

Wageningen University



# Organisational Behaviour: How Can Organisations Effectively Facilitate Self- Managing Teams?

Final version

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## Abstract

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**Background:** The current knowledge-economy requires different approaches to the way companies organise themselves. More and more companies are using self-managing teams nowadays. The benefits of these self-managing teams are numerous if they work effectively. Therefore, the main research question of this thesis was *“How can organisations effectively facilitate self-managing teams?”*.

**Methods:** The used methods consist of a literature search in multiple academic databases and a snowball method (both backwards and forwards) in which key articles were used to obtain more literature. The literature search was followed by an integrative literature review. This research differs from most other work on self-managing teams in the way that all information is combined to generate a holistic view using three levels (organisational-, team- and individual-level).

**Results/Conclusion:** The three levels are interdependent. The factors in the organisational-level influence factors at both the team-level and the individual-level. Creating an environment in which SMTs flourish, requires a holistic approach. On the organisational-level, it is for example important that the corporate culture favours knowledge sharing, collaboration, self-management and reflection. The corporate structure can play a key role in enabling this kind of culture. Training and the use of coaches were found to be especially important in making self-managing teams more effective. On the team-level it is for example important that HR creates a good group composition with capable, skilled individuals who have matching personalities. Trust is fundamental for people to work together and the leadership role in the team should rotate based on expertise. Every team member should be able to lead themselves and their peers. Training can help in achieving this. On the individual-level it appears that for example skills, work experience and personality are important. The updated framework in Figure 5 summarises all factors that were found to influence the effectiveness of self-managing teams. Future research can verify and extend the findings of this research.

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# 1 Introduction

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## 1.1 History Of Teams And The Emergence Of Self-Managing Teams

Teams of people working together for a common purpose have had a central role from the beginning of humanity, in fact, human history is largely about people working together in groups (Ehin, 2008; Kozlowski & Ilgen, 2006).

The fluid social structures with self-organising principles which were used in hunter-gatherer societies slowly disappeared over time (Ehin, 2008). The complete opposite happened a few millennia later when top-down and hierarchical structures emerged during the industrial age. These management models were sufficient at that time since there was a stable environment with a lot of routine work (Ehin, 2008). But researchers have, from that moment onwards, argued for more democratic and decentralised organisations for a long time. Starting around the 1940s, critics on bureaucracy emerged resulting in the Tavistock studies of post-World War II England which led to experiments with early forms of self-managing teams in factories (Trist & Bamforth, 1951). After that, Scandinavian countries started experimenting with semi-autonomous teams in the 1970s (Schiller, 1977) during the sociotechnical movement (Cummings, 1978; Denison, 1982). Subsequently, American companies started experimenting with self-managing teams in the 1980s (Shibata, 1999). In the 1980s and 1990s, flatter organisation structures and employee-empowerment became very popular. In fact, the use of self-managing teams in Fortune 1000 companies increased from 27% in 1987 to 68% in 1993 (Lawler, Mohrman & Ledford, 1995, as cited in Magpili & Pazos, 2018). In 1993, Barker urged the need for a radical change in managerial structures by converting to worker-run teams in order to eliminate bureaucratic staff and unneeded supervisors (Barker, 1993). The use of self-managing teams would result in companies being more productive and competitive and in employees being responsive, highly committed and most importantly; highly productive (Barker, 1993). Under influence of the increasing pressures of the external environment, teams were now emerging as the basic building blocks of organisations (Kozlowski & Bell, 2003). Douglas and Gardner (2004) observed that 75% of the top 1,000 U.S. firms were using self-managing teams at that time.

Research suggests that self-managing teams use individual specialised knowledge and skills to enhance decision making and performance (Cooney, 2004). At the start of the new millennium, self-managing teams were already widely recognised as an innovation in organisational structures and it has been argued that it even is a paradigm shift. (Alper et al., 1998; Druskat & Wheeler, 2003; Kozlowski & Bell, 2003). Teams have become a fundamental element of modern life (Kozlowski & Ilgen, 2006).

## 1.2 Definition Of Self-Managing Teams

To avoid confusion, it is important to make a proper definition of self-managing teams. In general, there are two terms; Self-managing teams (SMT) and self-directing teams (SDT). Unfortunately, both terms are used interchangeably (Hackman, 1987) while there are differences. This study will focus on self-managing teams, abbreviated as SMT. The study uses the following definition of self-managing teams: “groups of interdependent individuals who have the autonomy to self-regulate their behaviour on relatively whole tasks, they possess a variety of work skills, are responsible for decision making, monitoring and altering their performance, they fulfil traditional management tasks and meet company goals.” (Ten Vregelaar, 2017).

### 1.3 Current Situation

We are at the beginning of a new era in which digitalisation and artificial intelligence will heavily influence the world and business environment as we know it today (Harari, 2017). An implication of the new knowledge-economy is that individuals at all levels must contribute because managers rarely have the full expertise which is needed to solve the organisation's complex problems (Lee & Edmondson, 2017). Companies are more and more dependent on high-skilled employees and learning behaviours in this so-called 'knowledge age'. These knowledge workers cannot be managed using traditional management practices. (Ehin, 2008). As can be seen in the old hunter-gatherer organisations, people have a tendency to self-organise around problems or opportunities. They have the natural urge to create situation-specific orders (Ehin, 2008), this can be linked to what we see happening with SMTs right now.

SMTs are believed to increase employees' engagement and satisfaction (Kirkman & Shapiro, 2001). Their ideas become more creative and innovative (Deichmann & Jensen, 2017). Moreover, it has been argued that self-managing teams make companies more productive and therefore competitive (Alper et al., 1998; Barker, 1993). Linked to the productivity advantages, SMTs are considered to increase motivation and improve work processes (Kirkman & Rosen, 1999). Furthermore, a new generation called millennials is entering the workforce. According to Ng, Schweitzer & Lyons (2010) do millennials search for, and even expect, personal fulfilment and mission through their work. This distinguishes them from prior generations. Finally, Wageman (1997) claims that the combination of having a comprehensive skill set and a heightened motivation contributes to flexibility and adaptability. It could be argued that this is an important aspect in the modern (business) environment, especially since a new digital era is emerging.

Druskat & Wheeler (2003) focussed on the leadership part of SMTs. They suggest specific leadership approaches like 'encouragement' and 'influencing through the use of referent and expert power' to boost SMT performances. Team-learning behaviour and task-flexibility do promote the effectiveness of SMTs (Van der Vegt, Bunderson & Kuipers, 2010). However, team-turnover can disrupt the effectiveness of self-managing teams. Therefore, it is important to incorporate this into HRM strategies to avoid a large turnover (van der Vegt et al., 2010).

By now, teams have become the standard for organisations to fulfil complex tasks (Deichmann & Jensen, 2017). Therefore, it can be assumed that many people work in a team setting nowadays. The types of teams are more and more changing from traditional teams to self-managing teams. One implication is that organisational structures are changing as well. These structures are becoming flatter with more distributed decision-making (Magpili & Pazos, 2018)

### 1.4 Research Objective

A lot of research has been conducted on the effectivity/performance of SMTs (Magpili & Pazos, 2018).

The most recent well-established framework on the factors determining the effectivity of SMTs dates from 1996. This framework appeared when searching for: "self-managing AND team AND framework AND (LIMIT-TO (SUBJAREA, "BUSI") OR LIMIT-TO (SUBJAREA, "SOCI"))" in Scopus. Keeping in mind that it is already 2019, it could be argued that there is a gap in the recent literature. Since SMTs are widely argued to be the solution, the question arises how they can be effectively facilitated by companies. This leads to the main research question and underlying sub-questions discussed in section 1.5. Thus, this study will focus on the effective

facilitation of SMTs. One of the questions illustrating the purpose of this study could be: “Once a SMT is in place, how can it be sustained?”.

Successful facilitation of SMTs requires a good understanding of the factors that influence SMT effectiveness, and the ability to manage those factors in a beneficial way. SMT success is quite hard to obtain given the tough implementation process. All layers in the organisation need to adapt and engage in the implementation process (Lee & Edmondson, 2017; Magpili & Pazos, 2018). The company can only benefit from SMTs if it is able to sustain them over a longer period. Therefore, it is necessary to identify how SMTs can be successfully sustained (Magpili & Pazos, 2018).

The goal of this thesis is to come up with ideas about the facilitation of SMTs. **So, the aim of this study is to gain insight into the determinants of the effectiveness of self-managing teams and to identify tactics that can be used to make self-managing teams more effective.** It is important to consider both internal and external factors. Since many companies already exploit SMTs, there must be a considerable amount of knowledge on the best practices and things to avoid. The aim of this study is to combine existing knowledge in order to derive knowledge about the effective facilitation of SMTs.

## 1.5 Research Questions

The aim of this study is to gain insight into the factors that determine the effectiveness of self-managing teams. The effectiveness of SMTs is influenced by many factors which relate to multiple disciplines (e.g. societal factors, psychological factors). However, to make this research feasible within the given time-frame (12 ECTS, around 300 hours), an organisational perspective has been chosen. Therefore, the **main research question** is:

*“How can organisations effectively facilitate self-managing teams?”*

Thus, the following sub-questions have been drawn up to answer the central research question:

- Q1. What are the success factors within a self-managing team? (internal success factors)
- Q2. What are the success factors in the organisation outside of a self-managing team? (external success factors)
- Q3. What are the failure factors within a self-managing team? (internal failure factors)
- Q4. What are the failure factors in the organisation outside of a self-managing team? (external failure factors)

Effectiveness can be seen as ‘doing the right things’. This means achieving favourable results. A clear distinction should be made with efficiency which can be seen as ‘doing things right’. This means producing as much output as possible with as little inputs as possible (Drucker, 1974, pp. 44). According to Kozlowski & Ilgen (2006), the effectiveness of SMT outputs is assessed on three aspects. These are; the perceived performance by external actors, the satisfaction of team-needs and the willingness of team members to stay in the team. Combining those, results in the following definition of effectiveness: ‘Effectiveness is the ability to be successful and produce the intended results’ (Cambridge University Press, 2019).

## 2 Theoretical Framework

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When searching for a framework using: "self-managing AND team AND framework AND (LIMIT-TO (SUBJAREA, "BUSI") OR LIMIT-TO (SUBJAREA, "SOCI"))" in Scopus, the framework by Cohen, Ledford & Spreitzer (1996) turned out to be the most cited effectiveness framework specifically designed for self-managing teams. Although over 20 years old, the framework seems to be still relevant given the fact that it is still cited in recent articles. However, it could be assumed that over 20 years of research may have given new insights. Therefore, the framework will be a starting point in which changes can be made based on new findings in more recent literature.

Cohen et al. divide their predictive SMT effectiveness model in four input-categories called 'predictors/variables'. These predictors are 'Group Task Design', 'Encouraging Supervisory Behaviors', 'Group Characteristics' and 'Employee Involvement Context'. These four input-categories result in the output-category 'Effectiveness Outcomes'. These will be discussed in the next sections.

### 2.1 The Initial Framework + Classification

The framework can be seen on the next page.



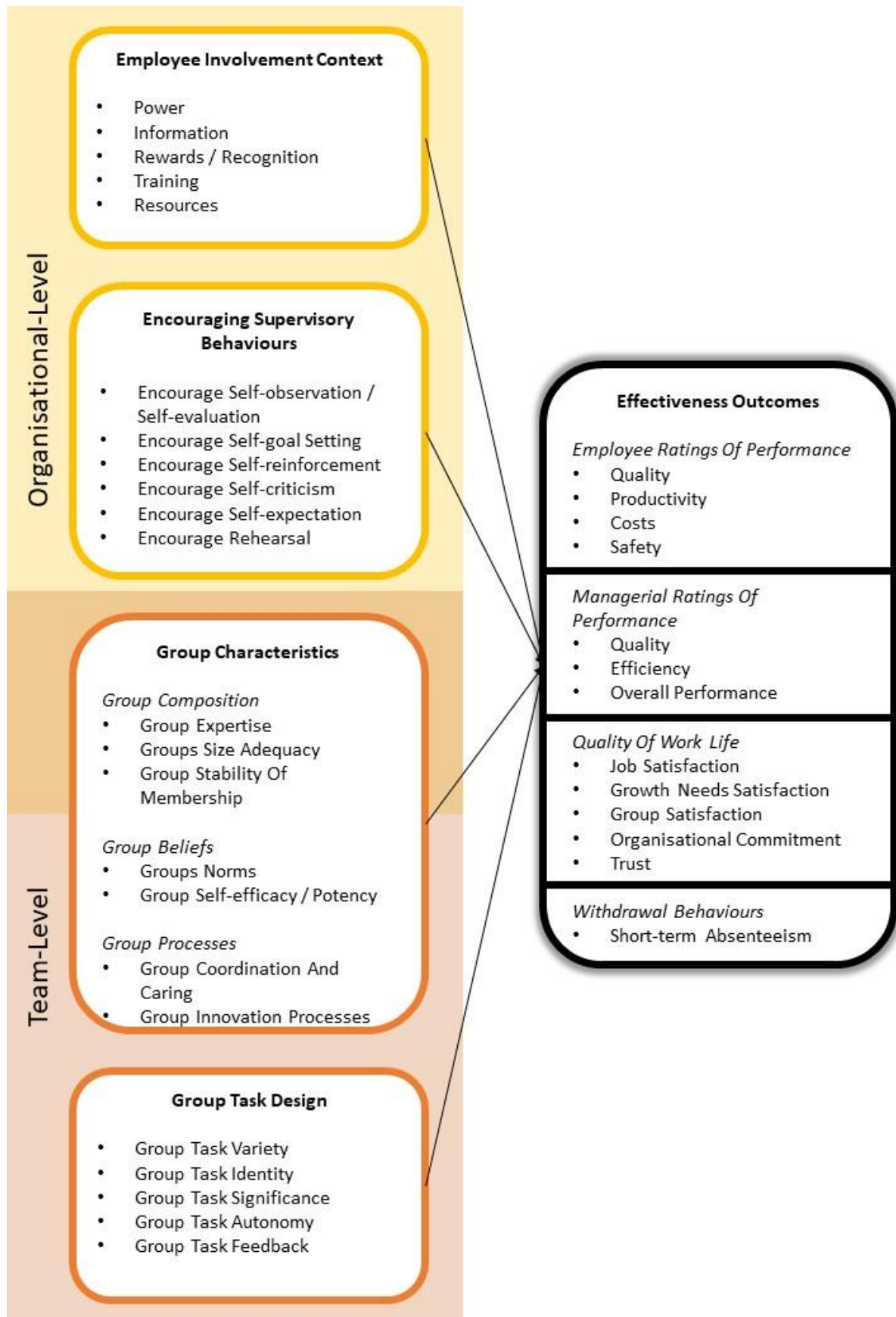


Figure 1: The initial framework by Cohen et al. (1996) + classification.

## 2.2 Employee Involvement Context

These attributes have the strongest relationship with the quality of work life and managers' ratings of performance (Cohen et al., 1996). Furthermore, Cohen et al. (1996) state that several organisational design elements should be moved to lower organisational levels in order to improve employee involvement. The principles are derived from both motivation theory, as well as systems theory. However, multiple researchers have proposed more and other principles. This research will investigate if new insights have been derived since the publication of this framework in 1996.

## 2.3 Encouraging Supervisory Behaviours

The paradox of leading a team which is supposed to lead themselves is discussed in multiple articles with different standpoints. Some argue that self-managing teams should have a team-captain or leader while others advise no leader at all. According to Manz & Sims (1987), there are six leadership behaviours. Cohen et al. (1996) put those into the framework. Combining the insights from multiple more recent articles will probably result in a conclusion concerning the leadership issue.

## 2.4 Group Characteristics

Group characteristics are about the group composition, group beliefs and group processes. The group composition part can be considered as being on the organisational-level, as well as being on the team-level. Therefore, the coloured areas have some overlap to indicate this. The categories are divided into multiple factors.

## 2.5 Group Task Design

Group task design is considered to be a team-level element.

Group task design affects both employee motivation and self-regulation. Work design theory and sociotechnical theory both give different explanations to the increase of motivation and self-regulation while using the same group task attributes. To summarise, all attributes are considered to increase the effectiveness of SMTs (Cohen et al., 1996).

## 2.6 Effectiveness Outcomes

The outcomes of all input-categories are called 'Effectiveness Outcomes'. All inputs combined will result in a certain output. In general, all aspects except 'Encouraging Supervisory Behaviours' are positively related to the effectiveness outcomes. In fact, Cohen et al. did not find any significant between 'Encouraging Supervisory Behaviours' and the 'Effectiveness Outcomes' (Cohen et al., 1996). More recent literature can provide clarity.

## 2.7 Initial Theoretical Framework Remarks

Surprisingly, no individual-level factors are incorporated in the framework by Cohen et al. (1996). In more recent literature, individual-level factors are mentioned and considered to influence team performance (Kozlowski & Bell, 2003; Magpili & Pazos, 2018; Millikin, Hom & Manz, 2010).

To summarise, this study will update the predictive SMT effectiveness model by Cohen et al.. Given the age of the model, new insights could have been generated during the last years. Those will result

in alterations in order to come up with / propose a new and updated framework in order to give prescriptive advice about effective ways to facilitate self-managing teams. This updated version will be based on the combined findings of other research over the years since the original framework was published in 1996.

### 3 Methods

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This thesis is composed by combining existing knowledge from scientific articles in order to produce new knowledge or insights in an argumentative form of writing. This method is known as a 'literature review' (O'Leary, 2004, pp. 87–84). Non-scientific sources will only be used for background information and general understanding (i.e. not for the research itself).

To gain insight into the topic, a literature search has been conducted. Several databases will be used to conduct this literature search. These are Scopus, EconLit and Google Scholar. Different search queries were used for the different sub-questions and to extract more specified knowledge if necessary. For example, "self-managing team" and "review" have been used to find an article which summarises existing knowledge, which was useful for writing the introduction and gives a general understanding of the field. Additionally, the terms "self-managing", "team" and "framework" have been used to find a theoretical framework about self-managing teams.

Before reading the title and abstracts, documents were excluded when they were not written in English or Dutch and when they were not peer-reviewed or published in an academic journal. Relevant articles can refer to other relevant articles. Thus, references in relevant articles were also checked on the title and abstract to determine if they could be used. The weight attached to each article was determined by checking the impact factors (Clarivate impact factor) of the journals and/or the number of citations (higher is better). Since the initial framework stems from 1996, the decision was made to focus on literature from 1996 or later to discover new insights which were obtained since the construction of the original framework. This type of literature review is specifically known as an integrative review. An integrative review summarises past research and comes up with conclusions about the given topic. The examined literature usually consists of studies that had identical or similar research questions or hypothesis (Schneider & Whitehead, 2013, pp. 36-56).

To guarantee repeatability of this method, the way in which literature was found is documented in an Excel-file which is shared in the appendix.

## 4 Organisational-Level

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### 4.1 Intro

The following chapter will elaborate on the organisational-level factors that have been found in the examined literature. The factors are found to influence the effectiveness of SMTs, this can be a positive and/or a negative relationship. The aim is to extract information from existing knowledge and combine these in a new and updated framework in chapter 7. Based on Magpili & Pazos (2018), multiple organisational factors have been drawn up. The factors described by Magpili & Pazos (2018) are: corporate structure, corporate culture, corporate policies, national culture, organizational goals, organizational structure, training, resources, and rewards. As can be seen in the next section, some factors are taken from or inspired by their research and have been used to complement the original framework by Cohen et al. (1996). Other factors were taken from Cohen et al. (1996).

Each section describes a factor which influences SMT performance on the organisational-level. The new factors are: 'National Culture', 'Corporate Culture', 'Corporate Structure', 'Corporate Goals', 'HR & Higher Management Involvement'. The other factors were already present in the original framework.

Cohen et al. (1996) underlined that is important for SMTs to have passionate members who coordinate themselves. The surrounding business environment should be one where bottom-up initiatives are encouraged and where self-managing processes can take place (Van der Vegt et al., 2010).

This chapter relates to research questions Q2 (What are the success factors in the organisation outside a self-managing team?) and Q4 (What are the failure factors in the organisation outside a self-managing team?). Additionally, it relates to the yellow part in Figure 1 (original framework) and the yellow part in Figure 5 which is the updated framework that can be found in chapter 7.

### 4.2 Organisational Context

The following factors are new and can be considered to be an extension of the original framework (Figure 1). These factors are included in the renewed framework (Figure 5) in chapter 7. The discussed factors part of the organisational context are: 'National Culture', 'Corporate Culture', 'Corporate Structure' and 'Corporate Goals'.

#### 4.2.1 National Culture

Some researchers even consider national culture to be affecting SMT performance. Based on Hofstede's model of cultural differences, Kirkman & Shapiro (2001) found multiple relationships. They argue that a high power-distance within the team leads to lower productivity and additionally that a high level of team collectivism is related to higher levels of team productivity. So, collectivistic cultures are better suited for SMTs than individualistic ones. Additionally, low levels of uncertainty avoidance increase productivity because people in those cultures are, presumably, more at ease when there is no clear leader or when there is no clear structure (Magpili & Pazos, 2018). This illustrates that even the national culture can impact SMT effectiveness to some extent because certain cultures are more suited for SMTs than others.

#### 4.2.2 Corporate Culture

The culture within a company influences the effectiveness of SMTs. Corporate culture can be seen as an enabler for success. Favourable cultures promote self-management, team-oriented behaviours, continuous learning, accountability, risk-taking and change (Magpili & Pazos). Additionally, it is mentioned by Magpili & Pazos (2018) that SMTs are more effective when there are lower levels of organisational formalisation. That is, lower levels of explicit norms.

Ehin (2008) favours a culture in which knowledge sharing and learning are highly encouraged and enabled. The sharing of both explicit and tacit knowledge is a key success-factor for innovative ideas and outstanding SMT performance. Besides the enabling of learning, is the creation of an open environment in which team reflection is common. Regular evaluation will prevent large mistakes and provides opportunities to steer the team in time (Webber & Webber, 2015).

#### 4.2.3 Corporate Structure

Hierarchical structures are known for restricting information flows across levels. Therefore, it can be argued that flatter structures are better suited for SMTs. Flatter structures support and facilitate empowerment and reduce formalisation. This means that it is easier to make a team self-managing since it is easier to empower the team and its members (Magpili & Pazos, 2018).

Ehin (2008) favours structures where leadership is defined by followership and based on expert power instead of hierarchy. All members in the organisation should have a relatively high level of autonomy in decision-making and resource allocation. This will result in a more transparent management. The higher level of autonomy in combination with the expertise-based power will lead to commitment instead of compliance. The focus will turn towards increasing social capital and thus organisational learning, which includes the sharing of both explicit and tacit knowledge. However, Ehin noted that these kinds of cultures will probably only work in environments in which personal contact with everyone is possible. This means that people should be able to have excellent face-to-face interactions. An example is being able to know everyone's first names. Ehin (2008) therefore suggests that groups should not exceed around 150 members. Figure 2, taken from Ehin (2008) shows how an open culture can create a self-reinforcing cycle of knowledge sharing, learning, innovation and the improvement of social capital and individual capabilities.

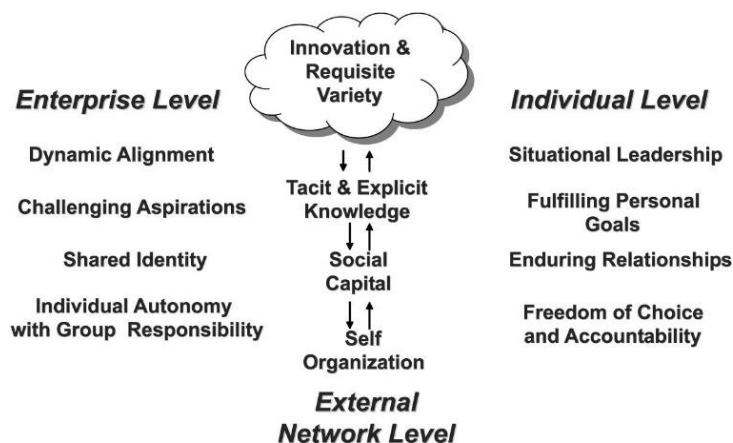


Figure 2: Reciprocal benefits of shared-access systems (Ehin, 2008).

#### 4.2.4 Corporate Goals

Multiple studies indicate that clear goals improve the performance of SMTs (Rolfsen & Langeland, 2012). The alignment of individual and organisational goals makes this link even stronger. Similarly, the opposite holds as well (Wageman, 1997). This is also observed by Magpili & Pazos (2018) who state that when an organisation has clear goals, it is much easier for SMTs to align their team-goals with the larger organisation which ultimately leads to a more effective organisation (Magpili & Pazos, 2018). Therefore, this factor is defined as 'corporate goals' and can be considered to be an extension to the original framework.

### 4.3 Employee Involvement Context

It can be argued that team involvement and participation are desirable factors to foster SMT effectiveness. There are a few factors that are believed to be linked to employee involvement, they are described in the next sections. The ideal would be to construct the SMT and its environment in such a way that involvement is enhanced. Most of these factors were already present in the original framework by Cohen et al. (1996) except section 4.3.6 'HR & Higher Management Involvement'.

#### 4.3.1 Power

Traditional teams are lacking a sense of ownership in their work (Alper et al., 1998). This lack of ownership decreases employee involvement (Wageman, 1997). This lack of involvement can be solved by empowering the employees (Cohen et al., 1996). The minimum critical specification principle fosters that a group is as self-organising as possible and has the autonomy to make decisions by itself. This principle assumes that employees are more effective when they are in charge and have the autonomy to decide on their own (Pasmore, Francis, Haldeman & Shani, 1982 in Alper et al., 1998). More specifically, giving them the power to make decisions and thereby giving them access to both information and resources (Cohen et al., 1996).

The control one has when working without supervision has been found to be satisfying and intrinsically motivating. People clearly see the link between their work and the corresponding results, this can ultimately make the employees feel proud (Alper et al., 1998). Ehin (2008) takes it even further by saying that because people make their own commitments, their reputation even depends on their results. This will increase their commitment and efforts.

Weerheim, Van Rossum & Ten Have (2019) state that it is important to train the team and show trust when empowering them. They continue with a warning that keeping control over some parts undermines the shared leadership model which potentially leads to doubts within the team. It can be hard for companies to empower self-managing teams because companies and their employees are quite often stuck in their routines and institutionalism. This was already described by Barker back in 1993 when he called this the great shift that management has to go through. He elaborated that hierarchical structures based on supervision should be exchanged for a collaborative system of worker management displayed by hands-off management practices (Barker, 1993).

So, to make self-managing teams more effective, the power has to be given back to the team in order to avoid behavioural misalignment in which top-management is still acting in a hierarchical, top-down, way (Weerheim et al., 2019). This is to avoid tension between the team and higher management. So, to increase SMT effectiveness, a shared leadership model in which the responsibility and power are collectively shared among all team members is preferred (Magpili Pazos, 2018). The authority and ownership of the tasks increases the intrinsic motivation and

therefore the work processes and therefore the productivity of the whole team (Van der Vegt et al., 2010).

#### 4.3.2 Information

This factor, information, is defined by Cohen et al. (1996) as the availability and access to information about work processes, quality, customers, business performance, competitors & organisational changes. Although not often explicitly mentioned in the literature the access to and availability of information is necessary to effectively facilitate teams in general and self-managing teams in particular.

Webber & Webber (2015) highlighted that too often shared information is shared, and new information or information that is unknown to the entire group is held back. This means that only commonly known information is shared and discussed. New information to the group is not considered and therefore teams fail to generate innovative solutions. So, Webber & Webber (2015) argue that effective facilitation of diverse information increases the effectivity of teams.

#### 4.3.3 Rewards / Recognition

##### *Rewards*

Within organisations, there is a need to establish a system to reward and compensate self-managing team members (Magpili & Pazos, 2018). Every individual is unique and has its own contribution to the final outcomes of the team. The question arises, what is the most effective way to reward individuals for their contribution to a SMT?

Already back in 1998, Alper et al. acknowledged that many self-managing teams were paid based on skills instead of seniority. Furthermore, they observed that there were also companies who paid individuals based on the performance of the team they were part of.

In 2001, Wageman found that team-performance is significantly enhanced by switching to team-based rewards. A mixture of team-based and individual-based rewards leads to lower performance compared to team-based rewards only (Magpili & Pazos, 2018). Team-based rewards lead to a stronger feeling of ownership (Cohen & Ledford, 1994). However, Magpili & Pazos (2018) looked more in-depth into the topic and cited multiple studies who did and multiple studies who did not find this relationship. This sounds paradoxical. When examining the matter, it was found that mostly qualitative studies found support for team- and or performance-based rewards.

Individual rewards are counter-effective because they undermine the feeling of shared ownership and responsibility. Furthermore, they feel threatening to people with deficient skills (Magpili & Pazos, 2018). These members are afraid of losing their jobs in favour of others which makes them perform less because of their fears (De Clerq et al., 2018).

Stewart et al. (2012) found that when people feel other team members have input in their personal rewards, they will increase their performance in order to get a higher rating from their team. An example is when employees have to rate each other, and the ratings are used to divide rewards. Consequently, if everyone in the team increases its performance, the collective performance is much higher. This favours performance-based rewards system.

Non-monetary rewards should be considered as well. It turns out that SMT members are vulnerable to social incentives like for example; recognition by other members, becoming an informal leader and gaining respect from others (Magpili & Pazos, 2018).



Overall, it can be concluded that a mix of team-based rewards, performance-based rewards, skill-based rewards and social incentives together foster SMT effectiveness (Magpili & Pazos, 2018).

A small remark considering the new generation millennials who are entering the workforce has to be made. Millennials might actually prefer a higher base salary. Millennials have a sense of entitlement which diminishes their link between achievement and corresponding rewards. Additionally, it has been found that multiple small salary-increases throughout the year are much more effective than one equal increase at the end of the year (Ng et al., 2010).

### *Recognition*

Motivating both individuals as well as entire teams is critical for SMT success (Webber & Webber, 2015). Simple recognition of work well done helps motivating employees (Hackman, 1978).

Recognition of individuals by their peers strengthens the relationships within the team (Douglas & Gardner, 2004). Especially millennials are in need of frequent praise and recognition (Ng et al., 2010). A motivational plan in which both individuals, as well as teams, are considered can help (external) leaders or coaches to enhance team performance (Webber & Webber, 2015).

Furthermore, it is important to treat everyone in a fair and equal way given the fact that team members will constantly engage in comparing their teams to other teams resulting in rapid identification of inequalities regarding team recognition (Webber & Webber, 2015).

Devoting time to reflection and feedback does improve the overall performance of a SMT (Weerheim et al., 2019). So, when the teamwork is finished, there often is a concluding stage in which there is an opportunity to recognise the success of the team and the individuals within the team (Webber & Webber, 2015).

Cohen et al. (1996) found that recognition was positively related to performance, trust in management, organisational commitment and lastly, satisfaction. This still seems to hold given the findings in more recent literature. To illustrate, De Clerq, Ul Haq & Azeem (2018) state that recognition leads to increased levels of engagement. Furthermore, Webber & Webber (2015) refer to the positive relationship between recognition, rewards and team outcomes.

### 4.3.4 Training

Since SMTs are quite different from traditional teams, there is a need for careful implementation. This means spending a lot of time and effort in facilitating the switch to SMTs (Manz, Keating & Donnellon, 1990). Furthermore, it is important that the training process starts before the implementation of the SMT(s). However, this research focuses on the managerial facilitators to sustain a self-managing team effectively. Therefore, the implementation process lies outside of the scope of this research.

Training is a key factor in determining the success of SMTs. Training can lead to skill development, reduction of path dependency, higher employee commitment, reduction of feelings of uncertainty, understanding of the SMT structure and training can reduce anxieties about job security. The aim is to promote a new way of thinking and behaving. Especially important is the explanation of how SMTs work and the philosophy behind it. It is important that people understand the potential benefits that SMTs have (Magpili & Pazos, 2018).

The need for training remains once SMTs are in place (Rolfen & Langeland, 2012; Magpili & Pazos, 2018). Examples of training in existing SMTs are diversity training, collaborative problem-solving exercises and conflict management. The aim is to foster team-building and avoid potential conflicts

because people understand each other better (Millikin et al., 2010). Moreover, training can be used to increase the explicit knowledge of individuals (Ehin, 2008). SMTs are believed to have a higher problem-solving ability and an increased focus after being trained properly (Magpili & Pazos, 2018).

Moreover, training is important to support the empowerment of self-managing teams (Rapp, Gilson, Mathieu & Ruddy, 2016) and needs to have a continuous character (Magpili & Pazos, 2018).

Therefore, it can be concluded that training is a key success factor to create and sustain effective SMTs.

#### 4.3.5 Resources

It is important that SMTs possess or have access to the necessary resources and technology. This is particularly important during the early stages of the self-managing team, but it also remains important during the later stages. Corporate culture and norms can foster and/or hinder the effective use of resources. Coaches / external leaders should help in obtaining resources for the team (Wageman, 1997). In this case, the broad definition of resources applies. SMT resources can for example include equipment, material, labour, information etcetera (Magpili & Pazos, 2018). Moreover, Ehin (2008) states that social capital is just as important as financial capital. The generation of social capital is crucial for the success of SMTs. This means that tacit knowledge needs to be shared as well as explicit knowledge. Besides having access, the ability to manage the given resources is important as well. The access to resources enables better decision-making and better idea generation (Magpili & Pazos, 2018).

Factors decreasing the effectiveness of SMTs are misalignment of the resources and the needs of the SMT, insufficient skills to manage the resources and constraining corporate norms (Magpili & Pazos, 2018).

Quantitative findings did not show significant results between resources and SMT effectiveness, however, qualitative studies identified resources to be essential. It can be concluded that resources are an enabler SMT effectiveness, but they do not necessarily directly increase the effectiveness of SMTs (Magpili & Pazos, 2018).

It is important to realise that most of the time resources are managed by higher management and, thus, the team is dependent on them for the acquisition of resources (Gilson, Mathieu & Ruddy, 2016). That is why it is important that coaches and/or external leaders help the SMT with the acquisition of the resources (Wageman, 1997).

#### 4.3.6 HR & Higher Management Support

As noted earlier, it is hard for higher management to empower self-managing teams and let go of old routines (Weerheim et al., 2019). Barker (1993) encouraged a collaborative system of worker management displayed by hands-off management practices. Management is advised to trust the SMTs and support them with HRM practices (Richter et al., 2011).

Commitment and engagement of team members increase when the organisation clearly supports the self-managing team (Webber & Webber, 2015). Evidence shows that HRM- and wide-organisational support has a positive relation to empowerment. Next to that, coaches are found to have the largest effect on empowerment, even more than HRM and organisational support (Rapp et al., 2016).

The company should create an environment which embraces knowledge sharing. The more supportive the organisation, the more social capital is created. Social capital rises in an environment with voluntary personal connections which are mutually supportive. Explicit knowledge is easily shared, however, the creation and sharing of tacit knowledge are harder. Individuals are mostly unaware of what knowledge they possess. When people find themselves in a supportive environment, tacit knowledge will emerge. If social capital is generated and explicit and tacit knowledge are shared, then this will result in higher levels of innovation, entrepreneurship and commitment (Ehin, 2008). This is also observed by Webber & Webber (2015) who found that engagement and commitment will increase when there is a supportive environment.

This factor is added to the new framework since it was not present in the original by Cohen et al. (1996).

#### 4.4 Encouraging Supervisory Behaviour

A combination of intrinsic motivation and possessing the necessary skills positively relates to SMT success (Magpili & Pazos, 2018; Wageman 1997). The SMT should be helped by higher management to succeed (Weerheim et al. (2019). Therefore, it can be argued that encouraging supervisory behaviours will motivate the team and increase its performance. Most of these factors were already present in the original framework by Cohen et al. (1996) except section 4.4.1 'External Leaders & External Coaches'. Encourage rehearsal was removed from the framework.

##### 4.4.1 External Leaders & External Coaches

One of the biggest issues concerning self-managing teams is the leadership issue. Careful consideration of the different types and styles of leadership is necessary.

At first glance, it appears to be paradoxical that a self-managing team might require external leadership (Hackman, 1986; Morgeson, 2005). There can be a positive relation between SMTs effectiveness and external leadership. However, this relationship is very fragile and vulnerable to mistakes. (Kirkman & Rosen, 1999; Druskat & Wheeler, 2003). Notably, Manz & Sims (1987) already concluded that leading a SMT required a totally different approach to leadership.

Members in a self-managing team have a wide variety of tasks like leadership tasks, operational tasks and supervisory tasks of both themselves as well as their colleagues (Weerheim et al., 2019). To make the team successful, the members might require some coordination (Weerheim et al., 2019). This can make or break the team depending on how it is practised (Kirkman & Rosen, 1999; Druskat & Wheeler, 2003).

Druskat & Wheeler (2003) argue that moving away from supervising daily operations is needed when leading self-managing teams. Thus, external leaders can be defined as leaders who are not involved in the daily operation but who provide guidance from outside of the team (Wageman, 1997; Morgeson, 2005; Magpili & Pazos, 2018; Rapp et al., 2016). This approach is supported by Weerheim et al. (2019) who state that when teams have access to a manager which is placed on a distance, they will have a higher success rate. This implicates that the team can consult the external leader when needed. Self-management cannot be seen as a complete substitute for external leadership practices (Stewart et al., 2011). Druskat & Wheeler (2003) elaborated that external leaders should support the team by building teamwork skills, providing resources and facilitating tasks. Even Manz & Sims (1987) already argued that external leaders should aim to develop motivation, skills and ultimately self-

management skills. Consequently, the role of a traditional leader should to the role of an external coach who facilitates (Stewart et al., 2011).

Real external 'leaders' will hinder the team while an external 'coach' will move the self-managing team forward (Rapp et al., 2016). External coaches are especially useful when SMTs experience difficulties (Rapp et al., 2016).

Coaches, compared to traditional leaders, are often a new element in the organisation and therefore they get a fresh start from team members which will likely yield them more influence. So, the nature of external leadership changes but support from outside of the team remains necessary to achieve the best results (Stewart et al., 2011). Basically, the main functions of a coach are to encourage others to become more competent and continuously improve processes where possible (Rapp et al., 2016). External coaches/leaders might want to use a variety of leadership styles in order to help the SMTs succeed (Magpili & Pazos, 2018). These consists of both hands-on and hands-off methods (Druskat & Wheeler, 2003).

Traditional leaders/managers will likely protest against empowerment and are often disoriented, fearful and unsure what and how to do after empowerment of lower level employees takes place. Since they have to fulfil a different role in the organisation, it is important to train and coach them as well (Rapp et al., 2016). Leader preparation and coaching were positively related to perceived leader effectiveness in the study of Morgeson (2005).

So, a coaching trajectory for both team members as well as their coaches is recommended. When people are sceptic, it is best to discuss the scepticism and address any fears they might have in order to overcome them (Weerheim et al., 2019)

### *The Best Practices Of External Coaches*

The aim of coaching is to shape processes in order to increase performance (Wageman, 2001). Coaching and supportive behaviours should motivate the SMT and increase their sense of authority and responsibility for their tasks (Rapp et al., 2016).

Morgeson (2005) argues that external coaches, in general, only should intervene when asked by the SMT. If so, they should intervene in a way to help the SMT solve their problems. Examples are; preparing the SMT, helping them to make sense of a situation and coaching. Inappropriate and unsolicited interventions are highly destructive to team effectiveness and for the satisfaction of the team with their coach. It should be noted that these examples all happen in a specific context and not in general. Unsolicited interventions are only effective in the case of highly disruptive events in which the SMT might not see that they lost track of the situation. A useful intervention could be preparing the team to handle the new situation. It is important for the coach to determine the type of event and where the team stands in the given situation. Two questions are important; 'does the team know how to tackle this event?' and 'how disruptive is this event?'. It is important to take the team's history into account when assessing the disruptiveness of an event. However, it should be noted that although these interventions increase overall effectiveness, they do negatively affect team satisfaction (Morgeson, 2005). In general, it can be said that a coach should act as a non-intervening resource for the team (Morgeson, 2005). Another task of external coaches is to act as a boundary spanner between the team and the larger organisation (Druskat & Wheeler, 2003). Good relationships will help in obtaining key information and resources for the team (Druskat & Wheeler, 2003). Not only the relationships between the team and their coach but also the internal relationships in the team are important (Morgeson, 2005). The coach can connect individuals and help in building a shared identity as well as facilitate discussions and inter-team relationships. These

teambuilding activities will help in securing the long-term effectivity of the team (Webber & Webber, 2015). Through these behaviours, the psychological safety of the team members will be enhanced. When the members are more at ease and learning is enabled which will ultimately lead to higher performance (Morgeson, 2005). Support and continuous development are needed (Webber & Webber, 2015).

Wageman (2001) distinguishes between positive and negative coaching. Positive coaching includes informal rewards, providing cues and a problem-solving mindset. In contrast, negative coaching includes identifying problems and interventions in team processes. Positive coaching enhances performance and satisfaction while negative coaching leads to the opposite.

The encouraging behaviours will become more effective when coaches have a caring and trusting relationship with their team. These good relationships will provide the coaches with more information about the team. Additionally, the team will most likely be more open to the indirect influences and steering of the coach (Druskat & Wheeler, 2003). The relationship of the coach with the team heavily influences the willingness to cooperate. Implicit and explicit outings of care and respect will help in establishing these relations.

Other things that successful coaches do to increase the SMT's effectiveness are helping the team in overcoming dysfunctional thoughts and helping in enriching tasks (Millikin et al., 2010).

It can be concluded that external guidance remains essential to facilitate SMT success (Druskat & Wheeler, 2003; Kirkman & Rosen, 1999; Manz & Sims, 1987; Rapp et al., 2016). Team leaders hurt performance while coaches can lead to higher levels of empowerment, better processes and ultimately higher performance (Rapp et al., 2016). Traditional leaders should turn into coaches who rely on referent and expert power to influence the team (Druskat & Wheeler). This power is obtained by building caring and trusting relations with the team and its members (Druskat & Wheeler). So, the focus is on supporting the SMT through providing resources, training and encouraging behaviours (Manz & Sims, 1987; Wageman, 2001; Douglas & Gardner, 2004). This is the reason that this factor is defined as 'external coaches' in Figure 5 instead of external leaders. The factor 'external coaches' is framed this way, so it is positively related to the effectiveness outcomes and is an extension to the original framework.

Additionally, it is important to note that the structure and culture of the company must be favourable towards external coaches (Magpili & Pazos, 2018).

#### 4.4.2 Encourage Self-Observation / Self-Evaluation

SMTs are special in the sense that members supervise themselves as well as their colleagues (Weerheim et al., 2019). As mentioned before, the traditional leader should change into an external coach (Weerheim et al., 2019). So, in theory, there is no traditional leader anymore when SMTs are in place.

Stewart et al. (2012) state that controlling each other in a rational way helps in boosting SMT performance.

Creating a culture in which team reflection is common makes it easier to avoid problems later on. Thus, evaluation should occur regularly (Webber & Webber, 2015).

#### 4.4.3 Encourage Self-Goal Setting

Multiple studies indicate that clear goals improve the performance of SMTs (Rolfen & Langeland, 2012). This can be encouraged by the organisational environment. As noted earlier, when the larger organisation has clear goals, it is much easier for SMTs to align their team-goals with the larger organisation. This ultimately leads to a more effective organisation. (Magpili & Pazos, 2018). Goals give employees direction and guidance. Besides that, goals should be challenging and inspiring in order to foster achievement (Ehin, 2008).

Encouraging individuals and SMTs to so set their own goals leads to intrinsic motivation. Task redesigning can also work. Both ways of self-goal setting are believed to enhance the collective effectiveness of the SMT (Millikin et al., 2010).

#### 4.4.4 Encourage Self-Reinforcement

Both commitment (Cummings, 1978) and intrinsic motivation (Thomas & Velthouse; 1990; Stewart et al., 2012) are found to be critical for a successful SMT. Therefore, it can be concluded that is important, or even necessary for the SMT to stay committed and motivated. Coaching can help in reinforcing individuals (Weerheim et al., 2019).

When SMTs are in place over a prolonged period in time, people start to grow into the system. They learn to be independent, know their limits, be more open and not being afraid to ask for help. These employees report getting energy from their work and thus feeling more energetic and stronger (Weerheim et al., 2019).

#### 4.4.5 Encourage Self-Criticism

There is a risk of group decisions becoming biased and ineffective (Alper et al., 1998). It is therefore important to encourage self-criticism. Devoting time to evaluating and giving feedback to each other can improve the performance of a SMT (Weerheim et al., 2019). Regular meetings and setting milestone points enable the tracking of progress and performance. Furthermore, they can be used to steer individuals and or the team before it is too late (Webber & Webber, 2015). SMTs usually consist of skilled individuals but it is important to check each other within the team (Lee & Edmondson, 2017). Contrary to expectations, this is easier when there is an environment of low-trust. When people don't really trust each other, they are more inclined to monitor another. Similarly, high trust makes team-members more reluctant to check each other. This is especially disastrous to SMT performance when there is a high level of individual autonomy (Langfred, 2004).

It can be concluded that next to self-criticism, it is important to have moments of reflection. Both on the personal level as well as on the team-level. This is supported by Weerheim et al. (2019) who state that reflection and feedback lead to higher performance.

#### 4.4.6 Encourage Self-Expectation

Self-expectation is mostly encouraged when evaluating. The focus lies on constructive feedback in which the question 'what can we do better next time?' plays a central role. The goal of encouraging self-expectation is getting people to think that they should try better next time but in a positive, motivating manner (Manz & Sims, 1987). Millikin et al. (2010) make the same link between constructive thinking and encouraging self-expectation. They ultimately link constructive thinking to higher levels of productivity.

#### 4.4.7 Encourage Rehearsal

Rehearsal as a concept encourages productivity. This was confirmed by Millikin et al. (2010). Additionally, it was found that rehearsal promotes improvements and adjustments (Stewart et al., 2011). This original idea by Manz & Sims (1987) was used by Cohen et al. (1996) as a factor for SMT productivity. However, rehearsal does not seem to apply to SMTs. It has been found that SMTs perform best when there is uncertainty and a high level of novelty and innovation included in the tasks (Magpili & Pazos, 2018). This is in contrast with rehearsal. Magpili & Pazos (2018), who reviewed a large amount of literature regarding SMTs, even state that SMTs are less useful when they have to perform routine tasks. They conclude that complex and uncertain tasks are the type of tasks in which SMTs show their value

Considering the above, the decision was made to remove 'encourage rehearsal' from the framework. Therefore, this factor cannot be found in the new framework.

## 5 Team-Level

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### 5.1 Intro

The previous chapter was about the organisational-level and which factors on that level influence SMT effectiveness. This chapter describes the team-level factors that have been found during this research. The factors are found to influence the effectiveness of SMTs which can be a positive and/or a negative relationship.

Traditional literature assumes that teams go through five stages over their lifetime. These stages are storming, norming, performing and adjourning. However, there is a huge drawback on these stages. They are based on the assumptions that; team members have not worked with each other before, have unlimited time and do not have a formal leader. These assumptions are almost never met. Most of the time do the team members already know each other from previous work, are their multiple deadlines and, in the case of traditional teams, is there a team leader (Webber & Webber, 2015). Therefore, it can be concluded that traditional literature about team-development which is based on these false assumptions might not give a right impression about the stages in SMT-development.

It should be highlighted that self-managing teams are complex entities in a dynamic setting in which the members interact to adapt to the situation in which the team finds itself (Kozlowski & Ilgen, 2006). In doing this, the teams go multiple times through a cycle of performing and evaluating in order to achieve the long-term objectives (Webber & Webber, 2015). The following section will elaborate on which team-level factors influence the performance of self-managing teams and what recent literature suggests to do to obtain the best results. These can be linked to research question Q1 (What are the success factors within a self-managing team?) and Q3 (What are the failure factors within a self-managing team?). This information is used to update the original framework by Cohen et al. (1996). The new factors are: 'Leadership in group', 'Peer-control / Monitoring' and 'Motivation & Cohesion'. The other factors were already present in the original framework. This chapter relates to the orange part of Figure 1 (original framework) and the orange parts of Figure 4 & 5. The updated framework can be found in chapter 7.

### 5.2 Group Characteristics:

This section focusses on the composition, beliefs and processes of the group. Group characteristics are linked to the team-level, but they can also be linked to the organisational-level. These factors are argued to be influenced by the organisational-level in the sense that HR mostly determines group compositions and that organisational culture & norms can influence group beliefs and processes. These factors were already identified by Cohen et al. (1996) and appear to be still relevant given the findings in more recent literature. Therefore, these factors are present in both the original framework (Figure 1) as well as the new framework in Figure 5.

#### 5.2.1 Group Composition:

At the heart of team-level factors lies the group composition. Thinking about the composition of a team is very important because it can make or break the team (Kozlowski & Ilgen, 2006; Webber & Webber, 2015). SMTs are characterised by their intensity and active collaboration among members. This also means that the group composition must be carefully executed. When there is a mismatch, there is no place to hide or avoid others. You are simply in the group or not (Ehin, 2008). According



to Weerheim et al. (2019), selecting the right employees is the most important task the HRM department has to carry out if it comes to SMTs.

Group composition can be divided into the following aspects; personality, expertise, size and the stability of membership.

### *Personality*

In most western cultures, people are raised and schooled to be individuals. In their professional life are they treated as individuals as well. They are individually hired, trained and rewarded in most companies. The biggest mistake is that those individuals are put into a team with the expectation that the team will be successful as well (Kozlowski & Ilgen, 2006).

It can be argued that the personality of members within the team has a major impact on the team's potential. After all, a team is all about working together with others. Webber & Webber (2015) state that certain personality types are more suited for a team-setting than others. According to Ehin (2008) does it help if people are willing to take responsibility and are self-reliant. As stated before, matching personalities can make or break the team (Kozlowski & Ilgen, 2006; Webber & Webber, 2015). Placing persons who do not match together in a team can easily lead to conflicts or disrupt the whole team. Personalities who do match can lead to the development of trust, effective relationships and a productive environment. It has been found that in such circumstances people are willing to go above and beyond for their team and/or fellow team members (Webber & Webber, 2015). To help people to work together effectively, they should be trained to understand and complement each other (Kozlowski & Ilgen, 2006). Personality is added to the new framework since it was not present in the original by Cohen et al. (1996).

### *Group Expertise*

In today's business environment, there is a need for diverse skills, expertise, and experience which are all enhanced through working in teams. In fact, team members are mostly selected based on their own unique skill set (Kozlowski & Bell, 2003). In order to let a team be successful, it is important to have capable individuals who are able to work together. It is even observed that people in SMTs value their peers based on the usefulness of their expertise (Webber & Webber, 2015). Ehin (2008) argues that it is important to have a diverse set of people. They should have a mix of abilities, skills and experiences which is suited to complete the team's goals. A diversity of skills and expertise has been found to have a positive relation with the team's success (Kozlowski & Bell, 2003). In fact, successful empowered companies form teams and select team members based on the needed expertise (Manz, Shipper & Stewart, 2009). It should be noted that SMT members learn from each other's expertise as well (Weerheim et al., 2019)

However, Magpili & Pazos (2018) come to a mixed conclusion. They are indecisive if a broad variety of skills boosts SMTs' effectiveness. One of the explanations is that differences in professional background (e.g. status, knowledge, expectations and power) can hinder effectiveness because people have troubles understanding and valuing each other. (Magpili & Pazos, 2018)

It can be concluded that a diverse set of skills within a SMT is beneficial for its performance, but the group may not be too diverse in order to prevent misalignment.

### *Group Size Adequacy*

The size of a group determines how easy it is to interact with each other. Larger groups lead to fragmented relationships and a lack of common interest or even the emergence of hierarchical systems (Ehin, 2008). The latter is especially contradictory to the philosophy of a SMT. Ehin (2008) continues that small groups are crucial for establishing a supportive environment in which knowledge

creation and sharing takes place. This is explained by the ability to maintain voluntary interdependent relationships with other team members. Van der Vegt et al. (2010) state that it is important to create collaborative relationships within the team to let SMTs flourish.

#### *Group Stability Of Membership*

The current business environment is characterised by constant job changes (Van der Vegt et al., 2010). Job changes heavily affect performance in a team setting, especially in relatively small teams like SMTs. Team turnover affects social integration, learning behaviours and flexibility in a negative way, that is, reducing performance. Team turnover can even be disruptive to key processes. Some researchers argue that by losing a team member, other members will learn new skills to fill the gap (Van der Vegt et al., 2010). However, Van der Vegt et al. (2010) state that the decreases in quality and efficiency within the team outweigh the possible learning opportunities. So, the social capital losses are larger than the possible gains. Any degree of turnover creates uncertainty within the SMT, so it is advised to keep team turnover to a minimum.

### 5.2.2 Group Beliefs:

#### *Group Norms*

Groups will form their own norms over time (Magpili & Pazos, 2018). These refer to social norms but also to relational norms (Lee & Edmondson, 2017). Norms can for example include how the team will communicate and work together as well as role determination and responsibilities. Feedback and evaluation sessions can be determined at the same time (Webber & Webber, 2015).

#### *Group Self-Efficacy*

Group self-efficacy can be defined as the experience of competence which results from effective performance (Cooney, 2004). Group potency can be defined as the group's collective belief that they are effective and able to achieve their goals. Confidence and potency are directly related since confident groups believe that they have the potency to achieve their goals (Alper et al., 1998). Team confidence is thus related to self-efficacy and self-potency. When team members are more confident, they will spend more effort and ultimately be more productive. Vice versa, team members who are less confident spend less effort and are less productive and thus, contribute less to the SMT's success (Alper et al., 1998).

Self-efficacy can be enhanced by training (Cooney, 2004; Stewart et al., 2011). When team members practice constructive thinking and talking, self-efficacy and confidence will be enhanced (Stewart et al., 2011).

Self-efficacy enhances performance because team members are less anxious while conducting their daily activities. Less anxiety makes people feel more confident and capable. This leads to better performance because people are not distracted by worries (De Clerq et al., 2018).

#### *Relationships*

Self-managing teams are known for their intensive collaboration. Therefore, it is important to have good relationships among the team members. Good relationships lead to higher levels of motivation and are therefore positively related to overall team performance. As mentioned before, training and coaching trajectories can be provided to help in relationship building (Weerheim et al., 2019). It should be noted that in the highly collaborative and intense environment of a SMT, there is no possibility to avoid people (Ehin, 2008). However, the best results are achieved when people naturally like each other (Weerheim et al., 2019). This is in line with the findings described in the

section about group composition. Moreover, as noted in the external coaching section, relationships are critical for the willingness to cooperate (Druskat & Wheeler, 2003). Therefore, they are added to the updated framework since it was not present in the original version by Cohen et al. (1996).

### *Trust*

Trust is the fundament of teamwork and collaboration. Without trust, there is no collaborative environment possible (Alper et al., 1998; Webber & Webber, 2015). Trust is built up over time and generally long lasting. Trust is based on the willingness to be vulnerable and encourages open communication and information sharing. Moreover, it can help overcome short-term problems (Webber & Webber, 2015).

Trust is quickly formed, often even before the SMT itself is formed, and generally long-lasting. People gather information about their peers by asking friends and colleagues or, as noted earlier, they sometimes already know each other from previous work. The qualities and reputation of individuals are often the driving force behind trust. People consider and assess each other's knowledge, skills and reputations (Webber & Webber, 2015).

Opposed to what one would expect, can trust potentially be quite dangerous to SMT performance. That is, the level of monitoring and the level of trust are related. The team members are responsible for the monitoring process in a SMT. Monitoring can be defined as the surveillance and awareness of each other's activities. The more people trust each other, the less they will monitor each other. This can be unconsciously, but it sometimes also is a conscious decision. Social pressures might restrain monitoring because this can be seen as an outing of not trusting the other. The tendency to reduce monitoring can impede SMT performance and is especially strong when a high level of trust, low-level monitoring and a high level of individual autonomy are combined. It is important to note that only the combination of a high level of trust and a high level of autonomy combined can harm SMT performance (Langfred, 2004).

Another potential risk of trust is the risk of groupthink. When teams are high in cohesiveness and trust, there can be a lot of pressure on individuals to conform to the group (Langfred, 2004).

The implication of these findings is not that trust should be avoided in SMTs! Trust is an important enabler of SMT success. The only condition is that there should be a decent level of monitoring built into the processes of the self-managing team because SMTs are generally characterised by a high level of autonomy and the combination high trust, low monitoring, high autonomy should be avoided (Langfred, 2004). Additionally, it is important to keep the monitoring behaviours within the team since external monitoring undermines the autonomy of the SMT which impedes SMT performance (Weerheim et al., 2019).

So, trust is associated with higher team performance because people flourish in an open and non-threatening environment (Ehin, 2008; Langfred, 2004). Trust enables SMTs to share their explicit and tacit knowledge and foster learning behaviours (Ehin, 2008). Trust was not present as an input factor in the original framework by Cohen et al. (1996). They presented trust as an effectiveness outcome. In contrast, it is argued that trust can be an input factor as well.

### *Opposing Views*

Related to the level of trust and conformity within the SMT are the issues of opposing views and groupthink.

It has been found that groups who consist of people with different background and views make better decisions and come up with more innovative ideas. Minority opinions are an important factor in this. The same applies to constructive criticism and skilful disagreement (Alper et al., 1998). This is

in contrast to the desire to be liked and to conform to the group, which is often called groupthink. Groupthink negatively affects decisions quality and thus SMT performance (Langfred, 2004). It can therefore be concluded that minority opinions and disagreement should be encouraged to a certain extent. This can be done for example by appointing a rotating 'devil's advocate'. This is someone who, when given the role, deliberately questions decisions during discussions and team meetings. This person will challenge others to increase innovation and be creative in order to improve decision quality and ultimately SMT performance. (Webber & Webber, 2015).

Opposing views appear to be related to SMT effectiveness and is therefore added to the new framework (Figure 5).

### *Conflicts*

Although opposing views can potentially lead to better decisions, they can also lead to conflicts. Conflicts negatively affect SMT performance (Weerheim et al., 2019). This is especially true when escalation of conflict occurs (Magpili & Pazos, 2018). These forms of disruptive conflict mostly occur in situations where group composition failed, and personalities do not match. However, constructive conflict, just like constructive criticism, can boost SMT effectiveness. Teams with constructive conflict appear to be high performers who outrun teams with high levels of agreement. Just like with criticism, conflict can be managed and controlled by appointing a 'devil's advocate' (Webber & Webber, 2015).

Being open to constructive criticism and constructive conflict enhances SMT performance significantly (Webber & Webber, 2015). This leads to this factor being added to the new framework since it was not yet present in the original.

### 5.2.3 Group Processes:

The interactions and relations within the SMT strongly affect its overall performance (Alper et al., 1998).

#### *Group Coordination And Caring*

Besides executing their daily activities, SMT members should also coordinate themselves and the work of others (Alper et al., 1998). The fundamental aspect of a self-managing team is that they are able and have the autonomy to coordinate themselves (Langfred, 2004).

#### *Group Innovation Processes*

Teams are especially good in coming up with innovative ideas (Deichmann & Jensen, 2017). Group innovation processes are powered by cultures which favour the sharing of both tacit- and explicit knowledge (Ehin, 2008). Additionally, it has been found that groups with different backgrounds come up with more innovative ideas than relatively homogeneous groups (Alper et al., 1998).

#### *Leadership In Group*

Leadership within the team is, according to Magpili & Pazos (2018), one of the key factors to a successful SMT. This factor is new to the framework and was therefore added to the updated framework in Figure 5. Members in successful SMTs tend to show more leadership behaviours than members in less successful SMTs (Magpili & Pazos, 2018).

Ehin (2008) argues that every team member should be prepared to take on a leadership role in the SMT and that leadership should be based on expert knowledge. The person who has the most knowledge or best skills to solve the given task should take the leading role until the task is finished. This system of shared leadership is based on talent, skills and experience and is independent of the

position of individuals (Ehin, 2008). One of the results of shared leadership is that people are more aware of each other's roles, importance and contributions to the team and therefore value each other more (Magpili & Pazos, 2018). This is also linked to the recognition of performance.

Successful leaders should act as a boundary spanner. Both between individuals inside the SMT as well as to people outside of the SMT like coaches and managers (Rolfesen & Langeland, 2012). Additionally, should successful leaders help in monitoring performance and quality, internal coaching activities, fostering cohesion, promoting norms and values, encouraging opinion sharing and addressing concerns and misconceptions (Magpili & Pazos, 2018).

It can be concluded that successful leaders should have a variety of skills. Since it is advised to rotate leadership based on the task, it can be argued that training is very useful to make every member capable of leading the SMT.

A small note must be made that the relation between team-leadership and SMT success is moderated by factors in the larger environment (Stewart et al., 2011). 'Leadership in group' is one of the many factors determining SMT success.

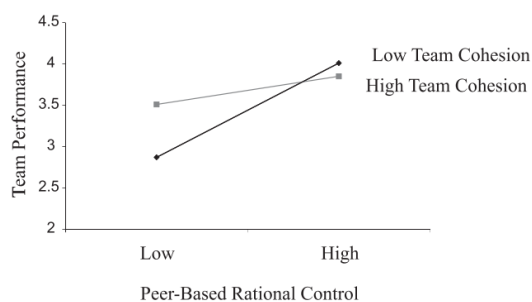
### *Peer-Control / Monitoring*

Peer-control / monitoring is another new factor to the framework and could not be found in the original framework by Cohen et al. (1996). Therefore, it was added to the new and updated framework which can be seen in chapter 7.

Self-managing teams are believed to be able to regulate themselves. (Stewart et al., 2011). Peer control can be used to monitor another and support SMT performance (Magpili & Pazos, 2018; Stewart et al., 2012). However, there is a large risk that a toxic culture emerges in which people get stressed, or even worse, get a burn-out over time (Barker, 1993).

Stewart et al. (2012) distinguish between two types of peer control; normative and rational. Peer-based normative control is based on feelings of belonging and commitment to the team whereas peer-based rational control is based on economic incentives. Both variants can be combined in order to get the highest levels of individual performance. Another thing to check when deciding which type to use is the cohesiveness of the SMT. SMTs with low cohesiveness react more to peer-based rational control as can be seen in Figure 3 (Stewart et al., 2012). Peer-based control can help SMTs feel more empowered because they are allowed to control themselves instead of being controlled and checked by an external entity (Kirkman & Rosen, 1999).

To conclude, under normal conditions, peer-control can lead to increased performance both on a personal level and on the team-level (Stewart et al., 2012). Excessive peer control in self-managed teams can lead to stress and burnout in the long run and should thus be avoided (Barker, 1993).



**Figure 3: Team-level interaction of peer-based rational control and cohesion in predicting team performance (Stewart et al., 2012).**

### *Group Motivation & Cohesion*

To maximise the potential of a self-managing team, it is important to motivate the team and its members (Stewart et al., 2012). Van der Vegt et al. (2010) found that social cohesiveness is not significantly related to team performance. However, Stewart et al. (2012) found that high levels of cohesiveness in general lead to higher team performance. The performance levels are moderated by the amount of peer-control. Peer-control impacts team performance. This impact is larger when there are lower levels of cohesiveness as can be seen in Figure 3. Additionally, it has been found that peer-based rational control can improve motivation.

## 5.3 Task Design

The intrinsic motivation of a team can be enhanced when people are able to design or redesign their own tasks (Millikin et al., 2010). Furthermore, it is known that having explicit goals enhances performance (Rolfen & Langeland, 2012). Performance is even greater when team goals and organisational goals are aligned (Wageman, 1997). The importance of task design is evident. All factors except 'Information Sharing' were already acknowledged by Cohen et al. (1996). Information sharing was added to the new framework in Figure 5.

### 5.3.1 Task Variety

It is observed that within SMTs, employees have much more variety in the tasks they perform compared to traditional teams (Weerheim et al., 2019). This is also backed by Lee & Edmondson (2017). It can be argued that more task variety suits SMTs better because it will appeal to the different individual skill sets and therefore use more of the SMTs capabilities.

### 5.3.2 Goals

It has been found that teams who have highly cooperative goals have more constructive discussions and are more open-minded to each other. This enhances the confidence of the team which in turn results in higher performance. This can be explained by the fact that people perceive it in their own interest to help others. Competitive goals, however, were found to impede constructive discussion, team confidence and ultimately performance. So, if people feel that their personal goals align, cooperation is enabled, they move forward helping themselves and the others succeed because own failure is feared. If they feel that the goals are not aligned, competitiveness arises, resulting in not helping others succeed because own failure is feared when others have success. The same applies to when people perceive goal independence. That is when people feel their goals are unrelated. They will conclude that it is better not to spend time on helping others and are indifferent about the success of others. It is therefore important to construct and design tasks and goals in such a way that they are aligned and making sure that team members have the perception that goals are positively related (Alper et al., 1998). Besides the alignment, it has been found that SMTs perform best when there is uncertainty and a high level of novelty and innovation included in the tasks. SMTs are less useful when they have to perform routine tasks. So, regarding the nature of the tasks, it can be concluded that complex and uncertain tasks are the type of tasks that truly let SMTs show their value (Magpili & Pazos, 2018)

### 5.3.3 Group Task Identity

Group Task identity is defined by Cohen et al. (1996) as the feeling that there is a collective responsibility for the team to successfully execute their tasks. The mentioned aspects in this definition are argued to be already present in other factors. Furthermore, it was not specifically mentioned in more recent literature. Therefore, the decision was made to remove this aspect from the framework. This means that this factor is not present in the new framework.

### 5.3.4 Task Autonomy

SMTs are characterised by the fact that all the tasks are controlled by the SMT. This automatically results in a higher level of autonomy in decision-making (Weerheim et al., 2019). Autonomy is considered to be the fundament of a self-managing team (Rolfen & Langeland, 2012). Generally, SMTs have autonomy on project management, solving problems and conflicts, formulating strategy, developing skills and evaluation. (Magpili & Pazos, 2018).

It should be noted that there are also factors who undermine the level of autonomy. Examples are a shortage in skills, lack of experience, inadequate support from higher management, management or leader interventions, internal resistance to be self-managing, constraining organisational culture and/or norms and an unfavourable organisational structure (Magpili & Pazos, 2018). Rolfen & Langeland (2012) mention excessive peer control as well.

It can be concluded that the original statement by Cohen et al. (1996) which is that tasks with autonomy lead to better performance, still holds.

Additionally, Lee & Edmondson (2017) found that millennials perceive work to be more meaningful when they have more autonomy. So, it can be argued that the future generation fits well into self-managing teams.

#### *Task-Division*

The essence of a self-managing team is that the team is able to make its own task-division (Weerheim et al., 2019). It is highly unusual for someone to make assignments for someone else in an open self-organising system. People make design and divide their own tasks. This will also give them the feeling that their reputation depends on the results (Ehin, 2008). Therefore, dividing tasks based on preference is positively related to SMT success. A portfolio division of tasks can be used as well. However, it might be necessary that the team needs some training to do this effectively (Weerheim et al., 2019).

### 5.3.5 Task Feedback

Feedback is important for self-managing teams (Druskat & Wheeler, 2003; Webber & Webber, 2015). Feedback helps to identify opportunities, set goals for the future (Rapp et al., 2016) and, of course, to improve performance (Rapp et al., 2016; Webber & Webber, 2015). As mentioned before, it is useful to evaluate and have feedback sessions on a regular basis. It is best to plan these in advance because they will be more accepted and effective. Additionally, it will be easier to steer the team when it is drifting away. Team feedback is an opportunity to determine what is needed for the future and come up with interventions if necessary. Therefore, it is important to evaluate carefully and thoroughly during such feedback sessions. It can help to let team members anonymously evaluate each other and the team overall before the actual meeting takes place. This material can serve as a discussion starter during the actual evaluation meeting.

If the above-mentioned feedback tactics did not work, then it might be useful to consider the replacement of a team member to get a new dynamic in the SMT. If this is not possible, the company can alternatively decide to include an outsider (e.g. coach, member from another team, stakeholder etc.) in the evaluation meeting to give new input.

#### 5.3.6 Information Sharing

Information sharing is an enabler for self-managing teams to be effective (Alper et al., 1998; Druskat & Wheeler, 2003; Weerheim et al., 2019). Without proper information sharing, decision-making will be influenced in a negative way. There is a severe risk of ineffective or even biased decisions (Alper et al., 1998). Establishing trust and aligning individual objectives positively affect information sharing (Ehin, 2008). As mentioned before, it regularly happens that only already shared information is discussed in groups. New, or not commonly known information is rarely discussed which result in sub-optimal information sharing and often sub-optimal decisions. Therefore, it is important that information sharing is encouraged and facilitated to include all available information in the discussion and decision processes (Webber & Webber, 2015). Information sharing is new to the framework and is thus added to the updated framework in Figure 5.



## 6 Individual-Level

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### 6.1 Intro

The previous chapter was about the team-level and the corresponding factors on that level that influences SMT effectiveness. This chapter describes the factors at the individual-level which emerged during the study of the literature. Investigating these factors can be linked to research question Q1 (What are the success factors within a self-managing team?) and Q3 (What are the failure factors within a self-managing team?).

Based on Magpili & Pazos (2018), multiple individual factors have been drawn up. The factors described by Magpili & Pazos (2018) are: individual autonomy, individual roles, self-management skills, individual skills, teamwork skills, resistance to change and work experience. The factors discussed in the next section are taken from or inspired by the research of the mentioned authors. The new factors are: 'Individual Autonomy / Self-leadership', 'Personality', 'Low Resistance To Change', 'Skills', 'Satisfaction' and 'Work Experience'. The factors are found to influence the effectiveness of SMTs which can be a positive and/or a negative relationship. The factors are framed in such a way that they positively relate to SMT performance. The new factors are used to extend the original framework by Cohen et al. (1996). This chapter does not relate to Figure 1 (original framework) since there was no individual-level included. It does, however, relate to the red part in Figure 4 & 5 which are the updated and extended framework that can be found in chapter 7.

### 6.2 Individual Autonomy / Self-Leadership

Self-leadership is the notion that one's actions are ultimately controlled by internal forces even when people face external pressures. Individual self-leadership is found to improve work attitude as well as performance. External guidance is still necessary but the ability of individuals to lead themselves already positively relates to better performance (Stewart et al., 2011). It appears that there is a tension between team-level autonomy and individual autonomy within SMTs. Langfred (2004) reported that there is a negative relation between individual autonomy and SMT performance. In addition, Magpili & Pazos (2018) acknowledge that a lower level of individual autonomy combined with a high level of team-autonomy leads to high-performance levels.

Additionally, Stewart et al. (2011) found that empowerment and shared leadership positively increase individual self-leadership. Since Self-managing teams are a form of shared leadership and empowerment combined, it can be argued that a self-reinforcing cycle might occur in which self-leadership leads to more effective SMTs and more effective SMTs lead to an increased ability of individual self-leadership. Self-leadership, in turn, leads to better individual performance. Additionally, Millikin et al. (2010) found that individual autonomy leads to an increased intrinsic motivation.

### 6.3 Personality

Concerning the composition of a SMT, it has been found by Webber & Webber (2015) that certain personality traits fit better to SMTs than others. The most important aspect however is that there is a congruence between the individual personalities in a team.

The Big Five personality test has been found to be useful when determining if someone's personality matches with the nature of SMTs. Personality can explain why certain people struggle to adapt to SMT structures. The Big Five personality test can be used to determine which members might benefit from additional training (Thoms, Pinto & Parente, 2002). When individual personalities do not match, there is a risk of disruptive conflict to occur (Webber & Webber, 2015). This could be avoided when personality tests show beforehand that certain personalities do not match.

## 6.4 Resistance To Change

People have a tendency to resist change in general (Deichmann & Jensen, 2017). This has to do with the fact that people generally like structure and are afraid of the unknown. Reasons for resisting SMTs can include a lack of trust in higher management, resistance to autonomy, the fear for job losses, low team orientation and an aversion to a higher workload (Magpili & Pazos, 2018). This resistance can be overcome by letting individuals work with other people (Deichmann & Jensen, 2017) and by increasing team members their relevant knowledge using training (Magpili & Pazos, 2018). It is important to let people understand why things are the way they are. An example could be explaining the philosophy and benefits of SMTs (Magpili & Pazos, 2018).

Resistant people usually start complaining, requesting transfers to other departments or even apply for jobs at other companies (Kirkman & Shapiro, 1997). Therefore, Kirkman & Shapiro (1997) warn that resistance is usually higher in teams that are small, contain a high level of task-interdependence, have a relatively homogeneous composition or contain group members with a high status who are resistant. It could be argued that training can help in overcoming resistance and thus keeping certain individuals in the company.

## 6.5 Skills / Personal Development

Although Cohen et al. (1996) did not include an individual-level in their framework, they did acknowledge that SMTs depend on bottom-up processes and the dedication and initiatives from individuals. Magpili & Pazos (2018) named all kind of skills individually. This study places them together under the broader category 'Skills / Personal Development'. This can be sub-categorised in 'Individual Skills', 'Teamwork Skills' and 'Self-management Skills'.

### 6.5.1 Individual Skills

SMT members make their own decisions, regulate their own behaviour and have the responsibility to fulfil team goals (Thoms et al., 2002). So, it can be argued that self-managing teams ask a lot from the individual. There is a dynamic environment with constantly changing roles. New roles are created while others become obsolete and some even become permanent. This dynamic leads to a higher SMT responsiveness. The capabilities of the individual are extended because of those changing roles and the corresponding necessary learning behaviours. Besides that, the high level of individual autonomy increases the self-managing skills of the individual even more (Magpili & Pazos, 2018). Common sense would suggest that better individual performance leads to better team performance which leads to better overall performance, this is backed by Millikin et al. (2010).

### 6.5.2 Teamwork Skills

Most tasks in SMTs are complex and novel, this makes it hard for a single team member to fulfil those tasks alone. Working together with other members is crucial to be effective as a team. Individuals should therefore be willing to devote themselves to the team (De Leede et al., 1999).

### 6.5.3 Self-Management Skills

Self-managing teams make use of their individual skills and specialised knowledge enhance decision making and ultimately performance (Cooney, 2004). Millikin et al. (2010) advise to train people to be as self-managing as possible. Better self-management skills are found to increase performance at work (Millikin et al., 2010; Stewart et al., 2011).

## 6.6 Satisfaction

Team members value, and are excited about, the amount of freedom they experience in a self-managing team (Weerheim et al., 2019). The satisfaction of individuals is critical to the success of the self-managing team (Magpili & Pazos, 2018). The nature of the tasks people get determines their satisfaction as well. Completing complex and novel tasks creates a feeling of achievement which in turn leads to satisfaction. Similarly, people who complete simple or routine tasks are less satisfied with their achievements (Magpili & Pazos, 2018).

The future generation of employees, the millennials, are very picky about the jobs they like. Some argue that is very hard to satisfy them. Growth opportunities are their main priority. This can be linked to their impatient and ambitious nature. Some even find that millennials feel entitled. Millennials consider the social aspect of work to be very important besides the actual job. To keep them satisfied, it is advised to provide lots of support, coddling and giving them a sense of belonging. Millennials are very autonomous and giving them freedom and responsibilities will help them perform. Another important aspect is to show them how their efforts fit into the larger picture. Work variety, challenges and personal development are the key to keep millennials engaged. Another finding is that millennials are more stimulated by multiple small bonuses or paycheque increases throughout the year than an equal single increase at the end of the year (Ng et al., 2010)

## 6.7 Work Experience

Tacit knowledge is acquired by (work) experiences and by interacting with more experienced people. The creation and sharing of both explicit and tacit knowledge are crucial for SMT success (Ehin, 2008). So, work experience at the individual-level can help other team members and the team in general and is, therefore, a success factor of SMT effectiveness. Van der Vegt et al. (2010) recognise the positive effects of having experienced people in a team as well. They warn for social capital losses when team members are replaced. Additionally, it has been found that a lack of experience can lead to a lack of autonomy. So, less experienced people are found to receive less autonomy (Magpili & Pazos, 2018). This is in line with Ehin (2008) who argues that the most experienced team member should take a leading role in the team. As noted in earlier sections, autonomy is linked to satisfaction and satisfaction is linked to performance.

## 7 The Updated Framework

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The updated framework is based on the old framework by Cohen et al. (1996) and is updated with the findings from this research. The factors are based on re-occurring words and sentences in the examined literature. The factors are framed in such a way that they are positively related to the outcomes.

Figure 4 shows the simplified new framework, the full framework can be seen on the next page (Figure 5).

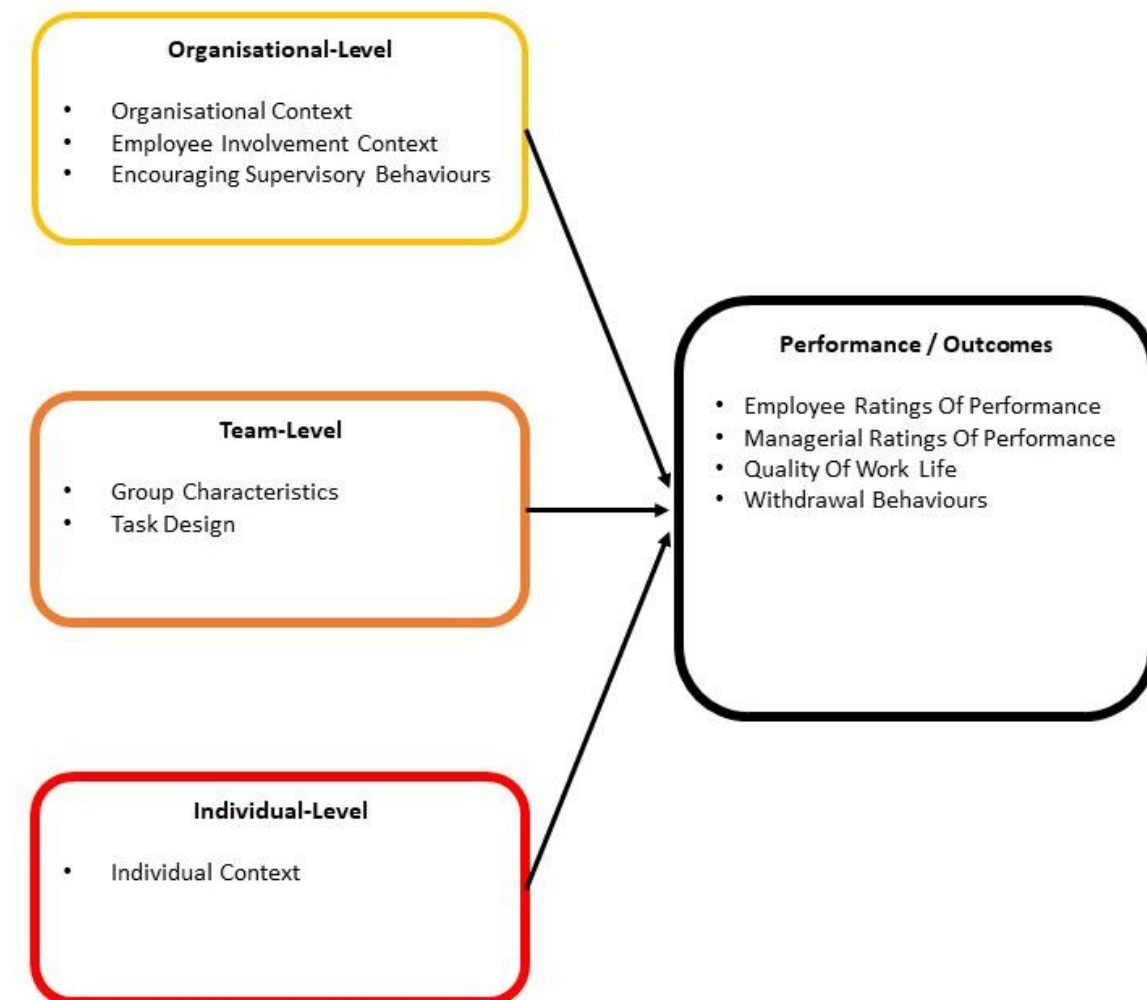


Figure 4: The simplified new framework.

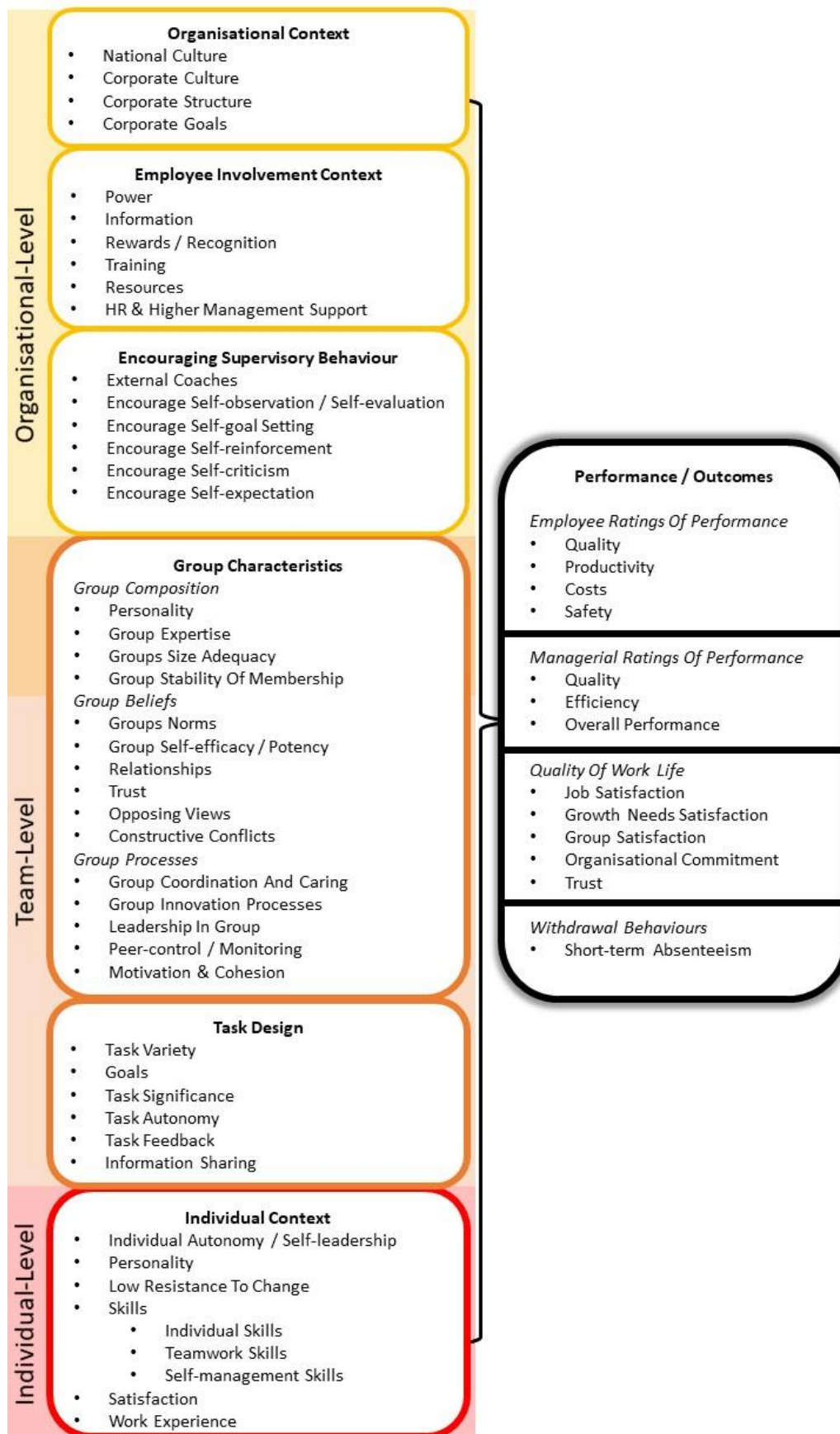


Figure 5: The new, updated framework.

## 8 Discussion

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The new framework (Figure 5) is the answer to the research questions. This chapter focusses on discussing the process and methods of this thesis.

This work aims to identify the best practices in SMTs and for SMTs. It differs from most other work on SMTs in the way that all information is combined to generate a holistic view and create a framework which shows the factors that influence SMT performance. Most articles have focussed on specific aspects of SMTs. This research uses three levels (organisational-, team- and individual-level) to overcome this limitation and generate a holistic perspective. The original framework was over 23 years old and therefore argued to be outdated. The individual-level was for example identified in more recent literature and added to the new framework. It is important to realise that not only the individual-level was added. The organisational-level and team-level were also adjusted. This can be seen by the new factors which were introduced. The names of these factors are drawn up based on keywords which were found in multiple articles. It is argued that this thesis fills the knowledge gap by updating the old framework.

Future research can verify and extend the findings of this research. It can be useful to incorporate quantitative findings since this research is based on qualitative findings of mostly qualitative literature. Quantitative findings can, for example, provide insights into the degree to which certain factors relate to certain performance outcomes. This could help in weighing the different factors in the framework.

The methodology of this research was adjusted to the available time for a bachelor thesis. Therefore, the decision was made to conduct a literature review instead of a mixed-method approach. The literature was found using multiple academic databases as well as the references of previously found literature. The decision was made to review as much literature as possible given the available time in order to avoid getting a tunnel-vision or being incomplete. This thesis does not cover all available literature because this was impossible in the given time-frame. The used methods include a literature search in multiple academic databases as well as a snowball method (both backwards and forwards) in which key documents were used to obtain further references to possibly interesting literature. The literature search was used to find specific knowledge on specific factors as well as for finding general literature. Efforts were made to be as complete as possible within the constraints. This was done to avoid a tunnel-vision in which all articles are linked to each other.

It should be noted that most of the literature was not directly based on real-life situations. This creates an opportunity for research from a practical point of view. It is assumed that the theoretical foundation of this research is adequate given the fact that the used literature is peer-reviewed and generally stems from well-established journals. The Clarivate Impact Factor was used to rank the articles where possible.

It has been found in the literature that the history of a firm and the implementation process determine SMT performance as well. It is beyond the scope of this study to examine the implementation of self-managing teams and the historical organisational factors that influence SMT performance. Further research can look into this.

Regarding the new framework, it should be noted that it is built upon findings from the literature review. The robustness of this framework can, for example, be tested using real-life situations or

experiments. This framework can serve as a basis on which further research can elaborate. In fact, it is argued that further research is needed to test and/or adjust this framework.

The scientifically based insights that are derived from this research can help in solving problems or improving everyday situations because the framework can serve as a theoretically based guideline for companies to (re-)design their organisation in a favourable way for SMTs. If companies have insufficiently performing SMTs, then they can use the framework to improve their performance by comparing their practices with the framework. The factors on the three levels are argued to be quite specific. Therefore, it must be possible to use the framework in a business environment.

## 9 Conclusion

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The main research question of this thesis was *“How can organisations effectively facilitate self-managing teams?”*. Thus, this study focussed on the effective facilitation of SMTs. One of the questions illustrating the purpose of this study could be: *“Once a SMT is in place, how can it be sustained?”*. This means that the implementation process is not covered in this research. Three levels were defined; organisational-, team- and individual-level.

On the **organisational-level**, it is important that the corporate culture favours knowledge sharing, collaboration, self-management and reflection. The corporate structure can play a key role in enabling this kind of culture. Lower levels of explicit norms and less formalisation can be achieved by making organisational structures flatter and move decision-power down in the hierarchy. Making individuals autonomous and responsible fosters empowerment. The ultimate goal is strengthening intrinsic motivation and commitment instead of compliance. It should be clear what the organisational- and team-goals are, and those goals should be aligned in order to enable SMT success.

Building the fundament of involved and successful SMTs consists of multiple aspects, the first is about giving them the decision-power and autonomy they need. This creates a feeling of ownership which enhances the intrinsic motivation of people. It should be noted that a certain degree of control is necessary. The second aspect is information. Information should be available for the SMT and information sharing among its members should be encouraged and facilitated. Recognition and rewards are necessary when the work is (successfully) done as well as during the process. The most motivating and ‘fair’ system appears to be a mix of social incentives and team-based-, performance-based- and skill-based rewards. Millennials benefit from a system of multiple small rewards instead of one larger reward. Recognition is related to SMT performance in a way that it satisfies and motivates people. So, it is important to recognise and reward the SMT-members both financially and non-financially. Training is another fundamental element of SMT success and is very important to implement and support SMTs. Both the SMT and its surrounding need training to enable the full potential. The external actors should be aware of the SMT’s needs and how to interact with the SMT. This is especially necessary for higher management and external coaches, training can help them. Furthermore, it is important to train the SMT-members to learn from each other, to share knowledge (explicit and tacit), and to deal with their increased autonomy and responsibilities. Training is continuously needed and not a single event. Training can also focus on managing resources (both financial and non-financial) and personal development. Resources should be provided according to the SMT’s needs in order to enable them to do their work. Resources are mostly managed by higher management and thus, they are responsible for providing them. HR and higher management support for SMTs are vital for SMT success. Self-managing teams need to be facilitated in a different, less top-down way compared to traditional teams. The higher management levels and external coaches turn out to have the highest impact on team-empowerment. External coaches were found to be the best method to sustain successful SMTs. External coaches should advise, guide, steer and connect with the larger organisation. They are definitely not leaders of the team and are only supposed to intervene when the team is clearly drifting away from its goals without being aware of it. In every other occasion, it is advised to wait for the team to consult them. Coaches can be seen as encouraging facilitators who should use a variety of management styles while always respecting the autonomy of the SMT. The creation of a safe and open atmosphere is encouraged.



Engaging the SMTs and its individual members can be done by encouraging the SMTs and their individuals to set their own goals, reinforce & motivate themselves, be critical and encourage their self-expectations if possible. Encouraging employees and their teams to set their own goals and help themselves to reach those goals is an important part of making the team and its members truly self-managing. Encouraging and rewarding these behaviours increases both personal- as well as team-skills which ultimately improve the SMT performance. In general, it can be concluded that the focus should be on encouraging constructive thinking, evaluation and persistence.

The **team-level** is the level where the actual work is carried out. It is important that HR creates a good group composition with capable, skilled individuals who have matching personalities. People need to be trained in working in a team-setting, especially a self-managing team setting. This way, the available individual skills and knowledge can be used to benefit the team. A broad skill set increases SMT performance to some extent. A variety of skills within the team boosts innovation, but a too broad variety creates confusion and misunderstanding, a balance must be found to achieve optimal potential. The group size is related to this. Groups should be small enough to know each other personally and have collaborative voluntary interdependent relationships. Besides, the stability of membership is crucial to maintain these relations. Turnover of team members leads to social capital losses and results in the group struggling to find a balance within the new setting. New members can bring a new dynamic to the team when it is really stuck, however, the social capital losses negatively outweigh the new learning potentials most of the time. It is observed that SMTs will form their own group norms over time. These can possibly affect effectiveness when the norms include behaviours which favour SMT effectiveness.

It is important to create a safe environment and train employees to make them confident about their own capabilities. Self-efficacy enhances group potency and ultimately performance because people will be more confident in their activities. The relationships in a SMT are an important determinant of SMT success because they can make or break the team. Good relationships lead to higher levels of motivation and are therefore positively related to overall team performance. Trust is linked to the relationships as well. Trust is fundamental for teamwork and collaboration, it is associated with higher team performance because people flourish in an open and non-threatening environment. It should be noted that there is a need for monitoring in highly cohesive teams with high levels of trust because those can become non-monitoring towards each other. Peer-control can help SMT performance under normal conditions, excessive peer-control should be avoided. Opposing views and constructive conflict can help to avoid groupthink. They should be encouraged but should also truly be constructive to be beneficial to the team's performance. Although there is generally no formal team-leader in a SMT, there will most likely be an informal one. In that case, leadership should be based on expert knowledge, talent and experience and should have a rotating character according to the tasks which the team is facing. Every team member should be able, capable and willing to take the leadership role. This can be accomplished by training. Both individual goals and group goals have to be aligned or even made interdependent to create a cooperative environment in which people see the benefit of helping each other. Group task autonomy and the autonomy to divide the work within the group are also positively related to SMT performance because it gives a feeling of ownership and responsibility which increases intrinsic motivation.

Self-leadership, personality and skills are important determinants of SMT success at the **individual-level**. There is a tension between team-level autonomy and individual autonomy within SMTs. It has been found that the best situation is one in which there is a low level of individual autonomy but a high level of team autonomy. Self-leadership leads to better individual performance and is probably positively related to SMT performance. A self-reinforcing cycle might occur in which self-leadership

leads to more effective SMTs and more effective SMTs lead to an increased ability of individual self-leadership. Regarding personality, it is concluded that there must be congruence between the different personalities in the team in order to create a good collaborative atmosphere. Additionally, some people are more resistant to change than others. It has been found that people who are more flexible, are more suitable for SMTs although training can help to overcome this. SMTs ask a variety of skills from its members, therefore, competent and skilful individuals are necessary for SMT success. Both individual skills, as well as teamwork skills and self-management skills, are necessary. Those skills can be enhanced by training or learning from fellow team members. Work experience helps as well in building skills. Therefore, more experienced people are positively related to higher success levels. Last but not least, is satisfaction. SMTs were found to increase individual satisfaction and satisfaction was found to increase SMT performance. The freedom people perceive and the nature of the tasks, as well as the team they have to work with, all determine satisfaction. To summarise, SMT members are more satisfied when they experience autonomy, freedom, good relationships and recognition of their efforts.

The main focus of this research was the effective facilitation of SMTs. At first, it appears that this relates to the organisational-level. However, the three levels are interdependent. The factors in the organisational-level influence factors at both the team-level as well as the individual-level. It is important that the organisation and its actors create a suitable environment for self-managing teams. Therefore, it is important to consider all three levels. Creating an environment in which SMTs flourish, requires a holistic approach.

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Front page picture:

*How to Manage a Self-Managing Team?* (n.d.). Illustration. Retrieved from <http://www.softwareandi.com/2012/04/how-to-manage-self-managing-team.html>

## Appendix A – Origin Of References

The original Excel-file can be requested at the author. The table below is extracted from the Excel-file.

Author	Year	Title	Clarivate Impact Factor	Journal name	Found using
<b>Alper, Tjosvold &amp; Law</b>	1998	Interdependence and Controversy in Group Decision Making: Antecedents to Effective Self-Managing Teams	2,908	Organizational Behavior And Human Decision Processes	Scopus
<b>Barker</b>	1993	Tightening the Iron Cage: Concertive Control in Self-Managing Teams	8,024	Administrative Science Quarterly	Referred to by Corporate Rebels
<b>Cohen &amp; Ledford</b>	1994	The effectiveness of self-managing teams: A quasiexperiment.	3,367	Human Relations	Magpili & Pazos, 2018
<b>Cohen, Ledford &amp; Spreitzer</b>	1996	A Predictive Model of Self-Managing Work Team Effectiveness	3,367	Human Relations	Scopus
<b>Cooney</b>	2004	Empowered self-management and the design of work teams	1,362	Personnel Review	Magpili & Pazos, 2018
<b>Cummings</b>	1978	Self-regulating work groups: A socio-technical synthesis	10,360	Academy of Management Rreview	Stewart, Courtright & Manz, 2011
<b>De Clerq, Ul Haq &amp; Azeem</b>	2018	Self-efficacy to spur job performance Roles of job-related anxiety and perceived workplace incivility	1,963	Management Decision	Scopus

<b>De Leede, Nijhof &amp; Fisscher</b>	1999	The Myth of Self-Managing Teams: A Reflection on the Allocation of Responsibilities Between Individuals, Teams and the Organisation	3,796	Journal of Business Ethics	Scopus
<b>Deichmann &amp; Jensen</b>	2017	I can do that alone...or not? How idea generators juggle between the pros and cons of teamwork	5,572	Strategic Management Journal	Google Scholar
<b>Denison</b>	1982	Sociotechnical design and self-managing work groups: the impact on control	5,000	Journal of Occupational Behaviour	Kirkman & Shapiro, 1997
<b>Douglas &amp; Gardner</b>	2004	Transition to self-directed work teams: implications of transition time and self-monitoring for managers' use of influence tactics	5,000	Journal of Organizational Behavior	Scopus
<b>Drucker</b>	1974	Management: An Abridged and Revised Version of Management: Tasks, Responsibilities, Practices	n/a	-	Google Scholar
<b>Druskat &amp; Wheeler</b>	2003	Managing from the boundary	7,191	Academy of Management Journal	Scopus
<b>Ehin</b>	2008	Un-managing knowledge workers	3,744	Journal of Intellectual Capital	Scopus
<b>Graen &amp; Uhl-Bien</b>	1991	The Transformation of Professionals into SelfManaging and Partially Self-Designing Contributors: Toward a Theory of LeadershipMaking	n/a	Journal of Management Systems	Scopus
<b>Hackman</b>	1987	The Design of Work Teams	n/a	Handbook of Organizational behavior	Ten Vregelaar, 2017
<b>Harari</b>	2017	Reboot for the AI revolution	43,070	Nature	Mendeley
<b>Kirkman &amp; Rosen</b>	1999	Beyond self-management: Antecedents and consequences of team empowerment	7,191	Academy of Management Journal	Mendeley



<b>Kirkman &amp; Shapiro</b>	1997	The Impact of Cultural Values on Employee Resistance to Teams: Toward a Model of Globalized Self-Managing Work Team Effectiveness	10,360	Academy of Management Review	Google Scholar
<b>Kirkman &amp; Shapiro</b>	2001	The Impact of Team Members' Cultural Values on Productivity, Cooperation, and Empowerment in Self-Managing Work Teams	1,416	Journal of Cross-Cultural Psychology	Magpili & Pazos, 2018
<b>Kozlowski &amp; Bell</b>	2003	Work groups and teams in organisations	n/a	Handbook of Psychology	Google Scholar
<b>Kozlowski &amp; Ilgen</b>	2006	Enhancing the Effectiveness of Work Groups and Teams	22,250	Psychological Science in the Public Interest	Mendeley
<b>Langfred</b>	2004	Too Much of a Good Thing? Negative Effects of High Trust and Individual Autonomy in Self-Managing Teams	7,191	Academy of Management Journal	Scopus
<b>Lee &amp; Edmondson</b>	2017	Self-managing organizations: Exploring the limits of less-hierarchical organizing	3,955	Research in Organizational Behavior	Scopus
<b>Magpili &amp; Pazos</b>	2018	Self-Managing Team Performance: A Systematic Review of Multilevel Input Factors	1,222	Small Group Research	Corporate Rebels
<b>Manz &amp; Sims jr.</b>	1987	Leading Workers to Lead Themselves: The External Leadership of Self-Managing Work Teams	8,024	Administrative Science Quarterly	Scopus
<b>Manz &amp; Sims jr.</b>	1980	Self-management as a substitute for leadership: A social learning perspective	10,360	Academy of Management Review	Stewart, Courtright & Manz, 2011
<b>Manz, Keating &amp; Donnellon</b>	1990	Preparing for an organizational change to employee self-management: the managerial transition	1,397	Organizational Dynamics	Weerheim, van Rossum, ten Have

<b>Manz, Shipper &amp; Stewart</b>	2009	Everyone a team leader: shared influence at W.L. Gore Associates	1,397	Organizational Dynamics	Google Scholar
<b>Millikin, Hom &amp; Manz</b>	2010	Self-management competencies in self-managing teams: Their impact on multi-team system productivity	5,631	Leadership Quarterly	Weerheim, van Rossum & ten Have, 2019
<b>Morgeson</b>	2005	The External Leadership of Self-Managing Teams: Intervening in the Context of Novel and Disruptive Events	5,067	Journal of Applied Psychology	Scopus
<b>Ng, Schweitzer &amp; Lyons</b>	2010	New generation, great expectations: A field study of the millennial generation	2,582	Journal of Business and Psychology	Lee & Edmondson, 2017
<b>Polley, Ribbens</b>	1998	Sustaining self-managed teams: a process approach to team wellness	n/a	Team Performance Management	Scopus
<b>Rapp, Gilson, Mathieu &amp; Ruddy</b>	2016	Leading empowered teams: An examination of the role of external team leaders and team coaches	5,631	Leadership Quarterly	Scopus
<b>Richter, Dawson &amp; West</b>	2011	The effectiveness of teams in organizations: a meta-analysis	3,150	International journal of human resource management	Scopus
<b>Rolfen &amp; Langeland</b>	2012	Successful maintenance practice through team autonomy	1,496	Employee Relations	Magpili & Pazos, 2018
<b>Schiller</b>	1977	Industrial Democracy in Scandinavia	2,401	Annals of the American Academy of Political and Social Science	Scopus
<b>Shibata</b>	1999	A comparison of American and Japanese work practices: Skill formation, communications, and conflict resolution	1,104	Industrial Relations	Google Scholar
<b>Spreitzer, Cohen &amp; Ledford</b>	1999	Developing Effective Self-Managing Work Teams in Service Organizations	3,104	Group & Organization Management	Scopus

<b>Stewart, Courtright &amp; Barrick</b>	2012	Peer-Based Control in Self-Managing Teams: Linking Rational and Normative Influence With Individual and Group Performance	5,067	Journal of Applied Psychology	Scopus
<b>Stewart, Courtright &amp; Manz</b>	2011	Self-Leadership: A Multilevel Review	9,056	Journal of Management	Google Scholar
<b>Ten Vregelaar</b>	2017	Identifying factors for successful self-managing teams: an evidence-based literature review	n/a	-	Google Scholar
<b>Thomas &amp; Velthouse</b>	1990	Cognitive Elements of Empowerment: An "Interpretive" Model of Intrinsic Task Motivation	10,360	Academy of Management Review	Cooney, 2004
<b>Thoms, Pinto, Parente &amp; Druskat</b>	2002	Adaptation to self-managing work teams	1,222	Small Group Research	Scopus
<b>Trist &amp; Bamforth</b>	1951	Some Social and Psychological Consequences of the Longwall Method of Coal-Getting: An Examination of the Psychological Situation and Defences of a Work Group in Relation to the Social Structure and Technological Content of the Work System	3,367	Human Relations	Kirkman & Shapiro, 1997
<b>Van der Vergt, Bunderson &amp; Kuipers</b>	2010	Why Turnover Matters in Self-Managing Work Teams: Learning, Social Integration, and Task Flexibility	9,056	Journal of Management	Magpili & Pazos, 2018
<b>Wageman</b>	1997	Critical Success Factors for Creating Superb Self-Managing Teams	1,397	Organizational Dynamics	Magpili & Pazos, 2018
<b>Wageman</b>	2001	How Leaders Foster Self-Managing Team Effectiveness: Design Choices versus Hands-on Coaching	3,257	Organization Science	Morgeson, 2005

<b>Webber &amp; Webber</b>	2015	Launching and leading intense teams	2,828	Business Horizons	Scopus
<b>Weerheim, van Rossum, ten Have</b>	2019	Successful implementation of self-managing teams	n/a	Leadership in Health services	Scopus

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