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Shared Leadership
and
Its Impact on
Team Members' Motivation and Productivity

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Abstract

Past research has examined the impact of shared leadership on organizational and team effectiveness. The literature on the subject has also emphasized the importance of shared leadership and how it is utilized to accomplish organization goals.

This study will focus mainly on shared leadership in teams and its impact on team members' motivation and productivity in Lebanese Organizations.

The study's main emphasis is on teams and the shared leadership behavioral characteristics that they demonstrate and whether these characteristics ultimately lead to team members being more productive and motivated.

Although, shared leadership and its effects on Team members' motivation and productivity is the main focus of this study, however, both the literature and the findings of the study do not eliminate the role of the "vertical leader". The "vertical leader" is still an essential part of organizations and although the role of a "vertical leader" is reduced, however it is not diminished.

Acknowledgments

I would like to dedicate this research to the loving memory of my father Yessayi Hawatian, whose main priority in life was to ensure that his children pursued a higher education.

I would also like to thank my mother who had to make a lot of sacrifices to fulfill my father's dream.

I would also like to thank my husband for his continuous support and motivation.

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CHAPTER I

INTRODUCTION

In recent leadership theory a lot of focus has been given to teams and the role of empowering them in achieving synergies and better results. Thus the focus has shifted from vertical leadership to more empowered teams. On the other hand, a new trend in leadership is emerging and there is a growing interest in the subject of shared and collaborative leadership. However, the amount of research done on the subject is not enough to establish a definitive relationship between shared and collaborative leadership and team performance and effectiveness.

The reason why the subject of shared leadership was my choice of study started with observations at my workplace. Over the years, I have noticed the levels of collaboration that took place within different departments in organizations I have worked in, however the concept of shared leadership became apparent only in cross functional teams. As I observed the levels of shared leadership that occurred in cross functional teams, my interest in the subject increased and I decided to dig deeper into the subject of shared leadership and its effect on Performance.

Another observation that was done was that when teams from different functions came together and worked toward achievement of a common goal, synergies occurred and resulted in effective outcomes. As I started researching, I noticed that there were a number of publications on the subject and the researchers were starting to give the idea of shared leadership a lot of interest; however the amount of research on its effects were limited. That was when I decided that the topic of my thesis research needed to be about shared leadership and its effects on team performance.

In my study of shared leadership, in addition to studying the theories discussed in the list of articles, I have focused mainly on the theories of Pearce and Conger especially Pearce.

The theory presented by Pearce and Conger describes shared leadership as a vibrant, collaborative effect between people within teams, whose goal is to lead one another in order to accomplish a set of organizational or group objectives

According to Pearce and Conger, the shift from the traditional way of thinking has led to a new way of understanding leadership which surpasses the boundaries of the hierarchical role of leadership to unfold a social interaction known mostly as Shared Leadership. In addition to the fact that leadership does not exclusively rise from a hierarchical leader but can be initiated from any member of a team based on the knowledge, skills and aptitude of the involved parties and the needs of the situation. As per the authors' description SL takes place when all members of a team are fully involved in the practice of leadership by affecting and inspiring their fellow team members in order to increase the potential and productivity of the entire team. The practice of SL gives rise to "official" and "unofficial" leaders and leads to the exemplification of advanced empowerment. SL is an interchange of leadership roles where the swap of leadership from one person to another happens simultaneously. Research conducted on the subject has shown a positive correlation between SL and the collective performance of individual employees.

CHAPTER II

LITERATURE REVIEW

As mentioned above, teams have become an essential part of organizations (Aldag & Fuller, 1993; Dumaine, 1994; Forsyth, 1999; Pearce & Conger, Pearce et al., 2001) which has increased the requirement to better comprehend team leadership and team effectiveness (Pearce, Sims, 2002)

1- **“Shared”, “distributed”, “collaborative” leadership**

The terms “Shared”, “distributed” and “collaborative” are used interchangeably throughout the literature review. Shared leadership is referred to as SL and distributed leadership as DL.

The concept of SL is engraved in organizational literature. Mary Park Follet was one of the pioneers to write about leadership emanated from other than the appointed leader. She emphasized the importance of relying on one’s logic to decide whom should one refer to guidance based on knowledge and experience rather than by default referring directly to the appointed leader. Although she did not discuss SL, as is, but rather she put forward the idea that the circumstances and not the individual impose the type of leadership chosen (Bolden, 2011).

According to Gronn the theory of DL can tend to be a potential solution to close the gap of the two different factions of leadership thinking: a group that gives the importance to individual efforts of a leader and those that consider it to be the outcome of system design and role in the organization. DL has become a catalyst to inspire the switch from the traditional views of leadership as an individual effort, to the idea of leadership as a collaborative effort evolving through the relationships of many participators (Bolden, 2011)

There is an interchange of different terms to explain the same social process SL, collaborative, co-leadership. The common message between all these concepts is that leadership is no longer a monopoly or obligation of a single person however it is a social process that requires a combined and comprehensive understanding (Bolden, 2011)

2- Theoretical origins and definition of “shared”, “distributed”, “collaborative” leadership

The concept of DL first started being discussed in the 1920-s. The first author, according to Gronn, to mention DL was Gibb. According to Gibb’s analysis leadership is best understood as a group attribute accompanied by a set of functions performed by the group. However, the apparently extreme concept started gaining ground in the 1990-s when the traditional opinion regarding leadership started changing (Bolden, 2011).

Bennet et al. (2003, P.7) recognized three characteristics that were common by most authors on the subject of DL:

- 1- DL is the outcome of the interaction and networking of a group of people
- 2- There is transparency when it comes to the limits of leadership
- 3- Diversity of knowledge and skill are stretched between the many not the few (Bolden, 2011)

According to Pearce and Cagner (2003b,P.1) SL is best defined as a vibrant, collaborative effect between people who are part of teams and whose goal is to lead each other in the quest to accomplish a set of organizational or group objectives. However it is important to identify “informal, emergent and collective acts of leadership” in addition to the influence of persons in official leadership positions (Bolden, 2011).

While discussing distributed and collaborative leadership, it is important to take into consideration its dependency on humanistic attributes. In order to guarantee the responsibility and full commitment of people or a group of people, their level of involvement and risk should be high (Bennis, Benne, & Chin, 1961; Vroom & Yetton 1973). Real involvement in leadership

and decision making is key in the achievement of shared and collaborative leadership (Realin, 2006).

In order to create an atmosphere that fosters collaborative leadership, according to Realin (2003), leaders should be “concurrent, collective, mutual and compassionate”. Concurrency becomes apparent when more than one leader working at the same time and there is a willingness to share control with others (Tannenbaum & Schmidt, 1958). By sharing leadership, collectivism emerges resulting in shared decision making and the mobilization of action; thus stressing on the collective influence rather than the individual influence and the practice of people working together for a shared goal and the achievement of shared objectives (Drath & Palus, 1994).

Another attribute of SL is the mutual characteristic. Collaborative leaders foster an environment of transparency where every single member of the team has the freedom to speak and promote an opinion that he or she considers as a contribution to the well-being of the entire organization. In addition to being assertive, team member should also be sensitive to the feelings and opinions of their team members (Realin, 2001) by exercising compassion, where each member’s opinion is taken into account before making a decision (Freeman, 1984; donaedson & Preston, 1995 walker & Marr, 2001). By being compassionate, leaders put themselves, also, in the position of a learner and consider the role and input of others in high regard to ensure the adaptability and change in an organization (Realin, 2006)

Also, there has been a lot of research regarding individual leaders and the study of leadership that has been limited to the concept of focused leadership of the appointed leader (Gronn, 2002)

However, the decade following the 1980-s gave rise to the study of “distributed” phenomena among organizational theorists and researchers. A lot of focus was given to “distributed decision making”, “distributed cognition” and “shared or dispersed leadership” (Gronn, 2002)

Yukl identifies DL as the collective performance of a number of leadership tasks such as making important decisions. Leadership functions can both be performed by individual members, collectively or simultaneously between different leaders. The whole idea behind DL is that the individual contribution of single leaders is much less important than the collective leadership efforts delivered by members of the same team or organization. If a single individual’s contribution as a leader is considered “focused” leadership, DL is the collective leadership of an organization distributed among some, many or even all employees. This additive or multiple leadership opens up the possibility for every single member of an organization of becoming a leader at some point in time (Gronn, 2002).

Apart from the additive concept of leadership, there exists, what is known as, a Holistic approach to interpreting DL. The holistic view of leadership is based on “concertive” action which is a joint leadership effort as opposed to combined or individual efforts. According to Gronn there are different types of relationships: a collaborative manner of relationships which are the outcome of spontaneous interaction of many leaders that combine their knowledge and experience to create value and short term synergies, and an innate understanding that is the result of close workplace dynamics due to the close working relationships of two or more people within a structure of the organization that organizes and encourages DL behavior. (Gronn, 2002)

The hierarchical form of leadership has always been the center of leadership research. Researchers have studied and analyzed the role of leaders, their relationship with their

subordinates, their style of management and the productiveness of their team under their supervision (Bass & Bass, 2008). Lately, however there has been a shift of focus away from the leader to those surrounding him or her and the relationships amongst each other and the appointed leader (Hoch, Pearce & Welzel, 2010; Pearce, 2008; Wassenaar, Pearce, Hoch & Wegge, 2010; Yukl, 2002), Riggio, Chaleff, & Lipman-Blumen, 2008). This shift in thinking has led to a new way of understanding leadership which surpasses the boundaries of the hierarchical role of leadership to unfold a social interaction known mostly as SL (Pearce & Conger, 2003) also known as Collective, Collaborative and DL al., 2010) (Hoch, Jeppesen, Pearce, Wegge, 2010).

SL takes place when teams actively engage to exchange the role of leadership from one another as seen fit by the conditions at hand. It is very obvious that this mode of operation is absolutely different from the hierarchical method of leadership where the influence and decision making are top to bottom (Day, Gronn, & Salas, 2004, 2006; Day & O'Connor, 2003; Pearce & Sims, 2000, 2002). SL emphasizes that leadership and all the functions associated with it are shared (Hoch, Jeppesen, Pearce, Wegge, 2010).

There has even been a change in the scholarly community towards the idea that leadership is a learned method, shared, distributed and collectively endorsed (Pearce and Conger (2003)).

Another thought that is also being discussed is the fact that leadership does not exclusively rise from a hierarchical leader, but can be initiated from any member of a team based on the knowledge, skills and aptitude of the involved parties and the needs of the situation (Hoch, Jeppesen, Pearce, Wegge, 2010).

The conventional impression about leadership has been what is termed vertical leadership, where one person is a nominated leader and the person in control and the rest are subordinates and followers. Nonetheless, current investigation of leadership, as we have seen, has shown a new trend of leadership where team members and team leaders share the leadership capitalizing on the knowledge, skills and abilities of certain members to solve specific situations facing the team (Pearce, 2004)

Researchers agreed that a new age has come that necessitates new tactics to influence teams and team members. In recent years, a lot of importance has been given to the term SL as a “social process” exercised by team members stressing on the fact that leadership is more than just a role (Manz, Pearce, Sims, 2009)

SL takes place when all members of a team are fully involved in the practice of leadership by affecting and inspiring their fellow team members in order to increase the potential and productivity of the entire team. The practice of SL gives rise to “official” and “unofficial” leaders and leads to the exemplification of advanced empowerment (Pearce, 2004)

But what is SL if not a dynamic, social and cooperative stimulus of different people on the same team where each member has a specific set of duties or knowledge and rises up to lead whenever his/her specific talent is needed to accomplish the team’s goals. This relationship is often affected by peer pressure and both upward and downward hierarchical influence. The whole purpose of SL is the de-centralization of power and stressing on the sharing of control, authority and responsibility depending on the rising of demand for the emergence and disappearance of leaders (Manz, Pearce, Sims, 2009)

When it comes to distributed or SL researchers tend to agree on two points: “1) leadership is not just a top-down process between the formal leader and team members; and 2) there can be multiple leaders within a group” (Dixon, Mehra, Robertson, Smith, 2006).

In its simplest form, SL is distribution of leadership roles and activities in a team rather than concentrating on a single appointed leader. One of the key constituents of team effectiveness is leadership (Cohen & Bailey, 1997; Hackman & Walton, 1986; Kozlowski, Gully, Salas, & Canon-Bowers, 1996) and some researchers even go to the extent to consider leadership as the most important constituent (Sinclair, 1992; Zaccaro, Rittman & Marks, 2001). However, most conducted research on the subject of team leadership and effectiveness is based intently on the role and power of a single leader and ignoring the role of group members (Kozlowski & Bell, 2003; Stewart & Manz, 1995). There is a growing importance however to the notion of leadership initiated from within. There are a number of reasons which has led researchers that a single handed leadership is not possible; first teams are often complex entities and are often faced with different situations which make it near to impossible for a single leader to be able to perform all the leadership related activities (Day, Gronn & Salas, 2004). Second, knowledge based work depend greatly on the skills and abilities of different members of the same team (Denisi, Hitt & Jackson, 2003) which gives team members the need to be a part of the decision making and leadership activities. Lastly flatter organizations and the existence of self-managing teams highlight the importance of leadership initiating from within a group (Carson, Marrone, Tesluk, 2007).

Initial leadership researchers shed light on the significance of SL in a team (Gibb, 1954; Katz & Kahn, 1978). Katz and Kahn (1978) advocated that the voluntary and spontaneous effect that team members might have in support of shared goals leads to the engagement of team members

in SL which might lead to organizations attaining competitive advantage in terms of increased commitment, sharing of information, acceptance of influence from peers (Carson, Marrone, Tesluk, 2007).

SL is defined as a team characteristic that is the outcome of the DL effect amongst different team participants. SL is a phenomenon where different team members affect each other in order to improve team and organizational performance (Day et Al., 2004) as opposed to the traditional leadership method better known as vertical leadership by Pearce and Sims [2002] (Carson, Marrone, Tesluk, 2007).

Plural leadership, another term to describe SL has been cited by authors such as Bales & Slater, 1955; Hodgson, Levinson, & Zaleznik, 1965; Hosking, 1988, however most research on the subject developed over the 1990s and 2000s. According to Gronn(2002) DL was first mentioned by Gibb (1954, P.884) who described leadership “best conceived as a group quality, as a set of functions which must be carried out by the group”. Plural leadership is also identified by a number of other connotations such as “shared”, “distributed”, “collective”, “collaborative”, “integrative”, “relational”, and “post-heroic”(Denis, Langley, Sergi, 2012).

Empowerment of group members and self-managed teams foster an environment for SL to take place. There are a number of constituents that have molded the concepts behind plural leadership and the practice of shared or plural leadership; concepts such as individual motivation and involvement of team members in leadership roles” (Denis, Langley, Sergi, 2012).

Many researchers consider self-leadership to be a prerequisite for team leadership (**Houghton et al.,2003**). By exercising self-leadership, individuals contribute in the development of SL by exerting “individual trust”, “self-efficacy” and “individual commitment” which in turn affect the

development of team trust, potency and commitment. These team characteristics will lead to higher engagement, mutual influence and eventually to the sharing of roles and responsibilities. A fertile ground for this kind of collaborative effort can blossom in situations where knowledge based work is involved where each team member has a distinctive expertise and some independence in decision making is present to achieve team goals (Denis, Langley, Sergi, 2012).

Although a lot of emphasis has been shed on the importance of self-managed teams in achieving SL, the literature also stresses on the management of self-leadership and SL. The existence of formally chosen leaders can foster the necessary environment to create the change from subordinates to leaders (Bennis & Leadership in the Plural Nanus, 1985; Diaz-Saenz, 2011). There exists a co-existence between vertical and SL to achieve team effectiveness (Denis, Langley, Sergi, 2012).

Research has been conducted to examine the effect of vertical and SL on team effectiveness. Pearce and Sims (2002) conducted a study of a large automotive manufacturing firm in the USA. According to the conclusion driven from the empirical results SL has a strong effect on team effectiveness however so has vertical leadership. Thus vertical and SL should be considered as complementary leadership methods to achieve team effectiveness. Another research analysis conducted by Carson et al.(2007) on SL and performance was among 59 teams in an MBA program. The teams were characterized by internal team environment having a common goal, social support, and opinion. There also existed a “vertical leader” in terms of an external coach. Based on the results of the study, the findings showed a positive relationship between strong internal team dynamics and SL which in turn has a positive effect on team effectiveness. The study also shows the dependence of SL on vertical leadership. At times where there is a lack of coordination and to ensure the existence of SL, vertical leaders play a great role to ensure

harmony in teams and in the creation of individual leaders and harmonious team dynamics (Denis, Langley, Sergi, 2012).

There has been a significant change in the way organizations operate to accommodate the challenges and complex environments in which firms operate. There is a big emphasis and dependence on team work believing that teams are able to give organizations a better performance than individuals performing alone. Recent research has been focusing more and more on the “collective enactment of leadership roles”. Moving away from the traditional view of leadership, leadership is being seen holistically and the idea of collective leadership is being more and more emphasized upon. Collective leadership is not a trait of a single person but represents the dynamic relationship of an entire team and/or organization (Hunt & Ropo, 1997) While studying collective leadership and since it is best described as a social activity, it is important to study both the norms and values in which collective leadership is rooted. One of the value or normative dimensions is individualism versus collectivism and power distance.

Individualism versus collectivism

Theoretically, collectivism is defined by “interdependence”, “personal relationships”, “Security”, “duty” and “in-group harmony” (Triandis, 1994). Collectivists view themselves in groups and prefer group objectives over individual ones (Earley, 1994). Individualists on the other hand are considered people who favor “personal freedom”, “autonomy”, “high individual achievement” and most importantly “independence” (Triandis, 1994). Considering the differences between collectivism and individualism, team members who have more collectivistic vision will display higher levels of SL than team members with more individualistic approaches. Another important aspect is the power distance better explained as the degree a person consents to unequal

distribution of power in organizations (Hofstede, 1980). The higher the power distance, the less is the possibility of people acting as leaders and engaging in leadership activities and vice versa. Thus, low power distance among team members and their formal leader will more likely lead to SL (Day, Hiller, Vance, 2006).

As already discussed by a number of researchers, SL is a social process by which team members influence each other towards the achievement of team and organizational goals (Pearce, 2004; Pearce & Conger, 2003; Pearce & Manz, 2005). A number of research done on the subject have shown a positive correlation between SL and the collective performance of individual employees (Avolio, Jung, Murry, & Sivasubramaniam, 1996; Hooker & Csikszentmihalyi, 2003; Pearce & Sims, 2002; Pearce, Yoo, & Alavi, 2004; Shamir & Lapidot, 2003). SL is an interchange of leadership roles where the swap of leadership from one person to another happens simultaneously. Based on experience and knowledge an individual can step into a leadership position and once his expertise is no longer needed he leaves the floor to someone else depending on the situation. (Pearce, 2004; Pearce & Conger, 2003; Pearce & Manz, 2005). Thus, there is great emphasis placed on the concept of an informal leader (Adams, Manz, Shipper, 2011).

Reason for the shift

It is always important to realize and analyze the cause that creates a shift in a way of thinking, a managerial style, the way organizations operate...

Firms and Organizations are on an ongoing quest to find new ways to compete as a result of a growing competitive and global environment. The competitiveness of the markets, that firms operate in has forced companies to decrease costs and improve efficiency to maintain a competitive edge. Thus, the pressures have increased on organizations to create flexible

workforces, to create full use of employee and organizational knowledge and synergies. In addition, there is a shift in employee expectations; employees who are mostly highly educated no longer only care about the money value of their knowledge but they want their work to have an impact and to have a meaning, they want to achieve fulfillment. The quest of organizations to compete in today's highly competitive markets has led them to find new ways of leading and teams are essential in this regards. Although a study performed on 500 companies found the importance of a CEO's leadership important however the study also pinpointed that the truly high performing companies were the ones that focused on teams and accomplished actual SL. (Pearce, 2004).

Unpredictability and quick changing complex environments have led organizations to assume team-based organizations to be able to rise up to the challenges (Day et al., 2004, 2006; Morgeson et al., 2010a). The switch to team based organizations has challenged the view towards hierarchical leadership styles. A more appropriate method is considered SL especially for teams composed of knowledge employees (Hoch, 2014).

There also exists a need and a demand for equally SL both ways of the hierarchy. A number of factors are driving this demand: the first is the time constraint and the absence of relevant information that senior leaders are faced with to be able to make informed decisions in a competitive environment. Secondly, the need for faster response to environmental changes and leadership can no longer be centralized at the top. It needs to be shared across the organization to be able to take swift decisions. The third factor is the complexity of the job (Craig, MAnz, Sims, 2009).

According to Pearce and Cogner there are a number of factors for the shift from traditional views on leadership to SL; factors such as “the rise of cross-functional teams, speed of delivery, the availability of information, and greater job complexity” in addition to “increasing global interdependence and demands for inclusion and diversity”. Apart from this, the traditional leadership style which gave organizations the needed results throughout the twentieth century is no longer suitable for the demands and environmental complexities that organizations are faced with today (Bolden, 2011)

Another factor or reason for the shift from traditional views is the belief for the requirement to unleash the capability for all individuals to participate. Organizations have to empower any individual who has the capability and the inclination to undertake a leadership role based on the needs of a situation as opposed to depending on traditional leaders and their ensuing orders (Realin, 2006).

Empowered teams and the flattening of organizational structures is another factor that challenges the use of customary leadership style , according to Pearce (1997), Yukl(1998), Pearce and Sims(2000), and Pearce and Cogner have all recommended the use of SL (Pearce, Sims, 2002).

There are a number of factors that create the necessary medium to foster SL 1) interdependence, 2) Creativity; and 3) complexity (Pearce, 2004)

1-interdependence: the higher the interdependency between employees, the more the need for SL especially when the responsibilities at hand are highly combined and interrelated; teams outdo individuals. 2-Creativity: the need for creativity also fosters the need for SL since SL helps in the achievement of tasks that entail creativity. As per one study, teams with SL proposed more solutions than teams with one appointed leader. 3-Complexity: Another factor is the complexity

of the job at hand. The higher the complexity of the situation, the higher the need for SL since no one individual will have the solutions to all situations (Pearce, 2004).

While evaluating the situation of shared vs vertical leadership it is important to consider the following: 1) the situation where it is suitable for leadership to be shared 2) the way to develop SL. 3) How both vertical and SL are used simultaneously to ensure the highest utilization of the competences of skilled workers. DL needs to align with the expectations and expertise of leadership experts as well as understanding the politics underlying leadership and the imbalances of power and influence in organizations (Bolden, 2011).

3- Main Characteristics of Shared leadership

There are a number of properties that need to exist in order to foster the necessary environment for SL to take place:

1) Interdependence

Interdependence in teams is apparent in two ways: an overlap in member's responsibilities or responsibilities may be complementary. Although role overlap means that the same task might be done more than once, however it does have advantages in terms of minimizing wrong decisions and the repetition of leadership tasks just makes it better (Gronn, 2002).

2) Coordination on the other hand is the managing of the dependencies created in teams.

Coordination of personnel, resources, materials, tasks and output needed to complete tasks by scheduling, aligning tasks, planning and managing information (Gronn, 2002).

As already mentioned leaders play a great role in SL. Although the whole idea of SL leads to the reduction of the involvement of vertical leadership, however there is some sort of vertical

leadership needed in most teams. On the other hand the intervention of vertical leaders too strongly and exercising their power in the decision making too strongly leads to the dissatisfaction of teams. Thus maintaining a sensitive balance in the amount of vertical leadership needs to be exercised in order to refrain from taking over the empowerment of teams (Pearce, 2004).

In order for SL to be successful ongoing dynamic motivation is needed from peers within the team and from the vertical leader. One of the best things that vertical leaders can do is exercising empowering leadership by exhibiting trust to unleash the team's leadership capabilities. Thus the vertical leader might require solutions instead of suggesting solutions, motivate team members to come up with initiatives, objective setting and problem solving (Pearce, 2004).

Companies using shared leadership

There are a number of companies that have SL at the center of how they do business. Companies such as The University of Maryland Medical Trauma Center, Alcoholics Anonymous, Southwest Airlines, Herman Miller, Mayo Clinic.

University of Maryland Medical Trauma Center: Sharing leadership in a hospital is crucial especially under crisis situations where the involvement and the course of leadership passes swiftly from doctor to intern to nurse to anesthesiologist. The university of Maryland Trauma Center is known for the development of highly capable physicians who are trained and well-adjusted to sharing the lead. (Manz, Pearce, Sims, 2009).

As described by Mike Volkema, company chairman and former CEO "that it's not the power of the position but it's the power of the idea that takes precedence" (P.287). The creative process at Herman Miller is encouraged by the readiness of executive leaders at Herman Miller to prioritize

the value of creative ideas no matter of where or from whom the idea comes from. Employees are given the flexibility and freedom to be creative, suggest ideas and even explore different horizons. Another important factor is that Herman Miller considers each and every one of its employees as unique encouraging employees to bring their “whole selves” to the work place. The empowering culture of Herman Miller enables SL without creating any chaos which makes it easier for any individual employee to step up and act as a leader whenever the need arises (Adams, Manz, Shipper, 2011).

Alcoholics Anonymous state “Our common welfare should come first; personal recovery depends upon A.A unity... our leaders are but trusted servants; they do not govern...”

Alcoholics Anonymous has no appointed leaders, an extreme form of SL is practiced where the members are self-governing and there is a lack of vertical leadership (Manz, Pearce, Sims, 2009).

Southwest Airlines is a company known for its success in maintaining low costs at all times.

According to Jim Parker former CEO, the success of southwest airlines lies in its culture.

Southwest is a firm that inspires and anticipates the use of shared leadership from its employees (Manz, Pearce, Sims, 2009).

Herman Miller is another company that fosters an environment of SL to ensure that creativity, innovation and influence flow from individuals and groups whose contribution is needed.

Herman Miller utilizes the concept of “roving leaders” which is a concept to initiate the flow of SL (Manz, Pearce, Sims, 2009).

Mayo Clinic

Collaborative medicine is the basis of Mayo Clinic. The clinic specializes in treating patients with complicated diseases that call for different kinds of expertise and a team-oriented staff.

However, in order to be able to accommodate the SL culture, the right infrastructure needs to be in place. One of the things that the Mayo Clinic pays attention to is investing in an infrastructure that supports a collaborative environment. One of the most important factors that Mayo Clinic stresses on is good communication through a mixture of face to face and distant collaboration. Doctors discussing an x-ray in hallways or outside an exam room are routine so are remote communication via voice or virtual interaction. The right arrangement of both culture and technology makes it possible for collaborative leadership to take place; the culture allows for easy communication between staff and there is smoothness in asking for assistance and technology creates the medium to get the needed help (Berry, 2004).

4- Shared Leadership Development

In order to be able to reap the benefits of SL, organizations need to foster the appropriate environment and be able to develop SL. A lot lies on the shoulders of the vertical leader who in fact plays a major role in creating the group design which in turn is one of the most important ingredients to foster SL. Another important role of the vertical leader is setting the limits of the team (Pearce, 2004).

Team Design

One of the main constituents of SL is team design. A team having a good design ensures long term success. The team leader, who is responsible for the creation of the team design, specifies tasks, obtains the needed assets, specifies team members' roles and responsibilities and officially presents the team. The development of SL occurs based on the leader's team design in addition to the expectations the leader sets for the team. In order to ensure the development of SL, the

right people should be on the team. In addition to the right people, the right team size and the expertise of team members is also crucial (Pearce, 2004).

Boundary Management

Another factor that is important for the success of teams is boundary management. A team's leader is responsible for the effective management of the team's boundaries. By effectively managing boundaries the proper environment is created for SL to flourish by making available the needed team assets and fostering positive relations with external factors (Pearce, 2004).

Training and Development

Other factors that play a role in fostering SL are organizational systems such as training and development. The training and development is aimed at formal leaders who may initially have trouble letting go of the control. In order to facilitate the shift from vertical leadership to SL, leaders might need to undergo the proper training, development and coaching. These trainings are not only important to the vertical leader but to all the team members as well (Pearce, 2004).

In addition to the above there are three constituents to training and development as a backup to the fostering of SL: 1) training in how to employ in positive and helpful leadership, 2) Training on how to accept guidance, and 3) Training in teamwork. These kind of trainings need to start with the creation of the team and ongoing throughout the life of the team (Manz, Pearce, 2009).

Reward Systems

One way to foster SL is by changing the merit system of an organization. Most merit pay is founded on individual accomplishments and individuals are rewarded based on the achievement

of individual goals. If an organization wants to encourage SL, the design of the merit system needs to include both team and individual goal accomplishments (Manz, Pearce, 2009).

Cultural systems

Another factor that fosters SL is having the right cultural setting in an organization. Darin Drabing, COO of forest lawn memorial parks and mortuaries, defines it with a simple word: “Trust”.

Leaders at the highest level of the organizational ladder have most of the weight on their shoulders. They must act as role models and should be the people who emanate the trust and emphasize the importance of SL. By allowing others to share the leadership of their fates in addition to the choice of the right people for the right positions, organizations create the trust needed to exercise SL (Manz, Pearce, Sims, 2009).

Short Term Cross Functional Teams

Another factor that leads to SL is the creation of short term cross functional teams to solve organizational challenges. The difference of cross-functional teams from old-fashioned organizational forms is that although the team has a formal appointed leader, however that leader is considered more of a peer. A cross-functional team comes into existence when there is a challenge and an issue at hand. The team usually encompasses different persons with different knowledge levels, skills and expertise that are combined to find solutions (Manz, Pearce, Sims, 2009).

Although formally appointed leaders are part of SL, however SL is highly apparent in the presence of informal leaders within teams. Depending on the need, individuals come forward and

assume leadership roles when needed and step down when their role is finished. Leadership changes at any time depending on experience, knowledge and skills. In order for this to happen, there needs to be the appropriate culture that allows it, a culture that has leaders who are “open to the idea”, the idea of sharing power with others. Leaders need to be in the position to empower employees to act as leaders.

In a company such as Herman Miller, the concept “roving leadership” is used designate the concept of SL. It is a way where appointed leaders involve others with the right expertise to “share the ownership of problems” (Adams, Manz, Shipper, 2010).

Other factors that have the impact on the development of SL are “internal team environment including a shared purpose, social support and voice” and “level of external coaching support. According to Katz and Kahn, in order for SL to occur, there are two events that need to take place; first, leadership must be offered to team members and they should impact the course, inspirations and support of the team. Second, the team itself needs to accept the leadership shared by a number of team members. Thus, offering leadership to or accepting it from other team members should be normal for all team members and both internal and external factors influence the development of SL” (Carson, Marrone, Tesluk, 2007).

First factor is the internal team environment that through shared purpose, social support and voice fosters a SL environment. Shared purpose is the alignment of team members around shared goals and objectives. This alignment leads to motivation, empowerment and commitment in teams which in turn raises the readiness of team members to share the team’s leadership duties. Another factor is social support which in basic terms is nothing but the emotional and psychological strength that team members give each other in terms of encouragement and the

recognition of individual and team endeavors. This creates an atmosphere of value and appreciation and leads to more cooperation and shared responsibility of team results. ” (Carson, Marrone, Tesluk, 2007).

The third factor is voice; voice can be explained in a number of definitions: “communication, participation in decision making...” it is the extent that team members have a say in the team’s goals and objectives and decision making, further, high levels of voice means higher engagement and higher levels of SL”(Carson, Marrone, Tesluk, 2007

The three aspects, internal team environment, social support and voice are highly interrelated and complement each other; the higher their involvement and their ability to voice their opinions the higher the possibility of implementing SL. When teams are dedicated towards the achievement of shared objectives, they are more encouraged to both voice their opinions and push themselves to lead and be led. A positive internal team environment also facilitates the accomplishment of shared goals and objectives. When team members are listened to and supported they have a willingness to share accountability, work together to the achievement of the common objectives. Consequently, the three above mentioned aspects work together to foster the right internal team environment that supports high levels of involvement, cooperation, coordination and shared objectives ”(Carson, Marrone, Tesluk, 2007).

External Team Coaching

One important factor that researchers stress while discussing SL is the importance of external team leaders. External team leaders are responsible for the development of team members’ abilities, skills and drive also known as Supportive Coaching. External leaders through the use of supportive coaching are able to help in the development of SL. Supportive coaching creates an

environment of team independence and self-competence by encouraging, strengthening and rewarding when team members engage in leadership activities (Manz & Sims, 1987). Team members that have more independence and assurance in their abilities to manage the responsibilities of their team are more likely to exercise leadership. In addition, a supportive coach can greatly benefit in the establishment of a shared commitment and shared objectives in the team thus increasing the probability of team members to exhibit personal undertakings (Hackman & Wageman, 2005). Another, indirect way in which external coaches have an effect on SL is by offering their assistance in performing the activities that are not sufficiently managed by the team especially for teams that lack the necessary internal team environments to foster the necessary SL environments. External coaches play a big role on building collective commitment, helping teams in arranging roles and responsibilities and working together for a shared purpose (Carson, Marrone, Tesluk, 2007).

Challenges & Opportunities

Leadership, especially in the case of teams, does not take place in ambiguity. Both the structure of teams and their types change as settings and business environments change thus giving rise to new and different leadership challenges. While discussing teams it is very important to take into account the social context which is a combination of intense, dynamic, multifaceted, ambiguous, information-rich and communication dependent. There is a lot of social dynamics taking place within teams and between teams which in turn characterize and affect team leadership which cannot be ignored. A challenge that arises is that while studying leadership in teams one must consider the framework of design, roles, and the proper explanation of the findings; in addition to studying SL not only in well-established organizations but “in messy” situations as well.

Another challenge that arises is that the focus is always on a formally appointed leader. In teams

where there is self-management and self-leadership i.e. SL there may be more than one leader. Leaders who are not formally designated, however they are emergent, informal and interdependent leaders. This abundance of leaders within one team requires better understanding of the makings of a team and leadership (Gronn, 2006).

Although the evidence on DL is promising however it is not definite. One needs to consider the obstacles, concerns and restrictions of DL in addition to realizing the drawbacks and the opportunities need to be considered as well. In addition to focusing on the “how” of leadership distribution, it is important to consider the following questions: “Why leadership is distributed?”, “who controls this distribution?”, and “what is being distributed?” The political factor, as well, cannot be ignored while discussing the implementation of DL since DL is driven by a sequence of suppositions, expectations and plans that might actually lead to the attainment of control by certain people in an organization or a particular group (Bolden, 2011).

While discussing DL the following aspects need to be taken into account:

Power and Influence: According to Hatcher (2005) although there might be distribution of leadership, power is usually not distributed. Senior managers might encourage the use of DL in different organizational functions however they might also be hiding inequities in terms of the right to utilize certain resources and sources of power. In order to be able to understand the underlying forces of power and influence in organizations, it is important to understand the problems like competition between leaders, micro politics, and rhetoric of partnerships. It is also crucial to keep an eye open over the dynamics of power and influence and their ability to limit or allow the engagement in certain forms of leadership activities (Bolden, 2011).

Organizational boundaries and Context: Research usually has an inclination towards studying formal leaders which in turn restricts the chances of analyzing and pointing out the impact and input of informal leaders might have and the effect that situational factors such as physical, social, cultural might have on leadership (Bolden, 2011).

Another factor that one needs to be careful about is making quick assumptions that managers are by default leaders and that managers lead (Gronn, 2002).

In an ever changing world the models of leadership are continuously changing and organizations are shifting their reliance on hierarchical leadership to a more SL perspective (Wassenaar et al., 2010). However, one needs to consider whether or not SL is a cure? The answer is SL is not a cure and there will always be the need for traditional leadership to a certain extent (Leavitt, 2005). A number of performed studies stress on the fact that shared and hierarchical leadership methods go hand in hand to influence and drive individual, team and organizational results (e.g., Ensley, Hmieleski, & Pearce, 2006; Hooker & Csikszentmihalyi, 2003; Pearce & Sims, 2002; Shamir & Lapidot, 2003).

Another challenge that organizations are faced with, is the difficulty in the development of true SL. Although it is widely believed that all individuals are capable of leading and following and these new trends of leadership are vital, there are situations where SL might not do the trick but it can definitely have a positive impact on a group's approaches, reasoning, performance and effectiveness. Understanding that SL might not be the right solution to all situations is important for organizations. In addition, there should be the proper ground in an organization for SL to take place, employees need to be open to the idea of SL. Organizations need to expect resistance to a certain extent to be cultural (Pearce, 2008). Employees who come from cultures that score high in

power distance will not grasp the idea of SL as well as employees coming from cultures that score low in power distance (Hofstede, 1980). Factors that might also influence for SL to be perceived correctly might be the disability of employees to comprehend how to do their jobs, a new project, training level (Hoch, Jeppesen, Pearce, Wegge, 2010).

One of the challenges that SL is faced with is consistency on keeping the balance to refrain from going back to vertical leadership. It requires determination, candor and active contribution by all team members. Another challenge that organizations might be faced with is the dysfunctional dynamics that might occur through team interactions which may not always be successful. The leadership relationships between team members can lead to issues and instead of creating the synergy and effectiveness needed they might even become harmful (Denis, Langley, Sergi, 2012).

In order to understand the workings of SL, the utilizations of an organization's different team processes and results should be independently and objectively studied. There should also be a distinction between what is considered as a SL activity and what is considered as part of an employee's job description. Another factor that needs to be taken into account is that the theoretical understandings of collaborative leadership need to widen to better understand and measure how collective leadership affects team effectiveness (Day, Hiller, Vance, 2006).

5- Impact of Shared Leadership on Team performance and effectiveness

One of the opportunities that shared leadership offers is making organizations achieve higher performance and long term organizational success. Shared leadership plays a role in making sure that creativity and influence come from the human capital both individuals and teams (Adams, Manz, Shipper, 2011).

There is research being conducted on how SL affects team performance and team effectiveness. Historical research done on the subject of team performance suggests that teams that rely heavily on the appointed team leader tend to perform poorly; on the other hand teams that have good performance tend to show more distributed forms of leadership i.e. SL. Jobs that involve knowledge workers and tasks that involve intellectual capital and skilled employees are relying more and more on teams. The reason behind this is the interdependence of tasks and roles and disability of one single individual to have all the knowledge, skills and abilities to perform all the needed requirements of a job (Pearce, 2004).

It is unquestionable that team leaders have always played a crucial role in “shaping collective norms”, “helping teams cope with their environments” and “coordinating collective action” thus a lot of emphasis has been placed upon the impact of team leaders on team performance.

However the leader-centric approach may be confined to the boundaries of the leadership of one person, on the other hand teams might have more than one leader. In fact actual teams rarely have only one leader. Many informal leaders, who might be lacking any formal power, can appear even if there is an official leader appointed (Dixon, Mehra, Robertson, Smith, 2006).

Current research is already finding a connection between SL and team performance (e.g., Avolio, Jung, & Sivasubramaniam, 1996; Ensley, Hmieleski, & Pearce, 2006; Pearce & Sims, 2002; Sivasubramaniam, Murry, Avolio, & Jung, 2002).

The relationship of SL to team performance is an intangible one. Through SL, team members by providing their team members with their leadership skills give higher commitment, provide their teams with personal and organizational resources to solve problems and they share more information (Katz & Kahn, 1978). This results in greater effort, coordination and efficiency.

Although, the number of studies done on the subject is few, however the results found so far are encouraging. SL studied by Avolio and colleagues (1996) in undergraduate students discovered a positive relationship between SL and team effectiveness. Another study was conducted by Pearce and Sims (2002) that focused on the correlation of SL and team effectiveness at a large automotive manufacturing firm, discovered SL to be a more useful tool to predict team effectiveness than vertical leadership. Another study by Sivasubramaniam and colleagues (2002) conducted on a sample of undergraduate business students came to the conclusion that SL was positively correlated to team performance and effectiveness over the long term. A study conducted in virtual teams, involved in social work projects, by Pearce Yoo, and Alavi(2004) found out that team performance can be more accurately predicted with SL rather than vertical leadership (Carson, Marrone, Tesluk, 2007).

SL is indirectly related to team performance especially while studying emergent leadership in teams. According to Taggar, Hackett, and Saha (1999), and while examining teams with emergent leadership, discovered that team performance was at its best when other team members apart from the emergent leader showed leadership behavior. Individuals failing to demonstrate leadership skills and behavior led to negative results on team performance. Although the study did not include SL as its focus however the findings showed a positive correlation between SL and team performance (Carson, Marrone, Tesluk, 2007).

Although, SL is not commonly utilized at its full potential, the early evidence shows that SL can indeed lead to greater team and organizational effectiveness compared to the traditional vertical leadership method, especially the results coming from teams that are responsible for handling change in organizations, virtual teams that are geographically spread out and top management teams. Although the research conducted is relatively new however so far the teams that showed

higher levels of effectiveness were the ones that were highly involved in SL (Manz, Pearce, Sins, 2009).

Although, as previously mentioned, the studies conducted on the relationship of SL with team effectiveness is small, however a few of the recent studies propose the positive association of SL with team effectiveness. Pearce and Sims (2002) deduced “that cross-functional team members perceptions of team leadership behavior predicted customer, managerial, and team self-ratings of effectiveness, and, further, accounted for more variance than formal leadership.” In addition to other research conducted by Avolio, Jung, Murry, & Sivasubramaniam (1996), Sivasubramaniam, Murry, Avolio, & Jung (2002), Taggar, Hackett, & Saha (1999) all suggested that team effectiveness is positively related to SL especially in teams where the level of interdependence is high (Day, Hiller, Vance, 2006).

Team processes are originated by information sharing and result in decision making and team performance. As far as current research goes, information sharing is viewed as a contribution to team performance (Hoch, 2014).

Team and organizational results have been positively connected with team leadership in a number of organizational situations (Bowers and Seashore, 1966; Ensley et al., 2006). In fact, Pearce and Sims (2002), using a sample of 71 change management teams, found a positive correlation between SL and team effectiveness. In a virtual team setting and using a sample of 28 teams, SL was found to be positively related to improved team practices. In a more recent study performed in production and manufacturing situations (Ford and Seers, 2006) SL has been linked to higher performance levels (Hoch, 2014).

According to the literature available on the subject, it is normal to expect that higher levels of SL will lead to the contribution of unique ideas by team members thus inspiring higher data sharing

thus enhancing better decision making and innovative problem solving which are key ingredients of high team performance (Dahlin et al., 2005; Stasser et al., 1995) (Hoch, 2014).

The main goal of a study performed was to analyze the variables associated with SL and performance. The outcome of the study proposes that information sharing along with diversity increases team performance especially when both team leadership and diversity are high. In addition to the fact that information sharing is at its highest when SL is high and team members have diverse information and knowledge backgrounds. All of these factors lead to the positive correlation of SL and team performance. It is important to mention that, although a positive correlation was found between team performance and SL however the importance of information sharing cannot be ignored. In order to achieve team performance, organizations need to train their employees on sharing information and SL in addition to fostering an environment where diversity, team building and team work are encouraged to create a sense of group belongingness. This positive relationship between SL and team performance was more prominent in more diverse teams (Dahlin et al., 2005). The outcomes of the study are in favor of the positive part that diversity in teams and organizations plays. (Sawyer et al., 2005; Shore et al., 2009) (Hoch, 2014).

In a study performed on change management teams (CMT-s) that were not fully self-managed however enjoyed high levels of autonomy to make decisions to improve processes in their own departments. The study does not apply to customary teams however it applies to teams that have a certain level of independence in addition for simplicity reasons the teams under study share the same values and organizational culture. The specific behavior that is placed under study is the behavior of the selected team leader (vertical leadership) as opposed to the SL that emanates

from within the team and their effect on team effectiveness and performance (Craig, Pearce, 2002).

Vertical leaders remain an important part of promoting SL by encouraging and advising team members to act in certain ways, however parallel influence among peers in the same team explains team effectiveness and dynamics (e.g., Avolio, Jung, Murry, & Sivasubramaniam, 1996; Pearce & Conger, in press; Pearce & Sims, 2000; Yukl, 1998). Not a lot of research has been conducted to study the relationship of team members exerting SL behavior and the effects of these leadership behaviors on team effectiveness. Except for Bowers and Seashore (1966) who studied the effect of SL, as termed by them mutual leadership, on the types of insurance sold and the cost per unit of new policies. In addition Avolio et al. (1996), who conducted a study on undergraduate students, realized a positive correlation between SL and team effectiveness (Craig, Pearce, 2002).

A study was conducted on a sample of 59 consulting teams consisting of MBA students. Team sizes varied from four to seven individuals. The teams had almost identical jobs and were involved in consulting projects. Different groups were working on different business problems and each group had a faculty advisor who played the role of the leader who provided direction and help when needed (Carson, Marrone, Tesluk, 2007).

One of the concepts that was measured was SL using a social network method by asking peers among the same group about the leadership skills exerted by team members. Thus the higher the SL exhibited by more team members the higher the density scores. Other factors that were measured that would play as indicators of SL were shared goals, social support and voice in addition to the training and guidance delivered by the external leader (Carson, Marrone, Tesluk, 2007)

Based on the study and its results, there seems to be a strong suggestion to shift the focus inwards and examine the dynamics of teams and SL responsibilities. The performance ranks submitted by the clients, for whom the teams worked, concluded that teams depending on more than one leader accomplished better results than teams where internal leadership was rare. This finding advocates the benefits that SL has on teams apart from the obvious improvement that it has on team processes. It is also important to mention that although the study focuses on the importance of SL however it does not mean that vertical leadership should be ignored. In fact both leadership methods should be studied together (Kozlowski & Bell, 2003) (Carson, Marrone, Tesluk, 2007)

The research conducted leads to the conclusion that SL plays an important role in team effectiveness. In addition, SL as compared to vertical leadership is a better interpreter of team effectiveness however some vertical leadership behaviors result in team effectiveness as well so it is important that both types of leadership are not taken as mutually exclusive. On the other hand SL better explains team effectiveness than vertical leadership. A follow up analysis was performed to find out if there were any differences between the leadership skills displayed by high performing teams versus low performing ones. The major findings or differences that resulted were 1) high performing teams appear to have shown more leadership versus their low performing counterparts. 2) The combination of vertical versus SL is higher in low performing teams than it is in high performing ones (Pearce, Sims, 2002).

The theory presented by Pearce and Cogner describes shared leadership as a vibrant, collaborative effect between highly motivated people within teams, whose goal is to lead one another in order to accomplish a set of organizational or group objectives

By exercising self-leadership, individuals contribute in the development of SL by exerting “individual trust”, “self-efficacy” and “individual commitment” which in turn affect the development of team trust, potency and commitment. These team characteristics will lead to higher engagement, mutual influence, and motivation and eventually to the sharing of roles and responsibilities.

In this study, motivation is understood as the attitude and willingness of team members who want to positively influence their peers and accomplish their group objectives.

CHAPTER III

INDEPENDENT AND DEPENDENT VARIABLES

The independent variables were identified based on the literature review.

They are the characteristics of shared leadership that may affect motivation and productivity of teams.

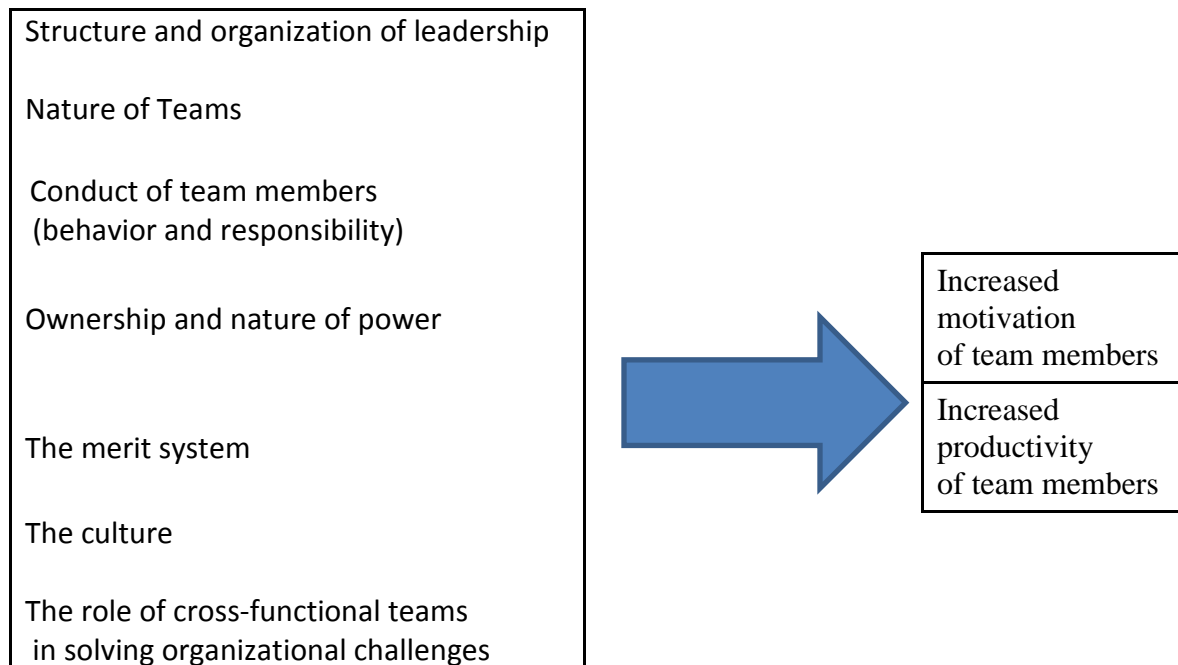
They are stated as follows:

1. Structure and organization of leadership (Questions#2, #5,#6, #9 , #10) (Pearce, 2004), (Bolden,2011), (Realin,2006), (Gronn, 2002), (Pearce, C. L., Hoch, J. E., Jeppesen, H. J., &Wegge, J. (2009))
2. Nature of Teams (Questions: #4, #16 , #17) (Gronn, 2002) ((Manz, Pearce, Sims, 2009))
3. Conduct of team members (behavior and responsibility) (Questions #3, #7) (Pearce, C. L., Hoch, J. E., Jeppesen, H. J., &Wegge, J. (2009)), (Pearce, 2004)
4. Ownership and nature of power (Question:#8) (Bolden, 2011)
5. The merit system (Question:#11) (Manz, Pearce, Sims, 2009)
6. The culture (Questions:#12,#13,#14) (Manz, C. C., Manz, K. P., Adams, S. B., & Shipper, F. (2011))

7. The role of cross-functional teams in solving organizational challenges (Question: #15)
- (Manz, Pearce, Sims, 2009)

The dependent variables that will be tested are stated as follows:

1. Increased motivation of team members (Question:#18) (Tesluk, 2007)
2. Increased productivity of team members (Question: #19)(Manz, Pearce, Sims, 2009)



CHAPTER IV

RESEARCH FRAMEWORK AND METHODOLOGY

1 – RESEARCH QUESTIONS

Based on the literature review, the research questions were phrased as follows:

Whether in the Lebanese companies, that practice shared leadership in work teams, members exhibit motivation and productivity.

2 - HYPOTHESES

Hypothesis 1:

Each of the shared leadership characteristics identified will correlate positively with team members' motivation in the Lebanese companies that practice shared leadership in work teams.

Hypothesis 2:

Each of the shared leadership characteristics identified will correlate positively with team members' productivity in the Lebanese companies that practice shared leadership in work teams.

3 – METHODOLOGY

a) Instrument

The method used to obtain the information and data needed was through the administration of a questionnaire based on my dependent and independent variables attached as an appendix.

The questionnaire is composed of 18 statements whose purpose is to identify and discover shared leadership characteristics and the impact that they have on team members' productivity and motivation.

The questionnaire statements were deducted from the concepts discussed in the literature review.

The structure of the questionnaire was devised using a five-point Likert scale where respondents were asked to rate their level of agreement with the concepts presented according to the following scale: "1" Strongly Disagree, "2" Disagree, "3" Neutral, "4" Agree, and "5" Strongly Agree.

In order to make sure the clarity of the questions used in the research study, a face to face pilot study was conducted on ten participants and their feedback were taken into consideration.

Based on the recommendations from the faculty of Business Administration & Economics, some of the questions were revised to provide more clarity.

The questionnaire does not contain any questions on demographics since demographics do not affect the research in a significant way.

Concept	Survey Question Number
Structure and organization of leadership	2,5,6,9,10
Nature of Teams	4,16,17
Conduct of team members (behavior and responsibility)	3,7
Ownership and nature of power	8
The merit system	11
The culture	12,13,14
The role of cross-functional teams in solving organizational challenges	15

b) Sample Size

Since multiple regression analysis was to be used, for testing the hypotheses that shared leadership characteristics affect team members' productivity and motivation positively, the number of observations to each independent variable should not fall below five to avoid the risk of over fitting and making the results specific to the sample thus resulting in the lack of generalizability (Bartlett, Kotrlik, and Higgins, 2001) (Hair, Black, Babaim, Anderson and Tatham, 2006)

In addition, since factor analysis was to be utilized to detect the structure of the variables, No factor analysis can be performed on a sample of fewer than 50 observations and preferably the sample size should be 100 or larger to provide an adequate basis for the calculation of

correlations between variables and analysis. As (Hair, Black, Babaim, Anderson and Tatham, 2006) recommend, a researcher should have five times as many observations as the number of independent variables.

In this study seven independent variables were identified and in order to have an adequate number of observations the following calculation was done to come up with the proper sample size $7 \times 5 \times 5$ resulting in 175 observations as a total. Thus 175-185 sample size is defined appropriate for conducting both regression analysis and factor analysis. My samples size is 185.

Descriptive statistics were to be included also. The answers are analyzed through the Statistical Package for the Social Sciences (SPSS).

c) Sample Selection

Convenient random sampling was used for the sample selection. Questionnaires were distributed to different professionals in different companies where teamwork was practiced and responses were received. The sample focused on knowledge workers since this group of people would understand the concepts discussed in the Thesis and whether these concepts were practiced in their organizations.

d) Industry Selection

Respondent were selected from different industries such as pharmaceutical companies, Banks, Insurance Companies, Cosmetic Companies, NGO-s, Universities.

e) Survey Participants

Survey participants were mainly professionals and knowledge workers from different functions such as marketing, sales, finance, accounting, compliance from different organizations.

f) Survey Administration

The Survey was conducted on a timeline of three weeks where emails, personal meetings, online surveys and phone calls were conducted to ensure the timely collection of the data. The LinkedIn professional network was used to connect with different professionals, in addition to a bulk email sent to Haigazian Alumni in order for them to fill the questionnaire.

g) Response Rate

A total of 250 Questionnaires were distributed of which 185 were filled and returned.

The response rate is summarized in below table:

Surveys Distributed	Surveys Returned	Response Rate
250	185	74%

h) Ethical Considerations

The respondents, right to anonymity and the right to confidentiality were taken into consideration while conducting the surveys. The respondents were not required to disclose any personal or organizational information. The purpose of the survey was also explained at the beginning of the Survey.

CHAPTER IV

STATISTICAL ANALYSIS

The following statistical techniques were used to summarize and analyze the answers obtained from the questionnaires.

First, factor analysis was conducted to discover and summarize the pattern of inter correlations among variables so that we group into factors, variables that are highly correlated with one another.

Then regression analysis was conducted in order to check which dependent variables were mostly affecting the independent variables.

1- Reliability Test

The Coefficient of reliability, also known as Cronbach's alpha, was used to estimate the internal consistency of the scale since it is most commonly used when multiple Likert scale questions are used in a questionnaire and the objective is to determine whether the scale is reliable. Since Cronbach's alpha measures the extent to which a set of items are related to each other, thus it increases as the inter correlation among the items increase. The generally agreed upon lower limit is 0.70.

SPSS was used to calculate the Cronbach's alpha for this study. The case processing summary and the reliability statistics are shown below:

Case Processing Summary		
	N	%
Valid	185	100.0
Cases Excluded ^a	0	.0
Total	185	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.881	.891	18

The Cronbach's alpha is 0.881, which indicates a high level of internal consistency for the scale.

2- Factor Analysis

Factor analysis is used to identify the structure of the interrelationships among the variables by identifying sets of variables that are highly correlated, known as factors. In other words, it distinguishes the comprehensive evaluative dimensions, which are combinations of specific items that are highly correlated. In this study, exploratory factor analysis was used to test to which extent a measure or a set of measures correctly explains the concept of the study.

The Bartlett Test of Sphericity and Kaiser-Myer-Olkin measure of sampling adequacy was used to determine whether the factor analysis and the correlation matrix were adequate.

The KMO measures the sampling adequacy which should be greater than 0.5 for a satisfactory factor analysis to be carried out.

Since the KMO is 0.908 (greater than 0.50) and the Bartlett's test of sphericity is 0.000 which is less than 0.05 and is significant. The KMO MSA (Kaiser-Myer-Olkin measure of sampling adequacy) is utilized to measure the degree of inter-correlations among the variables. The KMO ranges from 0 to 1 with 1 having each variable perfectly predicted without error by other variables. Based on the below results it is acceptable to continue with the factor analysis since the KMO is 0.908.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.908
Approx. Chi-Square		1301.305
Bartlett's Test of Sphericity	df	120
	Sig.	.000

In order to extract the number of factors the latent root criterion was utilized. Only the factors that have latent roots or eigenvalues greater than 1 are considered significant.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.935	43.345	43.345	6.935	43.345	43.345	4.489	28.057	28.057
2	1.159	7.243	50.588	1.159	7.243	50.588	3.605	22.532	50.588
3	.966	6.036	56.625						
4	.926	5.785	62.410						
5	.842	5.264	67.674						
6	.764	4.775	72.450						
7	.686	4.285	76.735						
8	.627	3.917	80.652						
9	.580	3.625	84.277						
10	.521	3.256	87.534						
11	.464	2.900	90.434						
12	.393	2.456	92.890						
13	.377	2.359	95.248						
14	.277	1.734	96.982						
15	.261	1.631	98.613						
16	.222	1.387	100.000						

Extraction Method: Principal Component Analysis.

Based on the above table “total variance explained” two factors are extracted accounting for 50.588% of the total variance.

The rotated component matrix better explains why two factors were chosen. The factor loading explains the correlation of each variable and the factor. Loadings show the degree of relation between the variable and the factor, with higher loadings making the variable representative of the factor thus explaining the role that each variable plays in defining each factor. Factor loading of 0.5 and above are taken into consideration. The below table shows the two factor structure based on the rotated component matrix:

Rotated Component Matrix^a

	Factor	
	1	2
Q1: In my company, leadership is not the monopoly of a single person	0.725	
Q2: In my company, team members lead, affect and inspire each other	0.626	
Q3: In my company, team members have either overlapping or complementary responsibilities but they are able to manage through coordination and planning	0.526	
Q4: In my company, leadership tasks, such as making decisions, can be performed collectively by teams	0.708	
Q5: In my company, any member of a team can initiate leadership based on his/her knowledge, skills and aptitude to respond to the needs of a situation	0.519	
Q6: In my company, there is sharing of responsibility between leaders and teams.	0.564	
Q7: In my company, there is sharing of control between leaders and teams.		0.602
Q8: In my company, the vertical leader develops the team's leadership capabilities to take initiatives and set objectives	0.685	
Q9: In my company, the vertical leaders have not learned how to employ positive and helpful leadership (for example offer and accept guidance, train in teamwork)	-0.772	
Q10: In my company, the merit system covers both team and individual accomplishments		0.496
Q11: In my company, there is a culture that empowers employees to express their ideas		0.606
Q12: In my company, there is a culture that empowers employees to develop abilities		0.619
Q13: In my company, there is a culture that empowers employees to be creative and find solutions		0.726
Q14: In my company, cross functional teams are created to solve organizational challenges		0.688
Q15: In my company, team members continuously share information		0.529
Q16: In my company, diversity (differences in age, gender, background, education, etc..) exists in teams		0.617

Extraction Method: Principal Component Analysis.

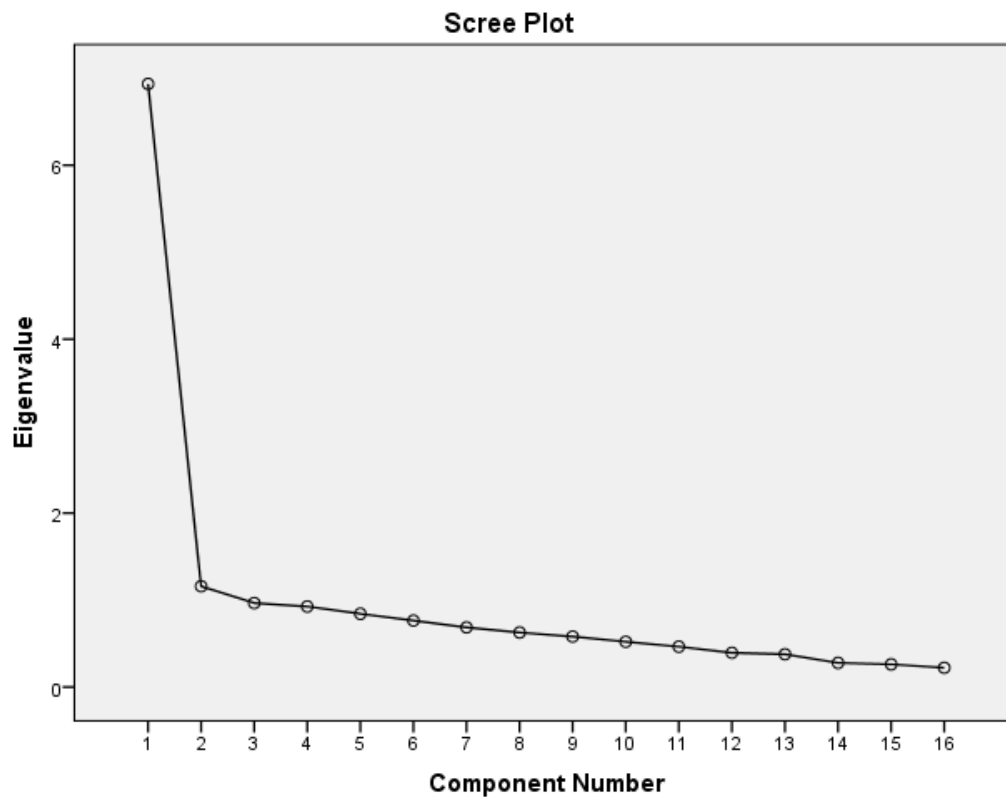
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Based on the review and understanding of the literature review of shared leadership, the two factors are identified as:

Factor 1: The Nature & Enactment of Leadership

Factor 2: The Empowering & Facilitating Culture



3- Regression Analysis

Regression analysis using the stepwise method was used to find the set of independent variables that best predict the dependent variables. The stepwise method starts by selecting the best predictor of the dependent variable. The independent variable with the greatest contribution to the regression model is added first. Additional independent variables are selected in terms of the incremental exploratory power they can add to the regression model as long as their partial correlation coefficients are statistically significant. Since variables will not be included to the

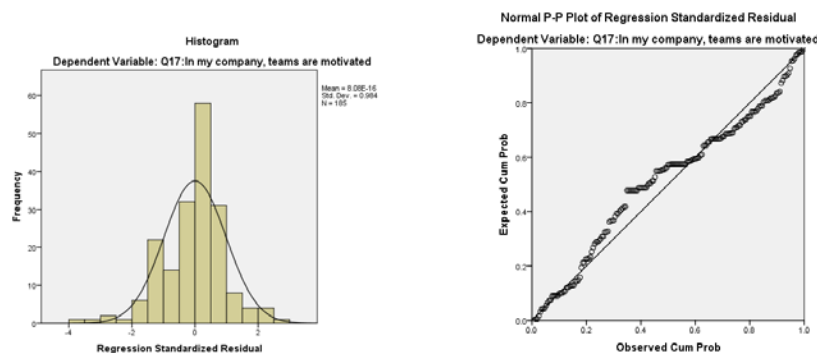
regression equation unless they are statistically significant, all the independent variables included have a statistically significant relationship with the dependent variable.

Variables are added to the regression equation, using the statistical criterion of maximizing R^2 of the included variables

Before performing the regression analysis, the assumption of normalcy of the error term distribution is tested. The Histogram of standardized residuals provides a graphic check for the normal distribution and the normal P-plot of regression compares the observed standardized residuals against expected standardized residuals from a normal distribution. A normal distribution shows the residual line following closely the diagonal line of the normal distribution.

The well fitted model is depicted by the ANOVA table shows how significantly the regression model predicts the outcome. Whereas the coefficients of the independent variable show the extent by which the dependent variable changes when there is a change in 1 unit in the independent variable.

Regression Analysis for Motivation:



The histogram shows a bell shaped curve and the normal P-Plot of the residuals shows the points close to the diagonal line.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.659 ^a	.434	.431	.769
2	.715 ^b	.511	.506	.716
3	.749 ^c	.561	.554	.681
4	.765 ^d	.585	.575	.664
5	.771 ^e	.594	.583	.659
6	.776 ^f	.603	.589	.653

- a. Predictors: (Constant), Q12
b. Predictors: (Constant), Q12, Q11
c. Predictors: (Constant), Q12, Q11, Q9
d. Predictors: (Constant), Q12, Q11 Q9, Q4
e. Predictors: (Constant), Q12, Q11,Q9,Q4, Q2
f. Predictors: (Constant), Q12, Q11, Q9, Q4, Q2, Q16
g. Dependent Variable: Q17:In my company, teams are motivated

Model 6 best includes the best subset of independent variables (Q12,11,9,4,2,16) explaining 77.6% of the total variance in motivation

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
6	Regression	115.270	6	19.212	45.024	.000 ^g
	Residual	75.952	178	.427		
	Total	191.222	184			

- g. Predictors: (Constant), Q12:In my company, there is a culture that empowers employees to develop abilities, Q11:In my company, there is a culture that empowers employees to express their ideas, Q9:In my company, the vertical leaders have not learned how to employ positive and helpful leadership (for example offer and accept guidance, train in teamwork), Q4:In my company, leadership tasks, such as making decisions, can be performed collectively by teams, Q2:In my company, team members lead, affect and inspire each other, Q16:In my company, diversity (differences in age, gender, background, education, etc..) exists in teams

The probability of the F Statistics (45.024) for the regression model of Motivation is 0.000 which is less than 0.05 therefore we accept the alternative hypothesis that there is statistically significant relationship between the best subset of the independent variables and the dependent variable thus the regression model for motivation is statistically significant in predicting the dependent variable motivation.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.259	.405		.641	.522
Q12	.231	.080	.209	2.899	.004
Q11	.298	.073	.266	4.075	.000
6 Q9	-.159	.048	-.186	-3.337	.001
Q4	.197	.063	.181	3.106	.002
Q2	.141	.069	.128	2.056	.041
Q16	.117	.059	.099	1.989	.048

a. Dependent Variable: Q17:In my company, teams are motivated

The regression equation is presented as follows:

$$\text{MOT} = 0.259 + 0.298(A) + 0.231(B) - 0.159(C) + 0.197(D) + 0.141(E) + 0.117(F)$$

Where MOT represents the dependent variable motivation

A represents: **The Culture (A culture that empowers employees to express their ideas)**

B represents **The Culture (A culture that empowers employees to develop their abilities)**

C represents **Structure and Organization of Leadership (The Vertical Leader's positive and helpful Leadership)**

D represents **Nature of Teams (Collective Decision Making)**

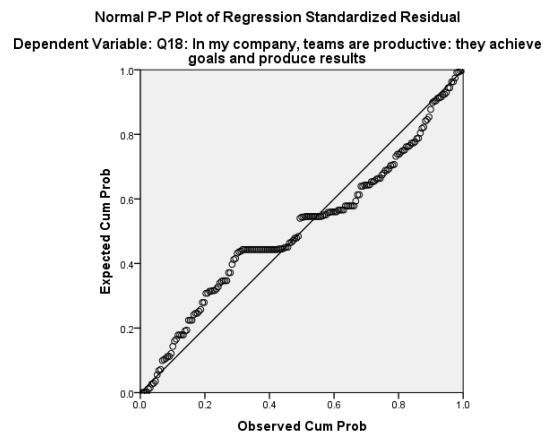
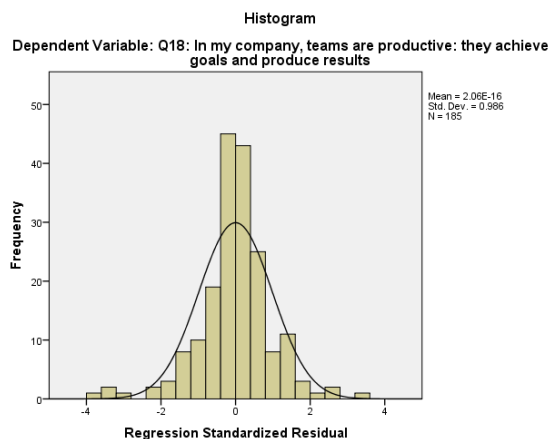
E represents **Conduct of Team Members (Team members lead, affect and inspire each other)**

F represents **Nature of Teams (Diversity)**

Since the significance of the t-values for all the variables is less than 0.05, there is a statistically significant positive linear relationship between MOT and A, MOT and B, MOT and D, MOT and E, MOT and F

Since the significance of the t-values for all the variables is less than 0.05, there is a statistically significant negative linear relationship between MOT and C

Regression Analysis for Productivity



The histogram shows a bell shaped curve and the normal P-Plot of the residuals shows the points close to the diagonal line.

Model Summary^f

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.568 ^a	.323	.319	.764
2	.617 ^b	.381	.374	.733
3	.631 ^c	.398	.388	.724
4	.645 ^d	.416	.403	.716
5	.657 ^e	.432	.416	.708

a. Predictors: (Constant), Q12

- b. Predictors: (Constant), Q12, Q15
 c. Predictors: (Constant), Q12 , Q15, Q16
 d. Predictors: (Constant), Q12, Q15, Q16, Q5
 e. Predictors: (Constant), Q12, Q15 ,Q16 , Q5, Q6
 f. Dependent Variable: Q18: In my company, teams are productive:
 they achieve goals and produce results

Model 5 best includes the best subset of independent variables (Q12, 15, 16, 5, 6) explaining 65.7% of the total variance in productivity

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
5 Regression	68.121	5	13.624	27.199	.000 ^f
Residual	89.662	179	.501		
Total	157.784	184			

f. Predictors: (Constant), Q12:In my company, there is a culture that empowers employees to develop abilities, Q15: In my company, team members continuously share information , Q16:In my company, diversity (differences in age, gender, background, education, etc..) exists in teams , Q5:In my company, any member of a team can initiate leadership based on his/her knowledge, skills and aptitude to respond to the needs of a situation , Q6:In my company, there is sharing of responsibility between leaders and teams.

The probability of the F Statistics (27.199) for the regression model of Motivation is 0.000 which is less than 0.05 therefore we accept the alternative hypothesis that there is statistically significant relationship between the best subset of the independent variables and the dependent variable thus the regression model for productivity is statistically significant in predicting the dependent variable motivation.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.972	.353		2.754	.006
Q12	.372	.070	.371	5.295	.000
Q15	.241	.062	.262	3.890	.000
Q16	.178	.065	.165	2.765	.006
Q5	.182	.062	.196	2.923	.004

Q6		-.191	.085	-.152	-2.257	.025
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a. Dependent Variable: Q18: In my company, teams are productive: they achieve goals and produce results

The regression equation is presented as follows:

$$P = 0.972 + 0.372(A) + 0.241(B) + 0.178(C) + 0.182(D) - 0.191(E)$$

Where P represents productivity

A represents **The Culture (A culture that empowers employees to develop abilities)**

B represents **Nature of Teams (Sharing of Information)**

C represents **Nature of Teams (Diversity)**

D represents **Structure and Organization of leadership (Any member of a team can initiate leadership)**

E represents **Conduct of Team Members (Sharing of responsibility)**

Since the significance of the t-values for all the variables is less than 0.05, there is a statistically significant positive linear relationship between P and A, P and B, P and C, P and D, P and E.

Since the significance of the t-values for all the variables is less than 0.05, there is a statistically significant negative linear relationship between P and E.

CHAPTER SIX

SUMMARY OF FINDINGS & RELATED RECOMMENDATIONS

A- MOTIVATION:

As stated through the research questions, this study has mainly aimed to test what factors of shared leadership have impact on team members' motivation in a sample of organizations from Lebanese companies.

Findings from Regression Analysis:

A- Motivation

The first test of hypotheses tested to know whether the 7 independent variables positively correlate with the dependent variable Team members' motivation

Finding 1:

The more a team member perceives that:

There is a culture that empowers employees to develop abilities the more a team member is motivated

Finding 2:

The more a team member perceives that:

There is a culture that empowers employees to express their ideas the more a team member is motivated

Finding 3:

The more a team member perceives that:

The Vertical leaders have learned how to employ positive and helpful leadership by offering and accepting guidance and train in teamwork the more a team member is motivated.

This was initially asked as a negative statement and a negative value is received in the equation of the regression model. It is related to Question #9 “In my company, the vertical leaders have not learned how to employ positive and helpful leadership (for example offer and accept guidance, train in teamwork)” therefore, having a negative value means that respondents perceive the opposite.

Finding 4:

The more a team member perceives that:

Leadership tasks such as making decisions can be performed collectively by teams the more a team member is motivated.

Finding 5:

The more a team member perceives that:

Team members lead, affect and inspire each other the more a team member is motivated

Finding 6:

The more a team member perceives that:

The more there is diversity the more a team member is motivated

Recommendations

Based on the findings of the regression analysis, the strongest predictors of motivation are the culture and other factors summarized in a larger context under the umbrella of Leadership. A culture that empowers employees, a culture that provides the proper medium for employees to develop their abilities by providing opportunities and challenges, a culture that gives employees the freedom and candor to express their ideas will ultimately lead to more motivated team members. The structure of organizations and the nature of teams, also, are of great importance in predicting team members' motivation; this leadership structure helps teams to perform leadership tasks collectively and allow team members to lead, affect and inspire each other and provides the opportunity for "vertical leaders" to learn how to use positive leadership.

The literature also supports the above mentioned recommendations by suggesting that empowerment of group members and self-managed teams foster an environment for SL to take place (Denis, Langley, Sergi, 2012) and in order for SL to be successful ongoing dynamic motivation is needed from peers within the team and from the vertical leader (Pearce, 2004)

A factor that contributes to the achievement of this state of being is the internal team environment that through shared purpose, social support and voice fosters a SL environment. Shared purpose is the alignment of team members around shared goals and objectives. This alignment leads to motivation, empowerment and commitment in teams which in turn raises the readiness of team members to share the team's leadership duties.

Social support, which in basic terms is nothing but the emotional and psychological strength that team members give each other in terms of encouragement and the recognition of individual and team endeavors, creates an atmosphere of value and appreciation and leads to more cooperation and shared responsibility of team results (Tesluk, 2007).

Thus management should pay special attention to the culture that exists in their organizations to foster an environment suitable for shared leadership to take place where team members develop their abilities, have the freedom to express their ideas and thus be more motivated. They should refine their Culture; know its importance to nurture the appropriate culture that motivates team members.

In addition to culture, management need to improve and enhance the structure of leadership in their organizations which means that in addition to the nature of teams they should focus on how teams are organized and managed.

Additional Comments of Importance:

Although the regression analysis did not include a number of factors significant enough in predicting motivation as the findings mentioned above, however, it is important to take into consideration the following factors:

- Any member of a team can initiate leadership based on his/her knowledge, skills and aptitude to respond to the needs of a situation. As the literature suggests, SL is a social process by which team members influence each other towards the achievement of team and organizational goals (Pearce, 2004; Pearce & Conger, 2003; Pearce & Manz, 2005). A number of researches done on the subject have shown a positive correlation between SL and the collective performance of individual employees (Avolio, Jung, Murry, & Sivasubramaniam, 1996; Hooker & Csikszentmihalyi, 2003; Pearce & Sims, 2002; Pearce, Yoo, & Alavi, 2004; Shamir & Lapidot, 2003). As per the data collected, employees working in Lebanese companies do not perceive that any member of a team is able to initiate leadership. Organizations need to make the necessary adjustments in the

way leadership is organized and the organizational culture to create a good environment where leaders can rise and disappear based on the needs of the situation.

- Vertical leader develops the team's leadership capabilities to take initiatives and set objectives. As the literature suggests one of the best things that vertical leaders can do is exercising empowering leadership by exhibiting trust to unleash the team's leadership capabilities. Thus the vertical leader might require solutions instead of suggesting solutions, motivate team members to come up with initiatives, objective setting and problem solving (Pearce, 2004). The vertical leader is not trained well and team members do not expect for the "vertical leader" to develop their ability to take initiatives and set objectives. Organizations need to train their "vertical leaders" to be able to give team members the necessary courage and development to be able to set their own objectives and take action when needed.
- The Merit system that covers both team and individual accomplishments. According to the literature, one way to foster SL is by changing the merit system of an organization. Most merit pay is founded on individual accomplishments and individuals are rewarded based on the achievement of individual goals. If an organization wants to encourage SL, the design of the merit system needs to include both team and individual goal accomplishments (Manz , Pearce, Sims, 2009). The merit system is an important element and as per the regression analysis, it does not predict productivity significantly. Team members do not perceive that their organizations have the proper merit system. In fact, organizations need to either reinforce their merit systems by paying special attention to both Team and individual goals or if the company's merit system only includes individual goals it should change and include both individual and team objectives.

B- Productivity

The second test of hypotheses tested to know whether the 7 independent variables positively correlate with the dependent variable Team members' productivity

Finding 1:

The more a team member perceives that:

There is a culture that empowers employees to develop abilities the more a team member is productive

Finding 2:

The more a team member perceives that:

Information is shared continuously, the more a team member is productive

Finding 3:

The more a team member perceives that:

Diversity exists, the more a team member is productive

Finding 4:

The more a team member perceives that:

Any member of a team can initiate leadership based on his/her knowledge, skills and aptitude to respond to the needs of a situation, the more a team member is productive

Finding 5:

The more a team member perceives that:

There is sharing of responsibility between leaders and teams the less a team member is productive.

The reason why the value is negative is that teams perform better and more productively when they own full responsibility and responsibility is not shared amongst the leader and the team.

Recommendations

Based on the findings of the regression analysis, the strongest predictors of productivity, summarized in the findings are summarized in a larger context under the umbrella of Leadership. The structure of organizations and the nature of teams are of great importance in predicting team members' productivity.

As the literature suggests, in its simplest form, SL is distribution of leadership roles and activities in a team rather than concentrating on a single appointed leader. One of the key constituents of team effectiveness is leadership (Cohen & Bailey, 1997; Hackman & Walton, 1986; Kozlowski, Gully, Salas, & Canon-Bowers, 1996) and some researchers even go to the extent to consider leadership as the most important constituent (Sinclair, 1992; Zaccaro, Rittman & Marks, 2001). There is a growing importance however of the notion of leadership initiated from within. There are a number of reasons which have led researchers to recognize that a single handed leadership is not possible; first teams are often complex entities and are often faced with different situations which make it near to impossible for a single leader to be able to perform all the leadership related activities (Day, Gronn & Salas, 2004). Second, knowledge based work depend greatly on the skills and abilities of different members of the same team (Denisi, Hitt & Jackson, 2003) which gives team members the need to be a part of the decision making and

leadership activities. Lastly, flatter organizations and the existence of self-managing teams highlight the importance of leadership initiating from within a group (Tesluk, 2007)

According to Pearce and Cogner, the shift from the traditional way of thinking has led to a new way of understanding leadership which surpasses the boundaries of the hierarchical role of leadership to unfold a social interaction known mostly as Shared Leadership. In addition to the fact that leadership does not exclusively rise from a hierarchical leader but can be initiated from any member of a team based on the knowledge, skills and aptitude of the involved parties and the needs of the situation. As per the authors' description SL takes place when all members of a team are fully involved in the practice of leadership by affecting and inspiring their fellow team members in order to increase the potential and productivity of the entire team. The practice of SL gives rise to "official" and "unofficial" leaders and leads to the exemplification of advanced empowerment. SL is an interchange of leadership roles where the swap of leadership from one person to another happens simultaneously. Research conducted on the subject has shown a positive correlation between SL and the collective performance of individual employees. Many researchers consider self-leadership to be a prerequisite for team leadership (**Houghton et al.,2003**). (Denis, Langley, Sergi, 2012)

Thus, based on the above organizations should pay special attention to the way leadership is organized and distributed in their organizations; a distribution of leadership roles and activities in a team rather than concentrating on a single appointed leader. Management need to make sure that leadership is organized in such a way that creates the necessary environment for SL to take place and flourish. In addition to the way leadership is organized, the nature of teams is of utmost importance. Teams need to have the right structure and number of team members to facilitate coordination and the creative environment for finding solutions. Management should

create teams in such a way where information is shared and team members are motivated to initiate leadership. Thus, both the team design and the internal team environment need to be taken care of closely. Also, a team structure that has diversity and where interaction between team members is smooth and transparent is necessary. In addition to this having the right culture helps teams to be more productive by empowering employees to develop themselves and to be able to find solutions in challenging situations.

Additional Comments of Importance:

Although the regression analysis did not include a number of factors significant enough in predicting productivity as the findings mentioned above, however, it is important to take into consideration the following factors:

- The Merit system that covers both team and individual accomplishments. According to the literature, one way to foster SL is by changing the merit system of an organization. Most merit pay is founded on individual accomplishments and individuals are rewarded based on the achievement of individual goals. If an organization wants to encourage SL, the design of the merit system needs to include both team and individual goal accomplishments (Manz , Pearce, Sims, 2009). The merit system is an important element and as per the regression analysis, it does not predict productivity significantly. Team members do not perceive that their organizations have the proper merit system. In fact, organizations need to either reinforce their merit systems by paying special attention to both Team and individual goals or if the company's merit system only includes individual goals it should change and include both individual and team objectives.

- Vertical leader develops the team's leadership capabilities to take initiatives and set objectives. As the literature suggests one of the best things that vertical leaders can do is exercising empowering leadership by exhibiting trust to unleash the team's leadership capabilities. Thus the vertical leader might require solutions instead of suggesting solutions, motivate team members to come up with initiatives, objective setting and problem solving (Pearce, 2004). The vertical leader is not trained well and team members do not expect for the "vertical leader" to develop their ability to take initiatives and set objectives. Organizations need to train their "vertical leaders" to be able to give team members the necessary courage and development to be able to set their own objectives and take action when needed.
- The role of cross-functional teams to solve organizational challenges. As depicted in the literature, another factor that leads to SL is the creation of short term cross functional teams to solve organizational challenges. A cross-functional team comes into existence when there is a challenge and an issue at hand. The team usually encompasses different persons with different knowledge levels, skills and expertise that are combined to find solutions (Manz, Pearce, Sims, 2009). In a very competitive market, many organizations establish cross functional teams in order to solve organizational challenges. As per the study performed, respondents did not perceive this in their organizations to predict productivity. This could mean that many organizations in Lebanon are not resorting to cross functional teams to solve organization challenges.

C- The Common Findings between Motivation and productivity

As the above findings suggest the common attributes that affected both motivation and productivity is The Culture of organizations and the Structure and organization of leadership and

the nature of teams. Thus, organizations need to heed the importance of these two factors if motivated and productive teams are the aim of organizations to thrive in a challenging and competitive market.

CHAPTER SEVEN

CONTRIBUTION

The literature of Shared Leadership talks extensively on the attributes that foster the proper environment for shared leadership to thrive and its effects on overall Team effectiveness. My contribution to the subject is finding a correlation that shared leadership characteristics affect both team members' motivation and productivity. The findings of this study, which is unique, succeeded to explain that there is a strong correlation between shared leadership characteristics and team members' motivation and productivity in Lebanese organizations.

CHAPTER EIGHT

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CHAPTER NINE

APPENDICES

Dear participant,

As part of the fulfillment of the requirements of the MBA Degree from Haigazian University, I am conducting a survey about shared leadership and its effect on team members' motivation and productivity.

Giving me time to fill out the attached questionnaire will be really appreciated.

Any of the personal information regarding your name or address is not required.

All your responses will remain strictly confidential, and will be reported anonymously in the thesis.

The questionnaire consists of 18 statements all of which should be responded to according to your level of agreement

I will be thankful if you can answer and distribute to colleagues and send back the questionnaire the soonest

For any clarification, please do not hesitate to contact me at sarine_h@yahoo.com

Thank you again for your valuable time and support,

Looking forward to hearing from you soon,

Best Regards
Sarine Hawatian

Questionnaire

In recent leadership theory a lot of focus has been given to teams and the role of empowering them in achieving synergies and better results. Thus the focus has shifted from vertical leadership to more empowered teams. The Vertical leader is none other than the traditional or appointed leader who dictates to his/her subordinates.

On the other hand, a new trend in leadership is emerging and there is a growing interest in the subject of shared and collaborative leadership. Shared and/or collaborative leadership is defined as a vibrant, collaborative effect between people who are part of teams and whose goal is to lead, affect and inspire each other in the quest to accomplish a set of organizational or group objectives. It is an interchange of leadership roles where the swap of leadership from one person to another happens simultaneously as seen fit by the conditions at hand

This Questionnaire is to help me assess the characteristics of shared leadership that influence team members' motivation and productivity.

I would appreciate it if you would take a few minutes to fill out this questionnaire. Without your help I will not be able to continue working on my assessment which is for my MBA thesis.

A- In my company, Team work is practiced

a- Yes

b- No

If Yes, please Read the below statements carefully and specify your degree of agreement or disagreement with them.

If No, please do not continue.

Please note that this survey is anonymous and no personal data or data about your organization will be disclosed. Thank you

Nb.	Please Specify how each of the below statements relate to your own experience	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In my company, leadership is not the monopoly of a single person					
2	In my company, team members lead, affect and inspire each other					
3	In my company, team members have either overlapping or complementary responsibilities but they are able to manage through coordination and planning					

4	In my company, leadership tasks, such as making decisions, can be performed collectively by teams					
5	In my company, any member of a team can initiate leadership based on his/her knowledge, skills and aptitude to respond to the needs of a situation					
6	In my company, there is sharing of responsibility between leaders and teams.					
7	In my company, there is sharing of control between leaders and teams.					
8	In my company, the vertical leader develops the team's leadership capabilities to take initiatives and set objectives					
9	In my company, the vertical leaders have not learned how to employ positive and helpful leadership (for example offer and accept guidance, train in teamwork)					
10	In my company, the merit system covers both team and individual accomplishments					
11	In my company, there is a culture that empowers employees to express their ideas					
12	In my company, there is a culture that empowers employees to develop abilities					
13	In my company, there is a culture that empowers employees to be creative and find solutions					
14	In my company, cross functional teams are created to solve organizational challenges					
15	In my company, team members continuously share information					
16	In my company, diversity (differences in age, gender, background, education, etc..) exists in teams					
17	In my company, teams are motivated					
18	In my company, teams are productive: they achieve goals and produce results					