**Assessment 2**

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Word Count**: TBD (Including In-test references)**

Section**: Cohort B**

Subject**: Research and Enquiry 24-AIC-04**

Title**: The impact of Rotating Leadership on Employee Performance and Career Development in Self-Managing teams**

**The impact of Rotating Leadership on Employee Performance and Career Development 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). In the recent times, self-managing teams has gained popularity in different work industries and disciplines, including healthcare, manufacturing, retail, IT, etc.… It doesn’t restrict itself in one work setting like remote work setup, but it also works in hybrid and in-office setup. However, the effectiveness and efficiency of self-managing teams highly depends on their individuals to function well within a self-managing framework (Doblinger, 2022). We can say that self-managing teams are a not always the fix to management problems for organizations. The success depends on many factors, such as skillsets of each member, team composition, and many other key variables.

Self-managing teams have been linked to many positive work outcomes, such as higher productivity, cost savings, and better employee satisfaction (Cohen & Ledford, 1994; Cohen et al., 1996, as cited in Doblinger, 2022). As early as 1996, data from the American National Employer Survey showed that 17% of non-managerial employees were part of independent teams that decides how they will carry out their tasks, or for short, self-managing teams (Cappeli & Neumark, 2001, as cited in Doblinger, 2022). As a result, different leadership styles have emerged within these teams, including permanent, shared, rotating leadership, etc. (Eseryel et al., 2021). Despite these new emerging styles, there is still a lack of detailed information on how each leadership style performs. This raises the question of how rotating leadership specifically affects self-managing teams, particularly regarding employee performance and career growth opportunities.

This research paper aims to explore the effects of rotating leadership within self-managing teams, with a more focus in how it affects employee performance and career development. This research paper will first find the impact of rotating leadership itself, followed by an analysis of its specific effects on self-managing teams. The insights from the analysis will be based on the arguments and findings presented in twelve articles. We believe that this will be beneficial in applied management when deciding what is the best type of leadership model and capability framework to use.

**2. Methods**

(**Describe the Review Type and Purpose**) In this paper, we present a narrative literature review by studying different articles related to rotating leadership and self-managing teams, employee performance, and career development. The narrative literature review was used to address different subtopics, such as leadership styles, team dynamics, knowledge sharing, to build a good understanding of the title of this paper. (**Detail the Search Process**) We conducted an extensive search using Google Scholar and ProQuest as our main search platforms. The articles found contains one of the following keywords: tacit knowledge, rotating leaders, rotating leadership, and self-managing teams. Using the following keywords, around 80 related articles are retrieved initially, then it was slimmed down to twelve articles to supply what was needed. For the primary article, ABDC Journal Quality List A or A\* rated peer reviewed article was used, and made sure it was published within 5 years. For the three articles that contains quantitative, qualitative, and mixed-methods study, one article that was most related to rotating leadership and tacit knowledge was selected for each methodology. For the remaining articles, the articles with most relevance to rotating leadership were selected.

(**Specify inclusion and Exclusion Criteria**) Inclusion and exclusion criteria to decide which articles would be accepted in the review were also developed in this step in discussion between the authors. For the quantitative research article, one study (Markulis, P., Jassawalla, A. R., & Sashittal, H., 2006) measured the impact of different leadership styles with specific team dynamic aspects. To achieve this, they designed their research around quantifiable variables and did not rely on nuances of individual experiences, such as survey to gather numerical data on factors like workload balance and the present of conflict within their teams. This allowed statistical analysis and identification of patterns and relationships within the data gathered. For the sampling methods and participants, the authors selected students currently enrolled in three sections in an organizational behaviours class during one semester. Within these three sections, a total of 77 students participated in the study. The researchers created 6 student teams in each section, making it to 18 teams in total. These teams were assigned a complex project that lasted the entire semester. This article was selected due to the size of the teams which can be considered large enough even though we can question their tasks since all the teams are doing similar tasks. For the data analysis methods, the authors used Analysis of Variance (ANOVA) to determine if the different team leadership modes such as emerging, rotating, and designated had any remarkable impact in team performance and team dynamics. The team performance was measured using the final grades that the student teams received in their projects, and the team dynamics was measured using student responses to survey questions. The authors also used Chi-square test to analyse student responses from the survey questions sent. The survey questions focused on whether business schools have a responsibility to train students for leadership roles, and whether all students should have the chance to lead a group. The reason for this survey is to gauge the student opinions on leadership in the classroom context.

For the qualitative research article, one study (Davis, P., Eisenhardt, K. M., 2011), examined the processes by which some technology collaborations generate innovation, while others do not. The authors did a multiple-case, inductive study on the processes by which some technology collaborations generate innovation, while others fail to do so. The authors preferred case study approach than ethnography because the authors were interested in understanding the processes done, as well as identify patterns across different collaborations to identify a general theory. The authors also wanted to focus on impact of collaborative process on innovation by selecting cases with similar parameters. The authors used three methods, case selection, data collection and data analysis. Case selection was done by studying eight technology collaborations between ten organizations in the computing and communications industries, by selecting collaborations that were likely to be successful based on past studies, the authors were able to determine the effects of collaborative process on innovation. Data collection was done using semi-structured interviews which were conducted over 24 months. Data analysis was done by studying the detailed chronological case histories of the collaborations, analysing the phases of each collaboration, and comparing the eight cases to identify similar patterns in how they collaborate to develop a theory on rotating leadership. For the sampling methods and participants, the authors used a purposive sampling method, focusing on categories to select samples that would provide insights into their research problem. The authors used purposive sampling instead of comparative study since they need to focus on a specific concern, and the authors used semi-structured interviews and archival data to create detailed case histories, it is more beneficial to use purposive sampling approach. The authors studied 72 participants across eight collaborations. The participants came from multiple levels within each organization to reflect diverse roles. For the data analysis methods, the authors used many different methods such as writing detailed chronological case histories for each of the eight collaborations, studied the processes and patterns within each individual case, and used cross-case analysis techniques to compare and contrast the chronological cases, studying the data repeatedly as they study more cases to find the pattern within these cases.

For the mixed-methods, one study (Ma, L., Matsuzawa, Y., & Scardamalia, M., 2016), used qualitative method by analysing the top 5 cases of leadership for each class, with a total of 15 cases analysed. Content analysis was done on the notes connected to the leader’s notes in the note network, in order to analyse the student’s influential contribution and their ideas within the wider context of the class discussion. This helped identify specific leadership behaviours and create leadership profiles. The study also used quantitative method by using social and temporal network analyses to study group network patterns and determine the number of leaders over time. The authors looked at how centralized the student network was and whether a few students held most of the influence. The authors also used Knowledge Building Discourse Explorer (KBDeX) to see the connection between learners based on shared words used to identify sharing of ideas among learners.

(**Explain the Data Extraction and Analysis Process**) The analysis of this paper included identifying key themes that emerged from the literature and categorizing articles according to the understanding of the effects of rotating leadership. (**State Limitations of the Methodology**) This review is limited to English-language articles, which may have excluded relevant studies published in other languages, potentially affecting the comprehensiveness of the review. This review is also limited to articles that can be accessed free using the Internet.

**3. Literature Review**

The main concept that this paper will analyse is the impact of rotating leadership. First, we present narrative review methodology. Second, we provide a descriptive analysis of the articles found in the review. Third, we give an overview of the core concepts and research themes. Fourth, we present an integrated framework of rotating leadership. Finally, we discuss the implications for management research and provide directions for future research.

**2.1 What are the impacts of Rotating Leadership?**

The managerial concepts discussed in this section are rotating leadership and self-managing teams. Rotating leadership can be best described as rotating professional roles within an organisation. A study was performed where two teams decided to switch roles and allowed their designers to become production engineers, allowed their marketing personnel to act as designers, and allowed their production engineers to act as marketing personnel. They worked like this for four months and found that they were sharing knowledge much more effectively. They decided to rotate functions for another four months, with team leaders rotating every four months for each task. Leadership roles were changed every two months to afford each professional leadership experience. The group had returned to its initial arrangement after 18 months. Split roles (e.g., designing/production, designer/marketing, marketing/production) were then adopted for three months, with the professional leader acting as the group leader for the last three months before the team decided to conclude its work based on initial team roles. As a result, each team experienced an exceptional means of sharing knowledge and developed an excellent understanding of the process from design to production for the market. The two teams shared their experiences every second month, and no significant differences were observed between the two teams. Ties within the teams were strong, which eased the transformation of expertise, working familiarity, and nodding knowledge (Olaisen & Revang, 2018). Based on the study, we can say that since every member of the team was given distinct roles such as leadership, designing, marketing, and production, each member gained valuable experience in each discipline. The experiences gained by each employee will be helpful when they move up in position or switch career roles. Since knowledge sharing and collaboration are key factors, it will help improve each employee’s ways of thinking, which in turn improves performance. This approach is a wonderful idea that managers can use for employee training and career development.

Since it only used two teams for the research, the study could have used more sample teams to strengthen its research, and while this study shows the valuable potential of rotating leadership, a few of the things that were always mentioned but not addressed are collaboration and knowledge sharing. These two require time and resources as you must schedule meetings or allocate time for them. So, this approach will not work successfully if not planned correctly. Teamwork should be designed, planned, and monitored by upper management personnel (Olaisen & Revang, 2018). If it is not planned correctly, likely, it will not work.

In contrast, there was a study showing that there is no evidence of an effect arising between fixed or rotating leadership roles (Güth et al., 2007, as cited in Müller, 2020). More importantly, this study has shown that how leaders are installed has important behavioral consequences. Exogenously installed leaders have only a small or no effect vis-à-vis no leadership. Endogenously evolving leadership prompts contributions to public goods (Rivas and Sutter, 2011, as cited in Müller, 2020), particularly in groups that successfully installed a leader through voting (Guth et al., 2007; Chiang & Hsu, 2017, as cited in Müller, 2020). It has been argued that the mechanism by which leaders are selected causes a legitimacy effect (Grossman and Baldasarri 2012, as cited in Müller, 2020). We can say that rotating leadership has the potential but does not always work in certain instances.

**2.2 Impact of Rotating Leadership on Self-Managing Teams**

A self-managing team is a group of individuals with diverse skills and knowledge, given the collective autonomy and responsibility to plan, manage, and execute tasks interdependently to attain a common goal (Magpili & Pasoz, 2018, as cited in Eseryel et al., 2021). Although this definition may appear to suggest that self-managing teams are “leaderless,” that is, that formal leadership is absent, this is not necessarily the case. Self-managing teams range from teams embedded within formal organisational hierarchies in which a formal leader is appointed by upper-level management to loosely configured groups of individuals who come together to discuss or solve some issue or problem (Eseryel et al., 2021). Eseryel et al. theorized that in self-managing teams, there are two types of leadership, “Functional” and “Visionary” leadership. Functional leaders are those who reinforce existing structures and norms. While visionary leaders challenge existing structures and norms. These can be individuals of the team that have the principle of either “functional” or “visionary.” (Eseryel et al., 2021). Additionally, Doblinger argued that for self-managing teams to function effectively, the individuals must have these knowledge, skills, abilities, and other characteristic (KSAOs). These are enumerated as the following: leading and deciding, supporting and cooperating, interacting and presenting, analysing and interpreting, creating and conceptualizing, organising and executing, adapting and coping, and enterprising and performing (Doblinger, 2022).

In theory, implementing rotating leadership in self-managing teams would be a bit different based on the traditional approach. The upper management would need to collaborate with the members, and since each member of the team will get the opportunity to lead, each member will get the opportunity to display their KSAOs and their “functional” or “visionary” principle (Eseryel et al., 2021). This is the same for the members as they get to witness and monitor these KSAOs, and each member can learn and improve accordingly based on what KSAOs are effective (Doblinger, 2022).

However, this is only in theory as there is not much study conducted on rotating teams on self-managing teams. Future research studies could focus on actual self-managing teams implementing rotating leadership and what are its impact in comparison to other leadership models. The study could also focus on what is the usual structure of self-managing teams implementing rotating leadership, as well as the composition of each individual. As these can help with future organisations in implementing rotating leadership in self-managing teams.

**3. Conclusion**

This report set out to answer the research question: *what are the impacts of rotating leadership on employee performance and career development in self-managing teams?*The review has shown that rotating leadership improves individual skills and performance through knowledge sharing and role rotation (Olaisen & Revang, 2018)., and that self-managing teams require certain skills to function effectively (Doblinger, 2022; Eseryel et al., 2021). The research and findings from the reviewed studies in this report showed that rotating leadership can improve employee performance and career development. However, this report has limitations as there is a lack of data to support the notion that self-managing teams explicitly used the rotating leadership model.

The findings have important implications for both researchers and practitioners. For researchers, the review highlights the impact of rotating leadership and how self-managing teams function effectively. For practitioners, our paper could help managers in confirming if rotating leadership and self-managing teams is a feasible idea to implement. It could also help recruiters on what type of skills they should hire to build an effective self-managing team. Future research could benefit from implementing rotating leadership in other types of teams and organisations.

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