Perception of Shared Leadership and Team Behavior and Structure of Staff Members in Faculty of Nursing, Suez Canal and Assiut Universities

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Abstract: Aim of the work: To assess the inter-correlations between team behaviors and horizontal team structure determinants and shared leadership perception within the academic staff of Faculty of Nursing, of two Egyptian Universities. **Methods:** This study included one hundred eleven academic staff of the Faculty of Nursing, Suez Canal and Assiut Universities. Data collected was done through a questionnaire forms; Socio-demographic questionnaire, Shared Leadership Perception instrument, Leadership Behavior Questionnaire and Team Structure Survey. **Results:** The total number of participants was 111 academic members. All of the participants were females. Thirty two (28.8%) participants were clinical instructors, 42 (37.8%) were assistant lecturers and 37 (33.4%) were lecturers. The mean age was 31.53 years, with a range from 24 to 46 years. Cronbach alphas were calculated for the overall shared leadership, the overall team behavior and team structure scales. The reliability test was also conducted on the sub-scales of the overall shared leadership measure and the sub-scales of the overall team behavior. The reliability of each of these scales exceeded the acceptable level (0.7 standards). Overall shared leadership perception is significantly correlated with its sub-scales. It also is significantly correlated with overall team behaviors, directive team behavior dimension, and horizontal team structure. Overall shared leadership perception was significantly correlated with educational attainment. Empowering team behaviors dimension positively related with overall shared leadership and supported our study hypothesis. Horizontal team structure did not correlated significantly with overall shared leadership and did not support our study hypothesis. **Conclusions:** This study adds to the theoretical implications of shared leadership by revealing that behaviors experienced within a team are more significant to determining the practice of shared leadership than the presence of a specific organizing structure. In addition, horizontal team structure appeared to have little to no influence on team members engaging in the practice of shared leadership.

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1. Introduction

Leadership plays a key role in creating healthy work environments ensure that nurses are empowered to provide high-quality patient care **(Germain and Cummings, 2010).**

Nurse Managers shape the context of nurses' work by influencing the quality of support and resources available on the work. large proportion of nurses are dissatisfied with their jobs and report high levels of burnout related to poor working conditions **(Aiken *et al.*, 2010).**

Team empowerment appears to be an effective means of counteracting the disempowering effects of stressful working conditions **(Spreitzer and Doneson, 2005).**

Empowerment practices are intended to increase employee control over the content and context of their work, thereby increasing work satisfaction and organizational commitment **(Kirkman and Rosen, 1999)**.

According to the empowerment model, structural factors within the work environment have a greater impact on employee work attitudes and team behaviors than personal predispositions or socialization experiences. Four organizational empowerment structures had been described: access to information, access to support, access to resources needed to do the job, and opportunities to learn and grow. Structural empowerment has been linked to important organizational factors, such as job satisfaction, commitment, trust, productivity, and burnout **(Laschinger *et al.*, 2001).** In addition, structural empowerment has been shown to predict nurses' burnout and job satisfaction over time **(Laschinger *et al.*, 2004).**

Seibert *et al.*(2004) found that psychological empowerment mediated the relationship between structural empowerment and individual job satisfaction. **Kirkman and Rosen (1999)** found that work team empowerment was predictive of team member psychological empowerment.

Pearce and Sims (2002) noted that experiencing more empowering team behaviors generated greater feelings of motivation and aroused

positive emotions among team members. Team perceptions of their immediate supervisors have been shown to influence their perceptions of structural empowerment in their work settings **(Greco *et al.*, 2006).**

The quality of relationships between leader and team has been linked to both employee outcomes and unit performance. One theory that describes these relationships is leader-member exchange theory, in which four dimensions underlie high-quality relationships between leaders and employees: contribution, affect, professional respect, and loyalty. When leader-member exchange quality is high, employees perform beyond minimal expectations, thereby increasing productivity and positive work outcomes **(Laschinger *et al.*, 2007).**

Schyns (2006) found that employee job satisfaction was higher on units in which there was agreement on the quality of the relationships with the leader. Shared leadership refers to the state or quality of mutual influence in which team members disperse the leadership role throughout the group, participate in the decision-making process, fulfill tasks traditionally reserved for a hierarchical leader, and, when appropriate, offer guidance to others to achieve group goals **(Pearce and Conger, 2003a; 2003b).**

Zaccaro *et al.* (2001) suggested that the process of sharing leadership within a team develops as a result of many factors; team behaviors that encourage individual empowerment and team structure that is horizontal in nature. Team behaviors denote the attitudes and actions expressed by members of the team, in a collective fashion, toward other members of the team, while team structure refers to the structures and framework of authority that exists among members of a team.

There is an essential distinction between shared leadership and more traditional, hierarchical, forms of leadership in that the shared approach to leadership emphasizes lateral, peer influence rather than the downward influence of an appointed leader upon subordinates **(Conger and Pearce, 2003).**

2. Subjects and Methods

The methodology pursued in the conduction of the study is portrayed according to the following design:

1-Technical design
2-Operational design
3-Statistical design

1-Technical Design

Research design:

An exploratory descriptive research design was adopted to fulfill the purpose of the study.

Research objective and hypothesis:

The objective of this study was to assess the inter-correlations between shared leadership perception and team behaviors and horizontal team structure within the academic staff of Faculty of Nursing, Suez Canal and Assiut Universities. It was hypothesized that shared leadership perception are significantly correlated with and team behaviors and horizontal team structure.

Setting:

The study was conducted at Faculty of Nursing of two Egyptian universities; Suez Canal University (Ismailia- Port Said) and Assiut University at the following departments: administration, obstetric, pediatric, community, psychiatric and medical surgical.

Subjects:

This study included one hundred eleven (n=111) academic staff of the Faculty of Nursing of two Egyptian universities. The subjects of the study sample consisted of all (n=33) academic staff of the Faculty of Nursing, Suez Canal University (Ismailia) without three members who were travelled abroad (n=30), all (n=36) academic staff of the Faculty of Nursing, Suez Canal University (Port-Said) without 5 members who were travelled abroad (n=31) and all (n=50) academic staff of Faculty of Nursing, Assiut University (n=50).

Data collection tools:

Data collected was done through a questionnaire form according to **Wood (2005).**

A-Socio-demographic questionnaire form:

This was designed for collection of demographic study variables, faculty, age, marital status, experience, department, and educational attainment. This study controlled for four demographic variables (age, marital status, educational attainment and faculty) and two team-situation variables (team size and experience) that could affect team member willingness to share in team leadership.

B- Shared Leadership Perception:

This was consisted of (19) statements that reflect academic staff perception about leadership. Nine items loaded on a factor that represents the *joint completion of tasks* dimension. Two items loaded on the *mutual skill development* dimension. Four items loaded on the *decentralized interaction among personnel* dimension. Finally, four items loaded on the *emotional support* dimension. The 19 items of this shared leadership instrument measured perception of shared leadership on a 4-point Likert-type scale. The answers are *(1) Definitely Not True, (2) Generally Not True, (3) True generally and (4) Definitely True*. The items used to measure shared leadership are shown in Appendix A.

C- Leadership Behavior Questionnaire:

This questionnaire was consisted of (17) statements reflect leadership behavior. Six questions

loaded on a factor that represents the *directive* dimension and 11 questions loaded on the *empowering* dimension. The responses were also checked by respondents on four points. The scoring system as follows: Definitely Not True (1), Generally Not True (2), True generally (3), Definitely True (4).

D-Team Structure Survey:

Team structure was measured with a three-item instrument. This questionnaire was used to measure *horizontal team structure* dimension. It consists of (3) statements. Because the nature of the questions addresses a top-down structure, the items were reversed-scored to assess the lateral structure within the team. The responses were on a 4- Likert Scale Strongly Disagree, Disagree, Agree, and Strongly Agree.

2- Operational Design:

Field work:

The actual data collection from academic staff of the Faculty of Nursing (Ismailia and Port-Said) in Suez Canal University and Assiut University was started, aiming of research. Data collection was conducted by the investigators. The whole duration for data collection tool was about one month.

3- Statistical Design:

Collected data were coded, entered and analyzed using Microsoft Office Excel (2007) software. Data were then imported into Statistical Package for the Social Sciences (SPSS) version 16.0 and MedCalc version 12.1.3.0 software for analysis. Baseline characteristics of the study population were presented as frequencies and percentages (%) in qualitative data or mean values and standard deviations (SD) in quantitative data. Differences between frequencies were compared by Chi-square or Fisher exact tests. Differences between means were compared by t-test. *P* value of < 0.05 was considered significant. Coefficient of reliability was measured by Cronbach's α (alpha). A commonly accepted rule of thumb for describing internal consistency using Cronbach's alpha is as follows; $\alpha \geq 0.9$ = excellent, $0.8 \leq \alpha < 0.9$ = good, $0.7 \leq \alpha < 0.8$ = acceptable, $0.6 \leq \alpha < 0.7$ = questionable, $0.5 \leq \alpha < 0.6$ = poor and $\alpha < 0.5$ = unacceptable. Cronbach alphas were calculated for the overall shared leadership (19 items), team behavior (17 items), and team structure (3 items) scales. Furthermore, a reliability test was conducted on the sub-scales of the overall shared leadership measure and the sub-scales of the overall team behavior. Pearson correlation coefficient test was used to evaluate the inter-correlations between the studied variables. Analysis Of VAriance (ANOVA) test followed by logistic regression analysis model of the dependent variable and other studied variables (independent predictors) were performed. Overall team behaviors and team size variables were excluded from the model because they had small values of tolerance (close to zero), estimated by Collinearity Statistics, that may cause fluctuations in the sample (measurement errors) which in turn have a major impact on the B and β weights.

3. Results

The total number of participants was 111 academic members. All of the participants were females. Thirty two (28.8%) participants were clinical instructors, 42 (37.8%) were assistant lecturers and 37 (33.4%) were lecturers. The mean age was 31.53 years, with a range from 24 to 46 years (Table 1).

Table (1) Socio-demographic characteristics of total academic staff of the Faculty of Nursing, Suez Canal University (Ismailia/Port-Said) and Assiut Universities.

		Total academic staff (n=111)	
Department	Administration	20	18.0%
	Community	20	18.0%
	Surgical	22	19.8%
	Obstetric	17	15.4%
	Pediatric	16	14.4%
	Psychiatric	16	14.4%
Educational attainment	Clinical Instructor	32	28.8%
	Assistant Lecturer	42	37.8%
	Lecturer	37	33.4%
Marital status	Single	52	46.8%
	Married	59	53.2%
City	Ismailia	30	27.0%
	Port-Said	31	27.9%
	Assiut	50	45.1%
Age	Mean (SD)	31.53	5.933
	Range (years)	24	46
Experience	Mean (SD)	7.72	4.973
	Range (years)	1	18
Team size	Mean (SD)	7.73	1.741
	Range (number)	1	10

As shown in Table (2), there are significantly higher frequencies of assistant lecturers and lecturers (higher educational attainment) in Assiut University than in Suez Canal University (96% versus 50.9%, respectively) (*P*<0.0001). Also, there are significantly higher mean age and experience of the academic staff in Assiut University than in Suez Canal University (34.26 years and 9.92 years versus 29.46 years and 5.92 years, respectively) (*P*<0.0001).

Cronbach alphas were calculated for the overall shared leadership, the overall team behavior and team structure scales.

The reliability test was also conducted on the sub-scales of the overall shared leadership measure

and the sub-scales of the overall team behavior. The reliability of each of these scales exceeded the acceptable level (0.7 standards). These Cronbach alphas are shown in Table 3.

The correlations among the study variables are shown in Table 4. Overall shared leadership perception is significantly correlated with its sub-scales (joint completion of tasks, mutual skill development, decentralized interaction among personnel and emotional support dimensions). It also is significantly correlated with overall team behaviors, directive team behavior dimension, and horizontal team structure. From control demographic variables, overall shared leadership perception was significantly correlated with educational attainment (Table 4).

Determining whether team behaviors or horizontal team structure positively correlated to overall shared leadership involved estimating the parameters of regression models predicting shared leadership using the independent variables of team behaviors and horizontal team structure (Table 5). Table 5 shows that empowering team behaviors dimension positively related with overall shared leadership and supported our study hypothesis.

Conversely, Table 5 shows that horizontal team structure did not correlated significantly with overall shared leadership and did not support our study hypothesis. Table 6 shows that empowering team behaviors dimension also positively correlated with two dimensions of shared leadership (joint completion of tasks and emotional support). Table 6 also shows that horizontal team structure correlated with only the shared leadership dimension of joint completion of tasks. Table 6 indicates that educational attainment influenced the specific dimension of emotional support.

In Suez Canal University, overall shared leadership perception is significantly correlated with its sub-scales. It also is significantly correlated with overall team behaviors and empowering team behavior dimension. From control demographic variables, overall shared leadership perception was significantly correlated with marital status (Table 7). Table 8 shows that directive and empowering team behaviors dimensions significantly correlated with overall shared leadership, while horizontal team structure did not correlated significantly with overall shared leadership.

Table (2) Socio-demographic characteristics of academic staff of the Faculty of Nursing, Suez Canal University (Ismailia/Port-Said) and Assiut University.

		Suez Canal University (n=61)		Assiut University (n=50)		*Used test P value*
Department	Administration	10	16.4%	10	20.0%	
	Community	11	18.0%	9	18.0%	X^2=0.62, *P*=0.99
	Surgical	13	21.3%	9	18.0%	
	Obstetric	10	16.4%	7	14.0%	
	Pediatric	9	14.8%	7	14.0%	
	Psychiatric	8	13.1%	8	16.0%	
Educational attainment	Clinical Instructor	30	49.1%	2	4.0%	X^2=27.4, *P*<0.0001**
	Assistant Lecturer	17	27.9%	25	50.0%	
	Lecturer	14	23.0%	23	46.0%	
Marital status	Single	29	47.5%	23	46.0%	X^2=0.03, *P*=0.86
	Married	32	52.5%	27	54.0%	
City	Ismailia	30	49.2%	-	-	-
	Port-Said	31	50.8%	-	-	
	Assiut	-	-	50	100.0%	
Age	Mean (SD)	29.46	4.39	34.26	6.11	t=4.81, *P*<0.0001**
	Range (years)	23	41	25	46	
Experience	Mean (SD)	5.92	4.26	9.92	4.94	t=4.58, *P*<0.0001**
	Range (years)	1	16	2	18	

*Statistical significant P-value at the 0.05 level, **statistical significant P-value at the 0.01 level

Table (3) Reliability Results for the Overall Shared Leadership, Empowering Team Behavior, and Horizontal Team Structure Measures in total academic staff.

	Cronbach's alpha, α
Control variables	
Age	.705
Experience	.722
Marital status	.757
Educational attainment	.726
Team size	.729
Overall Measure of Shared Leadership Perception Dimensions (18 items)	.758
Joint completion of tasks (9 items)	.759
Mutual Skill Development (2-item inter-correlation)	.769
Decentralized interaction among personnel (4 items)	.760
Emotional support (3 items)	.757
Overall Measure of Team Behavior Dimensions	.739
Directive Team Behavior Measure	.758
Empowering Team Behavior Measure	.746
Measure of Team Structure Dimension	
Horizontal Team Structure Measure (3 items)	0.760

Table (4) Means, Standard Deviations, and Inter-correlations among the Study Variables in total academic staff.

		Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1- Age	***Pearson Correlation***	27.83	1.967	--													
	P value			--													
2- Experience	***Pearson Correlation***	3.93	2.067	.947**	--												
	P value			.000	--												
3- Marital status	***Pearson Correlation***	1.67	.479	.049	.012	--											
	P value			.798	.951	--											
4- Educational attainment	***Pearson Correlation***	1.63	.809	.654**	.583**	.208											
	P value			.000	.001	.271											
5- Team size	***Pearson Correlation***	7.73	1.741	.470**	.465**	.179	.320										
	P value			.009	.010	.344	.085										
6- Joint	***Pearson Correlation***	3.42	.29	.328	.391*	.201	.323	.060									
	P value			.077	.033	.287	.082	.751									
7- Mutual	***Pearson Correlation***	3.28	.55	.013	-.028	.369*	.241	.243	.068								
	P value			.945	.882	.045	.200	.196	.723								
8- Decentralized	***Pearson Correlation***	3.308	.46	.021	.022	.052	.106	.096	.040	.188							
	P value			.913	.906	.784	.576	.614	.835	.320							
9- Emotional	***Pearson Correlation***	3.29	.52	.167	.083	-.046	.283	.155	.102	-.042	-.263						
	P value			.379	.664	.809	.130	.413	.591	.824	.160						
10- Perception	***Pearson Correlation***	3.33	.23	.212	.161	.279	.451*	.295	.424*	.679**	.466**	.434*					
	P value			.261	.396	.135	.012	.114	.020	.000	.010	.016					
11- Directive	***Pearson Correlation***	3.06	.65	.252	.192	.550**	.506**	.403*	.304	.384*	-.138	.333	.438*				
	P value			.179	.309	.002	.004	.027	.103	.036	.465	.072	.016				
12- Empower	***Pearson Correlation***	3.35	.41	.035	.081	.562**	.017	.267	.203	.156	-.183	.236	.196	.497**			
	P value			.853	.672	.001	.928	.153	.283	.410	.332	.208	.298	.005			
13- Behaviors	***Pearson Correlation***	3.20	.46	.193	.171	.636**	.363*	.402*	.303	.339	-.179	.339	.395*	.923**	.792**		
	P value			.307	.367	.000	.048	.028	.103	.066	.345	.067	.031	.000	.000		
14- Structure	***Pearson Correlation***	3.77	.496	-.053	-.139	.435*	.009	.271	.015	.396*	.062	.261	.414*	.595**	.485**	.633**	
	P value			.781	.464	.016	.964	.147	.938	.030	.745	.164	.023	.001	.007	.000	

*Statistical significant P-value at the 0.05 level, **statistical significant P-value at the 0.01 level

Table (5) Hierarchical Regression Results for Team Behaviors and Team Structure with Overall Shared Leadership in total academic staff.

	B	SE B	β	T	*P value*
(Constant)	2.695	.672		4.012	.000**
Age	-.027	.028	-.311	-.963	.338
Experience	.030	.035	.295	.864	.389
Marital	.127	.108	.123	1.180	.241
Education	.096	.076	.155	1.269	.207
Directive	-.067	.064	-.120	-1.051	.296
Empower	.230	.097	.283	2.378	.019*
Structure	.067	.049	.166	1.377	.172
	R	.417			
	R^2	.174			
	Adjusted R^2	.117			

*Statistical significant P-value at the 0.05 level, **statistical significant P-value at the 0.01 level.
Overall team behaviors and team size variables were excluded from the model.

Table (6) Hierarchical Regression Results for Team Behaviors and Team Structure with Shared Leadership Dimensions in total academic staff.

	Joint		Mutual		Decentralized		Emotional	
	β	*P value*	β	*P value*	β	*P value*	B	*P value*
(Constant)		.003**		.002**		.000**		.002**
Age	.059	.834	-.435	.195	-.422	.215	-.149	.651
Experience	-.091	.759	.519	.145	.452	.209	.000	1.000
Marital	.144	.112	.161	.136	.077	.480	.028	.793
Education	.036	.732	.098	.438	.110	.389	.255	.041*
Directive	-.137	.169	.109	.357	-.128	.287	-.275	.020*
Empower	.313	.003**	.133	.280	.169	.179	.355	.004**
Structure	.378	.000**	.041	.745	.176	.165	.014	.908

*Statistical significant P-value at the 0.05 level, **statistical significant P-value at the 0.01 level.
Overall team behaviors and team size variables were excluded from the model.

Table (7) Means, Standard Deviations, and Inter-correlations among the Study Variables in Suez Canal University.

		Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1- Age	***Pearson Correlation***	29.30	4.77	--													
	P value			--													
2- Experience	***Pearson Correlation***	5.92	4.26	.921**	--												
	P value			.000	--												
3- Marital status	***Pearson Correlation***	1.54	.54	-.136	-.127	--											
	P value			.298	.331	--											
4- Educational attainment	***Pearson Correlation***	1.77	.88	.396**	.465**	.303*	--										
	P value			.002	.000	.018	--										
5- Team size	***Pearson Correlation***	7.73	1.74	.470**	.465**	.179	.320	--									
	P value			.009	.010	.344	.085	--									

6- Joint	***Pearson Correlation***	3.08	.496	-.033	-.122	.257*	.054	.060	--								
	P value			.798	.350	.046	.681	.751	--								
7- Mutual	***Pearson Correlation***	3.11	.698	-.131	-.092	.322*	.125	.243	.477**	--							
	P value			.316	.480	.011	.339	.196	.000	--							
8- Decentralized	***Pearson Correlation***	3.20	.61	-.047	-.007	.187	.134	.096	.571**	.621**	--						
	P value			.720	.956	.150	.302	.614	.000	.000	--						
9- Emotional	***Pearson Correlation***	3.25	.73	.039	.062	.159	.257*	.155	.499**	.566**	.606**	--					
	P value			.763	.635	.220	.045	.413	.000	.000	.000	--					
10- Perception	***Pearson Correlation***	3.16	.52	-.052	-.040	.280*	.185	.295	.742**	.831**	.850**	.839**	--				
	P value			.693	.758	.029	.154	.114	.000	.000	.000	.000	--				
11- Directive	***Pearson Correlation***	2.443	.9545	-.368**	-.486**	.193	-.118	.403*	.235	.156	-.172	-.170	-.002	--			
	P value			.003	.000	.137	.365	.027	.068	.230	.185	.191	.991	--			
12- Empower	***Pearson Correlation***	2.86	.68	-.190	-.248	.352**	-.020	.267	.658**	.481**	.401**	.372**	.567**	.561**	--		
	P value			.143	.054	.005	.880	.153	.000	.000	.001	.003	.000	.000	--		
13- Behaviors	***Pearson Correlation***	2.65	.72	-.332**	-.436**	.292*	-.087	.402*	.463**	.328**	.075	.063	.265*	.922**	.838**	--	
	P value			.009	.000	.022	.505	.028	.000	.010	.567	.632	.039	.000	.000	--	
14- Structure	***Pearson Correlation***	2.69	1.30	-.304*	-.456**	.178	-.231	.271	.518**	.134	.100	-.015	.193	.651**	.673**	.744**	--
	P value			.017	.000	.171	.073	.147	.000	.304	.442	.912	.137	.000	.000	.000	--

*Statistical significant P-value at the 0.05 level, **statistical significant P-value at the 0.01 level

Table (8) Hierarchical Regression Results for Team Behaviors and Team Structure with Overall Shared Leadership in Suez Canal University

	B	**SE B**	**β**	**T**	**P value**
(Constant)	1.746	.692		2.523	.015*
Age	.010	.029	.093	.353	.726
Experience	-.039	.036	-.319	-1.068	.290
Marital	-.007	.108	-.007	-.062	.951
Education	.131	.070	.223	1.866	.068
Directive	-.272	.074	-.500	-3.648	.001**
Empower	.682	.108	.891	6.287	.000**
Structure	-.058	.063	-.146	-.927	.358
	R	.725			
	R^2	.525			
	Adjusted R^2	.463			

*Statistical significant P-value at the 0.05 level, **statistical significant P-value at the 0.01 level.
Overall team behaviors and team size variables were excluded from the model.

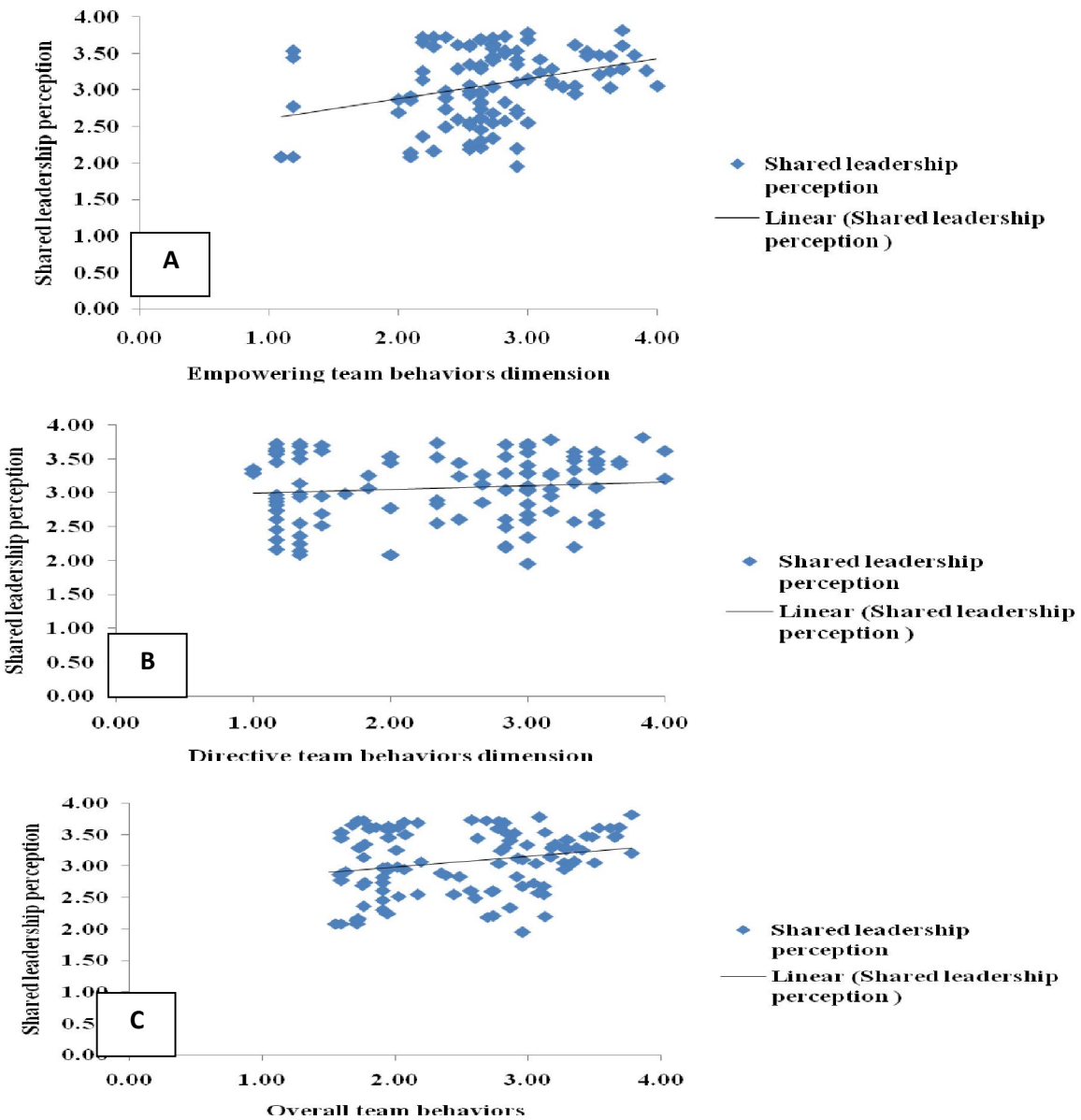

Figure (1) Correlations between overall shared leadership perception and (A) empowering team behavior dimension, (B) directive team behavior dimension, and (C) overall team behaviors.

In Suez Canal University, Table 9 shows that empowering team behaviors dimension also positively correlated with all dimensions of shared leadership (joint completion of tasks, mutual skill development, decentralized interaction among personnel and emotional support dimensions), while horizontal team structure did not correlated significantly with shared leadership dimensions.

In Assiut University, overall shared leadership perception is significantly correlated with its sub-scales. It did not significantly correlate with over behaviors and horizontal team structure (Table 10). Table 11 shows that empowering team behaviors dimension significantly correlated with overall shared leadership, while horizontal team structure did not correlated significantly with overall shared leadership. Table 12 shows that empowering team behaviors dimension also positively correlated with mutual skill development, decentralized interaction among personnel and emotional support dimensions, while horizontal team structure did not correlated significantly with shared leadership dimensions.

Table (9) Hierarchical Regression Results for Team Behaviors and Team Structure with Shared Leadership Dimensions in Suez Canal University

	Joint		Mutual		Decentralized		Emotional	
	β	*P value*	β	*P value*	β	*P value*	B	*P value*
(Constant)		.154		.063		.005**		.193
Age	.358	.182	-.168	.593	-.050	.851	.227	.427
Experience	-.396	.191	.029	.935	-.198	.547	-.500	.125
Marital	.011	.925	.114	.388	-.034	.779	-.107	.371
Education	.127	.295	.077	.590	.188	.156	.318	.016
Directive	-.347	.014*	-.083	.612	-.659	.000**	-.557	.000**
Empower	.639	.000**	.667	.000**	.749	.000**	.838	.000**
Structure	.269	.093	-.302	.111	-.032	.853	-.282	.101

*Statistical significant P-value at the 0.05 level, **statistical significant P-value at the 0.01 level.

Table (10) Means, Standard Deviations, and Inter-correlations among the Study Variables in Assiut University.

		Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1- Age	***Pearson Correlation***	34.43	6.06	--												
	P value			--												
2- Experience	***Pearson Correlation***	10.06	4.88	.974**	--											
	P value			.000	--											
3- Marital status	***Pearson Correlation***	1.06	0.24	-.047	-.091	--										
	P value			.750	.533	--										
4- Educational attainment	***Pearson Correlation***	2.45	0.54	.758**	.776**	-.214	--									
	P value			.000	.000	.141	--									
5- Joint	***Pearson Correlation***	2.61	0.36	.057	.079	-.118	.164	--								
	P value			.697	.588	.418	.260	--								
6- Mutual	***Pearson Correlation***	3.05	0.69	.203	.248	-.019	.242	.819**	--							
	P value			.162	.086	.897	.094	.000	--							
7- Decentralized	***Pearson Correlation***	3.01	0.67	.152	.191	-.060	.210	.873**	.985**	--						
	P value			.297	.187	.680	.148	.000	.000	--						
8- Emotional	***Pearson Correlation***	3.11	0.45	-.038	-.010	-.017	.046	.335*	.428**	.466**	--					
	P value			.798	.943	.909	.755	.019	.002	.001	--					
9- Perception	***Pearson Correlation***	2.95	0.48	.129	.170	-.054	.203	.869**	.962**	.981**	.615**	--				
	P value			.377	.244	.712	.162	.000	.000	.000	.000	--				
10- Directive	***Pearson Correlation***	2.15	0.83	.162	.173	-.287*	.255	.105	.170	.203	.085	.172	--			
	P value			.267	.236	.045	.077	.475	.244	.161	.562	.237	--			
11- Empower	***Pearson Correlation***	2.47	0.48	.023	.049	.043	.154	-.143	-.203	-.213	-.240	-.231	.371**	--		
	P value			.875	.739	.771	.290	.326	.163	.141	.097	.110	.009	--		
12- Behavior	***Pearson Correlation***	2.31	0.55	.132	.151	-.198	.259	.016	.039	.060	-.041	.029	.915**	.715**	--	
	P value			.367	.300	.174	.072	.912	.788	.681	.782	.843	.000	.000	--	
13- Structure	***Pearson Correlation***	1.69	0.95	.056	.089	-.007	-.011	.169	.092	.114	.021	.110	.148	-.031	.098	--
	P value			.704	.542	.960	.942	.246	.528	.437	.884	.452	.311	.833	.503	--

*Statistical significant P-value at the 0.05 level, **statistical significant P-value at the 0.01 level.

Table (11) Hierarchical Regression Results for Team Behaviors and Team Structure with Overall Shared Leadership in Assiut University.

	B	SE B	β	t	*P value*
(Constant)	4.449	1.230		3.617	.001**
Age	-.077	.050	-.982	-1.542	.131
Experience	.087	.064	.894	1.371	.178
Marital	.280	.301	.142	.928	.359
Education	.240	.204	.273	1.176	.246
Directive	.168	.093	.295	1.815	.077
Empower	-.403	.153	-.409	-2.636	.012*
Structure	.016	.072	.033	.228	.821
	R	.471			
	R^2	.222			
	Adjusted R^2	.089			

*Statistical significant P-value at the 0.05 level, **statistical significant P-value at the 0.01 level.
Overall team behaviors variable was excluded from the model.

Table (12) Hierarchical Regression Results for Team Behaviors and Team Structure with Shared Leadership Dimensions in Assiut University.

	Joint		Mutual		Decentralized		Emotional	
	β	*P value*	β	*P value*	β	*P value*	B	*P value*
(Constant)		.004**		.005**		.006**		.001**
Age	-.411	.548	-1.059	.102	-.930	.151	-.830	.221
Experience	.208	.766	1.094	.099	.891	.179	.619	.371
Marital	-.006	.970	.177	.252	.137	.377	.133	.413
Education	.321	.201	.220	.346	.233	.322	.220	.371
Directive	.115	.512	.287	.083	.322	.05*	.240	.167
Empower	-.231	.169	-.379	.018*	-.396	.014*	-.381	.024*
Structure	.152	.324	.003	.982	.030	.837	-.032	.835

*Statistical significant P-value at the 0.05 level, **statistical significant P-value at the 0.01 level.
Overall team behaviors variable was excluded from the model.

4. Discussion

Leadership has been described as being a collective social influence process or as shared leadership **(Pearce and Sims, 2000; Germain and Cummings, 2010).**

For example, while summarizing the Harvard Laboratory Studies on leadership, the term shared leadership might be beneficial for groups to allocate the task and relational leadership roles to different individuals. Research on self-managing teams has helped to move the leadership field toward recognizing the importance of leadership by the team versus leadership of the team by a single individual **(Sivasubramaniam *et al.*, 2001; Overcash *et al.*, 2012).**

However, most prior research on leadership in teams' at all organizational levels has assessed the leadership of a single individual leading a team. Although it has introduced the concept of distributed or collective leadership within teams, there have been few attempts to examine leadership as a group-level construct **Spreitzer** and **Doneson, (2005)** .

It was stated that, "The extent to which leadership can be shared . . . the success of shared leadership [,] and the implications for the design of organizations are important and interesting questions that deserve more research. As yet, we have only

begun to examine these research questions". For instance, **Overcash *et al.*, (2012)** examined the contribution of vertical and shared leadership to the rated effectiveness in change management teams, concluding that shared leadership independently contributed to predicting team effectiveness above and beyond vertical leadership.

Sivasubramaniam *et al.* (2001) reported that perceptions of leadership in teams predicted team potency and group performance over a three month period of time.

First, our results indicate that the behaviors experienced by members within a team may influence team member willingness to undertake shared leadership. Consistent with expectations, behavior within a team that is empowering in nature is strongly related to overall shared leadership.

Our results were agreed with **Wood (2005)** study, who investigated the extent to which behaviors in a team and structure of a team influence the willingness of team members to share in leadership. The results indicated that empowering team behaviors related positively with shared leadership. Horizontal team structure had limited effects on shared leadership. The development of shared leadership in a management team depends largely on increasing the perception of empowering behaviors that team members experience.

Behaviors experienced by members of teams range on a continuum between two extremes: behaviors that are more empowering in nature and behaviors that are more controlling **(Pearce and Sims, 2002).**

Behaviors that are more controlling in nature may lead team members to sense a greater degree of instruction and oversight regarding job tasks and personal roles within the team. Conversely, behaviors that are more empowering in nature may lead team members to sense an encouragement to function in a more self-led manner and participate in the leadership of the team **(Schyns, (2006).**

In a study that examined the effects of behaviors upon team effectiveness, **Pearce and Sims (2002)** noted that experiencing more empowering team behaviors generated greater feelings of motivation and aroused positive emotions among team members.

This finding was consistent with the previous empowerment research. **Kirkman and Rosen (1999)** stated that empowered individuals feel as though they are performing meaningful work that advances the organization as a whole. This sense of psychological empowerment moves team members beyond the point where they only feel the freedom to function autonomously. This type of empowerment motivates members to act upon that freedom.

Another distinctive of teams that exhibit empowering behaviors is the emphasis placed upon mutual and self-influence among employees (rather than external, top-down control) **(Pearce and Sims, 2002).** Members experiencing more empowering behaviors within their team feel encouraged to develop greater competency and breadth in their own work roles **(Cox *et al.*, 2003; Laschinger *et al.*, 2007).**

For example, members recognize that different individuals, at different times, make valuable contributions to the group. While each member may have an area of expertise, all members of the team strive to familiarize themselves with tasks performed by other members. This practice minimizes the quandary of a team having only one individual who is capable of providing important services to stakeholders as well as functioning as the resident expert on certain tasks. Functionally, a team expressing more empowering behaviors promotes task development among several members to help insure that the team meets increasingly complex and time-consuming requirements. Developing such competencies allows members to expand their own skill level as well as expand the competencies of other members so that the group operates as a high-functioning team **(Cox *et al.*, 2003).** Furthermore, this practice helps members sense their added value to and increased identification with others on the team **(Perry *et al.*, 1999).** Consequently, as members increase their contributions to the team, they likely begin to feel a greater sense of investment regarding the function of that group and will take an active part in helping the group adequately complete its tasks **(Laschinger *et al.*, 2007).**

Contrary to expectations, though, horizontal team structure did not correlate significantly with the occurrence of overall shared leadership. Horizontal team structure correlated with only the shared leadership dimension of joint completion of tasks.

These results suggest that experienced behaviors, as opposed to implemented structure, are more important in determining whether members will share leadership. In other words, whereas structure creates the framework through which team members interact, the experienced behaviors lead people to feel as though they are sharing the responsibilities of leadership. This issue challenges team leaders to frequently evaluate the type of behaviors members experience within their assigned teams. Leaders seeking to promote shared leadership within their teams must discern whether they are relying on structure or behaviors to promote the sharing of leadership responsibilities. Leaders hoping that the implementation of a less centralized structure will automatically create shared leadership within a team

are likely to be disappointed. This is especially the case if those leaders exhibit a less empowering style of behavior.

In addition, the results tended to support the suggestion of **Pearce and Sims (2000)** that the construct of shared leadership is multi-dimensional. Because the research on shared leadership is developing, this adds further clarification to its theoretical conceptualization.

This research identified four distinct dimensions contributing to the overall practice of shared leadership (i.e., joint completion of tasks, mutual skill development, decentralized interaction among personnel, and emotional support). These four dimensions are modestly similar to the characteristics that others identify as pertinent to the practice of shared leadership.

5. Conclusions

This study adds to the theoretical implications of shared leadership by revealing that behaviors experienced within a team are more significant to determining the practice of shared leadership than the presence of a specific organizing structure. In addition, horizontal team structure appeared to have little to no influence on team members engaging in the practice of shared leadership. This finding raises a practical implication for leaders of teams as well. Leaders of top teams should guard against relying on team structure alone to encourage members to engage in the practice of shared leadership. This study suggests that members engaging in shared leadership must perceive they are also empowered to function as the leader within the team's organizing structure. Consequently, team leaders should intentionally introduce roles and situations that allow members to express and experience a greater sense of empowerment within the team.

A second theoretical contribution this study makes to current research is that it affirms previous conceptualization that shared leadership is multi-dimensional in nature. The results of this study indicated that shared leadership exhibited four distinct dimensions (i.e., joint completion of tasks, mutual skill development, decentralized interaction among personnel, and emotional support).

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