense and more frequent interactions with each other (Elloy et al., 2001). Work overload appears to increase the frequency of burnout (Maslach and Jackson, 1986) <ul style="list-style-type: none"> - Hypothesis 1a: Team tenure moderates the relationship between initiating structure and perceived individual performance, such that initiating structure is positively related to a perception of high individual performance by team members with short team tenures, and negatively related to the individual performance perceptions of team members with longer team tenure - Hypothesis 1b: Team tenure moderates the relationship between initiating structure and emotional exhaustion, such that initiating structure is more positively related to emotional exhaustion for team members with short team tenures than for team members with longer team tenure - Hypothesis 2a: Team tenure moderates the relationship between coaching behaviour and 	<p><i>SMTs within the Operations Division of a large bank in the Netherlands</i></p> <p>Questionnaire study was conducted involving 154 team members of 21 SMTs, participation was voluntary</p> <p>Limitations</p> <ul style="list-style-type: none"> - data were self-reported and the cross-sectional design of the study precludes conclusions about the direction of causality <p>Limitations:</p> <ul style="list-style-type: none"> - only looked at teams in a single organization - many of the data were self-reported, and this might cause problems due to common method variance 	<ul style="list-style-type: none"> - Team members with a short team tenure reported higher levels of individual performance when their team leader demonstrated directive behaviour - lower levels of individual performance and experienced greater emotional exhaustion when their team leader adopted coaching behaviour; for team members with longer team tenure, however, individual performance was greater and emotional exhaustion less when their team leader exhibited a coaching style of behaviour - practical implications: by adapting their leadership styles to suit the characteristics of individual team members, leaders may be able to increase the effectiveness of the individual team members - direction relationship between leadership and performance that is statistically significant: coaching behaviour is negatively related to perceived individual performance - Hypothesis 1a: confirmed → there is a significant interaction effect between

			<p>perceived individual performance, such that coaching behaviour is negatively related to perceived individual performance for team members with short team tenures, and positively related to perceived individual performance by team members with lengthy tenures</p> <p>- Hypothesis 2b: Team tenures moderates the relationship between coaching behaviour and emotional exhaustion, such that coaching behaviour is positively related to high emotional exhaustion for team members with low team tenure, and negatively related to emotional exhaustion for team members with high team tenure</p>	<p>- team tenure was the only personal characteristic of team members considered</p> <p>- cross-sectional nature of this study → it makes it impossible to investigate and determine the direction of the relationships</p>	<p>initiating structure and team tenure on perceived individual performance</p> <p>- Hypothesis 1b: not supported → the interaction between team tenure and initiating structure does not influence emotional exhaustion</p> <p>- Hypothesis 2a and 2b: both confirmed → the interaction on both perceived individual performance and emotional exhaustion</p> <p>- the positive results for the effectiveness of initiating structure show that SMTs can benefit from this style in the same way as teams that are more conventional → contention that initiating structure is important for effective leadership</p> <p>- effect of each leadership style would be influenced by the team tenure of the individual team members</p> <p>- both initiating structure and coaching leadership styles are important for SMTs</p> <p>- leadership is most effective when it fits with the team tenure of each individual team member</p> <p>→ both initiating structure and coaching behaviour can indeed be either beneficial or harmful depending on the length of time an individual has spent in the team</p> <p>- <i>practical implications:</i> “team leaders should realize that individuals within the team matter” → adopting different leadership behaviours towards individual team members would seem to be more effective than using a single approach</p>
--	--	--	--	---	--

					Both leadership styles can be (in)effective → need for a team leader who is flexible in adopting different leadership styles and is able to use both initiating and coaching behaviour
Stewart G.L., Courtright S.H., Manz C.C. (2011)	<p>Self-leadership Team level – no external leader, leadership is shared among team members</p> <ul style="list-style-type: none"> - particularly leadership roles, require a high degree of assertiveness and energy, which are ideally suited to extraverts - it is important that conflict in teams be prevented or resolved effectively because meta-analytic evidence suggests that across teams with varying degrees of self-leadership, task and relationship conflict are very often negatively related to team member satisfaction and team performance. Effective conflict management is particularly important for teams with a high degree of internal control because conflict is resolved by team members themselves rather than by a traditional supervisor - transactive memory systems are particularly important for self-leadership at the team level because knowledge and information must be coordinated within the team rather than by a formal hierarchical leader <p>➔ Perhaps have a look at Table 2: Internal Forces of Team-Level Self-Leadership</p> <ul style="list-style-type: none"> - A shared mental model should be particularly important for teams composed of self-leading individuals. Having a common purpose and clear understanding of who has what responsibilities is likely necessary for coordinating team member efforts when there is no formal leader → self-leading individuals need to integrate their own goals with the goals and objectives of the larger collective, making a shared mental model a likely prerequisite for a truly self-leading team <p>External Forces</p> <ul style="list-style-type: none"> - Scholar generally agree that the success of self-leading teams depends on the actions of an external team leader, that is, the leader to whom the team reports. 	<ul style="list-style-type: none"> - Theoretical framework for self-leadership (figure adapted from Manz, 1986); largely grounded in the broader concept of control theory (Carver & Scheier, 1982) (theories = not relevant?) - Figure 2 (Continuum of Self-Leadership at Individual and Team Levels): self-leadership falls along a continuum ranging from low for behaviour that is externally governed too high for individuals or teams who determine not only how to carry out tasks but also what those tasks are 	<p>Self-managing/self-leading teams</p> <ul style="list-style-type: none"> - Even though behaviour is often supported by external forces such as a leader, actions are ultimately controlled by internal rather than external forces - self-leadership is a concept that spans organizational levels and ties together research at individual and group level of analysis - individual self-management = self-observation, self-management of cues, self-goal setting, self-rewards/criticism, and rehearsal; enhanced self-knowledge can provide info about behaviours that need to be strengthened, eliminated, or changed - Self-managing teams are given authority over work processes and are allowed to regulate their own behaviour: authority to select and terminate workers, set their own work schedules, determine budgets, order materials needed for production, and monitor product quality <p>Self-leadership Team level</p> <ul style="list-style-type: none"> - Teams exhibit self-leadership when they apply self-control to production management activities; also encompasses the application of self-control principles to coordinate interpersonal interactions - self-leading teams perform human resource activities - Table 1: Literature Review on outcomes of self-leadership behaviour at team levels 	<ul style="list-style-type: none"> - Multi-level perspective - literature review 	<ul style="list-style-type: none"> - external leadership is particularly important, as self-leadership is not a complete substitute for external leadership but rather an influence process that can be complementary to and facilitated by external leadership - effective self-leadership requires contributions from external leaders, albeit conditions that are very different than those traditionally associated with a command and control perspective of leadership → the external leader role moves away from director and boss toward acting as a coach and a catalysing support

	<ul style="list-style-type: none"> - Primary role of external supervisor is to (a) support the team's success by facilitating the team's self-leadership and (b) help the team to interact effectively with the environment - also note that leaders usually emerge in groups when no formal leadership role is prescribed, suggesting an individual filling a leadership role does indeed influence team self-leadership, even when that person lacks formal positional power - (Manz & Simon, 1987) first role of an external supervisor: "leading workers to lead themselves" → effective external leaders provide support for internal control by encouraging their teams to be self-observing, self-evaluating, and self-reinforcing - (Wageman, 2001) found that teams had higher levels of self-leadership when leaders provide rewards for self-leadership behaviours, signal to team members that they are primarily responsible for managing the team's work, and provide problem-solving consultation. - (Morgeson, 2005) active, hands-on coaching by external leaders is necessary in some situations → disruptive events in team's environment; but under other conditions active coaching interventions can hinder long-term self-leadership by creating dependence on the leader rather than requiring team themselves to own and resolve problems through internal processes (e.g. conflict management) - (Druskat and Wheeler, 2003) uses qualitative data taken from 300 self-directed production teams and their external leaders to develop a boundary-spanning model where effective external leaders serve as linking pin with other groups both inside and outside the organization → effective leaders use their positions to the advantage of their teams by building social and political capital with outside parties and scouting info necessary for them to self-lead - have a look at Table 3: External Forces of Team-Level Self-leadership 	and why they should be done (Manz, 1992) → see paper for explanation	<ul style="list-style-type: none"> → Productivity/ quality +, Ø → Creativity + → Self-efficacy + → Psychological empowerment + → Job satisfaction +, Ø, - → Organizational Commitment +, Ø, - → Absenteeism +, Ø, - → Turnover +, - → Stress/ anxiety +, - → Career success n/a → Mixed results (outcomes of self-leadership behaviour for teams suggest that it may not have an universally positive effect on productivity) 		
Eseryel, UY; Eseryel,	<ul style="list-style-type: none"> Transformational leadership, emergent leaders - transformational leaders generate awareness and acceptance among followers toward group goals 	- (Podsakoff and colleagues, 1990): identified six types of	<ul style="list-style-type: none"> Self-managing global information systems development teams - groups of independent individuals who have the collective authority and responsibility of managing 	<ul style="list-style-type: none"> <i>Global information systems development, OSS</i> - collected data from Apache Open Source 	- individuals emerge as leaders through their consistently noteworthy contributions to their team over extended periods of time and through the

<p>D (2013)</p>	<ul style="list-style-type: none"> - transformational leadership exists when leaders move their followers to go beyond their own self-interests for the good of the group - it enables information systems (IS) development for competitive advantage by generating an innovative IS climate and by contributing to business-IS alignment thus increasing organizational performance - transformational leaders influence followers with communication, through which they set a vision and high standards and increase team cohesion, achieve team success, reduce social loafing, and increase member performance - key findings show how formal external leaders design their teams, empower teams, define the quality of their coaching and influence self-management and success - Transformational leadership and emergent leadership = emergent transformational leaders would be defined as group members who, without formal authority, exert significant influence over other members of the group and move them to perform above expectations. One or more such leaders emerge within a group - emergent leaders are the most frequent communicators 	<p>transformational leadership behaviours → these are articulating a vision for the group, being an appropriate role model, fostering the acceptance of group goals, creating high performance expectations, providing individualized support and intellectual stimulation to team members</p> <p>- see Figure 2: Theoretical model about transformational SMG-ISDT leadership emergence and influence</p>	<p>and performing relatively whole tasks to achieve group goals</p> <ul style="list-style-type: none"> - these novel teams would require newer types of leadership that challenge traditional organizational assumptions - IS development teams are cross-functional, their members bring multidisciplinary knowledge, their work is characterized by time pressure, and their outcomes must be adaptive to changing stakeholder expectations, business and technology conditions 	<p>Software (OSS) development teams → computer software</p> <ul style="list-style-type: none"> - qualitative approach, and specifically, a grounded theory approach - 25 in-depth qualitative, semi-structured interviews, participants were identified with the snowball sampling approach during annual Apache conferences <p>Limitations:</p> <ul style="list-style-type: none"> - sole dependence on interviews in developing a model of transformational leadership 	<p>inspiration they provide other team members → action-embedded transformational leadership</p> <p>→ three important characteristics of action-embedded leadership identified in Apache OSS teams:</p> <ol style="list-style-type: none"> 1. Actions of these perceived leaders help convey and put in place strongly held beliefs and values 2. their actions stimulate innovative problem solving 3. perceived leaders' actions generate high degrees of follower confidence in that the leaders protect the team <p>→ signposts of transformational leadership</p> <ul style="list-style-type: none"> - findings: data show that SMG-ISDT transformational leaders, similar to their hierarchical counterparts is IS and organizational teams, exhibit a clear understanding of the group's future, create high follower confidence, invite trust and admiration, inspire others, lead by example, and are considerate of the feelings of others - SMG-ISDT transformational leadership differs from hierarchical IS leadership as follows: it's emergent and thus fluid in that individuals gain or lose leadership through their actions over time; they do not start off by communicating grand visions, they accomplish vision by working towards it and setting an example to other to join in; motivate others to join in on
---------------------	---	--	--	---	---

					<p>establishing the same vision and working towards the same goals</p> <ul style="list-style-type: none"> - results of this study provided empirical evidence to the IS transformational leader behaviours, such as inspiring others, leading by example, and being considerate of others' feelings
<p>Solansky S.T. (2008)</p>	<p>Shared leadership vs single leadership</p> <ul style="list-style-type: none"> - (Zaccaro et al., 2001) leadership processes influence team cognitive, motivational, and affective processes; (Ensley, Pearson & Pearce, 2003) leadership process affects the attitudes, beliefs, and behaviours of team members → leadership processes and team processes are closely linked - the necessity of leadership processes does not disappear because a team is self-managed → (Barry, 1991) self-managed teams need more leadership than conventional teams; “in addition to needing task-based leadership (such as project definition, scheduling, and resource gathering), self-managed teams require leadership around group development processes (developing cohesiveness, establishing effective communication patterns and so forth)” - shared leadership is proposed to be beneficial to team processes in part because there are more “heads” and “hands” (i.e. leaders) to attend to the team's developmental and functioning needs, particularly the motivational, social, and cognitive processes needed for the team's performance - Hypothesis 1: Teams that establish shared leadership will have higher collective efficacy scores than those without shared leadership <ul style="list-style-type: none"> → Collective efficacy is likely to be more powerful when several team members are pursuing it rather than single individual. That is, when leadership is shared, team members are motivating each other, creating a team climate of interdependent reinforcement - Hypothesis 2: Team that establish shared leadership will have lower relational conflict scores than those without shared leadership <ul style="list-style-type: none"> → (O'Toole et al., 2002) suggested that individuals involved in shared leadership systems are more willing to adhere to 	<ul style="list-style-type: none"> - Collective efficacy - Relational conflict - Transactive memory system 	<p>Self-managed teams</p> <ul style="list-style-type: none"> - have the autonomy to make important decisions concerning their team processes <ul style="list-style-type: none"> → key process = leadership - self-managed teams need more leadership than conventional teams around both task-related issues and team development issues (Barry, 1991) - organizations have clearly found teams to be effective; the combination of skills, expertise, and resources of team members enable the team to potentially optimize the speed and efficiency in which complex tasks can be completed - work teams are allowed to self-manage their team processes, that is, the team has the authority and responsibility to manage how their team functions; typically self-managed teams have no formal leader designated by the authority that creates the team → rather, the team is allowed to designate its own leader 	<p><i>Students in an undergraduate management class at a large university in the Southwestern United States</i></p> <ul style="list-style-type: none"> - laboratory study of 20 work teams - teams were allowed to form on a voluntary basis - only role of the instructor during competitions was to facilitate timing, bring in necessary materials for each team, and provide a general ideas of what the tasks were - each team had complete autonomy in establishing how and to what extent it would meet its goals - Surveys; Role charts; Journal entries - Control variables <p>Limitations:</p> <ul style="list-style-type: none"> - use of laboratory study with students (→ internal 	<ul style="list-style-type: none"> - findings suggest that teams with shared leadership have motivational and cognitive advantages over teams that took the traditional approach of relying on a single leader - Hypothesis 1: supported (collective efficacy is higher for shared leadership) - Hypothesis 2: is not supported (differences in scores is not significant, however, shared leadership did have lower averages (less relational conflict) than nonshared leadership teams) - Hypothesis 3: supported - The traditional approach to leadership essentially sees the leader as a focal point, a central processing node where responsibility ultimately resides. The centrality of a single leader helps clarify role boundaries, procedures, and hierarchical arrangements. The centrality of a single leader provides a singular source for defining direction and enabling climate, motivation, and identity. - Shared leadership makes the team environment more complex, and so the team's cohesiveness and ability to communicate become more important

	<p>the values and be committed to their teams and thus demonstrate less relational conflict.</p> <p>- Hypothesis 3: Teams that establish shared leadership will have higher transactive memory system scores than those without shared leadership</p> <p>➔ Although a single leader may be able to enable the development of the team's transactive memory, it seems more likely that broader participation among team members will allow a more comprehensive understanding of their potential and understanding of team capabilities to complete tasks (Vroom & Yetton, 1973); thus shared leadership may be more effective in diagnosing and solving problems (Zaccaro et al., 2001) because there are multiple people attending to the awareness of team member skills</p>			<p>validity, however, poor external validity: artificiality of the research situation and limited generalizability across different participants and situations)</p> <p>- small sample size</p>	<p>than if a single individual were the leader. Moreover, the attempt to share leadership within a work team could turn into a protracted power struggle. But, a single leader, no matter how gifted, cannot be right all the time, so as a practical matter, combining the talents and interests of several individuals likely to increase a work team's long-term success simply because greater resources are being devoted to the leadership function</p>
Elloy D.F. (2005)	<p>Superleadership</p> <p>- as self-managed teams develop and mature, the formal leader becomes less involved in the day-to-day work activities of the team ➔ more often, we are seeing the leadership for some team functions is generally being rotated among some or all of the team members over time ➔ so as individuals in self-managed work teams accept more responsibility for their work, they also become more involved in leading their teams</p> <p>- individuals who manage employees in self-managed teams therefore need a different set of skills from those used by managers in traditional organizations</p> <p>- the most appropriate leadership in empowered organizations is "one who can lead other to lead themselves" (Manz & Sims, 1991) instead of traditional model of leadership of one person commanding other to do something ➔ for leaders to be successful, they need to become coaches and facilitators, and help individuals in work team to lead themselves thereby unleashing their abilities and potential</p> <p>- Superleader behaviours would also encourage the group to self-regulate its activities by allowing team members to control technical variances within the boundaries of the group (Cummings, 1978)</p> <p>- Superleader behaviours encourage team members to monitor their own activities and performance and make the corresponding improvements where required ➔ enhanced task feedback</p>	<p>- Termed the "superleader" (Manz & Sims, 1990) identified six behaviours that should be performed in order to help a self-managing work team to manage itself</p> <p>➔ see paper for 6 leadership behaviours</p>	<p>Self-managed work teams</p> <p>- relatively small groups that take complete responsibility for making a product or delivering a service, performing a variety of tasks and utilizing a number of skills which the group as a whole processes</p> <p>- have a high degree of autonomy (control over their work place, allocation of tasks within the team, and participate in the selection, recruitment and training of work team members)</p> <p>- operate without a visible manager and assume many primary responsibilities of management</p> <p>- they are hypothesized to be effective, contribute to employee quality of work life and produce outcomes such as increased employee satisfaction, the opportunity for increased socialization in the workplace, increased autonomy, opportunity to learn new skills, and other aspects such as reduced absenteeism, turnover and increased performance and motivation. Overall, the research on self-managing work teams indicates clear benefits both in performance and in attitudes</p>	<p><i>Non-union paper mill</i></p> <p>- data collected on-site over a period of three days from employees working in a non-union paper mill located in a small rural community in the northwestern region of the USA</p> <p>- survey was completed by 141 employees, representing a 99% response rate</p> <p>- cross-sectional design</p> <p>Limitations:</p> <p>- small sample</p> <p>- relied on self-report data, thereby allowing for the possibility of same source bias</p>	<p>- results indicated that teams that were led by a supervisor who exhibited the characteristics of a superleader had higher levels of organization commitment, job satisfaction, and organization self-esteem</p> <p>- Transferring ownership of work to those who perform the work, the leader provides the information and support, while the team members take ownership and autonomy for resolving work problems and implementing work related solutions ➔ enhances involvement they experience in their job, as well as the amount of influence they experience in performing the duties associated with their job; they also have higher identity with the job ➔ contributes to higher levels of satisfaction, commitment and organization self-esteem</p>

	<ul style="list-style-type: none"> - Hypothesis 1: Groups with high superleader initiated behaviours will have higher levels of satisfaction and commitment → see paper for hypothesis explanation - Hypothesis 2: Groups with superleader behaviours will have higher levels of organization self-esteem → see paper for hypothesis explanation 				<ul style="list-style-type: none"> - for organizations it would be appropriate to train individuals to develop superleader behaviour skills and provide support and recognition to those individuals that exhibit those behaviours
--	--	--	--	--	---