**Assessment 1– Critical Review**

Weighting: 30%  
Due Week 4 Monday

To prepare for this assessment, you will:  
1. Use secondary research, identify an area/topic of applied management that is of interest to you.  
2. Identify keywords and undertake a keyword search of the literature using academic databases. All selected articles should have been published within the last five years.  
3. Select a primary article that is highly relevant to the identified applied management area/topic, then select at least three articles on the research area/topic related to the primary article.  
4. Write a critical literature review on the research area/topic of interest using the selected articles.

Learning outcome assessed:  
1. Conduct a critical literature review of a subject/area within an applied business management context.

Deliverables:  
You are required to submit a written report.

**1. Introduction (about 150-200 words)**

* Explain why your research topic is important to the Applied Management context by using academic and non-academic sources;
* Introduce the purpose of this literature review is to ... (i.e., your research question);
* Introduce your primary article used in this literature review and explain how it is relevant to your research question;
* Briefly mention what supportive articles are used in this literature review to develop discussion.

**2. Literature Review (about 1000 words)**

• No more than 3 sub-headings  
**2.1 Section one (e.g., your key concept)**For each of the paragraphs in the literature review sections, please make sure:

* Start your paragraph with a clear topic sentence introducing the main point;
* Evaluate your key concepts (e.g., definitions or explanations) or discuss the research findings by using at least two different articles;
* Use connecting words or other phrases (from the phrase bank) to indicate the connection between those research findings from the articles;
* Propose your critical statement/evaluation/conclusion based on the research findings at the end of the paragraph.

**3. Conclusion (about 150-200 words)**

* Restate the purpose of the literature review;
* Summaries the key points discussed in the literature review sections;
* Provide suggestions based on your literature review;
* Identify 1-3 limitations of the literature review.

Research Question

How rotating leadership fare against other leadership models in self-managing teams?

1. Introduction

*“A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.”* This is a famous quote from Lao Tzu (604 BC – 531 BC). Self-managing teams are becoming more popular recently, as they do perform well in contemporary setting, it has worked in remote, hybrid, and in-office setup. It does also work in different industries, including IT, manufacturing, etc... Self-managing teams are popular, but they can only benefit team performance if their members are competent to navigate within self-managing systems (Doblinger, M., 2021). Thus, self-managing team is not a silver bullet for companies as skillsets, team dynamics, and many other variables determine its performance. Within self-managing teams, there is a variety of leadership models being practiced, the common ones are shared leadership, rotating leadership, and teams implementing agile methodologies.

This research aims to identify how rotating leadership model, in terms of performance, works against other leadership models in self-managing teams in contemporary companies.

2. Literature Review

2.1 Self Managing Teams

Doblinger, (2021), through systematic review of the empirical literature on self-managing teams of the last four decades, have created a comprehensive picture of the individual competencies related to different performance and success indicators of self-managing teams. The review shows that individual knowledge, skills, abilities, and other characteristics (KSAOs) in self-managing teams differ from those of teams in general and are significant for team performance in various ways. The current review advances theory by offering starting points to identify interdependencies of single factors or white spots, and by providing a starting point for studying team composition regarding individual KSAOs. Also, the results can serve to enhance the quality of personnel and organizational development and personnel selection in self-managing teams. The study approach focused on the types of KSAOs and traits that every individual has in relation to team performance in self-managing teams. Doblinger argued that these KSAOs strongly correlates to performance, the KSAOs listed are leading and deciding, supporting and cooperating, interacting and presenting, analyzing and interpreting, creating and conceptualizing, organizing and executing, and enterprising and performing.

However, it is important to know that there are other factors that affect team performance, according to Tan, C. et al. (2019), coordination, relationship building, cohesion, communication, trust, culture, and diversity are most of the factors that affect team performance. It is important to also know that these skills can be taught, and managers/leaders can emphasize this through career and development. KSAOs is a tool for assessing and developing talent. Learning and development teams can use KSAOs to structure effective learning environments and promote a culture of continuous improvement in all fairness. By strategically applying KSAOs, learning and development professionals can drive tech teams toward higher efficiency, better compliance, and more successful career development outcomes (Haider, A., 2024). Self-managing virtual teams might more explicitly recruit or select members who ware particularly skilled at these functions and pay more attention to the ongoing process of developing shared mental models and rules and norms. Since virtual work is increasingly common, educational programs for all kinds of workers might incorporate these ideas. For example, distance education classes that use technology support for instruction should provide instruction for students on the nature of leadership in self-managing virtual teams and thus set expectations for how the work can best be accomplished, as well as requiring team projects to provide an opportunity to practice these skills. They further suggest that it is important for self-managing virtual teams to develop shared mental models and norms early in their interaction (Eseryel, Y., et. al. (2021).

According to Ng, S., & Tan, B (2021), self-managed teams are also commonly known as self-directed teams or autonomous teams. They refer to teams with diverse knowledge and skills, and who collectively take actions to decide how to achieve team goals (Magpili & Pazos, 2018; Hoch & Dullebohn, 2017, as cited in Ng & Tan, 2021). At first glance, it might be assumed that self-managed teams are leaderless; however, various literature has pointed out otherwise. A self-managed team does not have a formally appointed leader and as stated by Solansky (2008, cited by Ng & Tan, 2021), it is “allowed to designate its own leader”; Taggar, Hacketh, and Saha (1999, as cited in Ng & Tan, 2021) pointed to the organic emergence of a leader in autonomous teams. Literature had also posit that leadership is even more important in a self-managed team due to task related issues and team development issues (Barry, 1991, as cited in Ng & Tan, 2021).

2.2 Leadership models in self-managing teams

Klasmeier, K., (2020), through field study, found that their study highlights team trust and transformational leadership of shared leadership at the individual and team level. In contrast, perceived organizational support affected only the individual perceptions of shared leadership, whereas the results did not indicate a relationship at the team level. Regarding the consequences of shared leadership, they found that shared leadership was positively related to team performance and team creativity. Teams in which the members influence each other towards a common goal may be better able to accomplish their goals and meet performance expectations. Moreover, teams with high level of shared leadership can develop more novel ideas and suitable solutions for complex problems. Furthermore, shared leadership fully mediated the team-level relationships of trust and transformational leadership with team performance and team creativity. This highlights shared leadership as an important team state. Thus, shared leadership has been proven to be an effective leadership model in self-managing teams. Exposing the team members to certain responsibilities will help them have a feel on how a manager thinks and works in day-to-day operations.

2.3 Rotating Leadership

Hiatt, G. (2021), using semi-structured interviews, concluded that the learning was accelerated through rotating to various business units to take on projects for which the subjects felt unprepared. These experiences accelerated the learning process through developing a tolerance for change, receiving focused mentoring, coaching, and advocacy from executive sponsors and program management staff, and facing projects which were described as large, complex, and important. Classroom training and workshops, personal assessments, and networking with peers augmented on the job training. Study participants provided numerous examples of how confidence was bolstered each time a project was confronted and successfully completed, and that confidence was reinforced each time an executive sponsor was impressed by successful performance. Thus, rotational leadership might look daunting as the employee being exposed to a leadership role might feel unprepared. With the help of a mentor, it will help the employee in the long term as they will get accustomed to how leadership role thinks and performs daily. In relation to self-managing team, this model will be helpful in empowering individuals as they will get exposed to manager tasks and duties early in their career.

3. Conclusion

With self-managing teams becoming more and more popular these days, it is important to note that self-managing teams take time to be successful as it requires competent individuals to have good performance. The existing literature on self-managing teams have proven it to be successful however there is little data on what leadership models were practiced. It is important to note as well that rotating leadership is not mutually exclusive leadership approach; it can co-exist with other forms of leadership.

The impact of rotating leadership has been discussed and analyzed critically in the research articles reviewed in this paper. However, this review has limitation as there is no data that it was explicitly used in self-managing teams. In general, the study conducted by Hiatt, G (2021), discussed that rotating leadership has been successful in training individuals to be future leaders. We may safely conclude that rotating leadership shows promise and has the potential to be a successful leadership model in self-managing teams.

Doblinger, (2021), stated that structural empowerment, implying that teams hold extensive decision-making authority, requires self-leadership at the team level. According to Stewart et al. (2011, as cited in Doblinger, 2021), this is understood best as a continuum, and different degrees of self-leadership translate into different decisions to be made at the team level. While externally managed teams do not influence the what, how and why of work, self-managing teams decide on the how aspect and self-leading teams decide on all the aspects. For instance, self-leading teams are responsible for budget, personnel decisions, and product quality.

According to Clegg (2019), you might work as part of a self-managed work team. In a self-managed work team, each team member might be involved in all decision-making about rostering, goal setting, performance measurement and evaluation, setting of wages, and so on. There could be high levels of trust, shared responsibility, interdependence, and support.

According to Groysberg, B. et. al. (2023), its common to opt for the ease of keeping people in fixed locations instead of rotating them through different settings. But the practice of introducing some variance in how and where people work can create incredible insights into what roles drive performance. Such insights can highlight the contributions of unsung heroes and highlight where investments in training and recruiting can yield the most substantial gains in performance.

Antonacci, G. et. al. (2021), through a quantitative approach to the analysis of social interactions in the setting, taking simultaneously into account the content, the structure, and the longitudinal dynamics of community communication. One of the major findings of their study is that, differently from what is reported for other types of online communities, within virtual communities of practice (VCoPs) emotionality and sentiment of the messages exchanged are less important than structural and dynamic aspects of the network – the growth of VCoPs is mostly related to the presence of leaders/experts and to their ability to rotate to foster a more democratic participation.

2.3 Other Leadership styles

The influence of competition to productivity of employees

Research Question

How do creating competition in the workplace correlates to productivity?

Introduction

Productivity is one of the main goals of

The manager does a variety of things for the team, from managing meetings, communicating with stakeholders, to planning career development for the team. The presence of the manager dramatically affects the direction of the team. However, the presence of the manager can also be counter-productive to the team.

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Full stack is a term commonly used in the IT industry, it generally means that the individual or employee is able to work on front-end and back-end tasks in software development, which comprises of user interfaces, APIs and databases. According to W3Schools, a full-stack web developer is a person who can develop both client and server software (“What is Full Stack?”, nd). But full stack is actually more than just being able to work on front-end and back-end, it is a mindset. Since tools in the software development get obsolete immediately, full stack mindset is the idea that you can explore everything into the unknown, with the can do it all attitude. The art if being full stack is about dreaming more than others think practical. Exploring what all you can be and giving it a try. It is not about being a professional or best at everything you do but enjoying the process of building something you care about or love doing (Suhag, R. 2017).

This research aims to answer how full stack mindset, commonly used in the IT industry, will affect how self-managed teams work and what are the possibilities and risks involved in using such approach.