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MAPPING THE INTERSECTION OF TEAMWORK
AND LEADERSHIP: AN ANALYSIS IN THE
FIELDS OF PUBLIC ADMINISTRATION,
LEADERSHIP, AND MANAGEMENT

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Public Administration

by
Roger James Chin
September 2013

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ABSTRACT

The changing dynamic in the work environment has led to the increased use of teamwork in many public, private, and non-profit organizations. Although there has been an increase in the use of teams, there is a lack of commonality on factors that help lead to an effective team. The objective of this research was to understand the development and progress of leadership in teams and the current state of the field. The six research questions herein examined the general types of teams, the generic types of leaders, leadership styles applied in teams, ideal member and group characteristics, common methodologies used to conduct research, and the target group of the research.

This research employed content analysis methodology in order to analyze teamwork research focusing on leadership in the areas of public administration, leadership, and management. A total of 80 articles from 1999-2012 were analyzed from top academic journals in the selected fields. The results suggest that much research still focused on the traditional work group with one formal leader; most leaders used one or more leadership styles when leading an effective team; interdependence among the members is an ideal characteristic; case studies are the most common methodology used by researchers in this area; and most of the research was directed towards the private sector. The major contributions of this research to the field are the creation of two taxonomies in analyzing the general types of teams and the generic types of leaders.

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DEDICATION

I dedicate this thesis to my loving and supportive parents. Tony and Mitzi Chin, whose strength, kindness, and selflessness have been my motivation to become a better person. They taught me the values and importance of what it means to be an honest and hardworking individual. I will be forever grateful.

To my little brother Jason who unfortunately passed away at an early age, there is not a day that goes by that I do not think about you.

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CHAPTER ONE

INTRODUCTION

Relevance of Teamwork and Leadership

What is the nature of leadership in teams? This important question affects every individual in the public, private, and non-profit sectors. The seeming simplicity of this question belies the reality, which is that each of the concepts are nuanced and contingent as their vast literatures attest. Understanding the interplay between them is a question that entails extraordinary intricacy and complexity. As the organizational world continues to evolve to be more knowledge-based, more networked, and more virtual and technologically sophisticated, the concept of leadership in teamwork has also evolved and expanded in important ways. No matter if it is teachers at a public school, managers in a private company, or community activists in a non-profit organization, teamwork with various types of formal and informal as well as internal and external leadership is essential, ubiquitous, and unavoidable. Even though leadership in teamwork is utilized daily by many individuals, this ostensibly simple concept has many definitions about what team leadership is and theories to explain how it operates in a multitude of settings.

The increased use of technology, uncertain economic times, and market globalization all work to impact the overall dynamic of employees in an organization. Organizations must overcome unpredictable, competitive, and

complex situations as an ever-changing environment increases the reliance on teamwork (Hiller, Day, & Vance, 2006). Modern organizations have increased their reliance on teams and there has been a recent surge of interest in a more comprehensive review on the intersection of teamwork and leadership (Baker & Gerlowki 2007; Denis, Langle, & Sergi, 2012; Driskell et al., 2006).

Team leadership research as a discipline is on the cusp of some truly significant breakthroughs (Day, Gronn, & Salas, 2006). In 2006, a special edition of *The Leadership Quarterly* and in 2002 a special edition of *Group and Organization Management* were dedicated exclusively to the topics of leadership and teams. Even though a great number of employees work in teams, there are still many questions regarding what factors and which variables lead to team success and effectiveness, especially in regard to how they are led or lead themselves. Despite the proliferation of teamwork in the public, private, and non-profit sectors, there is a paucity of literature and research that has been conducted on leadership in teams, so analyzing what has been done, and not done, is important.

Background on Teamwork and Leadership

Traditional Vertical Style of Leadership

Traditionally, organizations have primarily utilized a hierarchical and vertical style of leadership where there is one central directive leader governing and enforcing control on a group of followers (Bass, 1990; Halal, 1994; Wood &

Fields 2007). There is one leader and that leader's main job is to provide orders, delegate tasks, set expectations, provide guidance, set the rules, and coordinate daily activities for the followers (see Figure 1). The followers typically do not have any input or suggestions in a vertical style of leadership and perform tasks as they are told to do so by the leader. Italian historian, philosopher, and politician Niccolo Machiavelli, who lived during the height of the Renaissance, greatly influenced the traditional hierarchical style of leadership. Machiavelli is well known for saying that it is much safer for a leader to be feared than loved by one's followers (Callanan, 2004), as fear tends to command more respect and those who are loved more have a greater propensity to be used. In Machiavelli's view, the purpose of a leader was to build and hoard all of the power in order for an organization to prosper and flourish. This philosophy and practice runs counter to the environment of most organizations today.

The Expanding Use of the Horizontal Style of Leadership

As organizations continue to compete globally, there has been a gradual shift toward the increased use of teamwork in order to leverage knowledge, resources, and information (Gordon, 2002). Organizations must have the innate ability to adapt to the changing market environment in order to continue to operate and compete with other organizations around the world. The idea of distributing power among all of the individuals rather than hoarding all the power is more pertinent today (Callanan, 2004; Conger, 1989). The concept of leaders

sharing and distributing powers with followers can be difficult to accept because it goes against the many norms of the traditional workplace dynamic.

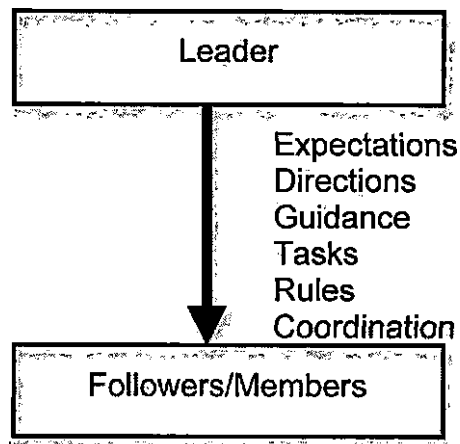


Figure 1. Traditional Vertical Style of Leadership

Nonetheless, the public, private, and non-profit sectors have started to move away from a rigid hierarchical leadership style and are now placing greater emphasis on the importance of collaboration and cooperation among employees in order to increase productivity. Among the more prominent types of horizontal style leadership is in the leadership of teams. The use of teams can be difficult to analyze or prescribe to managers because of greater diversity in modern organizations and because of the multitude of personalities that inherently embody the overall make-up of a team. Further, teamwork may not be ideal in every situation, but leaders are now commonly required to determine the feasibility of utilizing teamwork in their organizations.

Statement of the Problem

The area of leadership in teams is of great interest from the academic and practical aspects of organizations. The role of teams in organizations has become an important research topic in theoretical, applied, and empirical research (Baker & Gerlowski, 2007). The aim of this research is to connect the different theories addressing the pertinent questions on leadership in teams and to provide a content analysis of the literature in the field. This research seeks to provide a pragmatic assessment on the state of the topic in leadership, public administration, and management journals. Even though the literature on the topic of leadership in teams has been increasing, this research seeks to examine how much the literature has evolved, to provide a comprehensive examination of the literature, and to envision future research directions for this topic.

Empirical studies on teams and groups increased drastically during the 1990s (Sundstrom et al., 2000). Most research on leadership in teams is to be found in psychology, sociology, industrial organization, social science, or social psychology journals (Stewart, 2010; Sundstrom et al., 2000). The questions that are being asked in this research serve as a pivotal starting point in the discussion, understanding, and future directions for further research in the study of leadership in teams.

Research Questions

Research Question One

- ***What are the general types of teams?***

Scholars and researchers have determined there are various types of teams that are utilized by organizations. Organizations in the different sectors have various types of teams to accomplish a variety of tasks, objectives, and goals. A taxonomy was created to combine the different classifications of teams from the literature that was examined in order to provide a comprehensive observation of the field. The taxonomy will be the guideline for the content analysis when answering this question.

Research Question Two

- ***What are the generic types of leaders in teams?***

Leadership is an evolving process, which can take on many different forms and styles, and a leader must be adaptable to the wide variety of situations that may arise in an organization. Leaders may need to change styles depending on factors or situations that evolve within the context of a team. Another taxonomy was created by combining the literature for the various concepts that reflect the generic types of leadership utilized by those who act as leaders of teams. The taxonomy will be the guidelines for content analysis when answering this question.

Research Question Three

- ***What leadership styles are being used in teams?***

There are many different leadership styles and roles that can be used by a leader when spearheading followers. The leader of a team must be able to

cultivate and adapt to a certain style when an emergency or unexpected situation calls for a different approach. Leaders on certain types of teams may embody a strong role, while the function of other leaders may require them to act as mediators or facilitators of their teams. Regardless, the leadership process serves as one of the most crucial determinants of team effectiveness and influences the collective performance (Zaccaro & Klimoski, 2002). Examples of common leadership styles include: laissez faire, directive, supportive, participative, delegative, achievement-oriented, inspirational, strategic, collaborative, and combined (Van Wart, 2012).

Research Question Four

- ***What are the ideal member and group characteristics?***

Teams are unique because of the diversity and singularity of the members involved. Every member of the team is interconnected, shares some form of relationship, and has a purpose. If any members of a team do not get along, the dissension can lead to poor outcomes. The characteristics that encompass the basic makeup of the team should be as close to ideal as possible in order for members to communicate effectively with one another. Teams are composed of different people, purposes, and personalities; therefore, no two teams will always be alike and each will face their own unique challenges. Team relationships differ according to goal orientation, interdependence, interpersonal interaction, perception of membership, structured relations, mutual influence, and individual motivation (Johnson & Johnson, 1997).

Research Question Five

- ***What was the methodology used to conduct research in the topic area?***

Scholars use a number of research styles when addressing hypotheses and questions to which they seek answers. Both qualitative and quantitative methods of research are used in the research of teamwork and leadership. Preliminary findings revealed that the five most prominent styles of research used have been simulations, qualitative analysis, case studies, work group experiments, and content analysis. This study will look at these dimensions in greater detail.

Research Question Six

- ***What was the target group of the research?***

Some researchers would argue that there is minimal difference between the private, public, and non-profit sectors (Allison, 2012; Boyne, 2002; Euske, 2003), but that there are also some distinct differences between them as well. The public sector, for instance, has to be aware of transparency for the sake of all stakeholders and the democratic process, while the private sector is more concerned with making profits and addressing the concerns of the shareholders. Because of this, most of the literature on leadership in teams has a target group for their research. This question seeks to examine which sector the body of literature is targeting, or if indeed most of the literature targets all sectors relatively equally.

Definitions and Nomenclatures

A clarification about nomenclature is necessary for understanding the difference between the uses of the terms “team” and “group.” While some researchers distinguish between groups and teams, there is no overall mutual agreement among scholars on the definition and nomenclature of “team,” “group,” and other similar terms (Guzzo & Shea, 1992; Sundstrom et al., 2000).

In this research, the terms “team” and “group” will be used relatively interchangeably in discussing the broad literature reflecting the semantic heterogeneity of usage in the field. However, for the purpose of analyzing different types of groups and teams studied, a distinction will be made in the data analysis. Groups that rely primarily on formal leadership and hierarchical delegation of authority will be thought of as formal groups. This will be sometimes be shortened to simply “groups.”

Functional groups that rely primarily on shared leadership (especially shared leadership roles and mutual accountability) will be referred to as “teams.” This follows the convention set by Katzenbach and Smith (1993). However, unlike Katzenbach and Smith, there is no implied judgment for the purpose of this study that one or the other is better; both formal groups relying primarily on vertical power, and functional groups relying on horizontal power, have their uses, strengths, weaknesses, purposes, and require different competencies. Further, it is important to note that the overlap between vertical and horizontal aspects of leadership in teams is frequently substantial and complex.

Nonetheless, for research purposes it is important to see what distinctions have been made in the literature and how coherent these observations have been. To exaggerate for clarity, the leadership function in an executive "group" and quality circle ("team") is more different than alike.

CHAPTER TWO

LITERATURE REVIEW

Team and Group Taxonomies

Classifying the general types of teams can be a perplexing task due to the diversity of which teams and groups are composed. Sundstrom, McIntyre, Halfhill, and Richards categorized the general types of teams into six different groups: production groups, service groups, management teams, project teams, advisory groups, and action and performing groups. According to Sundstrom et al. (2000), production groups are front line employees like the employees at an automobile assembly group that repeatedly produce an output; a service group is a cluster of employees that serves customers with repeated transactions, like employees working for an airline or a sales group; management teams have the purpose of coordinating teams, making policies, managing the budget, and working on logistics; project teams are specialized teams that work on a task and have a time limit before disbanding once the project is complete; advisory groups are established to solve problems and to provide solutions; and action and performing groups are groups that are involved in time limited complex situations.

Even though Sundstrom et al. provided a comprehensive identification of the different types of teams and groups, the research does not distinguish between vertical, horizontal, or external styles of leadership. For each of the different groups there could be one or multiple leaders. Sundstrom et al. also do

not distinguish between the terms “team” and “group,” and the researchers use the words interchangeably.

There is a gradual increase in the use of plurality leadership to emphasize more cooperation, collaboration, and input among team members. In a qualitative analysis, Denis, Langley, and Sergi (2012) provided a framework for leadership in teams that has a plurality style of leadership in teams and groups. Plurality leadership occurs when there is a combined influence of multiple leaders leading a specific organization. Four streams of plurality leadership were identified: sharing leadership for team effectiveness, pooling leadership at the top to lead others, spreading leadership across levels over time, and producing leadership through interactions.

According to Denis et al., sharing leadership for team effectiveness occurs when there is mutual leadership in the groups and the team members are leading each other. Pooling leadership at the top to lead others involves dyads, triads, and constellation of leaders leading an organization. Spreading leadership across levels over time occurs when leadership is dispersed between people or organizations in order to achieve the outcome like in an inter-organizational collaboration. In a producing leadership through interaction, the leadership is emergent among members and the members themselves determine what leadership should be.

Even though the research conducted by Denis et al. is detailed with leadership as a collective among multiple individuals, the research does not

examine or provide a framework for the more traditional hierarchical leadership style of one leader leading a team or group. As this study will show, the traditional work group with a formal group leader is still the most prevalent target of research today.

Leaders in Teams and Groups

Team leaders can affect the behavior of other team members by encouraging and facilitating competencies (Bennis & Biederman, 1998). Morgeson, DeRue, and Karam (2009) provided four different sources of team leadership by integrating those sources into a single framework. The framework is unique in that rather than focusing on just the leader of a team or group, the framework shifts the focus to the actual leadership processes in a team or group. The source of leadership in the framework is divided between the "locus of leadership" and the "formality of leadership." The locus of leadership can be either internal or external, and the formality of leadership can be either formal or informal. According to Morgeson et al., if the locus of leadership is internal, that means the leader is part of the team; conversely the locus of leadership is external if a leader is not a part of the everyday tasks of the team; if the formality of leadership is defined as formal, then there are responsibilities for team performance; conversely if the formality of leadership is deemed informal, then there is a lack of direct responsibility for a team or group's performance (see Figure 2).

Locus of Leadership	Formality of leadership	
	Formal	Informal
Internal	Team leader Project manager	Shared Emergent
External	Sponsor Coach Team advisor	Mentor Champion Executive coordinator

Figure 2. Sources of Leadership in Teams

Source: Adapted from Morgeson, F., DeRue, D., & Karam, E. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal of Management*, 36(1), 5-39.

Darling and Leffel (2010) created a framework for leadership styles and divided the framework into four different styles that are found in industrialized nations and are based on the leader's assertiveness and responsiveness. Those styles of leadership are: analyzer, director, creator, and connector. The horizontal line consists of the leader's assertiveness while the vertical line is the leader's responsiveness. Many researchers stress that assertiveness and responsiveness are the two most important dimensions in determining an individual's leadership style (Darling & Leffel, 2010; Merrill & Reid, 1981). Assertiveness is when the leader is direct or indirect when communicating with team members and the leader's responsiveness is how the leader is able to express him or herself emotionally while leading the team or group.

The analyzer is inflexible because they are less assertive and less responsive. Instead, the analyzer is logical, thorough, and precise. The director is more assertive and less responsive but has the strengths of being decisive and determined. The connector is less assertive and more responsive and has the strengths of bringing support and diplomacy to the team. The creator is more responsive and more assertive and has the strengths of being friendly and imaginative.

Team building involves the process of mentoring and enhancing team members where they are nurtured and developed (Darling & Leffel, 2010). There is not a preferred leadership style between the analyzer, director, creator, and connector. Instead, the leader needs to be flexible when leading a team. A leader that has flexibility is able to get along with individuals whose styles are different from their own when working in a team (Meyerson, 2001).

Darling and Leffel suggest the need for all four styles of leadership for a highly effective team, but finding the strengths of all four styles in one leader is virtually impossible (Drucker, 1973). In the article, the researchers noted the important differences between leadership and management. To manage means to control resources, to master procedures and routines, and to facilitate efficiency, while leading means coordinating team members, mentoring followers, and promoting team building (Darling, Keeffe, & Ross, 2006; Darling & Leffel 2010). Even though the research conducted by Darling and Leffel was aimed

primarily at entrepreneurial teams, the four style of leadership in an entrepreneurial team could be found in the other sectors as well.

Effective Leadership Styles for Teams and Groups

The leadership style used when leading a team or group may affect the cohesion, interaction, reaction, and learning outcome of the members. Bucic, Robinson, and Ramburuth (2010) identified the most common leadership styles in teams (transactional, transformational, and ambidextrous) and how leadership styles influence team member learning. Team learning is defined as the process of how individuals in a team reflect on feedback and implement changes for improvement (Bucic, Robinson, & Ramburuth, 2010). Burns (1978) characterized leadership in an organization as transactional or transformational. Bucic et al. go further still, and include ambidextrous style of leadership in their research. Transactional leadership focuses on reward, compliance, and punishment (Bass & Riggio, 2006). Transformational leadership is characterized by charisma, inspiration, individual employee consideration, intellectually stimulating the team, and motivational encouragement (Bass, 1999; Bass & Riggio, 2006).

In today's competitive organizational environment, there is a need for leaders in teams to have the ability to use diverse courses of action, which is also known as ambidextrous leadership (Tushman & O'Reilly, 1996; Vera & Crossan, 2004). The research by Bucic et al. determined the ambidextrous leadership approach is the ideal leadership style to promote positive interaction, reaction,

and learning from team members in an organization. As a codicil, however, Bucic et al. made their determination by using research on only one leader leading a team, unlike Denis, Langley, & Sergi (2012) who observed multiple individuals leading a team at the same time. This research does not examine whether ambidextrous leadership would be effective when there is more than one leader in a group or team. Ambidextrous leadership may indeed be effective when there is one leader, but when there are multiple leaders, the dynamic of this style and other variables may affect the group interaction.

Ideal Characteristics for Effective Teams and Groups

Organizations sometimes have to use teamwork because some tasks require the use of a collective group of individuals working together rather than an individual operating alone. If more people are working on the same task, there is a greater possibility of achieving more than when there is just one person working on that task. Therefore, it is crucial for organizations to understand the ideal member and group characteristics that can lead to effective teams and the ability of all the members to work in harmony. Marks, Mathieu, & Zaccaro (2001) provided a multiphase taxonomy and conceptual clarification on team processes. The researchers define the team process as a:

Multiphase episodic framework related to goal accomplishment, arguing that teams are multitasking units that perform multiple processes

simultaneously and sequentially to orchestrate goal-directed task work.

(Marks, Mathieu, & Zaccaro, 2001, p. 356)

This taxonomy has a hierarchical structure that contains ten dimensions that are incorporated into three phases. The three phases are: the transition phase, the action phase, and the interpersonal phase. The transition phase is a period when the team is focused on planning in order to reach the goals and objectives of the team. The action phase is when team members participate in activities that lead to the goals and objectives of the team. The interpersonal phase occurs during the transition and action phases. According to Marks et al. (2001), the transition phase is the process where the team analyzes their mission, sets goals, and makes plans. During the action phase, the team monitors their progress towards the team's goal. The interpersonal phase involves conflict management, motivating team members, and building confidence.

Common Research Methodologies

Hiller, Day, and Vance (2006) conducted a study on public sector winter road maintenance teams using the case study methodology. Data was collected from six counties using the state's transportation department and a total of 277 surveys were used in the research analysis. The research was able to examine the performance of collective team leadership in the road maintenance teams. Case studies are a legitimate method by which to study leadership in teams, but each case may be different and not applicable to another organization or sector.

The experiences of the road maintenance team of one state, such as Florida, may not be the same in another state, such as Alaska.

Pearsall and Ellis (2006) conducted a research study on leadership in teams using simulation methodology. The researchers used 268 students from one university and those students were then divided into four person teams. The students had to act as a team by using the Distributed Dynamic Decision-making (DDD) simulation. The DDD is a computer program that requires participants to monitor a region, to defend the region from foreign invaders, and earn points by working as a team (Pearsall & Ellis, 2006). The purpose of this research was to determine the effects of team member personality on the outcome of the team's performance.

Simulation is an appropriate methodology by which to conduct an experiment, but sometimes participants may not take a simulation as seriously as a real job or real life experience. Even though the student participants were given extra credit and monetary compensation for their participation, some of the participants may not necessarily behave the way they did in the experiment if their job or life were actually on the line. Further, some students may have participated because they needed the extra money or extra credit. There may also be a lack of genuine interest in performing optimally and reaching the highest amount of points in the computer simulation. The lack of genuine interest and optimal performance may change the outcome of the research being conducted. In a simulation, the situation is known to be imaginative and not a real

life experience, therefore fewer true personal risks are at stake. Similar research conducted in the future will need to examine the external validity of these results (Pearsall & Ellis, 2006).

Research for the Different Sectors

Research conducted in the area of leadership in teams may focus primary attention on the public, private, non-profit, or all of the sectors. Research may accommodate a particular sector because of the different criteria in each of the sectors and as such the results of that research may not be applicable to all organizations. In Carmeli, Schaubroeck, and Tishler (2011), their research focused on the private sector and examined how empowering leadership among chief executive officers shapes top management team behavior that may lead to the firm's overall improved performance. Carmeli et al. obtained a research sample by sending letters to 500 former students in the executive Master of Business Administration program in order to get in contact with the alumni's Chief Executive Officer. Structured questionnaires were distributed to the Chief Executive Officers and their employees. A total of 82 questionnaires from Chief Executive Officers and 230 questionnaires were obtained from the employees. The research was able to analyze the survey and determine the role of leadership, team dynamics, and work outcomes for private sector firms. The research conducted by Carmeli et al. is one example of a study targeting a specific sector. Even though the selected research sample may not be a

representation of every organization in the private sector because they were selected based on one university program, the data obtained provides a basis for future research and some general indication of team effectiveness.

Foldy and Buckley (2009) provided an example of a study conducted for the public sector. The study observed seven teams of child welfare social workers from Massachusetts for a period of 2.5 years. There were many concerns by the agency's management such as the working conditions of the agency and the welfare of the social workers who do their job under stressful conditions. During the 2.5-year observation, Foldy and Buckley documented if the social workers maintained the new working conditions and how the social workers were adapting to a new, team-based structure that was being implemented by the public agency in an effort to improve the efficiency, health, and productivity of employees. The research focused only on one public agency and one state, and thus may not be an accurate representation of other agencies or states. Each organization faces different challenges and variables, and other child welfare agencies may not have the same experiences that occurred in Massachusetts.

CHAPTER THREE

RESEARCH METHODOLOGY

Selected Taxonomy and Framework for Content Analysis

The research methodology chapter is divided into two parts. The first part discusses and defines the specific rubrics used in the data collection. The second part discusses the processes used to construct the content analysis, including the selection of journals, selection of articles, and the coding scheme of the literature.

Research Question One Taxonomy

- ***What are the general types of teams?***

There are many different types of teams in the public, private, and non-profit sectors. Based on the literature review, a comprehensive taxonomy was constructed to incorporate the different types of teams (see Figure 3). This taxonomy was then used for the content analysis on what researchers determine are the general types of teams.

The author differentiates between the permanence of the functional group or ad hoc team by having “groups” consist of on-going permanent members, while “teams” consist of temporary or ad hoc members. The source of direction for the different types of teams and groups can be vertical, horizontal, or external. A vertical source of direction has a strong hierarchical leader and is based on coordination of the groups and teams. A horizontal source of direction has a

weak leader that is selected by the group and there is an emphasis on cooperation and collaboration. An external source of direction has either a strong or weak leader that comes from outside of the organization.

For the “groups” category, there is work group, standing group, and advisory group. When a vertical style of leadership is used in a hierarchical setting, it is called a work group for this study. A work group has permanent workers that receive strong direction from a designated leader. Some examples of work groups are production groups, service groups, or competitive management teams.

The horizontal style of leadership in a group is called a standing group. A standing group has permanent status or a structural continuity that is assembled to act in a select area and to facilitate coordination. Some examples of standing groups are self-managed teams or cooperative management teams.

When the source of direction is external, it is called an advisory group. Advisory groups are set up to offer recommendation to the organization with membership outside of the organization. Advisory groups can be from an advisory board, policy board, or a professional group.

In the “teams” category, there is the team with a charge, the team with a purpose, and the outside team. The vertical source of direction of a team is a team with a charge. A team with a charge refers to a temporary team assembled to investigate a specific problem or issue with a strong executive mandate. A team with a charge can also be assembled to design a new product or service

with an appointed chair. Some examples of teams with a charge are task forces or project design teams.

The horizontal source of direction of a team is team with a purpose. Teams with a purpose are temporary teams assembled to solve a specific problem; the team may be formal or informal. Teams with a purpose may have “standing” qualities, but the team members and issues shift frequently and function on goodwill. Teams with a purpose consist of problem solving teams, quality circles, ad hoc committees, or informal teams.

The external source of direction of teams is an outside team. The outside team refers to a loose group of professionals or interested parties who advocate for, or with, an organization. Outside teams can be networks or community action groups.

Research Question Two Taxonomy

- ***What are the generic types of leaders in teams?***

The demonstration of effective leadership is complex. As Bennis (1959) stated, “probably more has been written and less known about leadership than any other topic in the behavioral sciences” (p. 259). The research for question one categorized the different types of teams in the public, private, and non-profit sectors. The second taxonomy seeks to illustrate the general types of leaders that are leading teams or groups.

The same source of direction (vertical, horizontal, and external) and types of permanence (groups and teams) are used for the generic types of leader

Source of Direction	Vertical	Horizontal	External
Permanence			
On-Going (Groups)	WORK GROUP: A permanent group of workers, which receives strong direction from a designated leader.	STANDING GROUP: A permanent group of people assembled to act in a select area and to facilitate coordination.	ADVISORY GROUP: A group set up to advise the organization with membership outside of the organization, often with ex officio organization members.
Temporary or Ad Hoc (Teams)	TEAMS WITH A CHARGE: A temporary team assembled to investigate a specific issue or problem with a strong executive mandate or to design a new product or service with an appointed chair.	TEAMS WITH A PURPOSE: A temporary team assembled to solve a specific problem; the team may be formal or informal. It may have "standing" qualities but the team members and issues shift frequently and functions on goodwill.	OUTSIDE TEAM: Loose groups of professionals or interested parties which advocate for or with the organization.

Figure 3. General Types of Teams

taxonomy (see Figure 4). The leader for the vertical source of direction in a group is a formal group leader (boss). The boss is an individual leading a permanent group of members by giving strong direction to the group in order to meet the organization's goals and objectives. In academic environments the boss can be someone such as the university dean who meets with each of the department chairs.

The leader for the horizontal source of direction for a group has a shared group leadership (distributed). The leadership is distributed among a group of individuals leading each other in order to achieve the group's goals and objectives. In an academic environment, this can be when the department head is having a consultative faculty meeting with the professors in the department.

The leader for the external source of direction for groups is an advisory group leadership, which utilizes a collaborative form of leadership. An advisory group leadership would constitute an individual leading a particular group set up to advise the organization with membership from outside of the organization. In the academic environment, this can be a group that provides suggestions and input to a department such as a board of community members.

In teams, the leader for the vertical source of direction holds a formal team leadership (chair). The chair is an individual that is appointed to lead a temporary team assembled to investigate a specific issue or problem. In the academic environment, for example this can be a search committee that is established to look for a new university dean.

Source of Direction	Vertical	Horizontal	External
Permanence			
On-Going (Groups)	FORMAL GROUP LEADERSHIP (BOSS): An individual leading a group of individuals by giving strong directions to the group.	SHARED GROUP LEADERSHIP (DISTRIBUTED): Group of individuals leading each other in achieving the group's goals and objectives.	ADVISORY GROUP LEADERSHIP (COLLABORATIVE): An individual leading a group set up to advise the organization with membership from outside of the organization.
Temporary or Ad Hoc (Teams)	FORMAL TEAM LEADERSHIP (CHAIR): An individual that is appointed to lead a temporary team assembled to investigate a specific issue or problem.	SHARED TEAM LEADERSHIP (EMERGENT): Leadership in this type of team is developed over time and a leader is not appointed or elected. A leader will emerge through the group's interaction with each other.	SHARED OUTSIDE LEADERSHIP (NETWORK): Doesn't focus on individuals but is leadership shared among communities, network, or organizations.

Figure 4. Generic Types of Leaders in Teams

The leader in teams with a horizontal source of direction is a shared team leadership mode (also known as emergent leadership). The leadership is developed over time, and over the course of that time, the leader emerges. The leader is not appointed or elected, but decides to take charge because the individual feels it is necessary to be the leader. A leader will come forth via the group's interaction with each other. For example, a leader could emerge from a group of professors working on an academic article. The leader could take charge by mutual consent to lead the rest of the group in accomplishing the task at hand.

The leader in teams for an external source of direction is a shared outside leadership mode (also known as network leadership). In a network, leadership does not emanate from individuals per se, but rather is a form of leadership shared among communities, networks, or organizations. In the academic setting, for instance, this can be a department seeking certification from an outside academic accreditation body.

Research Question Three Framework

- ***What leadership styles are being used in teams?***

There is a plethora of leadership styles that can be used to lead an effective group or team. To answer this question of which styles are being used, the framework from Van Wart (2012) was adapted for the content analysis. This framework is the most all-encompassing of the common styles of leadership described in the literature. The following leadership styles in Van Wart's

framework are: laissez faire, directive, supportive, participative, delegative, achievement-oriented, inspirational, strategic, collaborative, and combined (see Figure 5).

A laissez faire style of leadership is when the leader neglects responsibility, displays passivity in tasks, or indifference in the followers. A directive leader lets subordinates know their expectations, gives directions and guidance, provides rules and procedures for subordinates to follow, and coordinates daily work activities. The supportive leader demonstrates consideration towards each subordinate individually, displays concern for his or her well-being, and creates a friendly work environment. The participative leader consults with subordinates, allows active participation from subordinates, and considers their opinions. The delegative leader allows subordinates relative freedom in decision making, daily monitoring from a superior, and short-term reviews. Achievement-oriented leaders set challenging goals for subordinates, task improvements, emphasize excellence in subordinate performance, and display confidence that the subordinates have the ability to complete the rigorous goals. Inspirational leaders use intellectual stimulation to produce new ideas or to gain acceptance for new approaches. The goal of the inspirational leader is to promote enthusiasm for the achievement of the group's goals and objectives. A strategic leader focuses their attention on organizational matters that contribute to organizational alignment, gains and retains resources, and seeks opportunities to gain comparative advantages in public and private settings. Collaborative

leaders focus on representation, external networking, external partnering, creating goodwill, and “expanding the pie.” Combined leadership utilizes two or more styles simultaneously as a single style when leading followers.

Research Question Four Framework

- ***What are the ideal member and group characteristics?***

The framework from David Johnson and Frank Johnson (1997) was adapted to address this question. Johnson and Johnson provided a comprehensive examination into the characteristics needed in an effective group. These characteristics are important to achieving goals, which are unattainable by an individual working alone. Johnson and Johnson determined there to be 7 ideal member and group characteristics that lead to effective teams: goal orientation, interdependence, interpersonal interaction, perception of membership, structured relations, mutual influence, and individual motivation (see Figure 6).

Goal orientation is when members join together for the reason of achieving a goal, purpose, or objective. Interdependence is when members share a common fate, build connections among themselves, and partake in some type of relationship. When there is interdependence among the members, one incident that affects an individual will affect all members. Interpersonal interaction is when members communicate, collaborate, and cooperate with each other. Perception of membership is when members have an understanding that they belong to a group. Structured relations are when members' interactions are controlled by roles, rules, and norms. Mutual influence is when members impact

Leadership Style	Definition
Laissez faire	Leader neglects responsibility, displays passivity in tasks, or indifference in the followers.
Directive	Leader lets subordinates know their expectations, gives directions and guidance, provides rules and procedures for subordinates to follow, and coordinates daily work activities.
Supportive	Leader demonstrates consideration towards each subordinate individually, displays concerns for their well-being, and creates a friendly work environment.
Participative	Leader consults with subordinates, allows active participation from subordinates, and considers their opinion.
Delegative	Leader allows subordinates relative freedom in decision making, daily monitoring from a superior, and short-term reviews.
Achievement-oriented	Leader sets challenging goals for subordinates, task improvements, emphasizes excellence in subordinate performance, and displays confidence that the subordinates have the ability to complete the rigorous goals.
Inspirational	Leader uses intellectual stimulation to produce new ideas or to gain acceptance for new approaches. The goal of the inspirational leader is to arouse enthusiasm for the achievement of the group's goals and objectives.
Strategic	Leader focuses their attention on organizational matters that contribute to organizational alignment, gains and retains resources, and seeks opportunities to gain comparative advantages in public and private settings.
Collaborative	Leader focuses on representation, external networking, external partnering, creates goodwill, and "expanding the pie."
Combined	Leader utilizes two or more leadership styles simultaneously as a single style when leading subordinates.

Figure 5. The Types of Possible Leadership Styles

Source: adapted from Van Wart, M. (2012). *Leadership in public organizations: An introduction* (2nd ed.). Armonk, N.Y.: M.E. Sharpe.

and encourage each other because of their connections. Individual motivation is when members satisfy their own personal needs and obtain rewards through participation in a group.

Characteristics	Definition
Goal Orientation	Members joining together for the purpose of achieving a goal, purpose, or objective.
Interdependence	Members share a common fate, build connections among themselves, and have some type of relationships. An incident that affects one member affects all other members.
Interpersonal Interaction	Members communicate, collaborate, cooperate, and interact with each other.
Perception of Membership	Members recognize and perceive they belong to a group.
Structured Relations	Members' interactions are controlled by roles, rules, and, norms.
Mutual Influence	Members make an impact and influence each other because of their connections.
Individual Motivation	Members satisfy personal needs and obtain rewards through participation in a group.

Figure 6. Ideal Member and Group Characteristics

Source: adapted from Johnson, D. W., & Johnson, F.P. (2003). *Joining together: group theory and group skills* (8th ed.). Boston: Allyn and Bacon.

Research Question Five Framework

- ***What was the methodology used to conduct research in the topic area?***

The maturity of a literature is not based solely on the volume of articles, but is also reliant upon the methodological framework used by the researcher. The research method used provides insight into the empirical and analytical focus of the topic. Five common research methods were used to sort the literature for the study of leadership in teams: simulation, qualitative analysis, case study, work group experiment, and content analysis (see Figure 7).

A simulation is when the researcher utilizes a computer program to simulate a teamwork environment or provides students in a class with a project that requires the use of teamwork. The participants do not actually work for a real organization; rather they are imitating an actual organizational environment. Qualitative analysis is the examination, description, interpretation, and analysis of an inquiry that does not require quantitative research methods. The researcher describes the observations and findings of his or her investigative analysis. A case study involves the in-depth examination and analysis of a single unit. For example, a researcher can observe a public sector agency and then provide surveys for the employees to fill out, or the researcher conduct an interview with the employees. Work group experiment involves a control group that uses a vertical style of leadership while the experimental group uses a horizontal style of leadership. The researcher then provides a comparison between the control and

experimental group. The last common research methodology is content analysis.

In a content analysis the researcher provides an analysis and study of documented human communication.

Research Method	Definition
Simulation	The use of a computer program or project on participants to imitate a task that utilizes teamwork.
Qualitative Analysis	Examination, description, interpretation, and analysis of an inquiry using none quantitative methods.
Case Study	A descriptive in depth analysis of a single unit.
Work Group Experiment	A control and experimental group is used to evaluate teamwork.
Content Analysis	The analysis and study of documented human communication.

Figure 7. Research Methods Being Used

Research Question Six Framework

- ***What was the target group of the research?***

There are some specific distinctions among the public, private, and non-profit sectors. Certain research experiments on leadership in teams were meant for a particular sector. This research question seeks to determine if literature on leadership in teams in the fields of public administration, leadership, and management targets the public, private, non-profit, or all sectors.

Research Design: Content Analysis

A content analysis methodology was chosen as the most appropriate research method for the examination of literature on the topic of leadership in teams in the fields of public administration, leadership, and management. The following describes the procedures and methods that were used in selecting the articles, the coding process, framework selections, and the analysis of the texts.

Content analysis is a systematic and replicable research method of analyzing documented written, verbal, oral, graphical, or visual communications (Babbie, 2011; Cole, 1988). The researcher used forced choice and latent coding of the data during the coding process. Latent coding of the materials by the researcher, rather than manifest coding, is a subjective assessment of the literature in the different fields (Babbie, 2011).

Data Collection

Different processes were used to locate studies for the inclusion in the content analysis and literature review. The first step was an electronic computer-assisted search of various databases to locate relevant academic articles for the literature review and framework that would be used to answer the research questions. The computer-assisted search consists of using the keywords "teamwork," "team leadership," "teamwork and leadership," and "team leaders." The electronic databases that were used for the search were: ABI/INFORM

Complete, JSTOR, EBSCOhost, Academic Search Premier, Business Source Premier, and ScienceDirect.

In the second step, the researcher used back tracing to review the references used in key relevant articles gathered from the initial electronic database search. The purpose was to review relevant articles for the literature review and to examine comprehensive frameworks to be included in the analysis.

In the third step, the Social Science Citation Index was used to determine the top academic journals in the fields of public administration, leadership, and management that were to be examined for the study. The articles that were examined were from 1999 through 2012. The years 1999 through 2012 provided the most comprehensive overview of the literature on this topic and provided an understanding of the progress and improvements that are needed for the research in the field.

The top journals that were selected based on the Social Science Citation Index to be reviewed were: *Administration & Society*, *American Review of Public Administration*, *International Public Management Journal*, *International Review of Administrative Sciences*, *Journal of Public Administration Research and Theory*, *Public Administration*, *Public Administration Review*, *The Leadership Quarterly*, *The Academy of Management Journal*, *Administrative Science Quarterly*, *Journal of Management*, *Journal of Organizational Behavior*, *Management Science*, and *Organization Science*.

The fourth step was a manual review and detailed analysis of the table of contents of each volume. The selected journals for the initial search yielded the result of 10 academic journals spanning 14 years. The journals were:

Administration and Society, Journal of Public Administration Research and Theory, Public Administration Review, The Leadership Quarterly, The Academy of Management Journal, Administrative Science Quarterly, Journal of Management, Journal of Organizational Behavior, Management Science, and Organization Science.

Research Sampling

In the ten academic journals that were examined from 1999 through 2012, the primary data set was eventually comprised of 80 articles for inclusion in the study and for content analysis (see Table 1). Of all public administration journals that were examined, only *Administration and Society, Journal of Public Administration Research and Theory, and Public Administration Review* had any articles relating to the examination of leadership in teams. *Administration and Society* had one article, *Journal of Public Administration Research and Theory* had seven articles, and *Public Administration Review* had three. The group total for public administration journals was 11 articles.

In the leadership field, *The Leadership Quarterly* had a total of 28 articles. Among the management journals, the *Academy of Management Journal* had nineteen articles, *Administrative Science Quarterly* published three articles,

Journal of Management had six articles, *Journal of Organizational Behavior* had seven, *Management Science* had three, and *Organizational Science* had three. The group total for management journals was 41.

Data Analysis and Coding Scheme

A code sheet was developed to maintain the research data. Two independent reviewers examined the abstracts for all of the sources that were collected and reached a consensus on which sources were relevant for the research. Any disagreements or ambiguities of the protocol were resolved through consensus among the reviewers. Once the initial data set had been established, a beta test of the protocol was conducted. When the beta test was completed, a finalized research protocol was established. Two independent readers reviewed the compiled literature for the content analysis. In order to minimize the threat to the reliability of the present research, a second reader independently reviewed and coded 20 articles from the original data set of 80. The two reviewers coded 18 out of the 20 articles identically; this result suggested a high level of inter-rater reliability. The results of the content analysis will provide the basis for a detailed qualitative review of the literature and the state of the theory.

Table 1. Data Set for Content Analysis

Academic Fields and Journal Titles	Number of Articles Located (1999-2012)
Public Administration Journals	
<i>Administration & Society</i>	1
<i>Journal of Public Administration Research and Theory</i>	7
<i>Public Administration Review</i>	3
Group Total	11
Leadership Journal	
<i>The Leadership Quarterly</i>	28
Group Total	28
Management Journals	
<i>Academy of Management Journal</i>	19
<i>Administrative Science Quarterly</i>	3
<i>Journal of Management</i>	6
<i>Journal of Organizational Behavior</i>	7
<i>Management Science</i>	3
<i>Organization Science</i>	3
Group Total	41
Grand Totals	80

CHAPTER FOUR

RESEARCH RESULTS AND DISCUSSIONS

This chapter will provide the results and discuss the findings from the content analysis. The total number of articles that were included in the data set was 80. The public administration journals had 11 articles, which constituted 13.75%; leadership journal had 28 articles, which constituted 35%; and the management journals had 41 articles, which constituted 51.25% (see Table 2).

The results indicate a need for public administration researchers to conduct more research on leadership in teams. Public sector organizations are gradually migrating away from a hierarchical structure of leadership and using more teamwork in the accomplishments of tasks. Even though there is a lot of relevant research being conducted in other academic fields regarding leadership in teams, conducting further research designed specifically for public sector organizations is needed. There are several characteristics that distinguish the public sector from the private sector, which will be discussed later in this chapter. Research designs and methodology that may be effective in another academic field may not translate well into the public sector because of these characteristics. Public administration research must adapt with the changing reforms and challenges in public sector organizations and increase the amount of research that is central to leadership in teams.

Table 2. Number of Articles Located for Data

	Number of Articles Located (1999-2012)	Percentage
Public Administration Journals	11	13.75%
Leadership Journal	28	35%
Management Journals	41	51.25%

Content Analysis Results and Discussions

Research Question One Result

- **What are the general types of teams?**

This question examined the general types of teams that were studied or discussed in the literature. The general types of teams were: work group, teams with a charge, standing group, teams with a purpose, advisory group, and outside group. The content analysis of the general types of teams revealed that the majority of researchers focused on work groups (60%). The lowest amount of research was conducted on outside teams, which registered only 1.25%. Work groups consist of on-going permanent groups of individuals that receive strong direction from one designated leader. Outside teams are temporary or ad hoc teams that are comprised of a loose group of professionals who advocate for, or with, the organization. There were a total of 48 articles about work groups, five articles about teams with a charge, nine articles dealing with standing groups,

thirteen articles about teams with a purpose, four articles about advisory groups, and one article about outside team (see Table 3). This result is consistent with the most common type of team that is utilized in an organization where there is one leader in charge of leading a group of individuals. These results may change in the future when more organizations utilize the five other types of teams in order to increase productivity and effectiveness.

Table 3. General Types of Teams

	Content Analysis: Articles Located (1999-2012)	Percentage
Work Group	48	60%
Team with a Charge	5	6.25%
Standing Group	9	11.25%
Team with a Purpose	13	16.25%
Advisory Group	4	5%
Outside Team	1	1.25%

Research Question Two Result

- **What are the generic types of leaders in teams?**

In an organizational setting, there are many different types of leaders.

Leaders can be permanent or temporary, and there can be one or several

leaders that are leading a team. The generic types of leaders that were considered for this research were: formal group leadership (boss), formal team leadership (chair), shared group leadership (distributed), shared team leadership (emergent), advisory group leadership (collaborative), and shared outside leadership (network). The majority of the research conducted was determined to be based on formal group leadership with a boss (58.75%) and the least amount of research conducted was focused on shared outside leadership, which is a network (1.25%). Formal group leadership has a boss leading a group of individuals by providing strong direction to that group. Shared outside leadership, which is a network does not focus on individuals, but rather is leadership that is shared among organizations, networks, or communities.

There were forty seven articles from the data about formal group leadership (boss), four articles about formal team leadership (chair), ten articles on shared group leadership (distributed), fourteen on shared team leadership (emergent), four articles about advisory group leadership (collaborative), and one article about shared outside leadership (network) (see Table 4). The results of this research question are consistent with the results from the first research question on the generic types of teams. Even though organizations are slowly moving away from the hierarchical structure of leadership, one leader leading a group of team members is still more common as a research focus. Again, this result may change in the future as the five other generic types of leaders in teams are utilized to greater degrees.

Table 4. General Types of Leaders in Teams

	Content Analysis: Articles Located (1999-2012)	Percentage
Formal Group Leadership (Boss)	47	58.75%
Formal Team Leadership (Chair)	4	5%
Shared Group Leadership (Distributed)	10	12.5%
Shared Team Leadership (Emergent)	14	17.5%
Advisory Group Leadership (Collaborative)	4	5%
Shared Outside Leadership (Network)	1	1.25%

Research Question Three Result

- **What leadership styles are being used in teams?**

The question in this section is to investigate which types of leadership styles are being used or studied. The results provided an analysis as to what researchers determined were the styles necessary in order to foster the sharing and distribution of power among different teams. To be sure, there are many definitions of leadership and what the term leadership entails. Rost (1993) identified 221 definitions of leadership, while Bass (2008) was able to condense the numerous designations of leadership into 20 standard definitions. Historically, leadership has been defined using a hierarchical structure, and has been perceived as the relationship between one leader and his or her follower; if the

followers generally abided by the orders of their leader, then he or she would be rewarded, and conversely if the follower did not follow given instructions, then he or she would be subjected to some form of punishment. Researchers and organizations now appear to be moving away from this paradigm and focusing more on the sharing and distribution of power among individuals in a team in order to better compete and challenge employees in a changing global dynamic. Those in charge who utilize the appropriate style of leadership can effectively compile the necessary characteristics for an efficient and successful team.

Van Wart's (2011) framework considers in detail the most common leadership styles that are used. The leadership styles in the framework are: laissez faire, directive, supportive, participative, delegative, achievement-oriented, inspirational, strategic, collaborative, and combined. The content analysis revealed in this study showed that the majority of researchers determined that a combined style of leadership (46.25%) is consistently utilized in teams. None of the research in the data set determined that the laissez faire style of leadership is the best leader style for effective teams or was studied in the research.

Twelve articles referred to the participative style of leadership, ten referred to the supportive style of leadership, seven articles referred to the delegative style of leadership, five articles referred to the achievement-oriented style of leadership, three articles referred to the directive leadership style, three referred to the collaborative style, two articles referred to the inspirational style of

leadership, and one article referred to the strategic style of leadership. Thirty-seven articles referred to the combined style of leadership (see Table 5).

A combined style of leadership uses two or more leadership styles simultaneously in a single, fused style in order to gain voluntary collaboration from followers (Bass, 1985; Blake & Mouton, 1964; Graen & Uhl-Bien, 1995; Likert 1981; Lipman-Blumen, 2000; Van Wart, 2011). For example, depending upon the situation and environment of the organization, a leader may use the directive leadership style when there are new employees on the team. Once the new employees are more acquainted with the policies and procedures of the organization, the leader may then switch to laissez faire and a delegative style of leadership if he or she feels that the employees are now competent and able to perform tasks without continued direct supervision.

Research Question Four Result

- **What are the ideal member and group characteristics?**

Johnson and Johnson's (2003) theory on ideal characteristics was used in the content analysis of the data set. Individuals are constantly interacting in teams, whether it is in their personal life, at school, work, or when they are participating in extracurricular activities. These interactions often lead to questions such as what the ideal member is and what group characteristics are needed in order to have a highly effective group dynamic. An effective group consists of members who commit themselves to the common purposes of maximizing personal and team successes (Johnson & Johnson, 2003). The

members all have the common belief that success will be achieved through the collaboration and interdependence of all the members. Even though there are divergent theories and concepts on effective teams, Johnson and Johnson (2003) identified the following 7 ideal characteristics that are considered necessary for members and groups: group orientation, interdependent,

Table 5. Leader Styles Being Reported Upon

	Content Analysis: Articles Located (1999-2012)	Percentage
Laissez faire	0	0%
Directive	3	3.75%
Supportive	10	12.5%
Participative	12	15%
Delegative	7	8.75%
Achievement-oriented	5	6.25%
Inspirational	2	2.50%
Strategic	1	1.25%
Collaborative	3	3.75%
Combined	37	46.25%

interpersonal interaction, perception of membership, structured relationships, mutual influence, and individual motivation.

The majority of researchers in the fields of public administration, leadership, and management concluded that the need for team member interdependence (35%) would most commonly lead to an effective team and was the most important of the listed characteristics. Interpersonal interactions (30%) were determined to be a close second for desirable characteristics. The results of the content analysis indicate that organizations interested in implementing teams should place an emphasis on encouraging interdependence and interpersonal interactions in order to foster collaboration and to produce more overall effective teams. Cartwright and Zander (1968) stated the following about a group and interdependence:

A group is a collection of individuals who have relations to one another that make them interdependent to some significant degree. As so defined, the term group refers to a class of social entities having in common the property of interdependence among their constituent members. (p. 46)

Interdependence is when, given a set of individuals, an event that affects one member is very likely to affect all other members (Johnson & Johnson, 2003).

The members must rely upon, and cooperate with, each other in order to achieve individual and group goals. Individual motivation is a characteristic, which the fewest number of researchers stated as ideal or desirable in a member or group. Individual motivation is described as when individuals act as part of a team

because they are driven by personal reasons to do so and/or they gain something in return from being part of the team.

The analysis revealed that eight articles stated group orientation was pertinent in the success of teams, twenty-eight stated interdependence among team members was key, twenty-four stated it was interpersonal interactions, five emphasized perception of membership, four stated structured relations mattered most, seven emphasized mutual influence, and four highlighted individual motivation (see Table 6).

Table 6. Ideal Member and Group Characteristics

	Content Analysis: Articles Located (1999-2012)	Percentage
Group Orientation	8	10%
Interdependent	28	35%
Interpersonal Interaction	24	30%
Perception of Membership	5	6.25%
Structured Relations	4	5%
Mutual Influence	7	8.75%
Individual Motivation	4	5%

Research Question Five Result

- **What was the methodology used to conduct the research in the topic area?**

There are different methodologies utilized by different researchers when conducting studies on leadership in teams. Each methodology has its own inherent strengths and weaknesses when providing an impartial analysis on the research hypothesis. In analyzing the data, there were five methodologies that were used: simulation, qualitative analysis, case study, work group experiment, and content analysis. The majority of the research for leadership in teams was conducted using case studies. Work group experiment was found to be the least utilized research method.

There were ten articles where researchers utilized the simulation method of research, eleven articles had researchers utilize the qualitative analysis method of research, fifty-four articles had researchers utilize the case study method of research, one article had researchers utilize the work group experiment method of research, and four articles had researchers utilize the content analysis method of research (see Table 7).

In an examination of methodologies that were used for the study of leadership in teams in the field of public administration, leadership, and management, case studies were utilized in fifty-four studies or 67.5% of the time. Even though case studies had a higher usage frequency, sometimes this methodology is criticized for its conflicting evidence, lack of rigor, or biased

interpretation (Denzin, 1988). Case studies may force participants to portray themselves in a more positive situation or may be more inclined to place participants in the position of giving answers that put them in a positive light (Bucic, Robinson, & Ramburuth, 2010). Participants may also be inclined to provide positive answers or lie to researchers because of the feeling of pressure being faced. There may be the possibility that participants fear retribution from fellow employees or the management of the organization if positive responses are not reflected in the end results. The responses given during the research from a participant in a particular case study may not reflect the experiences found in another organization. What works for one team may not necessarily be successful with another team. Teams and groups are comprised of members with different personalities, cultures, ethnicities, and other variables. Each organization from the different sectors and case studies may face different contexts, variables, and challenges.

Table 7. Methodology Used to Conduct Research

	Content Analysis: Articles Located (1999-2012)	Percentage
Simulation	10	12.5%
Qualitative Analysis	11	13.75%
Case Study	54	67.5%
Work Group Experiment	1	1.25%
Content Analysis	4	5%

Research Question Six Result

- **What was the target group of the research?**

The target groups that were addressed by the data were: public sector, private sector, non-profit sector, or all of the sectors. The majority of articles were directed towards the private sector, at 45%, while only one article was directed towards the non-profit sector. There were twenty-five articles that addressed leadership in teams for the public sector, thirty-six articles that addressed leadership in teams for the private sector, one article that addressed leadership in teams for the non-profit sector, and eighteen articles that addressed leadership in teams for all of the sectors (see Table 8).

The results indicate a great need for studies to be conducted in both the public and non-profit sectors. Although some researchers would argue there are minimal differences between the public, private, and non-profit sectors (Allison, 2012; Boyne, 2002; Euske, 2003), there are other researchers who assert that there are indeed significant differences found among the three sectors. Bretschneider (1990) concluded the three main differences between the public, private, and non-profit sectors are those found in personnel management, the decision-making process, and the management of information systems.

While examining the differences between private and public Executive Information Systems, researchers found the main differences between the public and private sectors to be environmental factors, organization transactions or how the sectors interacted with stakeholders, and internal structures and processes

(Rainey, Backoff, &, Levine, 1976; Watson & Carte, 2000): Watson and Carte (2000) determined that the lack of market interaction from the public sector often caused government organizations to be more constrained in their choice of procedure, to have a greater tendency for formal specifications and controls, to have more external influences, to need greater support from various stakeholders, to have more failures that are visible to the public, and to have less autonomy and control over decisions.

Due to the cyclical shift in the economy, leaders are constantly facing severe challenges in their efforts to meet higher demands for service while operating on a limited budget. There has been a radical movement away from relying solely on the public sector to provide services and movement toward the involvement of non-profit organizations (Considine, 2003). Despite the proliferation of non-profit organization involvement, in this research there was only one article found that conducted research on the non-profit sector. The lack of attention to non-profit organizations can be attributed to the weakness and limitations of the concepts that are used to define a non-profit organization (Considine, 2003; Salamon & Anheier, 1992). Another reason for the lack of articles may well come from the fact that the public sector, working in partnership with the non-profit sector at a higher rate, is still a new and as yet developing concept. Research on non-profit organizations may be on the cusp of great developments when researchers focus more on these organizations.

Table 8. Target Group of Research

Target Group	Content Analysis: Articles Located (1999-2012)	Percentage
Public Sector	25	31.25%
Private Sector	36	45%
Non-profit Sector	1	1.25%
All Sectors	18	22.5%

CHAPTER FIVE

CONCLUSION

Leadership in teams is becoming relevant both in the academic and practical sense. The concepts and definitions of a leader are constantly evolving and the norms for leaders have drastically changed as well. Many organizations are now attempting new work designs in an effort to increase productivity and to meet the new challenges of a changing work environment (Arnold, Barling, & Kelloway, 2001). The public, private, and non-profit sectors are increasingly embracing teamwork, empowerment, and collaboration among their employees. Although the traditional vertical and authoritarian styles of leadership still exists, leaders in organizations are now having to be both receptive of inputs from followers and include the followers in the decision making process (Bass & Riggio, 2006).

The purpose of this research was to examine the state of team leadership literature in the fields of public administration, management, and leadership. The intent was not to argue that teamwork is paramount for effective organizations; rather, the objective was to provide content analysis and support that organizations are increasingly using teamwork and emphasize that the field should be researched more vigorously. This research contributed to the field by creating two taxonomies for the purpose of illustrating the general types of leaders and teams; provided a content analysis on leadership in team literature;

presented an explanation on the distinction between traditional and horizontal style of leadership; analyzed past and current research on leadership in teams; revealed its limitations of this research; and provided a direction for future study on this emerging topic. Multiple stakeholders depend on the ability of teams and groups to work in harmony and to have the ability to collaborate with one another. Even though there has been significant progress on research on leadership in teams, there remains a lot to be done in understanding the effectiveness of teams and groups (Carson, Tesluk, & Marrone, 2007; Morgeson, DeRue, & Karam, 2009).

Limitations of the Research

The present research raises pertinent questions on the state of the theory of leadership in teams. Even though the research provides an encompassing overview on the state of the field, there are still various limitations that need to be mentioned and acknowledged.

This particular research utilized the latent coding method of content analysis and forced choice in the selections rather than the all-that-apply response. Even though content analysis has many strengths, one of the weaknesses of a content analysis approach is that it provides the "what" rather than the "why." Content analysis provides a qualitative description of what is there, rather than the underlying motive of why it is found to be there (Babbie, 2011). Forced choice is when the researcher is obliged to make only one

selection for each of the categories, while an all-that-apply response allows the researcher to select more than one choice in each category. The latent coding method of content analysis and forced choice selections require the researcher to examine the overall content in order to determine if certain variables were present or absent. After the examination of the overall content, a subjective interpretation of the data is needed from the researcher. Other researchers that look at the same data may interpret the data differently. This research attempted to minimize the threat to the reliability of the research by having a second reader independently review and code 20 articles from the original data set of 80. The results of the independent review suggested a high level of inter-rater reliability.

The journals that were used in the data set from the fields of public administration, leadership, and management were selected for their inclusion in this study based on ratings from the Social Science Citation Index. The highest rated journals from each field were selected for further examination. It may be possible that other journals in the specified fields that were not selected have covered leadership in teams at a higher rate than the journals that were examined by this research. Regardless, this research was meant to provide a general overview and demonstrate possible future directions on the state of the theory of leadership in teams.

The selection of journals from the fields of public administration, leadership, and management limits the present research to those particular fields. Leadership in teams is an encompassing field that can be utilized in other

academic fields like medicine, psychology, political science, government, social science, and so on. Despite the limitations, the diversity of journals that were selected for examination should minimize the concerns of this particular limitation.

The results that were provided here had some categories ranked in higher frequency and usage when compared to other categories. The higher frequency in a category does not necessarily mean the emphasis of that particular category is the best in a given situation or that the particular category is even necessary in order to achieve the most effective teams. The content analysis only provides the “what” and not the underlying motive as to why there was a higher frequency in one category and not another. Suppositions can be made as to the reasons, but those would only be subjective interpretations.

Future Directions

The content analysis conducted found that the majority of the literature examined the traditional work group with one formal leader. There was less research conducted on teams that utilized a plurality style of leadership as described in the taxonomies created by Denis, Langley, and Sergi (2012). Carson, Tesluk, and Marrone, (2007) examined shared leadership where the leadership is distributed among the team members and not just focused on a single individual leading a group. The study used MBA students at a university

forming 59 consulting team and found that teams where leadership was distributed among members performed better than teams that relied on one designated leader. Future research should be conducted on the differences and dynamics between teams with one leader and teams with several leaders in an actual organization and not use a simulation research methodology. The increased use of technology and teams not being located in one geographic location brings urgency to the examination of plurality or shared leadership style.

This research content analysis found a very limited number of articles that were targeted towards the public and non-profit sectors. The field of public administration, the public sector, and non-profit sector may benefit from conducting more experiments and studies related to the area of leadership in teams. The popularity of public sector organizations utilizing New Public Management and emulating private sector practices may benefit from the increase in research on teams. Some of the characteristics and objectives of private sector teams are different than the public and non-profit sector.

The content analysis that was conducted for this research was limited to academic journals in the fields of public administration, leadership, and management. Future research should include academic journals in other related fields like medicine, political science, psychology, and sociology. Other academic fields may have better covered the topics of leadership in teams and may not have been examined in this research. Even though it is difficult to involve every academic field in the examination of leadership in teams, more journals may

provide further insight into the other research questions that were examined herein.

Researchers have different backgrounds and perspectives when studying leadership in teams; therefore the methodologies used for the exploration of this topic may be different for each researcher (Betts & Santoro, 2007). The use of different methodologies in the examination of leadership in teams can provide an unobstructed understanding of leadership in teams. The majority of the research examined involved case studies, which is the examination of one unit or organization. The results from one organization may not be applicable to all organizations. Another methodology used in the research was simulations involving university students. The students that are in these simulation settings provide internal validity, but may not provide external validity (Pearsall & Ellis, 2006; Stashevsky & Koslowsky, 2006). The results from the student simulations may not be the same when applied with actual employees or organizations. Future research involving simulation methodology should use actual employees and organizations and avoid university students. Actual employees may present stronger research validity because the employees may be more mature and have relevant work experiences. This research also found that out of the 80 research articles cited, only one used the work group experiment. Future studies may want to utilize the work group experiment methodology where there is a control and experimental group.

APPENDIX A
ARTICLES USED IN DATA COLLECTION

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APPENDIX B

OVERVIEW OF CONTENT ANALYSIS RESULTS

Research Question One General types of teams A. Work group 48 B. Team with a charge 5 C. Standing group 9 D. Team with a purpose 13 E. Advisory group 4 F. Outside teams 1	Research Question Four Ideal member and group characteristics A. Group orientation 8 B. Interdependent 28 C. Interpersonal interaction 24 D. Perception of membership 5 E. Structured relations 4 F. Mutual influence 7 G. Individual motivation 4
Research Question Two Generic types of leaders A. Formal Group Leader (Boss) 47 B. Formal Team Leader (Chair) 4 C. Shared Group Leader (Distributed) 10 D. Shared Team Leader (Emergent) 14 E. Advisory Group Leader (Collaborative) 4 F. Shared Outside Leader (Network) 1	Research Question Five Methodology A. Simulation 10 B. Qualitative Analysis 11 C. Case Study 54 D. Work Group Experiment 1 E. Content Analysis 4
Research Question Three Leader style(s) Used A. Laissez faire 0 B. Directive 3 C. Supportive 10 D. Participative 12 E. Delegative 7 F. Achievement-oriented 5 G. Inspirational 2 H. Strategic 1 I. Collaborative 3 J. Combined 37	Research Question Six Target group A. Public 25 B. Private 36 C. Non-profit 1 D. All Sector 18

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