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IMPACT OF SHARING LEADERSHIP ON TEAM PERFORMANCE IN SELF-MANAGED STUDENT TEAMS.

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One of the emerging practices in leadership is the shared leadership. It was developed due to autonomy and self-direction which was required to steer team to a performance driven direction.

Teams, as they are known, is a group of people working for a common goals and objectives, of which students are also included, Therefore, this research examine shared leadership in the context of students precisely International business degree students.

The objective of this research was basically meant to examine the shared leadership in and its impact on the performance based on the context of the students under investigation.

Findings from this research evaluate the areas in which the students effectively practice shared leadership and provide suggestions and pathway for improvement in team activities within student's teams.

CONTENTS

List of Abbreviations.

GEP   Global Expansion Project

IPP   Internationalization Project Plan

SMTs   Self-Managed Teams

IB   International Business

1 Introduction

Sharing leadership in self-managed students team present a perspective to ideas that are important to make students team effective and prepare them for future leadership engagement in their career and can be useful in organization world.

1.1 Research background

Many students teams in the Turku University of Applied Sciences (International Business) comprises of students whom are saddled with the responsibility of managing themselves in several of small groups to undertake several courses, assignments, and tasks. As a result, this research work was conducted to examine the ways that the students share leadership functions among themselves and its impact on their performance.

Turku University of Applied Sciences (TUAS) International Business Degree programme in Brief.

The International Business Degree programme is an integrated business education programme, which allows the participant to incorporate personal development and professional competence building. In International Business degree programme of Turku University of Applied Sciences students are trained to understand the dynamic environment that affects entrepreneurs, small and medium-sized enterprises as well as multinational and global organizations. The programme is designed to give students the latest theoretical business knowledge together with practical skills needed in an international and innovative business environment. The practical skill therefore requires students to work together in groups to fulfill the aims and objectives of the programme design. (http://www.turkuamk.fi).

 From international standpoint, the programme includes students from diverse cultural background therefore making the programme a complete blend of multicultural students who sometimes work together in teams towards the same

obligations-This can be likened to a team of individual working together in a project towards a goal(s) in an organization.

From my experience as a student in Turku University of Applied Science, International Business degree programme, many of these teams have issues such as conflicts, personal issues, leadership, and many more which have cause disintegration and several time a lackluster work outcome, late/delayed completion of tasks many more. Many factors have accounted for these obstacles. Notable, among these factors is the issue about leadership, which sometime serves as a predictor for unguarded behavior among team members, which in turn results in poor performance in team. As a result this, research work aim to examine the assumption that shared leadership concept as a form of leadership in self-managed team is practiced and its impact on the so-called team performance. Therefore for the purpose of this research, leadership will be the point of focus.

1.2   Research Motivation

As a student in the IB degree program, I have been privileged to participate in group work from first year up till my present third year. This implies that there is possibility that at one academic year or the other any enrolled students must have participated in one or more teamwork.

Sometimes, the teams in which I have participated have no single leadership (an attribute of a self-managed team) (Wright 2006: pp: 150) which means those tasks are shared among members and deadlines are set. But, sometimes there is delay and conflict due to late return by some members, which account for reduction in the grade attainable as a matter of disciplinary measure by the teachers.

As a matter of fact, the foundation of this research was based on the experience in several work groups which I have been part of in the Turku University of Applied Science International business degree programme. Additionally, the fact that several of this work group experience will serve as a foundation for

future practice of team engagement in students' career at the organizational level is another inspiration for this research.

Leadership and self-managed team are becoming popular as an important aspect of future changes in organization in a recent time (Elloy 2005, pp: 801).Therefore, in order to keep students abreast of the emerging change in leadership demand in the organization it become imperative that students need to be aware of this concept to prepare them ahead of the change.

Leadership is an important issue that greatly determines success and failure of every organization, nations and even religious movement of which teams constitute their basic unit. In fact, It is getting more difficult for a single individual to have all skills and capabilities that is required to lead a team in the evolving team complexity therefore; this is one of the reasons that have brought about a shift in the traditional leadership form to a horizontal leadership or shared leadership (Kocolowski 2010:22).

Several researchers have presumed share leadership to be highly effective in self-managed teams (Carson et al 2007, Hackman 2004, and Carte et al 2006).

Though there is changes in the leaders role to team members, few research was based on the impact of this important change which has result in emerging type of team leadership. It was discovered that teams that uses several members for leadership accomplish better outcome than those that lack intragroup cohesion (Carson et al 2007pp: 1228).

According to Carson et al (2007), they defined shared leadership as an emergent team property that results from the distribution of leadership influence across multiple team members. Therefore, it is unarguably true that students of international business must be aware of the concept as build up to entering organizational setting. Recently several studies have confirmed a relationship between share leadership and team performance and they have all support the idea of share leadership (Carson et al pp: 1218).These studies on shared leadership were carried out in the different sectors such as Healthcare (Rice

2006), churches (Wood and field 2007), consulting teams (Carson et al 2007), Education (Student teams) (Carte et al 2006).

Therefore, share leadership has been presented as a newly emerging shift from the traditional form of leadership and it arguably being accepted to be very effective way of leading for optimum performance as suggested in several literatures. As a matter of fact, students' knowledge of the new shift in leadership concept is very essential in order to prepare them for team engagement in future, therefore this study present the opportunity create awareness for students on the shared leadership as a new concept of leadership for who are not yet aware and broaden the knowledge of those that have known about it.

1.3   Research Questions

Objective of this research will be to ascertain if the Turku University of Applied Sciences International Business degree students practice shared leadership in their several work groups and look at the impact that it has on the overall performance in their task engagement.

What is shared leadership?

Does the Turku university of Applied science International Business student teams practice shared leadership?

If yes/no what impact does it have on performance of the teams?

In a self-managing team there is scope for all members to participate in accomplishing the critical leadership functions-the kinds of functions that need to be accomplished for a group to perform well. Therefore, if, the leadership task can be vested on multiple shoulders, it is better. This increases the chances that the group will be effective in monitoring its environment and any changes in this, and in assessing how it is doing internally, and where corrections need to be made. It will then be more likely to develop and refine a performance strategy that is well attuned to requirements. Hence a self-

managing team, can get much more leverage out of sharing leadership functions across members (Hackman 2004 pp.84)

A commonly held view is that members of SMTs do not need direct leadership or initiating structure (Katzenbach and Smith 1993). Also, findings have suggested that the effectiveness of self-managed teams depends on factors such as strength and make up of team, the type of task the team undertakes which can significantly influence how well the team performs (Robbins 2005pp: 275).

According to Robbins (2005), leadership is not always needed in self-managed teams; he reported that evidence indicates that self-managed team often performs better than teams with formally appointed leaders. And leader can obstruct high performance when they interfere with self-managing teams

1.4   Structure of the Thesis

This research is divided into 5 chapters and each of the chapters focus on different aspect of the topic\research which will be explained in brief. Firstly, the introductory chapter contains the background, motivation and question about the research. Basically, it explains the concept that inspires the reason for embarking on this research work and brief explanation about the students and the degree programmed used in the research. The second chapter is the literature review. It consists the explanation about concept of sharing leadership as it stems from traditional form of leadership, it also includes the description of performance and team performance with a focus on the elements of performance, there is also description of self-managed team, and finally it examines the past researches that were being carried out that are related to research context.

The third chapter is about the method used to carry out the research. Basically, this includes the method of data collection and the questionnaire used: quantitative method tool and it is included in the appendix.

The fourth chapter includes the results obtained and the data analysis. This includes the result about shared leadership practice and purported impact on performance among the students.

The fifth chapter is about conclusion drawn from the research and the discussion. Also there is a focus on the direction for future research, limitations of this research, and recommendation for improving the student team engagement in the degree programme.

2 Literature review

Sharing leadership is a common concept in several self-managing teams example of which are self-managed work teams, and self-managed student teams. Roles and functions are shared among members to facilitate results. In sharing leadership many factors are very essential in order to have an optimal performance that will produce target goals and objectives.

2.1 Leadership in Brief

Most leadership research is done in relation to team leadership in organization. However an in-depth look at literature shows few works about team leadership in students or schools. Therefore, this research work is exploratory as no particular literature was found to precisely examine leadership in realm of student team.

However, the truth is that leadership is important concept that students ought to be familiar with prior to their work life experience in order to be partially prepared for the reality of leadership in organization setting.

There is no generally agreed definition of leadership as conceived by several author in the area of political science, history behavioral science who have conducted several research with focus on leadership (Hoggets and Luthans 2000 pp:400).

According to Buchanan and Huczynski (2004 pp.716), leadership subject is paradoxical. There was organizational hierarchy and formal authority that underpin leadership positions and are increasingly being challenged. Leadership was previously being equated with position of power, influence, and status (Buchanan and Huczynski 2004 pp: 716). However, They continue and states that flat structures, team based working, the growth of knowledge work, and virtual and networked organizational forms have all weaken traditional leadership position based on hierarchy and organizational symbolism.

Leadership according to (Buchnanan & Huczynski 2004 pp: 716) was defined as an interpersonal process in which one individual seeks to shape and directs

the behaviors of others. But, paradigm shift in leadership has produced the new concept of leadership in team, which rested responsibilities of team functions on every members of the team.

Also, (Hoggets & Luthans 2000 pp:400) defined leadership as a process of influencing people to direct their effort towards achievement of some particular goals. This corroborates the definition by Buchannan and Huczynski in term of traditional way of leadership.

Philosophy of leadership

The guiding philosophy of a leader is assumed to be a determinant to how a leader treats its subordinates (Hoggets&Luthans 2000 pp: 400). They are two philosophic assumptions with the term "Theory X" and "Theory Y"

Theory X

It states that some managers believe that people are basically lazy and coercion and threat of punishment often are necessary to get them to work.

Theory Y

It states that some managers believe that under right conditions people not only will work hard but will seek increased responsibility and challenge.

2.2 Leadership behavior and styles

Leadership behaviors according to (Hoggets & Luthans 2000:403) have been categorized into 3 Distinctive types

i.   Authoritarian leadership
ii.   Paternalistic leadership
iii.   Participative leadership

2.2.1 Authoritarian leadership

This is a category of leader that uses work-centered behavior designed to ensure take accomplishment. It utilized a one-way communication from leader

to subordinates. It is also widely used by theory X managers (Hoggets&Luthans 2000:403).

2.2.2 Paternalistic leadership

This category of leadership uses work-centered behavior coupled with a protective employee-centered concern. Paternalistic leader are referred to as soft theory X leaders because of their emphasis on employee control and concern for their welfare.

2.2.3 Participative leadership

This type of leadership use both work centered and people oriented approach. Participative leaders typically mentor and encourage their people to play active role in assuming control of their work and authority is highly decentralized.

The above listed are the traditional form of leadership behavior in organization prior to the emergence of self-managing teams. But, participative leadership style presents a better reason for sharing leadership among people as a new concept (Wright, 1996:165).

2.2.4 Function of a good leader

In order for leadership to be effective it must performs some basic function. These functions as identified by (Adair 2006:18) include the under- listed. He categorized the functions of leadership based on the context of team, task, and individual in a team.

- Planning
- Initiating
- Controlling
- Supporting
- Informing
- Evaluating

Planning

A good leadership seeks all available information to defined group task, purpose, or goal. It also put a workable plan across to member for as a framework (Adair 2006). Leadership must be able to set a direction on methods to achieve team purpose. This will ensure that team members are guided and help to achieve tasks at hand.

Initiating

It also gives task to group member and explain standard on which task will be based and why such standard will be suitable to perform a given task.

Controlling

Leadership is also saddled with the responsibility of maintaining standards among the group member and also influences the tempo to ensure that all actions are taken towards objectives.

Supporting

Leader must also express fairness and accept all members and their contribution in a team. It must also encourage group and individual to foster team spirit. It means that as a leader active listening skill is highly important in order to be able to understand the light of members to be able to adequately give them support when needed.

Informing

Leadership must clarify task and plan to team members. Exchange of information with the group must be coherent and must be mutual. Effective communication usually facilitate the healthy co-existence within a team therefore message and information must be passed across at the right time using the right medium.

Evaluating

Finally, a leader must also ensure feasibility of an idea, consequences of proposed solution and also evaluate group performance against standards.

(Adair 2006:12-14)

Therefore, individuals in teams must be able to possess one of more of the characteristic functions of a good leader in order to have an effective sharing of leadership.

2.3   Shared Leadership

Shared leadership is based on the social network theory that involves development relationship that provide a mutual influence between and among team members that are aiming for a team objectives (Carson et al 2007pp: 1220).Shared leadership refers to the state or quality of mutual influence in which team members disperse leadership activities throughout a work group, participate in the Decision-making process. The peer-to peer impacts a peculiar leadership circumstances within the team. Members will be involved in setting the direction and goals for the team, and as well act as check and balance in order to attains such goals. Therefore, members are responsible for setting goal and ensure they are accomplished accordingly. In shared leadership, members are responsible to task that might be assigned by appointed leaders (Wood and Fields 2006 pp. 254).

A prominent distinction between shared leadership and more traditional forms of leadership is that the influence processes involved may frequently include peer or lateral influence in addition to upward and downward hierarchical influence processes (Bligh et al. 2006:297).

Shared leadership as a leadership concept became more popular in the recent years as an alternative concept to the traditional form of leadership. It is based on the premise that leadership is supposed to be less of a formal role of an individual and hence must be group thinking. Also, the concept is based on the preemption that leadership role should be shared activities and function within group in order to release the firm hold of leadership function in one hand of a "leader" which is highly subservient and passive.

The shared leadership model however, does not deny the fact that key role played by people like in the known form of traditional leadership but it just posit that leadership needs to be practiced in a social and situational way that

embodies factors such as culture, language, physical environment wherein a team/group operates. Consequently, shared leadership is a view that is about learning and working together in team collectively and collaboratively. It aims at brainstorming and generating ideas for shared belief and development of new information. Therefore, this close the gap in leader to follower divides and prevents the leadership point toward one person thereby facilitating the breeding of people with leadership potential at a time (Marturano& Gosling 2008: 42-43).

Few studies on share leadership in education have been done with student's teams varying from MBA students to undergraduates whom were participating in course as a self-managed team. However, some of this work examined the share leadership in form of self-leadership stance (Pearce & Sims 2004).

In a qualitative study of students in three universities, Carte, Chidambaram, and Becker (2006) examined virtual teams and suggested shared leadership behavior is positively associated with monitoring group work, but not with increasing performance (Kocolowski 2010:25).

Also, Hall (2001) opined that effectiveness or performance when sharing leadership is dependent on the group members understanding of their individual roles.

2.3.1 Evolution of shared Leadership

In 1978 Kerr and Jermier proposed a theory about leadership in organization and argue that there is less need for leadership figure in organization. This was based on two premised points that leadership also requires guidance and responses to the actions of the leader by the followers to signify satisfaction.

It was therefore stated further that such guidance does not necessarily have to be provided by the any other higher authority. This therefore involved series of research, which were carried out, bring about the need for substitute for leadership. The conclusion was that the ability, experience and knowledge are

highly required to have a good substitute for leadership within an organizational context. Subsequently the need for substitute form of leadership brings about the need for self-management that account for the existence of self-managing team that are common practice today (Wright 1996:134-135).

2.3.2 Traditional leadership versus shared Leadership

The traditional form of leadership is mainly characterized with authority figure controlling and ensures that the subordinate performs activities. They are generally seen as individual that are saddle with the responsibility to get work done effectively. In traditional leadership form, individual assumes a position of power and oversees the whole affairs of a group.

However, the paradigm shift in leadership is the new approach of shared leadership-one in which team members are responsible for the leadership of a group. Members jointly participate in helping the team to go through different situation.

A shared leadership model is model that takes cognizance of collaborative process that can facilitate the fact that functions of leadership can be shared. In this process, the team members exert influence on one another to forge a direction the team needs to accomplish its objectives (Cox et al., 2003; Seers et al., 2003) which often results in improved team effectiveness, group productivity, and performance, particularly in complex task situations.

Although there are team leaders appointed by team members who are just versed in different skills to steer the activities of the group but are mere seen as ordinary members as well the other. See shown figure below.

Traditional Leadership

Leader (Appointed)

Influence
Direction
Coordination
Communication

Members

Shared Leadership

Influence

Direction

Leaders (Appointed)   Coordination   Members

Communication
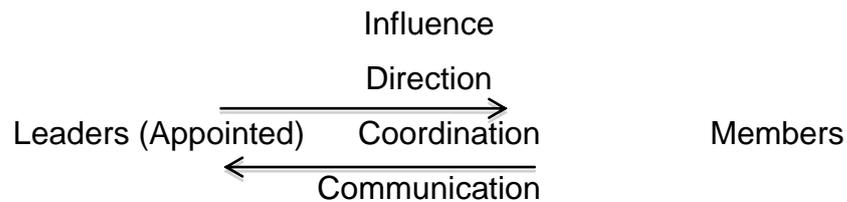
Figure 1. Traditional leadership versus Shared leadership

Sources: (Wood and Fields 2006:253)

2.4   Performance defined

Performance according to oxford advance learner's dictionary defines performance to be ability to operate efficiently and react quickly. However, Campbell (1990) in Armstrong (1999) it defines performance in relation to outcome or accomplishment to be about doing the work as well as being about the result achieved. Therefore performance could be regarded as behavior –the way in which organization, teams, and individual get work done.

Various researcher and writers have defines performance management in different perspectives.

2.4.1 Performance measures

According to Armstrong 1999, performance measures are agreed when setting an objective, which aims to define not only what is to be achieved but also how those will know that has been achieved.

Performance measures shows evidence of whether or not result has been achieved but shows the extent of achievement as well.

Measuring performance can be simply done by finding an easy way to measure factors that seem to relate directly to the abstract quality such as work outcome. As this may be an easiest way to quantify and immeasurable factor to prevent a subjective performance review process (Alden 2006).

Also according to (Denton 2006), there is a wide range of potential relevant performance measure that organization could use. Some of these are financial most related to cost; other useful measures include labor, productivity, efficiency, and employee turnover, inventory, and percentage increase in inventory turns. However, these are measures at organizational level.

2.5 Team performance

Team performance can be defined based on various indicators, such as productivity, quality of decision-making, financial performance (Chudoba et al 2006).

There are several works, which has been carried out on team performance, but I have found the work of (Chudoba et al 2006) to be relevant and suit this research work.

In their research paper, they have Identify four key aspect of performance, which are essential to team performance (Chudoba et al 2006), (Grabowski and Roberts1999), (Jarvenpaa and Leidner 1999), (Ajaya 2010) these includes team participation, overall outcome, communication and trust.

Moreover, because the primary aims of measuring the team performance was to examine the internal cohesion with the team and the resulting outcome. Thus, two performance variables were used to capture the performance aspect

in the team. Both performance criteria are important to measure the overall effectiveness of the teams. They are as follows;

- Team participation and coordination
- Work outcomes.

2.5.1 Team Participations and coordination

A team can consists of several members whose tasks and responsibility are different according to team role division. Therefore coordination becomes highly important to ensure members perform actively. Task undertaken by members must be assigned and sequenced to accomplish the goals and objectives of the team (Chudoba et al 2006). Also the fact the team leader is often the key to the process of coordinating team activities. However some team such as self-managed teams lack a designated leader thus may be less efficient in team development that could mar the team performance at the end (Chudoba et al 2006). A member of student self-managed team tends to be feeling apathy due to lack of authority figure. Therefore, we examined the level of commitment and participation of the members to measure effectiveness in the team.

2.5.2 Work outcome

An additional important factor in assessing performance of team is the teamwork outcomes. It simply means that the result of work done will be examined if it aligns with goals and objectives that were aimed from the start. The teachers commonly examine student work group and one of the parameters that was identified and used was the result obtained by the students from the group work.

It will be recall that student team and work team differs greatly in the sense that work team are more matured and experienced. A student team can be likened to a startup team with little experience.

2.6 Team defined

Several authors have defined team in different perspective. Generally, a team is defined as 'a group of two or more individuals who must interact cooperatively

and adaptively in pursuit of shared valued objectives **(**Kanawattanachai and Yoo 2002).

In another perspective Katzenbach and smith 1993 defined team as a small number of people with complementary skill who are committed to common purpose, performance goals and approach for which they hold themselves mutually accountable.

Teams have been generally formed for purpose either in an organization or schools. In school undergo team formation for assignment, project, which are smaller work group and likewise in organization as well.

Meanwhile, the task design might however be more demanding in the organization level than school setting; both are born to engage on a mission.

2.6.1 Characteristics of a team

- Teams are basic unit of every organization.
- Teams outperform individuals acting alone especially when performance requires multiple skills.
- Teams are created and energized by significant performance challenges.
- Teams usually consist of individuals that are united or created for a common purpose and objectives.

(Armstrong, 1999).

2.7 Self-Managed Team defined

This is type of team, which consists of individuals who learn all the tasks of all group members, which allows them to share responsibilities. These teams also take over supervisory duties because there is no direct supervision. Recently, SMT have become more popular and will apparently be even more useful in the future (Hodgetts and Luthan 2000).

Meanwhile Armstrong 1999 described SMT as an autonomous work group that has allocated tasks and were given discretion on the way the work is done. They sole control their own work, which will include feedback information. Self-managed teams are mainly characterized by having members sharing the leadership functions such as decision-making. The was conceptualized due to the reason that having only one leader in a team may slow decision making which are crucial to the progress and subsequently the success of the team.

2.7.1 Evolution of Self managing team

Self –management is important area of study to many researchers. It is a new form of idea that became popular in 1950s.Itwas developed based on the assumptions that participative leadership is the best approach to leading and also that people have a need for autonomy and self-direction (Wright, 1996:150).

Therefore, there has been a demand and use of self-managing teams in organization(Wright, 1996:165) of which schools are not left out in a recent time. In organization context there was job design that aims to promote self-management for employees to increase the amount of control that people could have over their job. The aim was also to provide autonomy that will provide motivation, job satisfaction and hence improve performance overtime. The concept of self-managing team was an offshoot of social technical theory that is mainly concerned with ensures the best connection between social and technical system within organization. As the interest in this approach to job design grows, there was need to develop people to manage their work and as well their behaviors to facilitate responsible work outcome. Also the interchangeability of task and development of skill that can facilitate continuity in performance is another tenet for the development of self-managing team. Consequently the concept of self-managing team was borne (Wright, 1996:141-142)

2.7.2 Characteristics of a self-managed team.

- It consists of individual with different skills and sometime diverse background (cross culture teams.
- The team decides on methods and approach to planning, sharing, scheduling and control of work.
- They have substantial degree of autonomy on decision-making and control of their activities related to task on day-to-day basis.
- Sometimes, team can select their internal leader that neutralizes the need for external supervisory control.

(Wright, 1996:145-146)

Therefore, as it can be known that some of the skills and knowledge that are required to efficiently perform in organizational setting are acquired through business schools; perspective of this research will examine the respondent business students on the concept of shared leadership in SMTs.

3 Methodology

This Chapter focuses on the type of research method employed during this survey; there will be emphasis on the questionnaire design, pilot test conducted. And finally, the method used for data collection and data analysis will be explained in detail.

For the purpose of this research, quantitative method is used to get the data through the use of questionnaire. This is due to the fact that the research aims to explore the knowledge and extent of practice of shared leadership within student setting. Questionnaire design was identified as the best choice because of the independence it give the respondent to answer the various questions. Also, the questionnaire used is standardized one, which was developed by (chudoba et al 2005). However, it was edited to suit the purpose of this research.

Quantitative method was also employed due to the fact that it might be challenging to use qualitative method in this kind of student team research which might be confrontational hence could affect the results.

Quantitative research method commonly includes the use of graphs, charts statistics to explore, describe, and present relationship that exists within data (Saunders, Lewis &Thornhill 2007: 406)

Quantitative data can be subdivided into two groups' namely categorical data and quantifiable data. Categorical data is such data that consists of values that cannot be measured numerically but can only be classified into set based on the feature that describes the variable. These set of data can be also refer to as descriptive or nominal data.

Quantifiable data can be referred to the data whose values can be measured numerically as quantities. These are more precise data when compared to categorical data because each data value can be assigned a position on a numerical scale (Saunders, Lewis &Thornhill 2007:409). Quantitative data as it

known to include the use of questionnaire: This is referred to as a technique of data collection in which each person is asked to respond to the same set of questions in a predetermined order (Saunders, Lewis &Thornhill 2007:356). Therefore because of the number of students involved in this research work, it would have been difficult to use any quantitative research tool other than questionnaire for collection of data.

3.1   Questionnaire Design

In a management research, questionnaire is commonly used for descriptive and explanatory research, where sometimes the main purpose will be to describe the characteristics of a population at a series of time or at a fixed time to enable further comparison during analysis. Hence, the sample to be used must be actual representative and be accurate as possible and might require a researcher to create a linkage to earlier research.

Explanatory research is known to need data to test a theory or theories which mean therefore that in relation description of the research questionnaire design should include questions which aims to address the theory under test to identify the variables that involved (Saunders, Lewis & Thornhill 2007:361-362).

Therefore, because of the previous knowledge about shared leadership in self-managing team, three types of variables were considered in questions that were included in the questionnaire which are opinion, behavior, and attribute variables.

Questionnaire was divided into three segments.

The first segment focused mainly on exploring the team members understanding of shared leadership. Questions that revolves round the ideas of shared leadership, the assignment of roles within the teams, decision-making, sharing of task. These variables include opinion and behavioral variable. In total, the number of question asked under this segment was 10.The question were structure in a likert scale form of 1-5 for respondent select appropriate choice. See appendix.

The second segment was about the measure of performance within the teams. This was based on the two identified performance variable namely; Team participation/coordination and work outcome. Questions were designed to ascertain the team performance based on grade obtained after team assignment, timeline for completion of task, member contribution, and commitment to team task, external impact of teacher on performance. These variables also represent the opinion and behavioral variable of the questionnaire design. The questions are 9 in total, and they are also in likert scale form of 1-5.Also in this segment there is 2 questions which were solely aimed at providing a crucial answer to one of the research objectives and 1 opinion question. See appendix

The third Segment is mainly about the respondent attribute and there team characteristics. This is referred to as the attribute variable one was about demographic profile of the respondents such as Team size, sex, study group etc. in order to get the profile of the respondents and their team as well. In here there are 6 questions altogether.

3.2   Pilot Testing

Pilot testing was conducted to examine and refine questionnaire so that respondents will have no problem in answering and understanding the questions in order to avoid discrepancies and confusion. Therefore,   I did a pilot testing of the questionnaire prior to data collection. (Saunders, Lewis &Thornhill 2007:386). Pilot testing was done by giving a set of paper copies of the questionnaire to one of the student teams, a group in the Internationalization Project Plan. The group was selected on the recommendations from one of the tutor based on the fact that the members of these groups are eloquent and assertive therefore will present a good criticism about the correctness of the questions. Consequently, there were few recommendations about the questions which were considered and incorporated into the questionnaire.

 Questionnaire can be found as appendix on page…

3.3 Data Collection

Teams of students whom are working on Internationalization project plan (IPP) and Global expansion project (GEP) were used for this research project. Several of these students have been working on this project for more than 6months which mean that they have fulfill the requirements of understanding their purpose, commitment/responsibility, and other member's attitude towards the teams' purpose.

Internationalization project plan (IPP) Teams

This a student project work which is a part module in the Turku University of Applied sciences in which students are divided into groups to prepare an internationalization plan for companies of their choice. These project teams consist mainly of students in the second year of study in the International Business degree program at the Turku University of Applied Science.

Global expansion project (GEP) Teams

It is similar to IPP in the sense that it is part of the module in the Turku University of applied sciences in which student participate to provide market intelligence and internalization plans for companies. These project teams consist mainly of the students in the first year of study in the international business degree programme of the Turku University of Applied sciences.

Overall 20 teams were involved in this research work. The 8 of the teams are working on the Internalization project Plan (IPP) and therefore represents the students from the second year in the International Business degree programme at the Turku University of Applied Sciences and the remaining 12 of the teams are working on the Global Expansion Project (GEP) and thus represent the students from the first year in the International Business degree programme at the Turku University of Applied Sciences. The data were collected between the months of April and May 2011. Questionnaire designed was mailed to the students' team using their school e-mail on three different occasions to increase the potential number of the participants in the research work.

The first set of responses received was in April and the numbers of responses were 16.However the survey was sent twice again in the month of May and the total number of responses received was 15. About 70 students were contacted via e-mail and only 31 answered the questionnaire and 14 responses were incomplete.

Generally, response rate was low because of the level of independence of the research which means external influence by the degree programme authority was avoided to prevent biased response by the students in answering questionnaire.

4 Data analysis

The data analysis for this research work was done with consideration of the numbers of responses received from the team members. It however, took eight weeks to receive the analyzed data from the survey. Moreover, because of the variation in the number of responses from each group; I analyzed the data from the teams, which give higher numbers of response. Therefore in total I analyzed eight teams altogether. Three teams from the IPP teams and four teams from GEP. However, each of the IPP team consists of three members while each of the GEP teams consists of two members. This was unavoidable because as said earlier the response rate was very low which account for the reason for limited number of team members whose responses were analyzed. Also the first three questions in the questionnaire were meant to investigate the leadership authority within teams. However, it was later observed that it does have much relevance to the scope of this research work hence its summary is put as starting for point to profile the respondents.

Also, the analysis was split into two parts basically to be able to answer the research questions which are about shared leadership and performance based on the responses of the individual within the teams. Therefore, this implies that the analysis will be done based on the perception about shared leadership and the purported performance impact. Kendall tau B Correlation was used to examine the associational relationship of share leadership with performance. However, I will start the analysis with the IPP teams and then GEP teams. The first three questions as said were to profile the respondents and the result obtained was that 77.8% of respondents from IPP teams usually occupy the team leader position and 22.2% are usually team members. In GEP teams 50% are team's leader and the rest 50% are team members.

4.1   Analysis of teams Members view on shared Leadership.

The questions under this segment were twelve altogether, which critically examine the team members knowledge of shared leadership and the way it is being practiced within the team. There was conflicting results from teams to teams; however, the outcome of the variation was interesting in course of the analysis. Analysis of question from this section was answered based on 5 point scale from which have the options of strongly disagree to strongly agree and very untrue to very true. The scale can be seen in the questionnaire as an appendix.

Table 1: Shared leadership in IPP teams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very untrue	2	22.2	22.2	22.2
	Untrue	2	22.2	22.2	44.4
	Neutral	4	44.4	44.4	88.9
	True	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

Table 2: Shared leadership in GEP teams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very untrue	1	12.5	12.5	12.5
	Neutral	2	25.0	25.0	37.5
	True	3	37.5	37.5	75.0
	Very true	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

From the tables above, it was observed that the responding students from the teams (Both IPP and GEP) have understanding of shared leadership in their teams. However, there is a variation to their perception on the understanding even though the definition of shared leadership was provided to the respondents.

11.1 % of the responding students from the IPP teams confirm they practice shared leadership, (44.4 %) thinks it was not practiced, while the rest 44.4 was neutral.

The illustrations from Table 2 show the responding students from the GEP teams. (62.5 %) confirms that they practice shared leadership, 25 % was neutral and 12.5% however did reject the assertion that they do not practice shared leadership. This question particularly answers the first research question that was to ascertain the student's knowledge of shared leadership. Therefore it can be inferred that the GEP Teams which consist predominantly of first year students have practiced and understand Shared leadership compared with their IPP teams whom are mostly in their second year. The reason of which is hard to imagine based on the fact that second year students tend to have been involved in more team works than their first year counterparts. However, it could be assumed that there is probably another practice within the second year team that this research could not ascertain.

4.2 Analysis of Extent of practice of Shared leadership

In order to get answers to the second research question, several questions were asked the respondents to examine the extent of practice of shared leadership within teams. Ten variables were used to examine the practice within the teams. These are Individual roles within the teams, the leadership role within the teams, task sharing, decision-making, level of collaboration, member's opinion, problem-solving, help to members, members' perception. However, these were simplified version of the questions that was used on the questionnaire.

Table 3: Descriptive statistics table of shared leadership Practice in IPP teams.

Items(Variables)	N	Mean	Std. Deviation
Each member of the team shares in establishing the goals for the task (e.g. assignment and project work)	9	2.67	1.000
Each member shares in deciding on the best course of action when a problem faces the team	9	3.00	1.000
Team members collaborate with one another in making decisions that affect the task (e.g. assignment and	9	3.89	.601
Each member has a say in deciding how resources such as (duration or time) are allocated in regard to the team's	9	3.44	.882
Each member helps to identify and resolve the problems that face this team	9	3.00	1.000
Each member chips in (even if it is outside an area of personal responsibility) to ensure the team fulfils its	9	2.67	.866
The opinion of members counts when they share their perceptions regarding a situation facing the team.	9	3.89	.333
Valid N (listwise)	9		

The Table 3 above show the result of the descriptive analysis of shared leadership practice within the IPP team members. However, it can be observed that there is higher value for collaboration and perception on the opinion of the team members with mean value of 3.89. Meanwhile the problematic area in the practice of shared leadership within the IPP teams are assigning roles, Task sharing and rendering help to team members, which have the mean values of 1.56 and 2.67.

Table 4: Summary of response from the IPP teams

Variables	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N
Each member of the team shares in establishing the goals for the task (e.g. assignment and project work) given		22.2 %	33.3 %	33.3 %	11.1 %	9
Each member shares in deciding on the best course of action when a problem faces the team		44.4 %	11%	44.4 %		9
Team members collaborate with one another in making decisions that affect the task (e.g. assignment and project work) in group.	11.1 %	66.7 %	22.2			9
Each member has a say in deciding how resources such as (duration or time) are allocated in regard to the team's priorities.		66.7 %	11.1 %	22.2 %		9
Each member helps to identify and resolve the problems that face this team		44.4 %	11 %	44.4 %		9
Each member chips in (even if it is outside an area of personal responsibility) to ensure the team fulfils its obligations.		22.2 %	22.2 %	55.6 %		9
The opinion of members counts when they share their perceptions regarding a situation facing the team.		88.9	11.1 %			9

As can be seen from

Table **4**, (88.9%) of the IPP team members confirms that the opinion of the team members count and (66.7%) confirms that team members collaborate with one another on decision that concerns the tasks given and the same percentage says they participate in the decisions making concerning team tasks. However the (44.4%) of the respondents confirms they are fairly good in collective effort at working the best approach for team task and solving problems that faces team's members. But the problematic areas are in the area of help and task sharing which has percentage of 22.2% respectively.

Table 5: Descriptive statistics table of Shared Leadership Practice in GEP teams

Variables	N	Mean	Std. Deviatio
Each member of the team shares in establishing the goals for the task (e.g. assignment and project work) given.	8	3.63	.518
Each member shares in deciding on the best course of action when a problem faces the team.	8	3.63	.916
Team members collaborate with one another in making decisions that affect the task (e.g. assignment and project	8	4.00	.926
Each member has a say in deciding how resources such as (duration or time) are allocated in regard to the team's priorities.	8	4.38	.744
Each member helps to identify and resolve the problems that face this team.	8	3.50	1.309
Each member chips in (even if it is outside an area of personal responsibility) to ensure the team fulfils its obligations.	8	3.38	1.188
The opinion of members counts when they share their perceptions regarding a situation facing the team.	8	4.25	.707
Valid N (listwise)	8		

As can be seen in the Descriptive statistics table of Shared Leadership Practice in GEP teams above, there is high level of decision making and perception of team member's opinion represented by higher mean values of 4.38 and 4.25

respectively. However the perceived difficult area for this respondents group were assigning roles and helping other team members.

Table 6: Summary of responses from the GEP teams.

Variables	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	N
Each member of the team shares in establishing the goals for the task (e.g. assignment and project work)		62.5%	37.5%			8
Each member shares in deciding on the best course of action when a problem faces	12.5%	50%	25%	12.5%		8
Team members collaborate with one another in making decisions that affect the task (e.g. assignment and project	25%	62.5%		12.5%		8
Each member has a say in deciding how resources such as (duration or time) are	50%	37.5%	12.5%			8
Each member helps to identify and resolve the problems that face this team	12.5%	62.5%		12.5%	12.5%	8
Each member chips in (even if it is outside an area of personal responsibility) to ensure the	12.5%	37.5%	37.5%		12.5%	8
The opinion of members counts when they share their perceptions regarding a situation facing the team.	37.5	50%	12.5%			8

Most of the respondents from this group responds in the affirmative to the leadership practice.(62.5%) of the respondents do well in the area of collaboration, task sharing, and allocation of resources to fulfil team obligations. However, the table 5 above shows that the problematic areas are in helping each other and assisting team members to fulfil team obligations.

Based on the observations and the purpose of this research work, further analysis is carried out using the three perceived shared leadership variables (Opinion, Perception and collaboration) which have been noted to mostly reflect shared leadership practice in both IPP and GEP teams, to evaluate its effect on performance in the teams using a correlation method (See Table 9 and 10)

Table 7: Descriptive Statistics of Performance in IPP teams

	N	Mean	Std. Deviation
Teamwork submission	9	3.33	1.118
My grade would be better if I have done the tasks alone	9	2.67	1.414
Peer-to-Peer assessment	9	3.56	1.236
Working alone	9	4.00	1.118
Commitment to deadline	9	3.56	1.333
Workload	9	3.56	1.424
Equal opportunity	9	3.44	1.333
Benefit of teamwork	9	3.11	1.269
Valid N (listwise)	9		

Table 8: Descriptive Statistics of performance in GEP teams.

	N	Mean	Std. Deviation
Teamwork submission	8	2.63	1.302
My grade would be better if I have done the tasks alone	8	3.63	.916
Individual role	8	3.25	1.389
Peer-to-Peer assessment	8	3.13	.835
Working alone	8	3.25	1.035
Commitment Deadline	8	3.75	.707
Workload	8	3.25	1.035
Equal opportunities	8	4.13	.991
Benefit of teamwork	8	3.13	1.356
Valid N (listwise)	8		

Based on the respondents practice of shared leadership in IPP teams (refer to Table 3), Kendall's tau b correlation was used to examine the associational relationship between the three shared leadership variables and all the performance variables. It was observed that collaboration has correlations with submission of teamwork, overall grade obtain by each student, peer-to-peer assessment done before submission of tasks, meeting deadlines, sharing of task among students. But there is negative correlation with working alone, benefits of team work, and equal opportunity for students within teams. (See Table 9).

Correlation of opinion of member is positive with submission of team work, peer-to-peer assessment done before submission task, meeting deadlines, sharing of task among students. But there is negative correlation with overall grade obtain by each student, working alone, benefits of team work, and equal opportunity for students within teams.(See Table 9)

Correlation of perception of team member has positive correlation with teamwork submission, Overall grade, Peer-to-Peer assessment, Commitment to deadline sharing of workload but negative for working alone, benefits of team work, and equal opportunity for students within teams. (See Table 9)

Table 9: Correlation between shared leadership and performance in IPP teams

			Teamwork submission	Overallgrade	Peer-to-Peer assessment	Working alone	Commitment to deadline	Workload	Equal opportunity	Benefit of teamwork
Kendall'stau_b	Collaboration	CorrelationCoefficient	.387	.321	.457	-.042	.291	.602	-.402	-.080
		Sig. (2-tailed)	.225	.299	.148	.894	.353	.052	.194	.795
		N	9	9	9	9	9	9	9	9
	Opinion	CorrelationCoefficient	.301	-.080	.208	-.169	.083	.281	-.602	-.482
		Sig. (2-tailed)	.346	.795	.511	.594	.791	.364	.052	.119
		N	9	9	9	9	9	9	9	9
	Perception	CorrelationCoefficient	.408	.445	.525	-.334	.525	.508	-.445	-.254
		Sig. (2-tailed)	.216	.164	.107	.307	.104	.112	.164	.427
		N	9	9	9	9	9	9	9	9

Table 10: Correlation between shared leadership and performance in GEP teams

			Teamwork submission	Overall grade	Peer-to-Peer assessment	Workingalone	Commitment to Deadline	Workload	Equalopportunities	Benefit of teamwork
Kendall'st au_b	Collaboration	Correlation Coefficient	-.253	.582	.404	-.101	.334	.334	.556	.594
		Sig. (2-tailed)	.451	.087	.253	.763	.340	.340	.111	.073
		N	8	8	8	8	8	8	8	8
	Opinion	Correlation Coefficient	-.191	.651	.382	-.574	.421	.263	.105	.375
		Sig. (2-tailed)	.568	.055	.279	.086	.227	.450	.763	.256
		N	8	8	8	8	8	8	8	8
	Perception	Correlation Coefficient	-.144	.751*	.700*	-.096	.368	-.211	.211	.281
		Sig. (2-tailed)	.668	.027	.047	.775	.291	.546	.546	.395
		N	8	8	8	8	8	8	8	8

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

As can be seen from the table 10, correlation of collaboration is positive for overall grade obtain by each student, Peer-to-Peer assessment, Commitment Deadline Workload equal opportunities for students, Benefit of teamwork to students, but negative timely submission of teamwork and working alone.

Also, it can be seen that opinion of each students correlates positively with overall grade obtain by each student, Peer-to-Peer assessment, Commitment to Deadline, sharing of Workload, equal opportunities for each students, benefit of teamwork and negative for timely submission of teamwork and working alone.

Finally, the association of perception of each student with performance was observed to be positive for overall grade, peer-to-peer assessment (highly significant), commitment Deadline, and equal opportunities for students, Benefit of teamwork to students, but negative for timely submission of teamwork, sharing of workload, and working alone.

Table 11: Demographic profile of the IPP teams

		Frequency	Percentage
Gender	Male	3	33.3
	Female	6	66.7
Typical team size	3-4	3	33.3
	5-6	6	66.7
Participation in Team work	1-2	1	11.1
	3-4	3	33.3.
	more 4	5	55.5

Table 12: Demographic Profile of the GEP teams.

		Frequency	Percentage
Gender	Male	5	62.5
	Female	3	37.5
Typical team size	3-4	5	62.5
	5-6	3	37.5
Participation in Team work	3-4	3	37.5
	more 4	5	62.5

5 Discussions and Conclusions

Sharing leadership in a self-managed team is a very difficult process that can encounter many challenges (Robbins 2005).In fact even self-managed work teams which comprise of experts face challenges which could undermine their performance. Similarly, it is evident in student self-managed teams.

5.1 Conclusions about the research

The primary objectives of this research were to investigate how sharing leadership impact on the performance of the self-managed students' team in the international business degree programme at Turku University of Applied Science. In addition, this research aims to give recommendations on how to improve team works in the degree programme.

The data for this research was collected between May and June 2011, while students started working in team from Dec 2010\Jan 2011.It implies that the students are satisfactorily conversant with concept of team. In addition, shared-leadership and Self-managed team were clearly defined in the questionnaire to refresh the knowledge of the students who are conversant with the concept and to introduce it to those that are new to it.

From all indications, the research was successful especially due to independence given to student to express their opinion in the opinion questions. Opinions of the students will be included as part of recommendation in this final chapter.

Empirical result shows that students in both IPP teams and GEP team's shares leadership, but it was also evident that it is lopsided because the GEP teams practice shared leadership more than the IPP teams. This is very interesting because the student of IPP teams are mostly in their second year of study which implies that they ought to do more with sharing leadership than GEP who are first year students.

Also, the empirical finding shows that the extent of shared leadership in both (IPP and GEP) teams is observed in the area of collaboration with other members, opinions on decision, and perception of other members opinion.

Based on this, these three observed area of shared leadership was used to examine performance. The empirical part showed lopsidedness in the performance aspect.

In IPP teams, collaboration showed a positive correlation for all the performance variables except working alone, equal opportunity in sharing task and benefits of team work. This implies that students within this team perceived that collaboration with other students do not give benefits from team work, opined that tasks are not shared equally and hence prefers to work alone.

Opinions of team member showed a negative correlation with overall grade achieved by students, working alone, equal opportunity in sharing tasks and benefit of team work. The reason for effect on overall grade can be attributed to delay in task submission. This was evident in the reason that was given in the opinion question by some of the students.

Similarly, perception of team members showed same correlation as collaboration. It was positive for all performance variables except working alone, equal opportunity in task sharing and benefits of team work. This implies that members perceived that task are not shared equally and hence will prefer to work alone.

Meanwhile, In GEP teams, collaboration with other members produced a positive correlation for all performance variables except submission of team work and working alone. This implies that complexity of teams make task difficult and therefore affect submission of work.

Similarly, opinion of team members showed the same trend as collaboration. It was positive for all performance variables except team work submission and working alone.

Perception of team members was different because, it gave a negative correlation for team work submission, working alone, and work load. It also shows a highly significant correlation for peer-to-peer assessment among members. This implies that members are not happy with work load given and

therefore tends to submit work late. The significance of peer-to-peer assessment was due to feeling by team members not wanting to offend other members within the team with their utterances/opinion.

From a practical viewpoint, sharing leadership in a self-managed student team was observed to have a better potential on their performance (Carte et al (2006), kocolowski 2010). Although, there is need for coaching on the concept of team and leadership. The result from this research suggested that the students share leadership functions such as supporting, planning etc. to a moderate extent but its impact on performance is less. It was observed that there is more of individual feeling that is unhealthy for performance rather than team feeling.

5.2   Recommendations

This research has poised a high need for team work supervision by either the teachers or appointed authority which is not uncommon in self-managed teams. Opinions of the students suggested that they require monitoring and guidance in teams on ways to work as a group. Majority perceived that they were thrown into groups with less instructions and guidance.

Also, opinions suggested that there is need to ensure that team members are motivated positively towards team tasks. This suggests that there is high need to create leadership functions within groups in the area of motivation that will encourage active participation by team members.

Also it can be recommended that, team building activities are very essential to create group dynamic in teams in order to neutralized individual feeling that usually characterize premature teams.

5.3   Limitations of this research

There are limitations to this research in the areas of relatively small number of participants, the research was conducted by a student of the same degree programme which could means that some issues are reflections of own ideas. Also, the research was done with student of business administration's which could mean that a different result may be obtainable in other discipline.

5.4 Direction for future research

It was observed that shared leadership in performance of self-managed student team is much negatively affected by individual feeling than any other factors. Therefore feeling factors such as emotion, trust, motivation of team members, and expectation of team members need to be investigated among the students in relation to sharing leadership. Also, it was observed that majority of the respondents were female, therefore, gender influence on shared leadership will be interesting to be investigated.

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Appendix

PART 1
<mark>MEASURE OF SHARED LEADERSHIP</mark>

Please read the definitions carefully
DEFINITIONS
<mark>Shared leadership</mark> is an interactive influence among individuals in groups which make it possible to lead one another to the achievement of group goals.

<mark>Self managed Team</mark> This is type of team, which consists of individuals who understand the tasks of all group members, which allows them to share responsibilities among themselves.

<mark>Performance</mark> is simply a measure of effectiveness.

Do you assign leading roles to individuals in your teams? Such as Team leader, Secretary etc?

〇 Always

〇 Often

〇 Sometimes

〇 Rarely

〇 Never

*
Does team assign anyone with major leading role in your team? e.g Team leader

〇 Yes

〇 No

* What position do you normally occupy in the teams?

〇 Team leader

〇 Member

* Each member of the team shares in establishing the goals for the task (e.g. assignment and project work) given.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

* Each member shares in deciding on the best course of action when a problem faces the team.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

* Team members collaborate with one another in making decisions that affect the task (e.g. assignment and poject work) in group.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

* Each member has a say in deciding how resources such as (duration or time) are allocated in regard to the team's priorities.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

* Each member helps to identify and resolve the problems that face this team.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

* Each member chips in (even if it is outside an area of personal responsibility) to ensure the team fulfills its obligations.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

* The opinion of members counts when they share their perceptions regarding a situation facing the team.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

PART 2
Measure of Performance

Performance based on group work outcome and members participation such as results, grade, deadlines etc

* Team work submission to teachers are delayed.

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

* Overall Quality of teamwork is excellent based on the Grade by teachers.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

* External supervision from the teacher could enhance team performance

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

* Peer-to-Peer assessment is done in the group on quality of task returned by Individual

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

* My grade would be better if I have done the tasks alone.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

* Team members meet their commitment before agreed team deadline.

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

* Work is equally distributed among team members.

○ Always

○ Often

○ Sometimes

○ Rarely

○ Never

* Team members are given equal opportunities to contribute.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

* Group work enhances my knowledge about teamwork.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

* "Shared leadership is an interactive influence among individuals in groups which make it possible to lead one another to the achievement of group goals"

Based on the above definition of Shared Leadership, would you consider that your team practice shared leadership?

○ Very true

○ True

○ Neutral

○ Untrue

○ Very untrue

* "Self managed Team is a type of team, which consists of individuals who understand the tasks of all group members, which allows them to share responsibilities among themselves"

Based on the definition of Self-managed team, do you see your team as a self-managed team?

○ Very true

○ True

○ Neutral

○ Untrue

○ Very untrue

What are your suggestions to improve group work in IB?
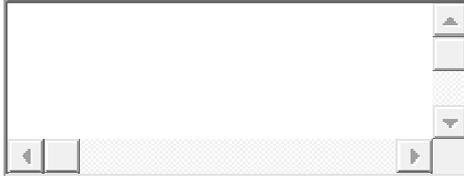
PART 3

General profile

* Sex

○ Female

○ Male

* Student Group

○ IBS07

○ IBS08

○ NINBOs09

○ NINBOs10

* How many team works have you participated in?

○ 1-2

○ 3-4

○ More Than 4

* Typical team size

○ 1-2

○ 3-4

○ 5-6

○ More than 6

* Which group do you belong in IPP(Internationalization Project Plan)?

○ 1

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7

○ 8

○ Others please specify in the text box