

Online Business Leadership, Is it Authority or Community Building?

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Abstract

Leadership, which is a function of management, is critical in attaining organizational objectives in the Middle East and North African Area (MENA). However, in the third millennium, millennial business leadership seems to hinge on efficient and effective information communication technology (ICT). Technology has changed the way business team leaders and team members interact and engage in business-related performance whether the team is virtual or not. The aim of this study is to determine whether online millennial leadership stems from hierarchical authority or from the leader's interpersonal skills in building communities. Data was drawn from a survey and face-to-face interviews with online business team leaders. Based on the results, it is recommended that further research be conducted in this area in order to better understand the complexity of business team leadership of Millennials in the MENA.

Keywords: Leadership, Hierarchy, Interpersonal Skills, Online Business, Teams, Middle East and North Africa.

1. Introduction

The sustained development of multimedia technology has advanced business into a new global era, opening frontiers to potential customers; in particular, world-wide proximity has opened up new zones of leadership. Liberalization of the world political economy and globalization of independent nations into a universal marketplace have brought with them new forms of leadership. To remain updated, multinational corporate leaders and small and medium-sized enterprise (SME) business leaders, in the developed and developing countries, consistently assimilate information technology, integrating advanced multimedia channels of communication as they interact in the marketplace. As such, it may be said that today, technology and organizational structures have engendered newer forms of leadership adept to manage customers' changing needs and the needs of in-house human capital.

Research has shown that globalization and the need of enterprises to maintain distinctive competitive advantage have led to a consistent increase in virtual teams crossing time zones, organization boundaries, national borders and culture yet able to maximize use of resources and be responsive to a flexible customized market. As virtual teams became main stream, leaders joined the bandwagon with their team, dealing with the risks associated with virtual organizations, many equally unprepared (Schriberg, 2009). Location may determine a leader's ability to manage well: building an organizational context clear in structure and function as well as positioning the team as members of a virtual business community requires a genre of leadership. I hold that this genre of leadership that I call online business leadership 3.0 is still novel in the Middle East and North Africa.

This research study is about the dynamics of contemporary online leadership in the Middle East and North African Region (MENA). The researcher questions whether online millennial business leaders in the developing world adeptly manage information technology to build business communities.

This paper tackles the issue of ICT as a radical departure from the traditional bureaucratic structure to the virtual context of business practice. It assesses evidence drawn from business team leaders and virtual team members to evaluate whether their authority is drawn from community-building or from hierarchy.

2. Literature Review

Leadership is the most critical factor in contemporary management success (Bass & Bass, 2010) where the leader is “the influential increment, over and above mechanical compliance within the routine directives of an organization,” (Ogawa & Scribner, 2002, p. 576). In successful organization, the leadership process of leader and follower are active entities and behave driven by interrelated expectations. The follower performs the part in the interactive exchange process only when the leader competently meets the follower’s needs--Path-Goal Theory, Expectancy Theory, and Leader-Member Exchange Theory.

Leaders have multiple functions inside business corporations; online leadership may be seen as having additional objectives to manage, especially if they are millennials, as, among other factors, they may not deal with in-house managers face-to-face. Contingent to the external environment, virtual business leaders build strong centralized structures or organic networked teams. The literature suggests that carefully designed teams create a stronger sense of community; information sources may play a strong role in community building and managing the team successfully (Reinhardt, 2010)

Leaders build teams based on strategic organizational objectives (Praveen Parboteeah & Cullen, 2012; Starkey & McKinlay, 1988). Studies have shown that business team members perform tasks collaboratively and synergistically (Akhras, 2012a; Akhras, 2012b). Research has found that teams achieve organizational goals through interactive and interdependent communication processes (Akhras & Akhras, 2012). Team performance is achieved when members of the team collaborate, synergistically using all-channel small group communication networks; this effectiveness is evaluated by its outcomes, measured by tangible or intangible goods and services (Chen et al., 2008; Clutterbuck, 2004; Chinowsky, 2003).

Leadership influence on a team can be explained by how well the leader is able to motivate the team, drive the team toward identification and commitment to the team goals, enable trust among team members, and generate cohesive well-coordinated units (Robbins, 2011; Yukl, 1999). Leadership plays an important role in generating faith and dependence on one another as social capital, essential for relationship-building and for building commitment in team-members towards the vision of the leader and the company (Tansley & Newell, 2007). Furthermore, leadership is important in generating cooperation between teams in the corporate structure, especially project-based ones.

Teams as such have a sense of community which may be seen as a feeling of belonging and being of value to one another; it is also seen as a shared faith that members’ needs are met through their commitment to one another (McMillan & Chavis, 1986). The literature suggests that strong feelings of community amongst millennials within the work context may lead to positive outcomes (Rovai et al., 2005) as successful completion of task in the contemporary business environment.

Moreover, it has been noted that working online is a platform for innovation and creativity in the complex corporate world; most millennials, those born between 1980-2000, are “lapping” on the information track (Tapscott, 2009) though some may experience uncertainty and social costs of information-seeking (Akhras, 2012c; U.S. Board of Commerce; Pew Research Center; U.S. Board of Education). Studies note that millennials seem to be relatively self-expressive, open-to-change, inclusive, confident, positive, IT savvy young entrepreneurs (Howe & Straus, 2007).

Furthermore, most Millennials seem to have embraced what has been termed complexipacity, the complex skill necessary for dealing with complexity, systemic thinking, creativity, collaboration, problem-solving, contextual learning, and cyber literacy (Snyder & Snyder, 2010). A few have not. As members of business teams, millennials’ uncertainty may stem from a need to learn the formal and informal role whereas their social costs may reflect awareness of the negative consequences of seeking information. Information seekers make choices as to the sources and content of information: (1) official downward media-related messages from management, (2) members of the team as immediate supervisor, co-workers, and subordinates, (3) in-house members, (4) external stakeholders, and (5) the task itself (Miller & Jablin 1991).

In addition, Millennial performance in a team frequently depends as much on each member’s personal beliefs and values as on knowledge and understanding of the project which is formally structured and managed by the leader.

When team members are involved in new projects, they try to make sense of it, and consequently, become involved. Some millennials may feel entitled, driven towards achievement and success, and many take over leadership of teams (Demirdijian, 2012; Oh, 2012; Wickham & Walther, 2007).

Emergent leaders may take over the responsibility of team performance, remove the risk and the ambiguity of virtual work feeling entitled to ensure the team's success (Alexander & Sysko, 2012). On the other hand, the team itself may be formally directed towards objectives by the assigned leader (Wickham & Walter, 2007). Members review what they know or need to know in order to complete task, comparing, and associating it to others, as such engaging all their senses as team members respond and react to it. The meaning of the project for each team member is a synthesis of this (Hong et al., 2010; Engestrom, et al., 2002; Hochwarter et. al., 1999; Mitroff & Denton, 1999).

Collaborative work--online or face-to-face--increases team members' motivation to carry out tasks which contributes to self-esteem as well as develops teamwork skills in giving and receiving, sharing knowledge, resolving contradictions between their own and others perspective as each externalizes ideas (Vygotsky, 1978). Studies have shown that proximity increases the rate of communication and affiliation in communities; consequently, proximity also develops strong norms of solidarity and cooperation. The team community is built. With online teams even though advanced technology has led some to conclude that the problem of distance--in terms of face-to-face communication--has been overcome, others argue that proximity is essential.

Based on the literature review, the researcher holds that virtual business leaders may play a constructive role in building MENA business success. The aim of this study is to determine team members' perception of their online leader whether emergent or assigned—Is online leadership Weberian hierarchical authority or does it stem from an organic virtual networked team community?

3. Method

This section covers the purpose of the study, the research questions, the participants, the procedures used in the study, the research design, rubrics, and the analysis of data used.

3.1 Purpose

The purpose of this study is to assess team members' perception of online leadership in terms of team performance. Three critical components are addressed: (a) authority (b) team communities (c) emergent and assigned leadership.

3.2 Research Questions

- Hypothesis One: Team members whose business leaders emerge perceive that their leader applies more authority than builds team communities to ensure task completion.
- Hypothesis Two: Team members whose business leaders are assigned perceive that their leader applies more authority than builds team communities to ensure task completion.
- Hypothesis Three: Team members whose business leaders are emergent or assigned perceive that their leader applies more authority than builds team communities to ensure task completion.

3.3 Participants

The participants who attend two business courses in the Department of Management and Marketing are selected as participants. The sample is composed of 72 participants, with an uneven gender distribution: 58 are male; 24 are female. Participants are employed part-time and full-time: 48 work in local, regional, or multinational companies, locally situated. All participants attend a private English speaking university in the Middle East and North African Area (MENA).

3.4 Procedure

The research design uses data drawn from team members' evaluation of leadership online across task completion in a semester-long online project (15 weeks). The participants are divided into virtual teams of six members. Team members are to work on different tasks. Discussion, analysis, and written responses to the assignment are to be processed on the team blogs. All the members of the team are to meet regularly on the blog in order to achieve their assigned objective.

- During the sixth week, the participants are placed in formal teams and assigned to work together on a private team blog. Six teams are not assigned a leader (EL), and six teams are assigned a team leader (AL).

- During the course session, the members of each team are asked to sit in circles in order to get to know one another (Newby et al., 2009; Fraenkel & Wallen, 2006; Bates, 2005). In addition, each team is asked to open-up multiple channels of communication to link the members to each other in terms of exchanging telephone numbers and g-mail addresses to enable the team to bridge itself and become accustomed to working collaboratively.
- During the sixth week, the twelve blogs are generated by the course leader who is the blog administrator.
- At the beginning of the seventh week, the participants of each team, as virtual team members, are given their formal business project by the course leader. They are told to read and discuss the project across two weeks. Having done that, each participant in the team works on her/his own to submit the response to the first task on the blog.
- During the eighth and ninth week, the participants of each team are told to perform the second task of the team project. Each participant performs and submits the task on her/his own.
- During the tenth and eleventh week, the team participants are to meet synchronously online to complete the third task. Each team works together. The response to the collaborative task must be submitted online by the end of the eleventh week.
- During the twelfth and thirteenth week, team participants are to submit the fourth task online. The participants of each team are to work together. The response is to be submitted online by the end of week thirteen.
- During the fourteenth week, all participants with emergent leaders (EL) are to fill out a survey in class (See Appendix One).
- During the fourteenth week, all participants with assigned leaders (AL) are to fill out a survey in class (See Appendix Two).
- During the fifteenth week, the leaders are to be interviewed (See Appendix Three).

3.5 The Research Design, Rubrics, and Analysis of Data

The research is conducted as an experimental design with mixed method. Three main areas are probed—conditions that lead to the emergence of virtual business team leaders and comparative performance following the emergence of the leader. Rubrics were generated to measure each context. Data is analyzed using Levene's test for equality of variances, Anova tests, and Independent T test.

3.5.1 Rubric to Assess Perception of Authority

The first rubric is paired with application of authority. Participants' perception of the leader's application of authority is assessed on the Likert Scale (1 is non existence and 5 is fully integrated) (see Figure 1 below).

3.5.2 Rubric to Assess Perception of Building Team Communities

The second rubric is paired with the perception of building team communities. Participants' perception of the leader's building of team communities is assessed on the Likert Scale (1 is non existence and 5 is fully integrated) (Figure 2 below).

4. Discussion

Based on the data analyzed, the section below discusses the results in line with the literature reviewed. The results assessed perceptions of contemporary online leadership in virtual business team in the MENA. Three critical components were addressed: authority, building team communities, genre of leadership--hierarchical or emergent.

The first hypothesis, which stated that team-members whose business leaders emerge perceive that their leader applies more authority than builds team communities to ensure task completion, was supported. Significant statistical evidence indicates that the scores of answers across the four tasks were different (Anova $df= 1$, $F = 41.157$, $sig = 0.000$ (very small number) < 0.05 level of significance). Leaders' performance was perceived as hierarchical. Moreover, it was found that across four different tasks, the emergent leaders were perceived to have consistently opted to use authority (Anova test $df= 3$, $F = 0.331$, $sig = 0.803 > 0.05$ level of significance). The business leaders seem to have chosen to perform in their work context as they performed in lifelong work contexts, adhering to rigid bureaucratic structures.

The leader who emerged applied more authority than invested in building a team community. They may be seen as entitled leader had self-esteem issues to deal with. They had "trophies" to place on their shelf (Pew Research Center; U.S. Board of Education; U.S. Board of Commerce).

The results showed that most “entitled” leaders and team-members perceived that their performance needed to be marshaled and tightly controlled; the team members were uncomfortable experiencing tensions when they recognized issues in a decision but were uncertain on how to act on them. As entitled leaders, they made team decisions and clarified each task to team members, hinged on securing personal needs for achievement and success through team success. The emergent leader was able to co-ordinate the work performance of the virtual team. Chain of command, hierarchy and discipline was perceived to provide security. Based on the results, the six teams readily accepted to adopt these authoritarian leaders who removed uncertainty and risk by clarifying how to meet stringent standards of performance. Based on discussions held with the six emergent leaders, it was found that in their local context--the Middle East--culture seems to have played a role in shaping team behavior (See Appendix One; See Appendix Three).

The results showed that the participants who were millennials were upbeat and up-to-date about the West and the way Westerners run their company and use technology. Millennials understood that a sense of community might reduce competition and increase cooperation among the team on the blog. Based on the results, only a few emergent leaders worked seriously towards to improve the sense of community by increasing social interaction, inside and outside the work unit; by reducing formality, limiting hierarchy, modeling friendship and developing team member awareness, creating a sense of urgency, stimulating the will to win and by encouraging commitment to share team goals. In only a few instances did the team share leadership or build a community as has been noted by other researchers (Demirdijian, 2012; Randeree & Ninan, 2011; Peeters et. al 2010; Shuffler, 2010; Twenge, 2006) (See Appendix One; See Appendix Three).

Hypothesis Two, which stated that team members whose business leader are assigned perceive that their leader applies more authority than builds team communities to ensure task completion, was supported. There is significant statistical evidence indicating that the scores of answers in the four tasks are different, and that more team members whose leader was assigned perceived their leader to apply authority rather than building community (From the independent samples test, Levene’s test for equality of variances, $F = 57.530$, $\text{Sig} = 0.000$ (very small number) < 0.05 level of significance, equal variances not assumed, $t = 11.666$, $df = 29.665$, $\text{sig} = 0.000$ (very small number) < 0.05 level of significance). Using a different quantitative tool, significant statistical evidence supports hypothesis two (Anova test $df = 1$, $F = 384.732$, $\text{sig} = 0.000$ (very small number) < 0.05 level of significance). Based on the results, the participants perceived that their leader applied authority regularly to direct and monitor performance based on standardized benchmarks. The participants were comfortable in such a restrictive bounded context not really secure in performing tasks collaboratively in a virtual context. The six team members were similar to their leader in being novices in web-based business collaboration, both unprepared for integration to the e-business environment. Nonetheless, the six leaders managed change by applying authority. Web business performance was modeled by the leader who adopted a stick rather than a carrot (Dennis et al., 2013; Gostick & Elton, 2004; Goffee & Jones, 1996) (see Appendix Two; See Appendix Three).

The results also showed that team members perceived that the leader adopted one style of leadership consistently across the four tasks. No statistical evidence for the difference in means between the four tasks (Anova $df = 3$, $F = 0.057$, $\text{sig} = 0.982 > 0.05$ level of significance). Across the project, members consistently perceived the assigned leader as the hub of activity in the centralized structure: the source of information content and structure--what to do and how to do it. Given the Millennial mindset (Pew Research Center; Arnold et al., 2010), which values short-term rewards, enjoys a sense of command and finds a sense of privilege as the key driver, Millennial business leaders who were assigned their role in the team, adopted their role consistently in each of the four different tasks (see Appendix Two; See Appendix Three).

Hypothesis Three, which stated that team members whose business leaders, whether emergent or assigned, perceive that their leader applies more authority than builds team communities to ensure task completion, was supported (Levene’s test for equality of variances ($F = 0.000$, $\text{Sig} = 1.000 > 0.05$ level of significance, equal variances assumed, $t = 0.000$, $df = n-2 = 288-2=286$, $\text{sig} = 10.000 > 0.05$ level of significance). Statistical evidence indicates that the scores of answers in the four tasks are different. In addition, statistical evidence indicates that the type of answers provided in the four tasks in the two projects are different (Levene’s test for equality of variances ($F = 0.000$, $\text{Sig} = 1.000 > 0.05$ level of significance, equal variances assumed, $t = 0.000$, $df = n-2 = 288-2=286$, $\text{sig} = 10.000 > 0.05$ level of significance).

Based on the results of the third hypothesis, online leadership was a reflection of high power distance, even though the study was drawn from perceptions in a team; moreover, online leadership was perceived by team members to differ consistently across four independent tasks. These twelve virtual teams used new media technologies that offered emergent modes of communication to perform formal business tasks as entrenched businesses do (Akhras, 2013; Ferrell, 2012; Wasik, 2008; Gibson, 2008; Hanson, 2007). Virtual business team leaders working on the blog applied ICT (information communication technology) to issue formal directives, to rigidly govern performance, and to coordinate through communication networks, laterally, upward and downward. Power distance, sense of community, and context may be some of the factors that influenced leadership behaviour and characteristics displayed apart from the factors of time, place, and people as has been noted by researchers (Nicholson et al. 2007; Hofstede et al. 2010). Business leaders were held to be able to service the team.

The results show that, to some extent, all of the team leaders, emergent and assigned, built an elementary sense of community--positive workplace relationship--simply because even though it was a newly adopted role, they understood the importance of dialogue/culture as an essential social factor in web-based teams. In each team, a sense of community affected blog performance and was reflected in the different values on authority, personal initiative, and organizational effectiveness. Online leaders felt that without oral communication tools, "a sender (leader) cannot easily alter the mood of a message, communicate a sense of individuality, or exercise dominance or charisma," (Kiesler, 1986, p. 48). As was reflected in the twelve teams, the literature shows that 65% of the problems in teams stem from strained relationship as a result of poor communication (Refferty, 2007, p. 748).

In short, the results reflected that emergent or assigned leadership are pragmatically driven. This study showed that online leadership is thinking out of the box, at times, building a sense of community but mainly applying authority.

5. Conclusion, Limitations, and Recommendation

In conclusion, the research conducted on a sample of millennials proved that only a few of whom belonged to nascent business team communities as online leadership and online performance stemmed from hierarchical authority not decentralized organic structures. The literature shows that proximity increases the rate of communication and affiliation in communities and develops strong norms of solidarity and cooperation. When the teams were led using advanced technology, they may have assumed that the problem of distance had been overcome, yet in the absence of that face-to-face proximity, authoritative leadership was applied.

Newly born democracies seem to be emerging in the Middle East and North African region and neighboring areas. Based on information drawn from the United Nations Conference on Trade and Development, the World Bank, and on Foreign Direct Investment, Gross National Income, and Gross Domestic Production have grown markedly, the MENA nations seem to be engaged in industrial development (Wild et al., 2012; Toone, 2010). Despite these factors, only certain components of economic freedom are affected by foreign investment (Samimi & Ariami, 2007) or domestic investment. Even though increasingly globalized (Daft, 2008), new born "liberalization," does not seem to be assimilated. Change evolves incrementally. Leadership in online communities in the Middle East and North Africa is a highly complex phenomena very much intertwined in the culture of the people and the culture of the young generation, the millennials.

Silo thinking--individualism at its core--may be why the twelve business team leaders did not nourish a sense of community. Team culture is a highly complex phenomena and determining which of its factors is most likely to prevent/improve online leadership effectiveness is difficult. Given that Millennial team leaders are marked by complexipacity (Snyder & Snyder, 2010), the complex skill necessary for dealing with complexity, using systemic thinking, creativity, collaboration, and cyber literacy meaning, change management may spring from them. It can be concluded that millennials, as business team leaders, need time to integrate different styles of leadership. Pragmatically, the depiction of performance stemming from team communities seems to be simplistic. Predicting which of the cultural factors is most likely to impact leadership is difficult; Practitioner-researchers noted that the culture of an organization is much more amenable to change than that of a society (Andre, 2008 p. 454). Millennial teams seem to be most amenable to change given the multimedia IT communication culture they are immersed in.

A number of limitations were found in the research conducted that may have stemmed from the sample or context selected. The sample was a convenience sample rather than selected randomly (Bates, 2005): similar nationality, field of specialization, age bracket, and uneven gender distribution. The student sample was composed of more females to males. An additional limitation was the sample’s lack of access to the internet because in some emerging countries access to the internet is quite expensive relative to the purchasing power parity of local income. Moreover, the sample may have perceived the lack of efficiency, speed, and intuitiveness of local digital services as a major limitation imposed on them. Moreover, another limitation is that using timely activities on blogs to evaluate participants in the simulated context requires preparation and extensive planning. These need to be taken into consideration as has been observed by other practitioner researchers (Akhras & Akhras 2012; Fraenkel & Wallen, 2006; Jenkins 2006).

Given the results and the impact of the limitations, the practitioner-researcher holds herself accountable for longitudinal research designed to confirm the findings and establish causality in the relationship studied. Broadening the depth and scope of the study ought to provide a better understanding of online business leadership whether emergent or assigned in the Middle East and North African Area.

<u>1.0-2.0 points</u> Perceived application of authority as low.	<u>3.0 points</u> Perceived application of authority as moderate.	<u>4.0-5.0 points</u> Perceived application of authority as commonplace.
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Figure 1: Rubric to Assess Perception of Leader’s Application of Authority

<u>1.0-2.0 points</u> Perception of building team community as low.	<u>3.0 points</u> Perception of building team community as moderate.	<u>4.0-5.0 points</u> Perception of building team community as commonplace.
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Figure 2: Rubric to Assess Perception of Building Team Community

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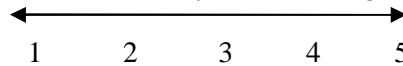
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Appendix One

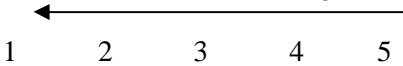
Please answer the following questions that relate to the course project you were part of this semester. Use the Likert scale to assess your evaluation: Circle the number which applies where on the Likert scale (1=no application; 5= full application). The information you share remains confidential.

1. Since your team was not assigned a leader, did one emerge/take-over? Yes....No....State her/his name.....

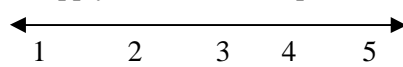
2. With respect to the first task, how much authority did the emergent leader apply in order for task completion?



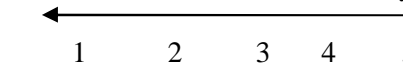
3. With respect to the first two, how much effort did the emergent leader apply to build the team community?



4. How much authority did the leader apply in order to complete task two?



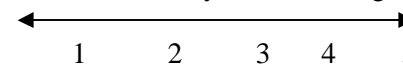
5. How much effort did the leader make to build the team community in task two?



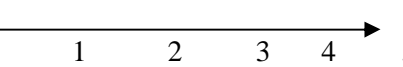
6. Place a tick on any of the personality characteristics of the team leader

- a. Flexible
- b. Available 24/7
- c. Rigid
- d. Considerate
- e. Authoritative
- f. Helpful
- g. Time-oriented
- h. Work oriented
- i. Strict
- j. Relationship oriented

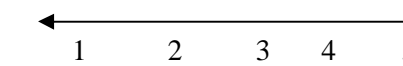
7. With respect to the third task, how much authority did the emergent leader apply in order to complete the task?



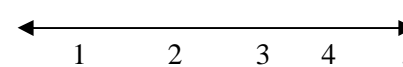
8. With respect to task three, how much effort did the leader make to build the team community?



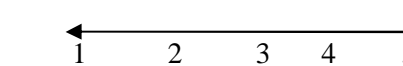
9. To complete task four, how much authority did the team leader apply to complete the task?



10. In task four, how much effort did the leader make to build the team community?



11. Based on your experience as a team member this semester, describe your team leader?



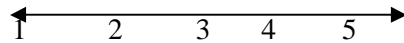
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Appendix Two

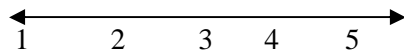
Please answer the following questions that relate to the course project you were part of this semester. Use the Likert scale to assess your evaluation: Circle the number which applies where on the Likert scale (1=no application; 5= full application). The information you share remains confidential. Thanks!

1. Since your team was assigned a leader, state her/his name.....

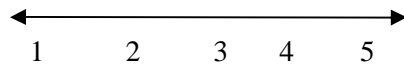
2. With respect to the first task, how much authority did the assigned leader apply in order for task completion?



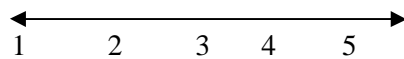
3. With respect to the first two, how much effort did the assigned leader apply to build the team community?



4. How much authority did the leader apply in order to complete task two?



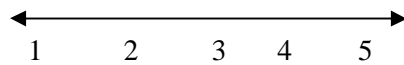
5. How much effort did the leader make to build the team community in task two?



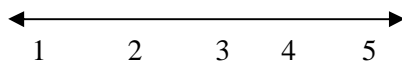
6. Place a tick on any of the personality characteristics of the team leader

- a. Flexible
- b. Available 24/7
- c. Rigid
- d. Considerate
- e. Authoritative
- f. Helpful
- g. Time-oriented
- h. Work oriented
- i. Strict
- j. Relationship oriented

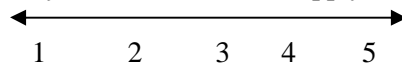
7. With respect to the third task, how much authority did the assigned leader apply in order to complete the task?



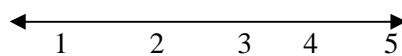
8. With respect to task three, how much effort did the leader make to build the team community?



9. To complete task four, how much authority did the team leader apply to complete the task?



10. In task four, how much effort did the leader make to build the team community?



11. Based on your experience as a team member this semester, describe your team leader?

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Appendix Three

Interview of Team Leader

I would appreciate if you answer the following questions honestly. The questions are all related to the course project you led. The information you share remains confidential.

- A. Did you emerge as a team leader? Why did you take on that role? Did you enjoy being the leader? Why? Why not?
 - a. Which team did you lead?
- A. In your own words tell me why you enjoyed leading the team.
 - a. Which team did you lead?
 - 1. Explain whether it was easy or difficult to get the work done on your team.
 - 2. How did you expedite work? Elaborate (Authority vs. Team Building)
 - a. Did you use authority? Elaborate.
 - b. Did you build a team community? Elaborate.
 - 3. Are you comfortable using technology?
 - a. Which multimedia did you use?
 - b. How often?
 - c. How long?
 - d. How do you access the internet?
 - e. How much do you pay for the IT service?
 - f. Do you find it expensive?
 - 4. Are you comfortable collaborating? Would you prefer to get the work done alone?
 - 5. Would you chose to lead other teams? Why? Why not?