

THE EFFECTS OF TEAM LEADERSHIP ON A THEATRICAL PRODUCTION

A THESIS

Presented to

The Faculty of the Department of Economics and Business

The Colorado College

In Partial Fulfillment of the Requirements for the Degree

Bachelor of Arts

By

Samuel Gasch

May/2010

THE EFFECTS OF TEAM LEADERSHIP ON A THEATRICAL PRODUCTION

Samuel Gasch

May, 2010

Economics & Business

Abstract

This thesis examines the effects of Team Leadership on a theatrical production. Following the model of Orpheus Chamber Orchestra, an orchestra that has no conductor, this thesis examines the possibility of a theatrical production without the central leadership figure of the director. To study these effects, actors were brought in and asked to be a part of a production wherein they would perform their own roles and also serve as co-directors. This thesis suggests that the Team Leadership Model can be effective if certain pre-conditions are satisfied: actors auditioned based on their ability to work together as a team, a clear structure and outline of responsibilities for all participants, and a reasonable amount of time to allow the team to work together effectively. This thesis found that the Team Leadership Model can be an effective leadership model for a theatrical production, but these pre-conditions must be satisfied.

KEYWORDS: (Team Leadership, Substitutes for Leadership, Transformational)

ON MY HONOR, I HAVE NEITHER GIVEN NOR RECEIVED
UNAUTHORIZED AID ON THIS THESIS

Samuel Gasch

Signature

TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	ix
1 INTRODUCTION.....	1
1.1 Method.....	3
1.2 Overview of Remaining Chapters.....	4
2 THEORY AND LITERATURE REVIEW.....	5
2.1 Traditional Leadership Models.....	7
2.2 Substitute Leadership.....	12
2.3 Situational Leadership.....	19
2.4 Team Leadership.....	22
2.5 Summary.....	27
3 METHODOLOGY.....	30
3.1 Qualitative Methodology.....	30
3.2 Sample Selection.....	31
3.3 The Inspiration – Orpheus Chamber Orchestra.....	33
3.4 The Process.....	35
3.5 Data Collection.....	37
3.6 Data Analysis.....	39
4 FINDINGS.....	41
4.1 Questionnaires.....	41
4.2 Semi-Structured Interview.....	44
4.3 Researcher Observations.....	46

5	DISCUSSION AND CONCLUSION.....	51
	5.1 Relation to Leadership Theory and Discussion.....	51
	5.2 Strengths and Weaknesses of Study.....	55
	5.3 Future Research.....	57
	5.4 Conclusion and Final Thoughts.....	57
	SOURCES CONSULTED.....	60

LIST OF TABLES

2.1	Leadership Models Reviewed.....	6
3.1	Table Outlining Previous Experience of Participants.....	32
3.2	Interview Questions	38
4.1	Questionnaire Means and Standard Deviations.....	43
4.2	Semi-Structured Interview Response Excerpts.....	45
4.3	Excerpts from Researcher Weekly Log.....	47

LIST OF FIGURES

2.1 THE ADDITIVE EFFECT OF TRANSFORMATIONAL LEADERSHIP	9
2.2 EXAMPLE OF MICROSOFT WORD ORGANIZATIONAL CHART	18
2.3 HILL'S MODEL FOR TEAM LEADERSHIP	25
3.1 BREAKDOWN OF RISE & SHINE DIRECTOR-TO-SCENE	36
3.2 WEEKLY QUESTIONNAIRE	37
4.1 MEAN RESPONSES TO LEADERSHIP QUESTIONS	41
4.2 MEAN RESPONSE OUTLIERS	42
4.3 RESEARCHER RESPONSES TO QUESTIONNAIRE.....	50

ACKNOWLEDGEMENTS

I would first of all like to thank my parents for sending me to a school where I have been able to create a thesis like this. I also want to thank them for encouraging me and helping me out when I needed it.

Secondly, I would like to thank Julie Chesley for her constant help and support through this whole process. Julie listened to all my questions and concerns and really helped me make this thesis come together. There is no way this thesis could have been possible without her.

I would also like to thank my participant actors who contributed so much time to the production of Rise & Shine.

I would finally like to thank Andrew Manley, the Drama Department, and Theatre Workshop for their contributions.

Chapter I

Introduction

According to the 1978 article *Substitutes for Leadership: Their Meaning and Measurement*¹, "...while the *style* of leadership likely to be effective will vary according to the situation, *some* leadership style will *always* be effective *regardless* of the situation." It is this perception that has led to the practice of having a central leadership figure in charge in most organizations. Kerr and Jermier go on to explain how that sort of figure is often unnecessary and sometimes detrimental to the company. Alan Murray opens his February 2010 article in the Wall Street Journal, with a quote that offers some insight into why leadership is a major topic in business.² "Leadership is a big, vague, amorphous topic. We can write about great leaders at great length. But practically speaking, how do you become one?"³

The study of leadership has become one of the most researched aspects of behavioral science. The study of effective substitutes for leadership, following the 1978 study of Kerr and Jermier, has also received a fair amount of attention. It is indeed this particular organizational form that has inspired this thesis. Few things are more important in the business world than finding the most effective leadership style for success.

¹ Kerr & Jermier, 1978.

² Pfeffer, 1977. P. 104

³ Murray, Alan, *Which of these Six Leadership Styles Works Best?*, The Wall Street Journal. 2010

Almost every organization has been traditionally structured with a single leadership figure who is responsible for the success of the organization. However, over the past 30 years research has been evaluating if this is the best system. Situational Leadership Theory suggests that there is no single leadership idea that will work for all organizations.⁴ There are some organizations that have been created or modified that try to create their own style of leadership.⁵ Researchers have looked at organizations and surveyed leaders and subordinates to try and discover the factors for making these organizations work. However, most research has been on existing organizations or hypothetical organizations. I have not yet encountered any researchers who have created a company or an organization for the purposes of studying the effects of leadership theory and substitutes for leadership.

This thesis is intended to fill that gap of research that has been left by other leadership theory research. This thesis will establish a theatrical production to conduct an experiment in substitute leadership. This will be a model theatrical company for other companies that want to also experiment with the idea of a theatrical production without hierarchal structure. The goal of this production company will be the completion and presentation of a play.

The purpose of this thesis is to investigate the impact of using a team leadership model in place of a formal director in this theatrical production. This thesis will analyze the viability of a particular style of team leadership. Then it will examine if lessons learned from this experiment can be transferred to other small businesses. This study puts the success of the theatrical production at stake. Success is a tricky word because a

⁴ Northouse, Peter G. Leadership Theory and Practice. 4th ed. 2007. P. 91

⁵ Seifert & Economy, Leadership Ensemble.

successful production from one perspective is an unsuccessful production from another. However, the final judgment for the success of this show will be in whether or not the actors met the goal of creating, and then performing, the show itself. This thesis will examine if the actors were able to work together and form an effective and efficient leadership team. The actors will need to understand the goals of the production, and they need to try to meet them. They need to feel as though they are a part of a group effort and that they are making valid contributions to the production.

Method

The set up for this study is as follows. One small group of performers were auditioned and cast as each part in a play. The play requires four actors. Those actors each took a turn as leader/director for the group by blocking specific scenes and deciding on technical aspects. As the researcher, I was involved as the stage manager, recording the decisions and assisting in the production in any way possible. The actors were able to rely on me for decisions at the beginning of the process, but the goal was to get them to be a completely self-reliant team. They worked together to create this show from scratch.

Evaluation from the actors was used to determine the success of the production. Weekly data was collected from each of the actors to determine their particular satisfactions or problems with the production. This data was used to evaluate the play, post-production, and establish whether or not this style of leadership was effective. If substitutes for leadership were effective, they were analyzed to determine what made them so and if that effectiveness can be applied to other theatrical productions but also if it can be applied to other small businesses. If the leadership style was not effective, then

they were analyzed to determine if other, non-standardized, leadership techniques could be effective.

This study follows the example of the Orpheus Chamber Orchestra. The Orpheus Chamber Orchestra was founded in 1972 as an orchestra without a conductor. Orpheus wanted to get around the role of the conductor, the leadership figure, and establish an orchestra without one.⁶ In doing so, they hoped to not have to listen to a single leadership figure and instead have their group of musicians rotate in and out of the leadership position creating a successful team leadership program.

Overview of Remaining Chapters

Chapter two provides an overview of relevant theory in leadership. It discusses the traditional leadership models as well as several other leadership models that have relevance with this thesis. These models are Team Leadership, Situational Leadership, and Substitute Leadership. Chapter two concludes by discussing the impact of those leadership theories upon the employees themselves. Chapter three explains how the study was conducted and provides an account of the rehearsal process for the theatrical production. Chapter four analyzes the findings of the study and interprets the information collected from the research subjects. Chapter five, the final chapter, discusses the strengths and weaknesses of this study, the implications of the thesis, and draws conclusions from the findings.

⁶ Seifert & Economy, Leadership Ensemble.

Chapter II

Theory and Literature Review

Jeffery Pfeffer, in his 1977 article *The Ambiguity of Leadership*, discusses just how varied the term “leadership” can be. The first thing that should be clarified is the difference between “leadership” and “management.” The difference between the two is seen as largely ceremonial and the terms are often used interchangeably. According to Pfeffer, a leader is someone who is voluntarily given “influence rights.” In that sense, a leader is a person, or a group of people, whom you choose to work for. Leaders are figures that have proven themselves worthy for you to follow. However, Pfeffer also discusses that some leaders really don’t have that much power. They can make small decisions, but for anything important they have to have a consultant or go through a committee.⁷ With that in mind, it is interesting to consider whether or not a leader figure is necessary for an organization to succeed.

Leadership is not always indicative of a leader. Pfeffer (1977) discusses that some leaders are appointed for the wrong reasons. For example, a leader may be appointed simply to have a scapegoat if the organization gets in trouble. A leader is the head of a group, an organization, a committee, etc, but why do all these organizations select a leader? Often organizations like this require a liaison between the group and the governing board, but even so, does that liaison need to be the leader of the group or

⁷ Pfeffer, 1977.

organization? And does that liaison even need to be one specific person? There are many different leadership styles and methods being employed by successful companies all over the world, often a variation of the single leader in a hierarchal system. That may work for these companies, but this thesis explores the possibilities of other leadership styles that may more effective for these companies.

Gronn, in his 2003 article titled “Leadership: Who needs it?”, talks about the Kerr and Jermier study from 1978 that is “now touted as a classic in the field.”⁸ Kerr and Jermier examined the idea of introducing substitutes for leadership in fields where a traditional leadership figure may not be the most effective leader. But what makes that leadership figure ineffective? And, more importantly, what is the traditional leadership model and how does it function? Table 2.1 displays the leadership models to be reviewed in this chapter.

TABLE 2.1: LEADERSHIP MODELS REVIEWED

<u>Leadership Models</u>	<u>Summary</u>	<u>Sources/Researchers</u>
Traditional Leadership Models	Introduce the model that has most often been used, with a central leadership figure. Also looks at how that model has changed over time.	Yammarino & Dubinsky (1994); Ruggieri (2009); Basu & Green (1997); Sahin (2004); Black & McCanse (1994); Mumford, Zaccaro, Harding, Jacobs, & Fleischman (2000); Zaccaro, S., Kemp, C., & Bader, P. (2004)
Substitute Leadership	There is no need for a single hierarchal leader and the are several viable alternatives	Kerr & Jermier (1973); Sergiovanni (2002); Podsakoff, MacKenzie, & Bommer (1996); Williams, Podsakoff, et. al (1988);

⁸ Gronn, 2003. p. 11

Situational Leadership	Specific leadership ideas can only exist in certain work environments or situations.	Sheridan, Vredenburgh, & Abelson (1984); Gates, Blanchard, and Hersey (1976); Farmer (2005); Walter, Caldwell & Marshall (2002); Yeakey (2002);
Team Leadership	A team or a group can serve the same function as a leader.	Ammeter & Dukerich (2002); Hackman (1990); Zaccaro, Rittman, & Marks (2001); Fisher (1985); Ayman, Korabik & Morris (2009);

Traditional Leadership Models

Much of early leadership theory centered on the idea that leaders are born, not made. As such, Trait Theory focuses on five major leadership traits: intelligence, self-confidence, determination, integrity, and sociability.⁹ Another early leadership theory took the opposite stance, that leaders were made, and not necessarily born. Skill Theory analyzes a leader's ability to learn problem-solving skills, social judgment skills, and general knowledge.¹⁰ Style Theory analyzes the way a leader leads, as opposed to necessarily who that leader is. Any leader may focus on the *task* at hand, their *relationship* with their employees, or any combination of the two.¹¹ An employer that emphasizes both task and relationship is said to be a team leader, but that will be discussed further in this chapter. These three concepts are some of the older leadership models. As leadership theory developed, newer and possibly more sophisticated models developed as well. Of these newer models, the one that has possibly been studied the most is Transformational Leadership Theory.

⁹ Zaccaro, S., Kemp, C., & Bader, P., 2004.

¹⁰ Mumford, Zaccaro, Harding, Jacobs, & Fleischman, 2000.

¹¹ Black & McCauley, 1994.

Transformational Leadership Theory and its partner, Transactional Leadership Theory, are both single leader leadership models. Transactional Leadership motivates employees to meet their established goals. Transformational Leadership is responsible for encouraging and motivating employees to work harder and better, possibly beyond those goals. Both of these leadership models have a single leadership figure, but the methods used in each model are different.

A transformational leader, also known as a charismatic leader, is so called because that leader will use their own charisma to get to know their employees and inspire those employees to levels of productivity that the employees themselves may not have thought possible. “Transformational leaders arouse heightened awareness and interests in the group or organization, increase confidence, and move followers gradually from concerns for existence to concerns for achievement and growth, transformational leaders develop their followers to the point where followers are able to take on leadership roles and perform beyond established standards or goals.”¹² Yammarino and Dubinsky (1994) discuss the four dimensions of transformational leadership: charisma, inspiration, intellectual stimulation, and individualized consideration. A transformational leader needs to be personable to the point where they are inspirational to their subordinates. They then need to be able to inspirationally motivate their employees to accomplish everything that needs to be done and care about doing it well. A positive transformational leader will also care that their employees are getting something out of the work that they do, making sure each employee is intellectually simulated. Leaders ask if their subordinates are being challenged and are they bettering themselves for the work they are doing? Lastly, a transformational leader will give their employees individualized

¹² Yammarino & Dubinsky, 1994.

consideration; taking into account each employee's individual needs and abilities to adjust the work requirements to suit each employee's strengths and weaknesses. A transformational/charismatic leader will work with their subordinates to craft a leadership system that will work best with each employee.¹³

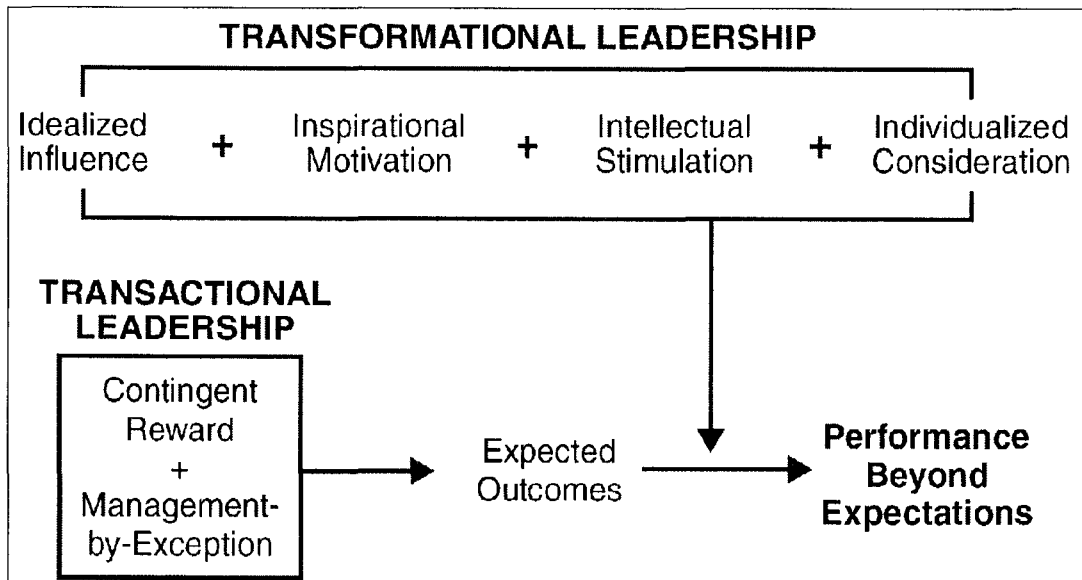
A transactional leader, also known as a contingent reinforcement leader, will offer incentives for employees to perform well. "Transactional leadership is based on the reciprocal changing of the duty and rewards that are controlled by the principal. In this leadership, the sources, human skills, the financial sources, material, and technology are administered and the workers' needs are covered."¹⁴ A transactional leader will often establish a reward system for employees based on what is accomplished against what is expected to be accomplished. Rewards/incentives can include prizes, promotion, verbal affirmation or recognition. Similarly, a transactional leader will often have negative reinforcement if an assignment is not completed according to expectations. Negative reinforcements can range from any kind of reproach to punishment and termination.

Between the two leadership systems, transformational leadership is often seen as the stronger choice. Transactional Leadership motivates employees to meet the set goals and outcomes. However Transformational Leadership motivated employees to achieve more than they thought possible, achieve performance beyond expectations.

FIGURE 2.1: THE ADDITIVE EFFECT OF TRANSFORMATIONAL LEADERSHIP

¹³ Yammarino & Dubinsky, 1994.

¹⁴ Sahin, 2004.



SOURCE: B.M. Bass and B.J. Avolio, 1990¹⁵

However, every employee is different and will react to a transformational leader differently. Transformational Leadership Theory is based on the idea that every employee is different and should be treated differently, but it is also dependent on each individual leader's own charisma. Ideally, it is that charisma that endears a leader to his/her subordinates, and will encourage those employees to focus on the goals of the company rather than on personal gain. However, Northouse (2007) suggests that while Transformational Leadership changes a follower's values and beliefs to be more aligned with the organization's, there is no guarantee that the new goals and objectives are better. Northouse goes on to suggest that "if the values to which the leader is moving his or her followers is not better, and if the set of human values is not more redeeming, then the leadership must be challenged."¹⁶

¹⁵ Northouse, Peter G. *Leadership Theory and Practice*. 4th ed. 2007. P. 184. Adapted from "The implications of Transactional and Transformational Leadership for Individual, Team, and Organizational Development," by B.M. Bass and B.J. Avolio, 1990a, *Research in Organizational Change and Development*, 4, 231-272.

¹⁶ P. 194

Transformational Leadership can also be seen as a derivative of transactional leadership. Basu and Green (1997) cite an argument that states that the “two components of transformational leadership (individualized consideration and intellectual stimulation) are highly limiting, since both could be viewed as intangible transactional rewards. Even charisma can be self-serving, and leaders may use it for personal benefit rather than public good.” A very simple comparison of a transformational leader versus a transactional leader would be that a transformational leader focuses on employee relationships and satisfaction whereas a transactional leader is focused on the product, the work produced by the employees. However, these two theories are less the antithesis of each other and more the compliments of each other. Both focus on having a single leader figure in charge of a group of subordinates. Both work to encourage creativity and productivity among those subordinates. Both focus on encouraging employees to think of their tasks as more than just an assignment.

Ruggieri (2009) discusses the transition of transformational leadership into the digital age. As transformational leadership is so dependant upon the contact and relationship that is developed between a leader and his/her subordinates, through personal contact, conversations, even down to a professional appearance, some of the charisma may be lost by having to interact with a machine. Ruggieri also hypothesized that transactional leaders, who view relationships with employees as an exchange process¹⁷ will not lose as much since there is very little dependence upon personal interaction. Ruggieri’s results indicated that there was little lost from either leadership model when a computer is used as the mediator between the leader and subordinates. He concludes, “Overall both appear to be perceived as equally positive figures, who are intelligent and

¹⁷ Ruggieri, 2009.

sensitive, though greater emphasis on sensitivity is attributed to transformational leaders.”¹⁸

The traditional leadership models of a transformational and a transactional leader both rely upon a single leadership figure to interact with subordinates and inspire those subordinates to succeed. Whether it is through personal interaction or a reward program, each leadership theory is reliant upon a leader who is able to get their subordinates to accomplish a goal. However, as Pfeffer (1977) suggests, not all leaders are elected based upon their abilities to perform these tasks.

Northouse (2007) explains one of the criticisms of Transformational Leadership Theory in his book Leadership Theory and Practice:

Transformational Leadership stresses that it is the *leader* who moves *followers* to do exceptional things. By focusing primarily on the leader, researchers have failed to give attention to shared leadership or reciprocal influence. Followers can influence leaders just as leaders can influence followers. More attention should be directed toward how leaders can encourage followers to challenge the leader’s vision and share in the leadership process.¹⁹

Considering this, it is up to the researcher to decide how to further evaluate leadership and leadership practices. It may be of merit to consider a model where there is no leader other than the followers themselves. The possible lack of formal leadership might motivate the would-be followers to influence and motivate each other. In doing so, these followers might be able to function effectively without a leadership figure and effectively create their own substitutes for leadership.

Substitute Leadership

Substitute Leadership Theory was first identified by Kerr and Jermier in their 1978 article titled *Substitutes for Leadership: Their Meaning and Measurement*.

¹⁸ Ruggieri, 2009.

¹⁹ Northouse, Peter G. Leadership Theory and Practice. 4th ed. 2007. P. 193

Substitute Leadership Theory is based on the idea that certain organizations may not need a central leadership figure. If a figure is in place there, he or she may do more harm than good for the organization. Kerr and Jermier theorized that there can be “certain individual, task, and organizational variables that act as ‘substitutes for leadership,’ negating the hierarchical superior's ability to exert either positive or negative influence over subordinate attitudes and effectiveness.”²⁰

Kerr and Jermier (1978) address the idea that, even in Situational Leadership Theory where no leadership model is a fit for every organization, it is assumed that there is some model that will work for every organization.²¹ In every other leadership model reviewed in this thesis, some leadership figure is assumed. Kerr and Jermier (1978) go on to analyze potential substitutes for leadership. Performance feedback was an interesting substitute for leadership because it could be assumed that the feedback would come from a leadership figure.

Kerr and Jermier (1978) go on to analyze the concepts of leadership substitutes and neutralizers. A substitute is something that would take leadership in both task behavior and relationship behavior and make it irrelevant, unnecessary, or impossible. A substitute for leadership is so called because if there is a legitimate substitute present in an organization, then the leadership behaviors that may or may not take place in that organization no longer are required as the substitute already fulfills that function.

A neutralizer is something else entirely. A leadership neutralizer will still make the leadership behavior for both task and relationships meaningless and impossible, but it does not replace those behaviors. Neutralizers serve merely to counteract the leadership

²⁰ P. 375

²¹ Kerr & Jermier, 1978. P. 375

behaviors but do *not* make them unnecessary. Kerr and Jermier (1978) make an important distinction between the substitutes and neutralizers:

...an important theoretical distinction does exist. It is that substitutes do, but neutralizers do not, provide a "person or thing acting or used in place of" the formal leader's negated influence. The effect of neutralizers is therefore to create an "influence vacuum," from which a variety of dysfunctions may emerge.²²

An example is provided of formal rewards not being desirable to subordinates. This does not make leadership unnecessary, but it will counteract the leadership behaviors that are being used.

The presence of a substitute or neutralizer does not guarantee that the substitute or neutralizer will have any effect. There is relative strength to each substitute and neutralizer. The relative strength or weakness of a substitute or neutralizer is dependant upon the relative strength of any other leadership present. The substitute or neutralizer will have either a strong or a weak influence upon the relevance of that leadership present. Kerr and Jermier (1978) also designated strength based on whether leadership influenced behaviors directly or indirectly. Direct leadership motivated actions based on the leadership itself. Indirect leadership motivated actions based on the implications of the leadership behavior.²³

Podsakoff et al (1988) summed up the Substitute for Leadership Theory:

Thirteen different situational variables have been identified as potential neutralizers or substitutes for leadership. These variables include four subordinate characteristics (abilities, experience, training and knowledge; need for independence; professional orientation; and indifference toward rewards), three types of task characteristics (routine, methodologically invariant tasks; intrinsically satisfying tasks; and task feedback) and six organizational characteristics (the degree of organizational formalization; inflexibility of rules; cohesiveness of work groups; amount of staff and advisory support;

²² Kerr & Jermier, 1978. P. 395

²³ Kerr & Jermier, 1978. P. 396

organizational rewards not controlled by the leader; and the spatial distance between supervisors and their subordinates).²⁴

Podsakoff et al suggests that since these substitutes for leadership were known to exist, leaders might be inclined to ignore them and focus their attention on other aspects of leadership. However, testing determined that almost none of these substitutes for leadership completely eliminated the need for leadership in that area. The study conducted suggests that it was difficult to test substitute for leadership behaviors because there was rarely a single aspect of the behavior at work as a part of the activity. Instead the study concluded that substitutes for leadership could prove viable, but needed further testing.

Podsakoff, MacKenzie, & Bommer (1996) conducted a meta-analysis of the ideas introduced by Kerr & Jermier (1978). The initial approach for this study was that, while the Kerr and Jermier article was widely associated and referred to as a pivotal article regarding leadership, very little had been done, empirically, to test their ideas. Podsakoff et al suggests that while the ideas of substitutes and neutralizers for leadership are compelling ideas, there was very little to support the ideas scientifically. By analyzing research on Substitutes for Leadership, Podsakoff et al were able to present an intriguing perspective on Substitute Leadership Theory. It was concluded that:

Indeed, across the 10 criterion variables, substitutes for leadership account for an average of 20.2% of criterion variance. This is approximately three times the variance accounted for by leader behaviors (7.2%). However, we have not concluded that leader behaviors are unimportant because leaders influence employee attitudes, role perceptions, and behaviors in two ways: directly through traditional forms of leader behavior and indirectly by shaping the contexts in which employees work.²⁵

²⁴ Podsakoff et al, 1988. P. 308

²⁵ Podsakoff, MacKenzie, & Bommer, 1996. P. 395

They go on to suggest that while substitutes for leadership do indeed play a major role in the organization, they do not make the role of a leader unnecessary. Even though substitutes have a very strong impact upon subordinates, leadership and substitutes for leadership are tied together in a way that neither can be left out of a successful equation.

One of the recurring ideas in the articles on substitute leadership is the need for a goal. No group is successful without a clear goal that is effectively communicated to the workers. Kerr and Jermier surveyed a large number of juniors and seniors of the work habits of three well known television characters to discover the common perception of the characters. The most common element of success in these characters was not a strong leader or boss; they were successful because they knew what was needed and expected of them at their work and fulfilled that responsibility²⁶. Sheridan et al. discuss this idea in their 1984 article examining the behaviors of nurses and head-nurses, hypothesizing that it is the cohesion between the nurses that will determine the performance of the group as a whole²⁷. Sergiovanni examined the work atmosphere between teachers, and it is the commitment to “work toward valued social ends” that allows teachers to replace leadership with self-management²⁸. Each of these analyzed groups is very different, but it was never a single leader that led each of the groups to success, it was their individual goals and self-motivation that led the television characters, nurses, and teachers to success.

Podsakoff, MacKenzie, & Bommer (1996) conducted a study that evaluated the effects of Substitute Leadership with Transformational Leadership. The idea behind this study was that while Substitute Leadership is based on some of the Transformational

²⁶ Kerr & Jermier, 1978

²⁷ J. Sheridan, et. al., 1984

²⁸ Sergiovanni, 1992

Leadership Theory ideas, they had never been tested together. The test was conducted to the test the moderating effects of substitute leadership upon transformational leadership, determining whether or not there were viable substitutes, neutralizers, or enhancements of transformational leadership. Podsakoff, MacKenzie, & Bommer (1996) suggests that while a leader may have a viable substitute, “followers may be less likely to move in the articulated direction, or meet high performance expectations, if they do not believe their leaders will be able to reward them for it.”²⁹

The study found that a few of the substitutes for leadership did moderate the leadership behavior, specifically the “self-report criterion measures (i.e., satisfaction, commitment, trust, role clarity, and role conflict)”³⁰ Podsakoff, MacKenzie, & Bommer (1996) go on to suggest that it is the transformational leadership that the subordinates respond to, or that increases subordinate satisfaction:

These effects suggest that employees who perceive their leaders to provide individualized support generally trust their leaders more, and are better sports, more satisfied, productive, altruistic, conscientious, courteous, experience more role clarity and less role conflict, and exhibit more civic virtue, than are employees who perceive their leaders to provide less support.³¹

The individualized support that is so important to Transformational Leadership Theory is also what subordinates responded to.

As was suggested by Kerr & Jermier (1978) there may be behaviors in the work force that render leadership unnecessary. However, that does not take into account the need for subordinate satisfaction. It is the Transformational Leadership Theory ideas that are often associated with employee satisfaction. It is still a double-edged sword however, if an employee appreciates a lot of personal attention and guidelines, they will flourish if

²⁹ P. 262

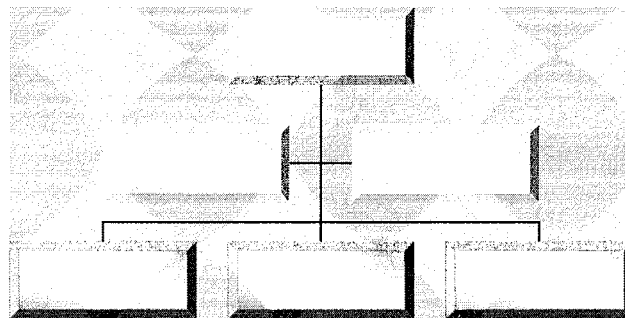
³⁰ P. 286

³¹ Podsakoff, MacKenzie, & Bommer, 1996. P. 290

a leader spends a lot of time with them. However, if a subordinate does not function well with under those restrictions then that sort of attention will not be appreciated. It continues to be up to the leader's discretion and judgment the kind of attention each of their subordinates need. As Podsakoff, MacKenzie, & Bommer (1996) suggests the presence of substitutes for leadership will allow a leader to modify their behavior accordingly, but that leader still needs to be present to offer support.

While Kerr and Jermier (1978) introduced the idea of substitutes for leadership, they did not imply that a leader was unnecessary. They instead were interested in introducing a new idea to organizations where a current leader may indeed be ineffective or unnecessary. Even though Kerr and Jermier's article was published in 1978, the idea that a leader is necessary, usually a single figure, is still a prevalent idea today. Trying to create an organizational chart in Microsoft Word, you are forced to have a single box as the "top of the chart." (See Figure 2.1)

FIGURE 2.2: EXAMPLE OF MICROSOFT WORD ORGANIZATIONAL CHART



However, that is not to imply that the study of Substitute Leadership Theory has fallen on deaf ears. Kerr and Jermier's 1978 article is cited in many articles studying leadership (Sheridan, Vredenburg, & Abelson (1984), Podsakoff, MacKenzie, & Bommer (1996), Gronn (2003)). Many organizations are putting aspects of Substitute Leadership Theory

into practice (Sergiovanni, 1992) in an effort to relieve stress on leaders and to provide more for employees.

Kerr & Jermier (1978) introduced the idea of there being different substitutes for characteristics and qualities of leadership, but what about the organizations that function well with a leadership figure? Kerr & Jermier discuss the different needs of each organization and the different substitutes that may be available in one organization but not another. Similarly, there has been research that analyzes the different styles of leadership that should be used in different situations in an organization. Situational Leadership states that there is no single leadership model that will work in every organization. Situational Leadership is the adaptation of leadership styles to meet the demands of a specific situation within an organization.³²

Situational Leadership

Situational Leadership uses the ideas of *task* and *relationship* that were introduced with the Style Model of leadership. A situational leader would then have to moderate whether or not to use a higher or lower level of task or relationship behaviors based on what the state of their organization is.³³ Situational Leadership Theory is based on the idea that there is no single leadership model that will work for every organization, different situations demand different kinds of leadership.³⁴ As every organization is different, it is important to develop a leadership model that will work best for a specific organization and its employees. While many companies pull models and ideas from transformational, transactional, and team leadership theories, some will change their approach to these theories to find what works best for them.

³² Gates, Hersey, & Blanchard, 1976.

³³ Gates, Hersey, & Blanchard, 1976. P 349

³⁴ Gates, Hersey, & Blanchard, 1976.

The 1976 article by Hersey and Blanchard discusses the two main behaviors of a leader when it comes to approaching employees, Task Behavior and Relationship Behavior. Task Behavior is all interaction with employees regarding a specific assignment, work schedule, and how assignments are to be accomplished. They go on to describe Task Behavior as a one-way street. The leader is telling subordinates how a specific assignment should be performed. Relationship Behavior is a two-way street where the leader works toward fostering a relationship with subordinates.³⁵ One of the most important aspects of Situational Leadership Theory is that there is no set balance between these two behaviors that a leader *must* follow. Every relationship between leader and subordinate is going to be different.

Hersey and Blanchard discuss how a leader should balance Task Behavior with Relationship Behavior; “maturity is defined in Situational Leadership Theory as the capacity to set high but attainable goals, willingness and ability to take responsibility, and education and/or experience of an individual or group.”³⁶ They go on to specify that maturity will differ based on the task at hand, but that it can provide a gauge with which to measure how a leader should approach subordinates. The basic way to analyze Situational Leadership Theory is determining the level of maturity to apply in your own organization. As the maturity of a worker increases, Task Behavior should decrease and Relationship Behavior should increase. For example: As a worker becomes more competent with a computer program, they do not need to be given the same step-by-step instructions every time an assignment is given. Instead, they can just be told what needs to happen and allowed to figure it out on their own as this proves that the leader trusts the

³⁵ Gates, Hersey, & Blanchard, 1976.

³⁶ Gates Hersey, & Blanchard, 1976. P. 349

worker. Alternatively, a leader cannot just jump to telling the worker what needs to happen with a program with which they may be unfamiliar because the worker will struggle and likely need to return to the leader to ask for further clarification.

Sheridan et al (1984) analyzed Situational Leadership that took place among nurses in four separate hospitals. The idea was to “develop an integrative model explaining why leadership effects are contingent on various situational variables.”³⁷

Sheridan et al discovered that there were several outside influences that affected the need for the different leadership tactics, as well as the level of maturity of the project. An excerpt from their conclusion points to several reasons for employee effectiveness:

The technology of nursing work also had direct and indirect influences on job performance. Uncertain or unstable nursing technology had a direct inverse effect on nursing performance and apparently created a need for stronger direction from head nurses or the administration. In the absence of strong performance-reward administrative actions, uncertain and unstable technology tended to increase the frequency that the head nurse demonstrated assertive leadership behavior. However, as discussed earlier, assertiveness tended to have a further inverse effect on staff performance without strong administrative guidelines regarding performance-reward expectations. Only under a strong performance-reward climate did the head nurse's assertiveness have a positive influence on job.³⁸

They also concluded that it was often the working environment of the hospital that played a big role in the effectiveness of the employees. In addition, they also concluded that a performance-reward environment, a.k.a. transactional leadership, allowed a head nurse to be more assertive without instigating negative consequences.

Situational Leadership Theory addresses the fact that you cannot paint each organization with the same brush. Leadership techniques need to be shaped and molded based on the organization they are going to be implemented in. Different leadership techniques for telecommuters (Farmer, 2005), the military (Yeakey, 2002), or school

³⁷ P. 59

³⁸ Sheridan et al, (1984). P 74

principals (Walter, Caldwell, & Marshall, 1980) all support the need for very different leadership models in different work environments.

In conclusion, Situational Leadership Theory states that there is no single leadership model that can be used universally in all organizations. Leadership is a careful balancing act to ensure that followers have appropriate goals, and that they are themselves taken care of. Team Leadership puts the regulation of the ideas of task and relationship into the hands of the followers themselves. The Team Leadership Model puts the power of leadership into the hands of the people doing the work.

Team Leadership

The study of team leadership or group leadership has many different variations. There are teams that an organization's leader creates to encourage productivity, teams that are assembled specifically to work on a single project, and teams who are in charge of an organization.³⁹ Not all teams are permanent; teams are sometimes assigned to work together on an ad hoc basis, assembled to accomplish a certain task or for a certain period of time.⁴⁰ Northouse suggests that the use of teams in an organization will lead to more effective performance and development of new ideas.⁴¹ He goes on to discuss the Characteristics of Team Excellence: Clear, elevating goal, Results-driven structure, Competent team members, Unified commitment, Collaborative climate, Standards of excellence, External support, and Principled leadership.⁴²

Ammeter and Dukerich (2002) conducted a study that analyzed the habits of "high performance" teams in the fields of engineering. These teams were analyzed

³⁹ Seifert & Economy. Leadership Ensemble.

⁴⁰ Zaccaro, Rittman, & Marks, 2001.

⁴¹ Larson & LaFasto, 1989.

⁴² Larson & LaFasto, 1989.

because they were functioning above assigned productivity and ahead of schedule.

Ammeter and Dukerich then created a list of the 9 most prevalent themes that the team members used when describing what made them effective. The number one theme was the sense of belonging to a team and the fact that they worked well together. From this, it became evident that not just any team will succeed. The team has to work well together, has to be able to play upon and off of each other's skills, and must be different enough that there is a broad enough range of skills to be played off of. The team needs to work interdependently of each other to accomplish whatever task it is assigned. An interesting discovery that Ammeter and Dukerich (2002) made was that team building had no real effect upon the team's eventual productivity. "It is possible that the environment of a good project team naturally contains within it the characteristics that team building seeks to build, and that the 'sense of team orientation' is itself an indicator of such an environment."⁴³

There are teams that exist within a transformational or a transactional leadership system. These teams have been assembled by the leader to accomplish a certain task. Hackman (1990) discusses that there are three dimensions that should be considered in the creation of those groups. The first aspect of a group is its ability to assemble a quality, finished product. This seems self evident, but is worth mentioning because it should not be taken for granted. Group members need to collectively have the skills needed to get the job done. The group members also need to enhance each other's abilities and give each other something to work with. The group needs to be able to effectively use its collective skills and prepare itself for being able to work together in the future. A group is also an audition process where you test out the other group members to see if you would

⁴³ Ammeter and Dukerich, 2002. P. 6

be interested in working with them in the future. Most committees function as any other team or group and the members of that committee often recommend each other for other committees. Finally, each team member needs to benefit from having been a part of the group. Groups are themselves a transactional leadership model in that a cohesive and effective group allows its members to derive rewards and benefits from having participated in the group.⁴⁴

Fisher claims: “The fundamental distinction between leader and leadership is the difference between process and person.”⁴⁵ Organizations are rarely the brain child of a single person, but are instead the collective idea of a small team or group that worked together to create the organization itself. Teams are essential to the decision making process because then there is a check-system in place. A good example of this is the governance of the United States. The president cannot make a major decision until it is approved by the other two branches of government.

But what makes a team effective? Just assembling a good group of people doesn’t guarantee results. Zaccaro et al (2001) discuss the need for a “team mental model,” arguing “With well-developed team mental models, team members may be better able to anticipate each other’s actions and reduce the amount of processing and communication required during team performance.”⁴⁶ A final goal for the team to be working towards is important, but it means nothing if only the leader or a small portion of the group has an accurate idea of what that final goal is. For example, a set design team may be asked to design a set that resembles a “green monster,” and design such a set resembling a dragon only to later discover that the initial “green monster” was a praying mantis.

⁴⁴ Hackman, 1990.

⁴⁵ Fisher, “Leadership as Medium.” P. 169

⁴⁶ P. 459

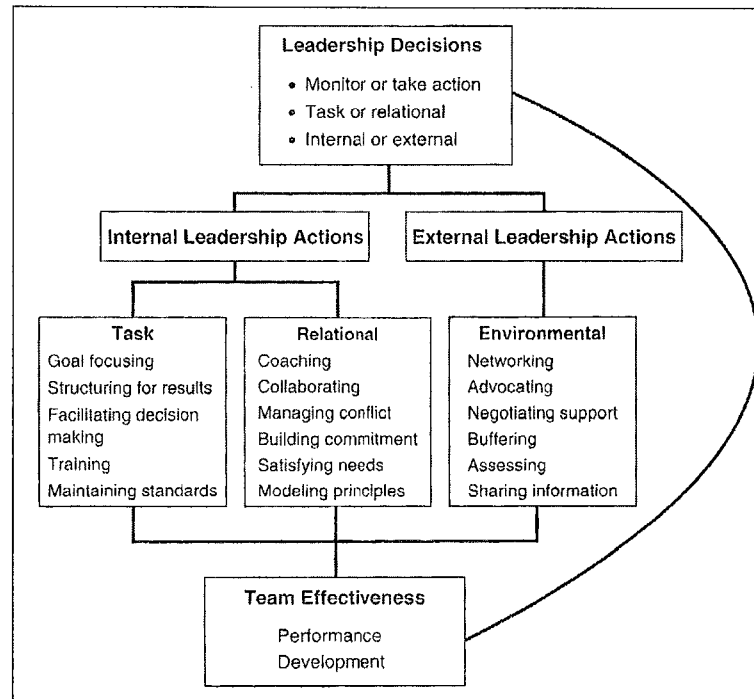
A team is only as good as its leader. Ammeter and Dukerich (2002) agree that the most important job of a team leader is to effectively communicate the desired goal for the team. They go on to suggest that the second most important job for a team leader is to “keep members informed of the status of the project.”⁴⁷ Zaccaro et al (2001) similarly claim that “coordinated action” is necessary. The leader must keep all members of the team informed of the other members’ actions. A team member will only be able to play off of the other members if he/she knows what the other members of the group are doing. Especially as we are now in the digital age and team members may be all over the country, it is important to stay current on the behaviors and actions the other team members have taken. Zaccaro et al (2001) state that a team must be coordinated to function effectively.⁴⁸ This can be both helped and hindered with technological mediums.

This study will follow the example set by Hill’s Model for Team Leadership (See Figure 2.2). As the team is responsible for monitoring its own task and relational behaviors, an overseer of the team must regulate the team’s environment. This model provides the different actions needed to maintain the optimal task, relational, and environmental factors.

FIGURE 2.3: HILL’S MODEL FOR TEAM LEADERSHIP

⁴⁷ P. 5

⁴⁸ P. 473



SOURCE: Kogler Hill, Susan E. 2004.⁴⁹

The different actions that make up task, relational, and the environmental leadership should be monitored both by the team itself and by the team leader. A leader should be able to decide whether or not to monitor the team or take action, if intervening to meet task or relational needs is necessary, and if the intervention should be conducted internally or externally.⁵⁰ This model provides a leader with the actions that need to be maintained for a team to function.

The Team Leadership Model may be effective when used correctly.⁵¹ It can foster solutions that may not have been reached by an individual. Similarly, it allow team members to develop a cohesive unit that can function independently of a single leader, and, while a leader may have been essential in the creation of such a team, the team is then able to work interdependently of each other. Just like any other leadership model, it

⁴⁹ Team leadership. In *Leadership Theory and Practice*. Edited by P. G. Northouse. p. 210.

⁵⁰ Hill, 2004.

⁵¹ Northouse, Peter G. *Leadership Theory and Practice*. 4th ed. 2007. P. 223

is the people involved that will make it work. A team has to be able to work together, but in doing so they are able to get to know each other's strengths and weaknesses. An effective team should be able to accomplish more than an equal number of individuals. Also, like any other leadership technique, the team members should eventually care about the outcome of its project more than individual recognition.

Summary

The Trait, Skills, and Style models of leadership provided a basis for leadership research by analyzing whether a leader is born or made.⁵² These models are important to the foundation of leadership theory, and are still widely recognized today.

Transformational Leadership Theory introduced the idea of a charismatic leader, someone who is able to inspirationally motivate followers to accomplish more than they may have initially thought possible.⁵³ A Transformational leader can be compared to a Transactional Leader, a leader who offers contingent rewards if a job is accomplished, or punishment if it isn't. Northouse (2007) discusses how a transactional leader will be able to motivate followers to achieve the set goals, but a transformational leader will be able to inspire followers to exceed those set goals.⁵⁴

Kerr & Jermier's (1978) Substitutes for Leadership Model discusses the possibility of an organization functioning without a set leader and instead relying on substitutes for the qualities of leadership. Kerr & Jermier introduced the idea that an organization might be able to function without a single leadership figure.

⁵² Northouse, Peter G. Leadership Theory and Practice. 4th ed. 2007. P. 15-89

⁵³ Yammarino & Dubinsky, 1994.

⁵⁴ Bass & Avolio, 1990.

Situational Leadership Theory probes the idea of needing a different leadership method for different organizations.⁵⁵ Situational Leadership uses the basis of the Style Leadership Model. By using either high or low levels of relationship or task behaviors, a situational leader is able to direct, coach, support, or delegate as needed. These behaviors allow a situational leader to match his or her leadership style to the varying conditions of the employees in their organization.⁵⁶

Team Leadership Theory analyzes the benefits of using teams in an organization. Teams use coordinated action and shared goals to accomplish tasks effectively. Teams are able to draw upon the combined skills of all their members to accomplish a task to the best of its member's abilities.⁵⁷ A team leader should monitor the team's performance and development to know whether or not taking action is necessary. A team leader is able to provide outside resources for a team and change his or her leadership style based on the current state of the team itself.⁵⁸

This research provides a detailed look at the different leadership models available for study. However, I have not come across a leadership article that, instead of studying an established organization, created an organization for the purposes of analyzing an aspect of leadership theory. This thesis creates a study that examines the effects of team leadership in a newly created, short-term organization. As this thesis has yet to learn of any similarly created organizational models, this study will use a new way to explore team leadership.

⁵⁵ Gates, Hersey, & Blanchard, 1976. P 349

⁵⁶ Gates, Hersey, & Blanchard, 1976.

⁵⁷ Zaccaro, Rittman, & Marks, 2001.

⁵⁸ Zaccaro, Rittman, & Marks, 2001.

Chapter two has taken a brief look at the research that has been previously done in the different fields of leadership. It has also made comments on the viability of these options. Chapter three will outline the research methodology used in this thesis.

Chapter III

Methodology

The purpose of chapter three is to discuss the research methods used in this thesis to explore if team leadership can be used in place of a formal director in a theatrical production. Chapter three discusses the methodology, the sample, and the process used to acquire this particular group of research subjects. Additionally, chapter three presents the questionnaires given to each research subject.

Qualitative Methodology

This thesis seeks a greater understanding of leadership in general and team leadership in particular. The research subjects involved in this thesis are volunteers. As this is a qualitative study, there was no initial hypothesis, and this thesis will not prove any theorem. The research subjects were given questionnaires, observed in the rehearsal process, and interviewed to ensure a more complete knowledge of the production process and the leadership model, which will be discussed later in the Data Collection Section of this chapter. The goal of this thesis is to contribute to the field of leadership and ideally expand the knowledge of the team leadership model.

This thesis employed an aspect of qualitative inquiry called Action Research. Action Research is aimed at “changing professional practice or improving the

circumstances of disadvantaged or disenfranchised groups.”⁵⁹ This method uses mixed techniques to try and bring about change in an organization, to try and reach results. Action Research is a continually self-evaluating method. This thesis created a theatrical production through the use of team leadership. Should the research methods need to change the way they are accomplished mid-process, Action Research allows such actions where other research methods may not.

Quantitative Analysis provides hard facts and numbers, which cannot be provided with Qualitative Analysis, but Qualitative Analysis answers the questions of why and how. This thesis collected quantitative data in the form of questionnaires, but it is the interview and the researcher observations that provide the rich detail to explain the results.

Sample Selection

This thesis used a convenience sample. For the sake of funds and other restrictions, this study had to be held at Colorado College. The subjects available for this production were students of Colorado College. Given the nature of the Colorado College population, it would have been inappropriate to use a random sampling of this population. For this study to be effective, subjects with a moderate to good theatrical background, an understanding of the role of director, and the ability to commit the amount of time necessary for the production were needed. The majority of students at Colorado College population have no theatrical background or a working understanding of the director role in a theatrical production. To evaluate the subjects' time commitments, actors auditioning for the roles were asked for their other time commitments. Open auditions were held to fill the parts of the play selected for this

⁵⁹ The Scope and Contribution of Qualitative Research. P. 20

production. This allowed the possible subjects to self-evaluate based on their own theatrical knowledge. The play selected, Rise & Shine⁶⁰, calls for a cast of two women and two men. The actors selected to participate in this study were first selected for their acting abilities and second for any previous leadership experience they had in the theatrical field. Previous leadership experience included serving as a director in previous productions, assistant directing for an acting camp, and working as stage manager⁶¹ in previous productions. This thesis involved a self selection process of recruiting its sample. These subjects volunteered to audition for the show. All had previous theatrical experience, and were willing to be a part of the production when the process was explained to them. This sampling of convenience was a better option as it will provide a much richer data set than if a random sampling had been used. Table 3.1 outlines each actor's previous acting and leadership experiences.

TABLE 3.1: TABLE OUTLINING PREVIOUS EXPERIENCE OF PATICIPANTS

Actor	Previous Acting Experience	Previous Leadership Experience
B	No previous acting experience, but lots of exposure to technical theatre in general throughout high school. Almost all experience has been with lighting, sound, or scenic design.	Has been an assistant stage manager twice, but only had contact with the actors and the stage manager. Stage Managed for one production but had limited interaction with the director.
K	Started acting seriously in high school. Won "Best New Actress" during senior year of high school. In college, has acted in shows put on by the drama department, theatre workshop, one previous thesis performance, and one other production. Largest role was Sister Aloysius in <u>Doubt</u> .	Stage Manager for several theatre workshop productions and currently serving as the Artistic Director for Theatre Workshop.

⁶⁰ Written By – Samuel Gasch

⁶¹ "Stage managers typically provide practical and organizational support to the director, actors, designers, stage crew and technicians throughout the production process." Information Cited from the American Association of Community Theatre. <http://www.aact.org/people/stagemanager.html>, Feb. 22, 2010

M	Acted throughout high school in a play or two each year, was in advanced drama, and in a variety of musicals. In college has acted in <u>Six Degrees of Separation</u> , <u>Duchess of Malphi</u> , <u>Proof</u> , <u>Adding Machine</u> , and an acting adjunct.	Assistant directed for a drama camp production for a couple summers.
S	Has acted in several shows per year since elementary school with roles ranging from ensemble parts and cameos to larger, more leading roles. Productions include: <u>Alice in Wonderland</u> , <u>Alice in Wonderland</u> , <u>Noises Off</u> , and <u>The Rimers of Eldritch</u> .	Has directed one or two acts a year since sophomore year of high school, ranging in length from 7 to 45 minutes. Productions include: <u>Bloody Mary</u> , <u>Hurry!</u> , <u>Family 2.0</u> , and <u>The Zoo Story</u> .

The Inspiration – Orpheus Chamber Orchestra

As explained previously, the model for this thesis was inspired by Orpheus Chamber Orchestra. This is a chamber orchestra currently functioning out of New York, NY. Orpheus was established and founded as the world’s only conductorless orchestra. The Orpheus model of shared leadership is explained in a book written by Harvey Seifter, the executive director of Orpheus Chamber Orchestra, and Peter Economy, management author. The book is titled Leadership Ensemble: Lessons in Collaborative Management from the World’s Only Conductorless Orchestra. Seifter and Economy begin by discussing the role of a conductor:

Conductors stand at the very pinnacle of their orchestras’ musical hierarchies, in roles that go far beyond those of most corporate CEOs or presidents. Instead of directly supervising the activities of a relatively small team of vice presidents or top managers as do most chief executives, conductors directly supervise the activities of each and every musician in the orchestra. They are expected to exact uniformity from large groups, down to the smallest details, and any failure to invoke that authority is likely to be perceived as weakness. When asked if the orchestra conductor is a good model for leadership in business, Ben Zander, founder and conductor of the Boston Philharmonic Orchestra, was unequivocal in his response. “It’s the worst! The conductor is the last bastion of totalitarianism in the world-the one person whose authority never gets questioned. There’s a saying: Every dictator aspires to be a conductor.”⁶²

⁶² Seifter & Economy, Leadership Ensemble. 2001. P. 10

Orpheus Chamber Orchestra sought to try a new orchestral model. To do so, the position of conductor was eliminated. Instead the different members of the orchestra are each expected to each have a share of leadership:

...everyone in Orpheus is expected to become a leader at some time, ensuring that we sustain a unique multileadered organization that fully engages and flexibly deploys the creative abilities and energies of each member.⁶³

This idea has established Orpheus as a model for team leadership.

The Orpheus model institutes a rotating leadership policy. Core groups of the musicians are used to create a concept or form an opinion before presenting to the rest of the orchestra. Then the orchestra as a whole either accepts or rejects the core group's decision. The core group concept is also applied to the rehearsal process. The orchestra picks rehearsal leaders, on a temporary basis, to have the final say if there is a deadlock between orchestra members about the way a piece should be performed. Orpheus promotes an open environment that encourages its musicians to be able to approach each other to establish a sense of collaboration among the musicians. One of Orpheus' creeds is to put power in the hands of the people doing the work, and that's what this system attempts to establish.⁶⁴

This thesis takes the Orpheus model and applies it to a theatrical production, based on the idea that if the Orpheus model works for one artistic organization, why shouldn't it also be able to work for other artistic organizations? By applying the Orpheus model to other artistic organizations, this thesis will explore the possibility of adopting a complete team leadership model and the lessons for the business world as well. Orpheus is a successful orchestra, as evidenced by the fact that they are one of two orchestras, as

⁶³ Seifter & Economy, Leadership Ensemble. 2001. P. 11

⁶⁴ Seifter & Economy, Leadership Ensemble. 2001.

of Leadership Ensemble's publication, which have a partnership with Carnegie Hall.⁶⁵

This thesis explores the possibility of another organization seeking to achieve success because of, or perhaps in spite of, a similar team leadership model.

The Process

Using the Team Leadership Model developed by Orpheus Chamber Orchestra, this thesis attempts to re-create their success. The play selected, Rise & Shine, has a total of 10 scenes. Each member of the production team, which included myself, was given two scenes each to direct. The breaking down of individual responsibility tried to replicate the core groups of the Orpheus model. As Orpheus is an orchestra of 25-30 musicians, this seemed the most productive way to emulate their approach. The scenes I picked to direct were the first two scenes; that way I could accustom the actors to working with each other and would be available to them. While directing, I made sure to always seek the approval of the true directors of the show and always solicit their advice on decisions. However, after the first two scenes were taken care of, I turned the reins completely over to the actors. It then became the actors' responsibilities to run the rehearsals and be the final voice for their particular scenes. Meanwhile, I would be available as stage manager, but ideally would not be needed and could be free to observe the process.

This thesis truly follows the idea of "putting power into the hands of the people doing the work."⁶⁶ Each actor was in charge of two scenes and would rotate from the director position to the follower position depending on which scenes were scheduled to

⁶⁵ Seifter & Economy, Leadership Ensemble. 2001. P. 1

⁶⁶ Seifter & Economy, Leadership Ensemble. 2001. P. 19

be rehearsed each day. Figure 3.1 is a breakdown of each scene, including the characters in each scene, as well as the character responsible for directing it.

FIGURE 3.1: BREAKDOWN OF RISE & SHINE DIRECTOR-TO-SCENE

Director List:	
Scene 1, 1 Cast: Amanda Director: Sam & Team	Scene 2, 1 Cast: Father, Tom Director: Laura
Scene 1, 2 Cast: Amanda, Father, Laura, Tom Director: Sam & Team	Scene 2, 2 Cast: Amanda, Laura, Tom Director: Father
Scene 1, 3 Cast: Amanda, Father Director: Laura	Scene 2, 3 Cast: Father, Laura Director: Amanda
Scene 1, 4 Cast: Amanda, Father Director: Tom	Scene 2, 4 Cast: Amanda, Tom Director: Father
Scene 1, 5 Cast: Father, Laura Director: Amanda	Scene 2, 5 Cast: Amanda, Laura Director: Tom

By putting the power into the hands of the actors, the people who were doing the work, this thesis hoped to generate a better final product.

It is also important to consider some of the resources that must be provided for a team to be effective. According to the Hill's Model for Team Leadership, team leadership decisions boil down to two dimensions of leadership behavior: "monitoring versus taking action and internal issues versus external group issues."⁶⁷ While running this production, each director had to consider the needs of their individual scenes and decide if outside resources needed to be provided, if the actors had issues either with each other or with the process, and if there was anything that could be provided to make the process more effective.

⁶⁷ Hackman & Walton, 1986.

Data Collection

This thesis involves a small group of participants and it was important to track their perceptions of the project over the course of the production. The information collected is important in determining the factors that encourage effective work from the actors. It is also important to determine if the actors are working simply for the sake of working, or if they are invested in the goals of the team leadership design. As this thesis uses qualitative analysis to determine the effectiveness of the design, it was important to gather as much information from the participants as possible without interfering with the production process. The tools used to collect this data were questionnaires and a semi-structured interview. Additionally, it was important that observations of the process were made.

Questionnaires were given to the actors on a weekly basis. This allowed the actors to evaluate the team leadership process at regular intervals that would not interfere with the production process. These questionnaires (Figure 3.2) were designed around the tenets of Transformational Leadership and Team Leadership. Transformational Leadership questions were included to determine if the actors were gaining idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration⁶⁸ from each other and from the production process in general.

FIGURE 3.2: WEEKLY QUESTIONNAIRE

Week 1 Only
Please describe any previous experience that you have had with acting or directing.
Please describe how you prefer to be rewarded when you are a participant in a play.

⁶⁸ Bass & Avolio, 1990.

All Weeks								
								Strongly Disagree
								Strongly Agree
I understand this week's goals	1	2	3	4	5	6	7	N/A
I was inspired by this week's directors	1	2	3	4	5	6	7	N/A
I am passionate about our production	1	2	3	4	5	6	7	N/A
I understand my role in this production	1	2	3	4	5	6	7	N/A
I felt challenged to solve problems on my own	1	2	3	4	5	6	7	N/A
I feel encouraged to try and figure out creative solutions	1	2	3	4	5	6	7	N/A
I feel encouraged to be innovative	1	2	3	4	5	6	7	N/A
I feel listened to by the cast	1	2	3	4	5	6	7	N/A
I feel respected by the cast	1	2	3	4	5	6	7	N/A
I care about the success of this production	1	2	3	4	5	6	7	N/A
I feel supported	1	2	3	4	5	6	7	N/A
I feel as I am contributing everything I can to this production's success	1	2	3	4	5	6	7	N/A
I have provided outside resources to support the production	1	2	3	4	5	6	7	N/A
I feel as though I am doing all the work	1	2	3	4	5	6	7	N/A
I feel a sense of accomplishment this week	1	2	3	4	5	6	7	N/A
I accomplished more than I thought possible this week	1	2	3	4	5	6	7	N/A
We had a good routine for this week's work	1	2	3	4	5	6	7	N/A
I got good feedback this week	1	2	3	4	5	6	7	N/A
I understood the director's role	1	2	3	4	5	6	7	N/A
I have enjoyed my experience this week	1	2	3	4	5	6	7	N/A
I needed more guidance this week	1	2	3	4	5	6	7	N/A
I am proud to be associated with this production	1	2	3	4	5	6	7	N/A
The entire production is consistent in our artistic vision	1	2	3	4	5	6	7	N/A

There was a semi-structured interview with the actors during the fourth week to discuss their feelings on the project and perhaps make alterations for increased productivity as the production deadline approached. This was in concert with the Hill Model for Team Leadership by ensuring that the team is provided with adequate external resources. The only way to be aware of the problems that may or may not have been occurring during the production process is to ask those involved in the process. Table 3.2 contains the interview questions asked of everyone during the semi-structured interview.

TABLE 3.2: INTERVIEW QUESTIONS

1	How can we make this process better?
2	What can we do differently?
3	Why didn't you talk to me to try and make it better?
4	Is there anything that can be done now to enhance your ownership of the project?

5	Did you have ideas of where you wanted to go with this when you first came in to work on the play?
6	Do you think you were able to communicate your vision effectively?
7	Did you have trouble offering suggestions if you weren't directly asked?
8	Were you able to use the different talents of your team members?
9	Were you able to collaborate well?
10	If you came in with goals, were you able to pass them, meet them, or were you forced to change these goals?
11	Is there anything that we have done here that you would take from this experience and apply again?
12	Is there anything else I should have asked you?

In addition to the interview, it was important to observe the production process and track the successes and failures. This perspective is important because it can be compared to the information collected from the questionnaires and the semi-structured interview.

Data Analysis

The data collected from this thesis came from three sources: actor questionnaires, semi-structured interviews, and researcher observations. This data will be analyzed for themes in the responses and observations. The themes will be matched against concepts from transformational and team leadership models. The themes will be tracked throughout the entire thesis production process. For example, the questionnaire (Figure 3.2) asked about the passion the actors felt towards the production. Following the Orpheus model for team leadership⁶⁹, this thesis will analyze the levels of passion the actors felt towards the work they were doing. Similar analyses will be conducted by tracking the actors' relationship with each other, their contributions to the production, and their sense of accomplishment. These analyses will uncover the sense of cohesion among

⁶⁹ Seifert & Economy, Leadership Ensemble. 2001. P. 187-204

the group and determine if the actors have successfully achieved levels of transformational leadership. Transformational Leadership encourages workers to achieve “performance beyond expectations.”⁷⁰ This thesis will determine if the leadership model here has been able to become transformational or if it has remained at the transactional or laissez-faire levels.

Chapter three presented the methods for addressing the research question. It also discussed the inspiration that led to this thesis and how the data will be analyzed. Chapter four will analyze the results gained from these methodologies, and chapter five will discuss the key findings, limitations of this research, and how to improve this study in the future.

⁷⁰ Bass & Avolio, 1990.

Chapter IV

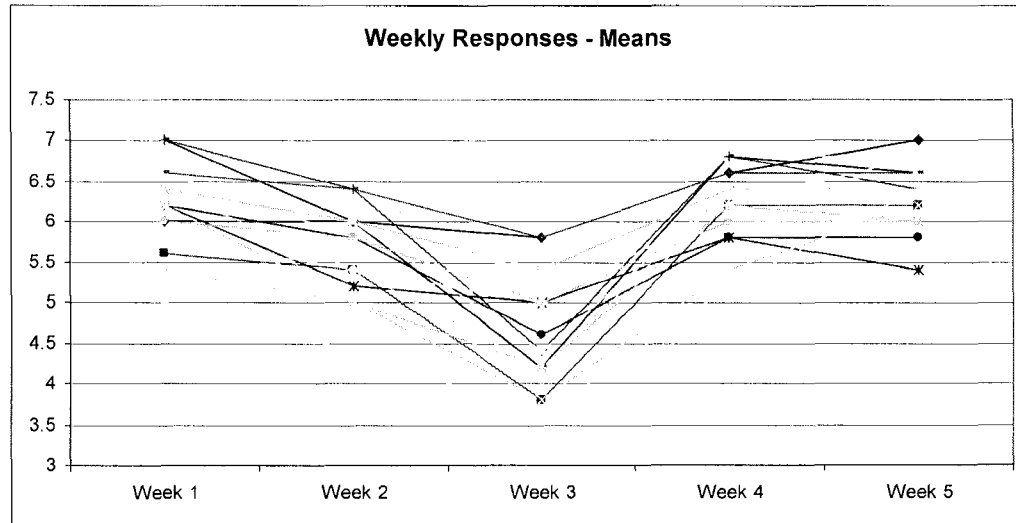
Findings

The purpose of Chapter Four is to present the data collected. It begins by examining the responses generated from the weekly questionnaires, discussing the levels of commitment, leadership, and collaboration. Then this chapter will present the data from the semi-structured interview, which will provide anecdotal background to the information gained from the questionnaires. Finally, this chapter will introduce the researcher observations and interventions deemed necessary as part of the production process.

Questionnaires

Each subject was given a questionnaire each week to evaluate the team leadership process. (See Figure 3.2) I also responded to these questionnaires to see if my opinions of the production, as a participant observer, were consistent with the rest of the production team. The means of most of the questions on the questionnaire had a very similar pattern. Figure 4.1 is a graph representing the mean responses to each question per week. Each line is the mean responses to a particular question over the production process.

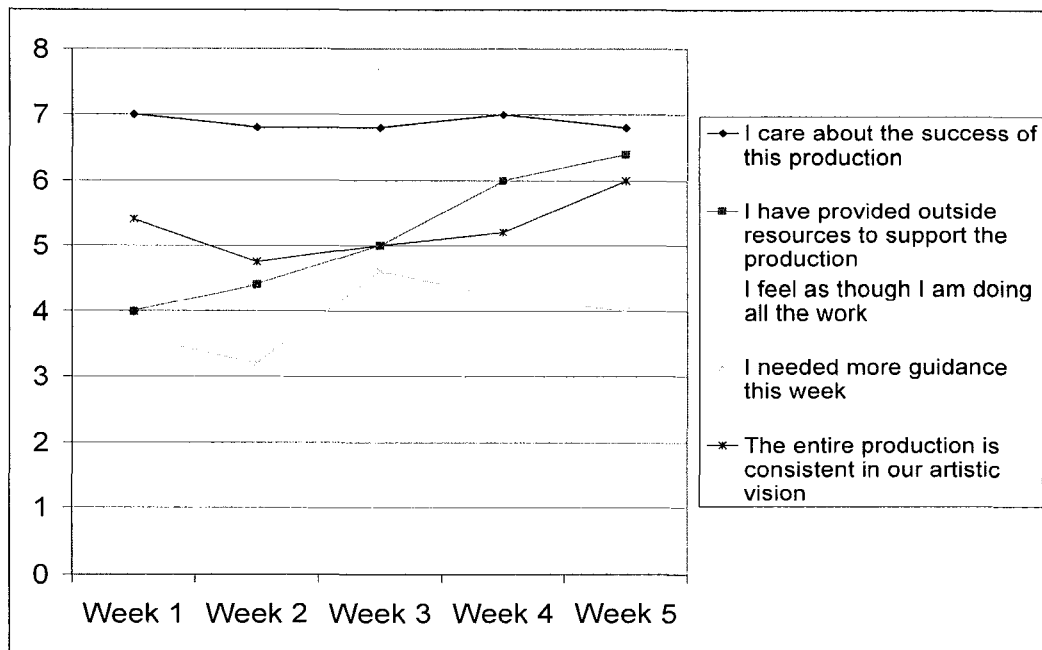
FIGURE 4.1: MEAN RESPONSES TO LEADERSHIP QUESTIONS



This graph shows the pattern of the third week getting the lowest mean responses compared to the other weeks, where responses remained fairly high. There were five outliers to this pattern of response means. (See Figure 4.2) The pattern of responses was different for the questions:

1. I care about the success of this production
2. I have provided outside resources to support the production
3. I feel as though I am doing all the work
4. I needed more guidance this week
5. The entire production is consistent in our artistic vision

FIGURE 4.2: MEAN RESPONSE OUTLIERS



The responses to “I care about the success of this production” question remained consistently high. The responses to “I have provided outside resources to support the production” rose continually as the production continued. The responses to “I feel as though I am doing all the work” and “I needed more guidance this week” both display responses that are the inverse of the more common pattern, with Week 3 receiving the highest numbers. This could have been expected as these questions are more negatively phrased and would therefore produce inverse results. The responses to the final question, “The entire production is consistent in our artistic vision,” seemed to dip for the period of weeks two, three, and four instead of just week two.

Table 4.1 provides that data on the means and standard deviations of each question on the questionnaire. The outlier responses, those that didn’t follow the “lowest mean response in Week 3” pattern, are highlighted.

TABLE 4.1: QUESTIONNAIRE MEANS AND STANDARD DEVIATIONS

	I understand this week’s goals	I was inspired by this week’s directors	I am passionate about our production	I understand my role in this production
Mean	6.20	5.65	6.35	6.45

Stan. Dev.	0.83	1.23	0.99	0.83
	I felt challenged to solve problems on my own	I feel encouraged to try and figure out creative solutions	I feel encouraged to be innovative	I feel listened to by the cast
Mean	5.40	5.60	5.60	6.15
Stan. Dev.	1.10	0.99	0.99	1.46
	I feel respected by the cast	I care about the success of this production	I feel supported	I feel as I am contributing everything I can to this production's success
Mean	6.00	6.85	6.05	5.75
Stan. Dev.	1.59	0.37	1.19	0.91
	I have provided outside resources to support the production	I feel as though I am doing all the work	I feel a sense of accomplishment this week	I accomplished more than I thought possible this week
Mean	4.75	2.50	6.00	5.05
Stan. Dev.	1.59	1.36	1.17	1.50
	We had a good routine for this week's work	I got good feedback this week	I understood the director's role	I have enjoyed my experience this week
Mean	5.30	5.55	5.95	6.00
Stan. Dev.	1.38	1.19	0.76	1.21
	I needed more guidance this week	I am proud to be associated with this production	The entire production is consistent in our artistic vision	TOTAL
Mean	4.00	6.65	5.32	128.85
Stan. Dev.	1.72	0.59	1.06	16.61

Of the non-outlier responses, the response with the highest mean was “I am proud to be associated with this production” with an average response of 6.65 over five weeks. The lowest mean response was to “I accomplished more than I thought possible this week” with a mean response of 5.05 over five weeks. “I am proud to be associated with this production” also had the lowest standard deviation with only a 0.587. However, the highest standard deviation was to “I feel respected by the cast,” with a standard deviation of 1.589.

Semi-Structured Interview

The semi-structured interview was formatted in a focus group style of asking all the participants the questions at the same time. The questions asked (See Table 3.2) for general input on the production and leadership process. The responses indicated that the

actors needed a more clarified production process, with a more laid-out discussion beforehand. They wanted to clarify my role as a participant observer. Their responses also seemed to indicate a further desire for authority and insecurity over their own leadership demands. Responses also seemed to indicate that while it was not the case this time; the director is often seen as an intimidating presence. Table 4.1 contains excerpts from the semi-structured interview.

TABLE 4.2: SEMI-STUCTURED INTERVIEW RESPONSE EXCERPTS

Interview Excerpts	
Questions	Responses
How can we make this process better?	<p>K: <i>I think we could have done a discussion before we started anything just outlining our responsibilities as directors. It would've helped to have a little more guidance as to what this process was going to look like.</i></p> <p>M: <i>If we'd gotten to define your role right off the bat.</i></p> <p>K: <i>It felt like even when we took over as directors and you became stage manager we still saw you as the authority.</i></p>
What can we do differently?	<p>K: <i>A talk beforehand to outline the process</i></p> <p>S: <i>Define roles specifically</i></p> <p>B: <i>I didn't really know what a director does normally, so it made it a lot harder for me to know what you expected as well as what a director normally does.</i></p>
Why didn't you talk to me to try and make this better?	<p>M: <i>Cause you're scary...</i></p> <p>K: <i>We're really comfortable talking with each other because we're all on an equal plane but we see you as a more authority</i></p>
Did you have ideas of where you wanted to go with this when you first came in to work on the play?	<p>M: <i>I think that made us choose something that was maybe more simple than maybe we would have otherwise chosen so that we could fit everyone's visions into it, but made a very generic show.</i></p>

<p>Do you think you were able to communicate your vision effectively?</p>	<p>M: <i>There aren't very many strong positives in the sense that we feel as though we've all developed our original vision, but all the negatives are really weak. I feel as though if I have a problem with what somebody says about my character or about my scene that I'm on equal footing to address that.</i></p> <p>K: <i>The whole process is very neutral, not SUPER awful or super good</i></p> <p>M: <i>Yeah, maybe we're playing director like we're playing two different roles and that's why we think [R] is the real director-</i></p>
<p>Did you have trouble offering suggestions if you weren't directly asked?</p>	<p>K: <i>You don't want to upset the other directors because they are your directors, not just your co-actors.</i></p> <p>M: <i>You're allowed to upset co-actors...</i></p>
<p>Were you able to collaborate well?</p>	<p>S: <i>Definitely, and you know, [B] would always say, "I think of this scene in terms of lighting." That's interesting because I don't. I think of each scene as a different part of the story.</i></p>
<p>If you came in with goals, were you able to pass them, meet them, or were you forced to change these goals?</p>	<p>K: <i>I wish I would have had bigger, stronger goals. It was kind of like, "oh don't forget to direct!"</i></p>
<p>Is there anything that we have done here that you would take from this experience and apply again?</p>	<p>M: <i>CO-directing something seems like a very valid option</i></p> <p>K: <i>And I think if I ever direct in the future I will make a point of making sure my actors have a say because I'm realizing that having a say in how two people play a scene that I'm not makes it more important to me when normally I'd be backstage.</i></p> <p>B: <i>I think the important thing for me was realizing that it's not, so much the experience as how you decide to use what you got. I think that's something I'll take with me.</i></p> <p>M: <i>I think we have a good show. We didn't fail.</i></p>

The interview also indicated that the actors avoided conflict with the other actors and me. The actors did feel as though the show itself was a good one and that all goals had been met.

Researcher Observations

I kept a weekly log of my observations of the production process. The log contains both my observations as an outsider and my observations as a participant in the production process.

Over the five week period, I observed the actors slowly becoming accustomed to the production model and production process. I observed that there were some acting issues and other problems that needed to be worked out. For example, for several of the scenes the directors would solve whatever problems they were being faced with by adding furniture to the set to try and fit the set to their individual concept for the scene. This was not effective as these pieces of furniture were not going to be available to us, and I finally had to intervene to insist that the participants establish a permanent set design. I observed that none of the participants were willing to take the initiative in most cases. Additionally, in some cases the participants neglected the duties they were supposed to do. Table 4.3 is a series of excerpts from the researcher weekly log.

TABLE 4.3: EXCERPTS FROM RESEARCHER WEEKLY LOG

Week	Log Excerpts
Week 1	<ul style="list-style-type: none"> <li data-bbox="500 1514 1398 1869"><i>Auditions were held on Monday. Did not get the number of people to turn out as I would have liked, but I got enough to cast the show. Read-through went well. Explained the process and gave the directing schedule to the actors. Wednesday and Thursday were my days to direct. I made sure to get confirmation from the actors on all decisions and asked for their input at every opportunity. On Thursday when I handed the directing reins over to [K], I first said to everyone that my role as director was now finished. If they need help/suggestions they can ask me, but now the directing of the show was their responsibility.</i>

Week 2	<ul style="list-style-type: none"> • <i>Monday we were scheduled to do our first full run-through of Act 1. Much of the time was spent socializing and I ended up having to be the one to call everything to order.</i> • <i>[S] and [M] not willing to take initiative to get room key. [B], with no previous directing or acting experience, surprises me as being the strongest director. Still having enormous difficulty getting [S] to listen to his directions, he is obnoxious.</i> • <i>Some directors read along in the script during the rehearsal, some watch the scene itself, and some sit there and pick their nails. We had a conversation about the set since a lot of the issues that the directors had, they tried to solve by adding furniture and set pieces. I had to explain to them that those set pieces will not be available. We then also talked about props and I made up the prop list. I asked about lighting and sound and the blank stares I got back were not encouraging.</i>
Week 3	<ul style="list-style-type: none"> • <i>[B] took initiative and volunteered to design the lights. I had to remind the actors that they should be taking more initiative running their respective rehearsals.</i> • <i>After giving notes, all the directors have a habit of saying “but other than that, it was good.” Actors do not want to spark a confrontation with the other actors.</i> • <i>Unfortunately, there are some basic acting things that I still am not seeing corrected, so I have been doing so. I realize that this very bad, but A I can’t help myself and B it isn’t being done otherwise. [B] finally yelled at [S]. He actually told [S] to “Stop sucking.” I also had to yell at [S] for reading a magazine when he was supposed to be directing. The final day of rehearsal only lasted 20 minutes. I cancelled rehearsal, tensions were high.</i>
Week 4	<ul style="list-style-type: none"> • <i>We had some trouble with memorization again, and I spend all of rehearsal with my head in the script in case they need to call line. On Friday I also sat down the actors for the semi-structured interview. The cast has certainly bonded.</i> • <i>My feelings at this point, is that the experiment itself is a failure, but had a lot of potential. The actors don’t really take initiative on anything. I think the show will be good, but I don’t think it will be great. I have to suggest things to even get the actors to think about them. “Well are we going to get a light board operator?” “Oh!” “We still need to make posters” “Oh yeah!” etc.</i>
Week 5	<ul style="list-style-type: none"> • <i>Tuesday was the first full run in our space. And it was absolutely terrible. Lines were completely wrong, notes were ignored, and the blocking was iffy. [M] said “Well you’re not the director so we don’t care what you think.” We open on Saturday night and I would not want anyone to see the show that happened tonight. I am really frustrated.</i> • <i>[B] did a great job of organizing lights and setting up cues. He has been contributing everything to the show this week, and I know that</i>

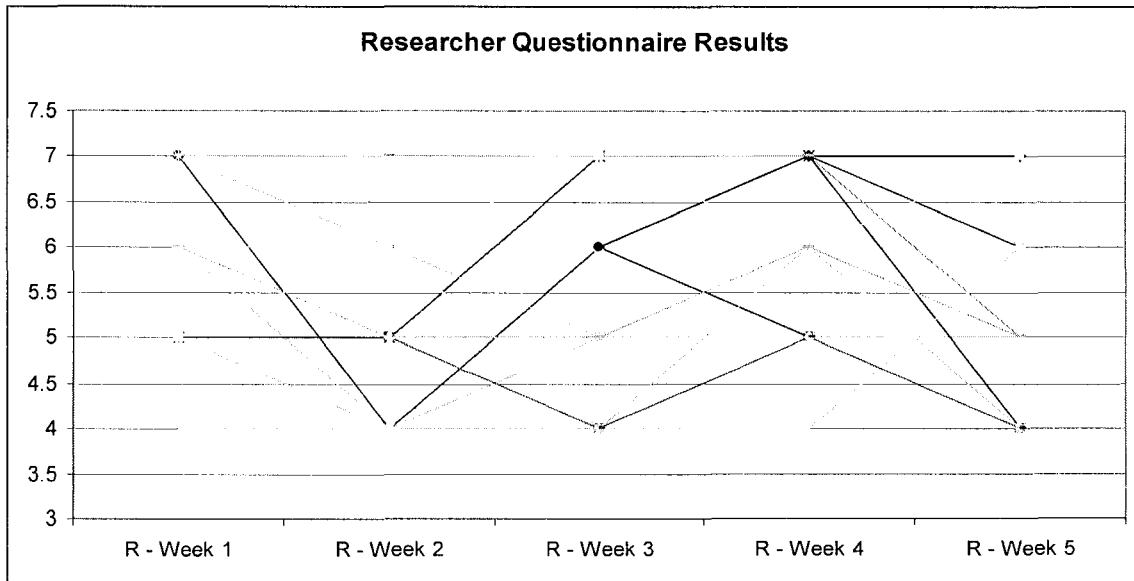
	<p><i>his class is harder than he thought it would be, so that's admirable for him.</i></p> <ul style="list-style-type: none"> • <i>There's just a general laziness to avoid work which might make the production better. [S] cannot act and no matter what notes I give him, nothing changes.</i>
--	---

While inconsistent with the initial design, I sat down with the participants on several occasions and discussed how they would need to start taking initiative if they could really consider themselves leaders. I felt as if I was expected to take care of all the extra-rehearsal projects myself: purchasing props, finding a lighting designer, securing a rehearsal space, etc. I was impressed when one of the participants, usually [B], displayed what appeared to me as true leadership qualities such as coming up with creative ideas and solutions, reprimanding fellow participants who were not pulling their weight, and overall contributing a lot to the production. However, there were also occasions when I truly thought that the production would fail based on the actions of the participants, particularly [S].

Over the course of this production, I became very frustrated with the whole process because I felt as though everything kept falling on me, as the researcher and stage manager. I kept asking the participants to begin taking initiative. The weekly log reflects my frustration as well as provides anecdotal evidence. I also, as a previous director, became incredibly frustrated when the easiest solutions were used or when they became the fall-back used to avoid further work on the part of the actors. Figure 4.3 is a graph of my weekly responses to the questionnaire, which is very different from the responses of the participants. There is no single week when all of my responses were at their lowest as my frustrations about different topics varied from week to week. I continued to be

frustrated by the overall incompetence of one of the participants and the rest of the participants' refusal to comment on it.

FIGURE 4.3: RESEARCHER RESPONSES TO QUESTIONNAIRE



Chapter five will analyze the implications of these findings as well as discuss the strengths and weaknesses of the study as a whole.

Chapter V

Discussion and Conclusion

Chapter five discusses the implications of this thesis. It begins by relating the findings back to leadership theory. Then, chapter five comments on the implications of this research. It then discusses the strengths and weaknesses of the study before concluding with possible future research and commentary on the project as a whole.

Relation to Leadership Theory and Discussion

This thesis asked the question: What is the impact of using team leadership in place of a formal director in a theatrical production? The findings from the questionnaires suggest that the attitude towards the production were lowest during the third week. This may imply a breakdown in the transactional structure of the team members no longer receiving their perception of a reward from participation in the team.⁷¹ It is also possible that the “sense of team orientation” suggested by Ammeter and Dukerich (2002) may have broken down. However, I believe that it was the rigors of the environment, the Colorado College block plan that we were forced to work under, that lowered the production’s morale. After the four day break, the questionnaire responses returned to their previous levels. It is interesting to consider if the responses to the questionnaire would have continued to drop if the Colorado College block break hadn’t occurred.

⁷¹ Hackman, 1990.

The outlier response to “I am providing outside resources to support the production” continued to rise throughout the production, which may have suggested a growing resentment to how much time or effort the production was requiring. However, another outlier, “I care about the success of this production,” remained consistently high. This outlier may have gotten the responses it did because of the higher than normal investment of the participants in the production, as both actors and directors. However I think that these two responses are connected. The participants continued to care about the success of the production as they continued to provide outside resources to support it, and vice versa. The participants were initially optimistic about the project and they continued to care about the productions success as they invested more time and resources into it. The other two outlier responses that I believe are connected are: “I feel as though I am doing all the work” and “I needed more guidance this week.” These two questions serve to inform the general trend of the rest of the questionnaire. As the participants felt they were doing all the work and lacked guidance, the overall responses to the other questions dropped. This provides a nice parallel to my own responses where I felt as though I was doing much of the work for a majority of the production and my responses on the questionnaire were almost entirely lower. If someone feels as though they are doing all the work, their responses to other questions like “I feel encouraged to be innovative” and “I am passionate about this production” are low. The final outlier response was: “The entire production is consistent in our artistic vision.” This can be related to the eighth tenet of the Orpheus Model, “Seek Consensus.”⁷² It may be that the participants only thought that the entire production was consistent in their artistic vision during the first week. That then was proven not to be the case as evidenced by the lower responses

⁷² Seifter & Economy, Leadership Ensemble. 2001. P. 163

during the second, third, and fourth weeks. It was only as the production reached its final week that the entire production became consistent once again. A flaw in this model may be that the artistic vision was never really discussed, the production never sought consensus in its artistic vision until they had to during the fifth week.

The semi-structured interview introduced possible disparities in the team leadership model, but it also suggested that the participants were unsure about their responsibilities and that there were still individual actions and viewpoints of the production held by each of the actors. Ammeter and Dukerich (2002) and Zaccaro et al (2001) state that team actions need to be coordinated if the team is to be effective.

The first aspect of a group is its ability to assemble a quality, finished product.⁷³ This task was accomplished with the finalization of the Rise & Shine production. However, I feel that it would be appropriate to relate the finalization of this production to a Transactional Leadership process and suggest that it was not Transformational. Hackman (1990) suggested that all groups and teams are a transactional experience, and this thesis seems to support that idea. Recall that the lowest mean score for the questionnaire was to “I accomplished more than I thought possible this week.” This suggests that while weekly goals may have been met, they may not have been produced “performance beyond expectations.”⁷⁴ In the weekly log I kept recorded, the acting notes given during the production were often, if not usually, ended with the phrase “*other than that it was good.*” Similarly, the log also noted that there was little to no initiative taken on the part of the participants and they expected most of the grunt work to be done by myself. This would only change if I was forced to talk to them about it, implying that I

⁷³ Hackman, 1990.

⁷⁴ B.M. Bass and B.J. Avolio, “The implications of Transactional and Transformational Leadership for Individual, Team, and Organizational Development.” 1990.

was using a Management-By-Exception model to try and gain results from the actors. During the interview, one of the participants said that “*even though there aren’t very many strong positives in the sense that we feel as though we’ve all developed our original vision or something. There are, um, all the negatives are really weak.*” This implied that the production did not fail, and that the goal of the creating the production was met. However, it also implies that the show itself was not necessarily exceptional. “Transformational Leadership results in performance that goes well beyond what is expected.”⁷⁵ This will be discussed in more detail in the Strengths and Weaknesses section.

In terms of time, the Orpheus Chamber Orchestra’s rehearsal process takes three times as long as conventional orchestras.⁷⁶ The final questionnaire given to the actors asked what they liked or disliked about the production process and one of the dislikes was that the production process “*was a f***ton of work.*” If this team leadership model for a theatrical production took a longer period of time to complete, but only produced moderate results, then this suggests it is not an effective theatrical production model. This was the first production of this team and the initial inception of this model. It would be unrealistic to expect that it is incapable of improvement. Since time was lost getting the participants acclimated to the Team Leadership model, another production with the same team would take less time, since they were already accustomed to the model. To make this model effective, it either needs to take less time or present a higher quality final product. With more practice both of those options could become a reality.

Strengths and Weaknesses of Study

⁷⁵ Northouse, Peter G. Leadership Theory and Practice. 4th ed. 2007. P. 193

⁷⁶ Seifert & Economy, Leadership Ensemble.

Where other leadership studies researched organizations that already existed, this study created its own organization for the purposes of studying a team leadership model. This allowed for the study of the team leadership model from the teams conception to its completion. However, as the participants suggested in the interview, the way this model was enacted created the weakness of a lack of formal structure to the organization. This may have resulted in the transactional nature of the production.

The strengths of the study lie in its simplicity. There were only five people involved from start to finish, and perhaps because of that, the participants became very close. The final questionnaire asked if the actors would be willing to work with this team again and every one of them answered yes. This certainly met the Team Leadership requirement of a “Unified Commitment.”⁷⁷ The team was also small enough that all of the actors were able to be at nearly all the rehearsals. Leadership Ensemble discusses how their orchestral rehearsals often are missing one or two musicians because each of the musicians have many outside commitments.⁷⁸ However, with this small cast, we were able to create a rehearsal schedule that fit everyone’s personal schedule.

The weaknesses of this study were perhaps also its simplicity. As there were only four participants, excellence was expected of each of them. Some of the participants rose to the challenge, but one of the participants was constantly falling short. As my weekly log indicates, I was constantly frustrated with one of the participants in particular who not only had trouble following director instructions; he also produced very shabby work when he was the director. This particular participant could not act, and the intimate nature of the production process created an environment where the other participants felt

⁷⁷ Larson & LaFasto, 1989.

⁷⁸ Seifter & Economy, Leadership Ensemble.

uncomfortable reprimanding him, except on several occasions where he really fell behind. If the rest of the production was a Transactional Leadership model, this particular participant followed a Laissez-Faire model. Leadership Ensemble has a chapter titled “Learn to Listen, Learn to Talk.”⁷⁹ In that chapter, Seifert discusses how important it is for each member of Orpheus to have self-confidence, to be able to speak openly to one another, and self-discipline, to be able to make a contribution with everything said and to know when not to speak. While there was an issue of the rest of the participants not having the self-confidence to insist that everyone put in quality work, I feel that the real problem was a lack of self-discipline. This participant talked almost non-stop but he made almost no contributions to the production with all that talking.

The lack of self-confidence shouldn't be ignored. Another weakness of this production was the lack of formal structure applied to the production process. It took the actors almost the entire production process to feel comfortable taking initiative. Citing the interview, one of the participants “*I think we're really comfortable talking with each other because we're all on an equal plane but because we see you as [having] more authority.*” While I did discuss the actors' roles as team members and leaders, they had trouble breaking away from their own perception of me as the leader.

Leadership Ensemble discusses how “Orpheus is a group of highly skilled individuals who have been handpicked – without audition, because we don't feel the audition process doesn't serve our purposes at all – for their abilities to lead, to follow, and to give and take criticism constructively.”⁸⁰ Probably the biggest weakness of this production is that the participants were cast using auditions on their acting ability and not

⁷⁹ Seifert & Economy, Leadership Ensemble. 2001. P. 137

⁸⁰ Seifert & Economy, Leadership Ensemble. 2001. P. 147

on their ability to collaborate. The participants were expected to be able to function together as a team, but there was no screening process at the outset to test if they were capable of it. The fact that a single participant was such a detriment to the production serves to validate the Orpheus Model's hiring for collaboration over skill. If there is another group that is trying to incorporate the Orpheus model, then it is an absolute necessity to first hire for the self-confidence to assume the leadership role when necessary, and the self-discipline to know when to sit down and listen to your team.

Future Research

I continue to believe that this model can be an effective method for producing a theatrical production. When asked if they would be willing to be a part of this type of production again, each of the actors said they would. However, they would prefer a change in the structure by perhaps increasing the timeline, adding more structure, and having more defined roles. To continue this research, I think it would be important to use a group of people who have team leadership experience and would be able to work together more effectively, though it is likely that this could only be accomplished with professionals. The goals of the production were met with the creation of the Rise & Shine show. It would be interesting to see what this team could accomplish if they were to continue to work together. Future research of the model could also include a similar production, but the casting for this second production would be based on the ability to collaborate before acting talents.

Conclusions and Final Thoughts

While it is true that a conductor and perhaps a director are often seen, not as leaders, but as micromanagers,⁸¹ this study has made it clear to me that they serve an important role in channeling all the individual artistic visions for a production into a singular, unified vision. The participants of this study said in the interview that when you act, you embody and become the character, but when directing, it isn't you. It may be that a theatrical production needs someone that is not embodying a character. However, one of the actors also stated in the interview: *"I'm realizing that having a say in how two people play a scene that I'm not in... it makes it more important to me when normally I'd be backstage ... it makes those scenes more important."* Actors see their characters as an extension of themselves, but do so selfishly. When those same actors are forced to step out of their characters and look at the play as a whole, it changes their perception. Whether or not that change is for the better is yet to be determined, but I think that it is important that the actors in this study were given a chance to see their acting from a different perspective. From an organizational standpoint, this seems to say that it is easy for an employee to get lost in their own job. But if that same employee is brought out to see just how that organization comes together as a whole, it could make their job seem more important. No matter what part they're playing, it's important for an employee to see the rest of the play otherwise they will never understand why their character is important.

At the end, I believe that this model was successful, even if the production itself may not have been. The highest response generated by the questionnaire was to "I am proud to be associated with this production." This response also has the lowest standard deviation. Seifert and Economy suggest that the most important aspect of Orpheus

⁸¹ Seifert & Economy, Leadership Ensemble. 2001. P. 10

Chamber Orchestra is a passionate dedication to the mission.⁸² That was fulfilled in this production. To make the production a success, there are some changes that need to be made. The actors must be auditioned based on their ability to work together as a team, there must be a clear structure and outline of responsibilities, and the production process should be lengthened by two weeks. The extra two weeks would allow a collaborative team to work together to perfect the show instead of forcing a mad dash to the finish line because of a deadline. The Team Leadership Model can be effective at producing a successful production if these three conditions are met.

This thesis was designed to answer the question: What are the effects of Team Leadership in a Theatrical Production? The end result of this production was a Transactional Leadership model and may not have been the production it could have been, but all of the actors were willing to work with this team again and work with this model again. These actors now look at the theatrical process differently than they did beforehand. Peter Northouse suggested that transformational leadership is concerned with changing people's values and moving them to a new vision.⁸³ The participant actors now have a new vision of the way a theatrical production is created and perhaps that can be used influence future theatrical productions for the better. If that is the case, then the implications of this thesis were positive ones.

⁸² Seifter & Economy, Leadership Ensemble. 2001. P. 187

⁸³ Northouse, Peter G. Leadership Theory and Practice. 4th ed. 2007. P. 193-4

SOURCES CONSULTED

Books

- Blake, Robert R., Anne A. McCauley. 1991. The leadership grid. In *Leadership Dilemmas-Grid Solutions*. Edited by Anonymous Gulf Publishing Company.
- Hackman, J. R., R. E. Walton. 1986. Leading groups in organizations. In *Designing Effective Work Groups*. Edited by P. S. Goodman.
- Hackman, J. R. 1990. Work teams in organizations: An orienting framework. In *Groups that work (and those that don't): Creating conditions for effective teamwork*. Edited by J. R. Hackman.
- Hunt, James G., and Lars L. Larson. 1977. *Leadership: The cutting edge*. Southern Illinois University Press.
- Kogler Hill, Susan E. 2004. Team leadership. In *Leadership theory and practice*. Edited by P. G. Northouse.
- Northouse, Peter G. 2007. *Leadership: Theory and practice*. SAGE Publications.
- Seifert, Harvey, and Peter Economy. 2001. *Leadership Ensemble: Lessons in Collaborative Management from the World's Only Conductorless Orchestra*. New York: Times Books.

Journal Articles

- Ammeter, Anthony P., Janet M. Dukerich. 2002. Leadership, Team Building, and Team Member Characteristics in High Performance Project Teams. *Engineering Management Journal* 14, no. 4: 3-10.
- Bass, B. M., B. J. Avolio. 1990. The Implications of Transactional and Transformational Leadership for Individual, Team, and Organizational Development. *Research in Organizational Change and Development* 4: 231-272.

- Basu, Raja, Stephen G. Green. 1997. Leader-Member Exchange and Transformational Leadership: An Empirical Examination of Innovative Behaviors in Leader-Member Dyads. *Journal of Applied Social Psychology* 27, no. 6: 477-499.
- Farmer, Leigh A. 2005. Situational Leadership: a model for leading telecommuters. *Journal of Nursing Management* 13: 483-489.
- Fisher, B. A. 1985. Leadership as Medium. *Small Group Behavior* 16, no. 2: 167-192.
- Gates, Philip E., Kenneth H. Blanchard, and Paul Hersey. 1976. Diagnosing Educational Leadership Problems: A Situational Approach. *Educational Leadership* : 348-354.
- Gronn, Peter. 2003. Leadership: who needs it? *School Leadership & Management* 23, no. 3: 267-290.
- Kerr, Steven, John M. Jermier. 1978. Substitutes for Leadership: Their Meaning and Measurement. *Organizational Behavior and Human Performance* 22: 375-403.
- Larson, Carl E., and Frank M. J. LaFasto. 1989. *Teamwork: What must go right, what can go wrong*. United States: Sage Publications.
- Mumford, Michael D., Stephen J. Zaccaro, Francis D. Harding, T. O. Jacobs, and Edwin A. Fleischman. 2000. Leadership Skills for a Changing World: Solving Complex Social Problems. *Leadership Quarterly* 11, no. 1: 11-35.
- Mumford, Michael D., Stephen J. Zaccaro, Francis D. Harding, T. O. Jacobs, and Edwin A. Fleishman. 2000. Leadership Skills for a Changing World: Solving Complex Social Problems. *Leadership Quarterly* 11, no. 1: 11-35.
- Pfeffer, Jeffrey. 1977. The Ambiguity of Leadership. *The Academy of Management Review* 2, no. 1: 104-122.
- Podsakoff, Philip M., Scott B. MacKenzie, and William H. Bommer. 1996. Meta-Analysis of the Relationships Between Kerr and Jermier's Substitutes for Leadership and Employee Job Attitudes, Role Perceptions, and Performance. *Journal of Applied Psychology* 81, no. 4: 380-399.
- Podsakoff, Philip M., Scott B. MacKenzie, and William H. Bommer. 1996. Transformational Leader Behaviors and Substitutes for Leadership as Determinants for Employee Satisfaction, Commitment, Trust, and Organizational Citizenship Behaviors. *Journal of Management* 22, no. 2: 259-298.
- Ruggieri, Stefano. 2009. Leadership in virtual teams: a comparison of transformational and transactional leaders. *Social Behavior and Personality* 37, no. 8: 1017-1022.

- Sahin, Semiha. 2004. The Relationship between Transformational and Transactional Leadership Styles of School Principals and School Culture. *Educational Sciences: Theory & Practice* 47, no. 2: 387-396.
- Schneider, Marguerite. 2002. A Stakeholder Model of Organizational Leadership. *Organizational Science* 13, no. 2: 209-220.
- Sergiovanni, Thomas J. 1992. Why we Should Seek Substitutes for Leadership. *Educational Leadership* : 41-45.
- Sheridan, John E., Donald J. Vredenburg, and Michael A. Abelson. 1984. Contextual Model of Leadership Influence in Hospital Units. *The Academy of Management Journal* 27, no. 1: 57-78.
- Tichy, Noel M., David O. Ulrich. 1984. The Leadership Challenge - A Call for the Transformational Leader. *Sloan Management Review* 26, no. 1: 59-68.
- Walter, James E., Sarah D. Caldwell, and Jon Marshall. 1980. Evidence for the Validity of Situational Leadership Theory. *Educational Leadership* : 618-621.
- Williams, Margaret L., Philip M. Podsakoff, William D. Todor, Vandra L. Huber, Jon P. Howell, and Peter W. Dorfman. 1988. A preliminary analysis of the construct validity of Kerr & Jermier's 'Substitutes for Leadership' Scales. *Journal of Occupational Psychology* 61: 307-333.
- Yammarino, Francis J., Alan J. Dubinsky. 1994. Transformational Leadership Theory: Using Levels of Analysis to Determine Boundary Conditions. *Personnel Psychology* 47: 787-811.
- Yeakey, George W. 2002. Situational Leadership. *Military Review* (January-February 2002) : 72-82.
- Zaccaro, Stephan J., Andrea M. Rittman, and Michelle A. Marks. 2001. Team Leadership. *The Leadership Quarterly* 12: 451-483.

Websites

- Swenson, David X. *Dysfunctional leaders*. 2000. Internet on-line. Available from <<http://faculty.css.edu/dswenson/web/LEAD/substitutes.html>>. [9/2, 2009].