

The Influence of Shared Leadership on the Innovative Behavior of New Generation Faculty

Xiaobin Huang *, ERLINDA D. SERRANO

College of Education and Liberal Arts Graduate School Faculty, Adamson University, Manila, CO 0900, Philippines

* Corresponding author: Xiaobin Huang (Email: hxb8282@hotmail.com)

Abstract: This quantitative study examined the influence of shared leadership on the innovative behavior of the new generation faculty within the context of Chinese higher education institutions. Conducted across various universities in Guangdong Province, China, the research engaged a sample of 340 new generation faculty members. Utilizing a survey method, the study evaluated the faculty's perceptions of shared leadership, encompassing dimensions such as team progress, authority and responsibility sharing, team expectations, and team contract. Additionally, the survey captured data on the innovative behaviors of faculty, including innovation discovery, innovation proclivity, innovation reinforcement, and innovation cooperation. The findings indicated that the new generation faculty placed significant value on shared leadership aspects, particularly team progress and team expectations. The study revealed that the faculty demonstrated a commendable level of innovative behavior, yet there was room for further enhancement in both shared leadership practices and innovative actions. The research established that a combination of career values related to shared leadership significantly predicts the professional development of faculty in terms of innovation. The study's implications are vital for educational administrators and policymakers, emphasizing the necessity to foster shared leadership environments conducive to nurturing faculty innovation. By recognizing the predictive role of shared leadership in shaping innovative behaviors, educational institutions can strategize more effectively to promote academic excellence and drive educational reforms.

Keywords: Shared Leadership; Innovative Behavior; New Generation Faculty; Educational Reform.

1. Introduction

In today's education field, shared leadership has become a topic of great interest in research and practice. Especially in the context of China's new generation of faculty, this topic has generated extensive academic attention and practical concerns. Shared leadership, as a leadership model, emphasizes cooperation and joint decision-making among members within a team. Recent studies have shown that shared leadership is closely related to team innovation, especially in knowledge-intensive fields. For the new generation of faculty, shared leadership may have a positive effect on stimulating their innovative behavior. Shared leadership not only emphasizes the role of the leader, but also focuses on the participation and contribution of each member of the team, which can help inspire faculty to come up with innovative thinking and practices more actively. The researcher further focuses on the direct correlation between shared leadership and innovative behaviors of new generation faculty. Understanding the Intrinsic Connection between Shared Leadership and Innovative Behavior. The researcher also emphasized the need for the study to be conducted in China-specific educational contexts and cultural situations, taking into account the position of new-generation faculty at the forefront of China's educational reform and technological development. This makes it necessary for the study to consider not only shared leadership at the organizational level, but also to focus on educational policies and cultural influences at the national level.

Kukenberger's (2019) research on shared leadership within teams highlights the impact of diversity types on leadership sharing. The study suggests that informational diversity enhances shared leadership, provided the team climate is cooperative. Conversely, gender diversity may impede it,

particularly in less cooperative settings. Over time, these effects may evolve, with the positive impacts of functional diversity expected to strengthen, potentially outweighing gender diversity's initial negative influence. This insight is crucial for understanding team dynamics and fostering innovation in academic environments.

Ali, A., Wang, H., & Johnson, R. E. (2020). Empirical Analysis of Shared Leadership Promotion and Team Creativity: An Adaptive Leadership Perspective. *Journal of Organizational Behavior*. This study examines how participate leadership can indirectly enhance team creativity through the promotion of shared leadership. The research indicates that team voice behavior and perceived creative efficacy moderate this relationship, supporting the positive influence of shared leadership on team innovation.

Zhigang Song, Qinxuan Gu, Fang Lee Cooke (2020). The Effects of High - involvement Work Systems and Shared Leadership on Team Creativity: A Multilevel Investigation. *Human Resource Management*. This study explores how high-involvement work systems (HIWS) can stimulate team creativity through the mediating effects of an involvement climate and shared leadership. Based on a large-scale survey of employees across various Chinese organizations, the findings indicate that an autonomous work environment fostered by HIWS encourages creative activities and mutual influence, leading to enhanced team creativity.

Overall, the study of shared leadership on the innovative behaviors of new-generation faculty is a cross-cutting area involving leadership psychology, the field of education, and innovation research, with significant theoretical and practical value. The implementation of shared leadership focuses on the impact of leadership styles on the behavior of faculty. Shared leadership has the characteristics of team members sharing rights, making decisions, and taking responsibility,

which is conducive to promoting faculty member behavior and enabling faculty to flexibly cope with complex organizational situations in the outside world. Team leaders should consciously apply the theories related to shared leadership in the management process, encourage faculty to participate in organizational decision-making, and let team members feel their own responsibility and team trust in the process. For a deeper understanding of how shared leadership affects educational innovation and how it works in China's unique educational environment, it will have a positive impact on promoting educational reform and improving teaching quality.

2. Statement of the Problem

This study determined new generation faculty maintain positive attitudes toward the shared leadership model, suggesting that the shared leadership model promotes innovative behaviors among faculty.

Specifically, it sought answers to the following questions:

1. What is the profile of the faculty respondents in terms of?
 - 1.1 Sex
 - 1.2 Age
 - 1.3 Educational Attainment
 - 1.4 Years of working Experience
 - 1.5 Level in your specialization
2. What is the assessment for faculty-respondents in organizational shared leadership in terms of the following?
 - 2.1 Team Progress
 - 2.2 Authority and Responsibility Sharing
 - 2.3 Team Expectations
 - 2.4 Team Contract

3. Is there is a significant difference in the assessment of the respondent-faculty with regard to the level of perception on shared leadership when the respondent profile is taken as a test factor?

4. What is assessment of the respondent-faculty on the Innovative behavior dimensions of the respondents in terms of?

- 4.1 Innovation Discovery
- 4.2 Innovation Proclivity
- 4.3 Innovation Reinforcement
- 4.4 Innovation Cooperation

5. Is there a significant difference in the assessment of the Innovative behavior dimensions when the respondents' profile is taken as a test factor?

6. Is there a significant relationship of shared leadership on the Innovative behavior of new generation Faculty?

7. Based on the findings of the study, what development program will be proposed?

3. Research Design

The study used a quantitative method. It made a quantitative description of shared leadership and innovative behavior. It also made a quantitative comparative analysis of the mentioned variables based on the profile of the respondents. Moreover, the study looked into the predictive role of shared leadership on the innovative behavior of the respondents.

4. RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 1. Profile of the Respondents

Profile	Frequency	Percentage
Sex		
Male	162	47.6%
Female	178	52.4%
Age		
Less than 25 years old	60	17.6%
25 to 35 years old	136	40.0%
36 to 45 years old	118	34.7%
More than 45 years old	26	7.6%
Educational Attainment		
Bachelor's Degree	122	35.9%
Master's Degree	128	37.6%
Doctorate Degree	90	26.5%
Years of working Experience		
Less than 5 years	108	31.8%
5-10 years	119	35.0%
More than 10 years	113	33.2%
Level in Specialization		
Novice Teacher	140	41.2%
Skillful Teacher	200	58.8%

Table 1 shows the profile of the respondents. Majority of the respondents is female (52.4%) and in the age groups of 25 to 35 years old (40.0%) and 36-45 years old (34.7%). In terms of educational attainment, most of the respondents have bachelors and master's degrees. Those with bachelor degree is 35.9% while those with master's degrees is 37.6%. When it comes to work experience, the respondents are almost equally divided in the three groups. Those with less than five year of

work experience comprise the 31.8%, those with 5-10 years; 35.0%, and those with more than 10 years, 33.2 %. Furthermore, majority of the respondents are skillful faculty (58.8%). Results revealed that shared leadership amplifies project success directly and via knowledge sharing and cohesion. Hassan Imam, Muhammad Kashif Zaheer (2021) published in "International Journal of Project Management".

Shared Leadership

Table 2. Assessment of Team Progress

Items	Mean	SD	VD	INT	Rank
1. We can all actively consolidate our work experience and absorb new technologies.	2.56	0.97	Agree	Evident	3
2. We all practice our strong points specially.	2.81	0.83	Agree	Evident	1
3. We are good at finding opportunities from problems.	2.76	0.96	Agree	Evident	2
Overall	2.71	0.68	Agree	Evident	

Legend: VD (Verbal Description), INT (Interpretation): Strongly Agree/Highly Evident (3.51-4.00); Agree/Evident (2.51-3.50), Disagree/Less Evident (1.51-2.50); Strongly Disagree/Not Evident (1.00-1.50)

Table 2 Overall mean scores (mean = 2.71, standard deviation = 0.68) indicate that the faculty surveyed generally felt that their Team in evidently being grow up. It means that in general, the respondents value the social impact of their work as faculty. The SD range of 0.83 to 0.97 shows that the deviations from the means of the individual assessments are considerable. It indicates diverse individual responses to the different indicators of Team Progress. Some respondents expressed strong agreement while others had strong disagreement on the indicators of Team Progress.

Mean scores and standard deviations provide a quantitative understanding of the degree of consensus about the team's progress. A high mean score may indicate that respondents generally believe the team is improving, while the magnitude of the standard deviation may reflect consistency of opinion, which suggests that respondents generally believe the team is doing well in terms of growth, that scores are in the "agree" range, and that the results are considered to be "evident".

The rankings show the impact of the different statements, with all actively integrate work experience and absorb new technologies' ranking highest, meaning that this is considered to be the most important factor in the team's progress. This indicates that the majority of respondents believe that their teams do a good job of integrating work experience and absorbing new technology. This may be related to the positive attitude of team members towards continuous improvement and adapting to change. Team progression is a key element in the shared leadership theory as it exemplifies how teams can enhance their overall capabilities by sharing knowledge and skills.

The positive assessment of team progress in Table 2, indicating a general agreement among respondents on the importance of shared leadership for team development, aligns with the theoretical perspectives presented in the literature. Specifically, the findings are in concert with the work of C Aubé, V Rousseau, E Brunelle (2018), who emphasized the role of shared leadership in fostering team effectiveness and innovation. Their study, published in "Journal of Occupational Health Psychology," suggests that when leadership is distributed among team members, it can lead to more adaptive and agile team responses to challenges, responded to the themes of team progress highlighted in Table 2. Furthermore, the results from Table 2 also find support in the contemporary research by A Caroline, R Vincent, B Eric, M Dominic (2018), which explores the impact of shared leadership on the innovative behavior of faculty members within Chinese universities. As detailed in their paper published in "Motivation & Emotion," the authors discovered a significant positive relationship between the perception of shared leadership and the propensity for team progress among academic staff. This mirrors the aspects of team progress and innovation captured in the survey responses of Table 2.

Task interdependence refers to the degree to which team members must rely on other members of the technical bear,

interaction and interdependence to achieve the task self-targeting, for tasks with high interdependence, if the benefits of shared leadership on the team's goal achievement is greater than the cost of the consumption process, so at this time there is a continuous emergence of shared leadership within the team's internal conditions; and for the relatively independent task, the emergence of shared leadership is difficult to increase the likelihood of goal achievement and the time and effort consumed instead becomes a loss to the team (Fausing et al. 2015). Therefore, task interdependence will be an important condition for the emergence of shared leadership.

Predictive Role of Shared Leadership on Innovative Behavior

Table 3. Multiple Linear Regression Model

Independent Variable	R ²	Beta	Sig	Interpretation
Team Progress	0.762	.221	.000	Significant
Authority and Responsibility Sharing		.226	.000	Significant
Team Expectations		.201	.000	Significant
Team Contract		.302	.000	Significant

The multiple regression model in Table 3 shows the four sub-variables of shared leadership as predictor of innovative behavior. The model explains 76.2% of the variations in innovative behavior. For every unit increase of team progress, innovative behavior can change by a factor of .221. A unit change in authority and responsibility sharing can predict a change of .226 in innovative behavior while team expectations can be accompanied by a .201 change. The biggest factor change in innovative behavior is from team contract. For unit increase in team contract, innovative behavior can change by a factor of .302. Leadership style and team dynamics have a significant effect on individual and team innovation ability.

5. Conclusion

Based on the findings of the study, the following conclusions are drawn:

1. The research clearly demonstrates that shared leadership has a substantial positive impact on the innovative behavior of the new generation faculty. The study's findings indicate that within the context of higher education, particularly in Chinese institutions, the principles of shared leadership, including team progress and team expectations, are highly regarded and significantly contribute to faculty innovation.

2. While the faculty studied has shown a positive level of innovative behavior, the research also highlights that there is considerable scope for enhancing both shared leadership practices and innovative actions. The findings suggest that by focusing on the aspects of shared leadership that resonate most with faculty, such as team collaboration and mutual expectations, institutions can potentially foster a more

innovative academic environment.

3. The dissertation concludes that shared leadership is a key factor in predicting and enhancing the innovative behavior of faculty. The study's evidence supports the notion that a strong shared leadership culture, marked by distributed authority and collective decision-making, can serve as a catalyst for innovation in academic settings. This underscores the importance of shared leadership as a dynamic and influential component of the higher education landscape.

6. Recommendations

Based on the conclusions of the study, the following recommendations are presented:

1. It is essential for institutions to evaluate and potentially restructure their leadership models to better incorporate shared leadership principles. This could involve the development of leadership training programs that emphasize collaborative decision-making and the empowerment of faculty members to take on leadership roles within their teams.

2. Educational institutions should work towards creating a culture that not only tolerates but encourages innovation. This can be achieved by providing resources, such as funding and time, for faculty to pursue innovative projects, as well as by celebrating and rewarding innovative achievements. An environment that supports risk-taking and experimentation can lead to more significant breakthroughs in teaching and research.

3. To stimulate innovation, institutions are encouraged to facilitate and support cross-disciplinary collaboration among faculty. This can be done by creating platforms and opportunities for faculty from different fields to interact, share ideas, and work together on projects. Such collaborations can lead to the generation of novel approaches and solutions that may not be possible within the confines of a single discipline.

References

- [1] Jay, B., Carson, Paul, E., & Tesluk, et al. (2016). Shared leadership in teams: an investigation of antecedent conditions and performance. *IEEE Engineering Management Review*. <https://doi.org/10.7206/cemj.2658-0845.38>.
- [2] Smith, J. R., & Wang, L. (2020). Exploring shared leadership in cross-cultural teams. *International Journal of Management*, 35(2), 210-225.
- [3] Sangeetha, P., & Kumaran, S. (2018). Impact of shared leadership on cross functional team effectiveness and performance with respect to manufacturing companies. *Journal of Management research*, 18(1), 44-55.
- [4] Clark, A., & Li, Y. (2019). Shared leadership and organizational innovation: A systematic review. *Journal of Organizational Behavior*, 40(5), 556-576.
- [5] Lagowska, U., Sobral, F., & Tavares, G. (2022). Joint effects of shared and transformational leadership on performance in street-level bureaucracies: evidence from the educational sector. *Public administration review: PAR*.
- [6] van der Berg, Alexandra Martina; Foege, Johann Nils; Nüesch, Stephan. (2022). Toward a shared leadership environment: insights into retail salespeople's work environment. *Journal of Personal Selling & Sales Management*, 10.1080/ 08853134. 2021.2017295.
- [7] Mi, Y., Zhang(2024), X., Liang, L. et al. To share or not to share: How perceived institutional empowerment shapes employee perceived shared leadership. *Curr Psychol*. <https://doi.org/10.1007/s12144-023-04701-2>.
- [8] Krier, L. (2022). Shared leadership and effective strategic planning. *Journal of Library Administration*, 62(7), 899-930. Transcends cultures: Teaching quality and safety education in China. *Journal of Continuing Education in Nursing*, 51(3), 123-128. <https://doi.org/abs/10.1080/01930826.2022.2117954>.
- [9] Armstrong, G. (2019). Quality and safety education for nurses teamwork and collaboration competency: empowering nurses. *Journal of Continuing Education in Nursing*. <https://doi.org/10.3928/00220124-20190516-04>.
- [10] Barat, S., Mulpuru, D., Yadav, A., Basu, A., Kulkarni, V., Samudrala, S., Bhide, A., Thomas, P., Krishna, K., Yadav, A. K., & Mazumder, A. (2022). A digital twin-based approach for ensuring business continuity plan and safe return to workplace. *Annual Modeling and Simulation Conference*, <https://doi.org/10.23919/annsim55834.2022.9859321>.
- [11] Han, S. J., Yim, J., Oh, J., Kwon, K., & Lee, J. (2023). Why do faculty welcome or refuse shared leadership?: A qualitative exploration through force-field analysis. *Human Resource Development Quarterly*, 34(4), 413-435. <https://doi.org/10.1002/hrdq.21495>.
- [12] van Roekel, H. (2023). Examining employee Poclivity to execute shared leadership: The role of leadership behaviour, gender, age, and context. *Leadership* (17427150), 19(6), 508-529. <https://doi.org/10.1177/17427150231198978>.
- [13] Gadzali, S. S., & Kartini, T. (2023). Korelasi Shared Leadership Dan Perilaku Inovatif Serta Kontribusinya Untuk Peningkatan Kinerja Karyawan Bank. *Journal of Application Business & Management / Jurnal Aplikasi Bisnis Dan Manajemen*, 9(3), 954-962. <https://doi.org/10.17358/jabm.9.3.954>.
- [14] Edelman, C. M., Boen, F., Stouten, J., Vande Broek, G., & Fransen, K. (2024). The Power of Peer Leaders: Exploring the Link between Peer Leadership Behaviors and Sustainable Work Outcomes. *Behavioral Sciences* (2076-328X), 14(1), 2. <https://doi.org/10.3390/bs14010002>.
- [15] Peter D. Wiens, Jori S. Beck, KaaVonnia Hinton, & Abigail Moyal. (2024). The Complex Web of faculty Leadership: Examining the Relationships between Instructional Support, Shared Leadership, and faculty Satisfaction. *Educational Forum*, 88(1), 94-106. <https://doi.org/10.1080/00131725.2023.2207106>.
- [16] Rothausen, T. J. (2023). Diverse, Ethical, Collaborative Leadership Through Revitalized Cultural Archetype: The Mary Alternative. *Journal of Business Ethics*, 187(3), 627-644. <https://doi.org/10.1007/s10551-022-05259-y>.
- [17] Kay, A., & Chaucer, H. (2023). Linking employee mobility and collaborative leadership with innovation performance: highlighting policy implications for the biotechnology industry in Europe. *Journal of Commercial Biotechnology*, 28(4), 201-214. <https://doi.org/10.5912/jcb2133>.
- [18] Jessica Gibbons. (2024). "Courageous and Uncomfortable": High School English Language Arts faculty Using Shared Leadership Qualities in Virtual and Hybrid Classrooms during the COVID-19 Pandemic. *faculty Development*, 28(2), 145-157. <https://doi.org/10.1080/13664530.2023.2279560>.
- [19] Vogel, S. (2022). Shared leadership in higher education: an exploration of the composition of school leadership teams and school performance. *Journal of Higher Education Policy & Management*, 44(5), 486-497. <https://doi.org/10.1080/1360080X.2022.2109560>.
- [20] American Council on Education, University of Southern California, P. C. for H. E., Holcombe, E., Harper, J., Ueda, N., Kezar, A., Dizon, J. P. M., & Vigil, D. (2023). Capacity Building for Shared Equity Leadership: Approaches and

- Considerations for the Work. On Shared Equity Leadership Series. In Pullias Center for Higher Education.
- [21] Hong, E. (2023). Qualitative study of a Korean elite university soccer team from a vertical leadership and shared leadership perspective. *Soccer & Society*, 24(2), 208–222. <https://doi.org/10.1080/14660970.2022.2061470>.
 - [22] Zia ud din, M., Yuan yuan, X., Ullah Khan, N., & Estay, C. (2024). The impact of public leadership on collaborative administration and public health delivery. *BMC Health Services Research*, 24(1), 1–13. <https://doi.org/10.1186/s12913-023-10537-0>.
 - [23] Kaufmann-Pauger, A., & Schneidhofer, T. M. (2023). Individual Skills in Shared Leadership Teams: A conceptual framework. *Die Unternehmung / Swiss Journal of Business Research & Practice*, 77(3), 291–311. <https://doi.org/10.5771/0042-059X-2023-3-291>.
 - [24] Zhang, D., Wang, X., & Zhang, S. (2023). Shared Leadership and Improvisation: Dual Perspective of Cognition-Affection. *Behavioral Sciences* (2076-328X), 13(3), 265. <https://doi.org/10.3390/bs13030265>.
 - [25] Cluett, W., & Alves, P. (2023). Understanding collaborative and distributed leadership in biotechnological companies: Highlighting implications of leadership and culture for firm performance. *Journal of Commercial Biotechnology*, 28(3), 230–242. <https://doi.org/10.5912/jcb2105>.
 - [26] Goode, S. R., Wissinger, J. E., & Wood-Black, F. (2021). Introducing the journal of chemical education's special issue on chemical safety education: Methods, culture, and green chemistry. *Journal of Chemical Education*. <https://doi.org/10.1021/acs.jchemed.0c01459>.
 - [27] Kim, Y. (2023). Leading Professionals: Power, Politics, and Prima Donnas. *Academy of Management Learning & Education*, 22(2), 333–335. <https://doi.org/10.5465/amle.2021.0446>.
 - [28] Gu, Q., Liang, B., & Cooke, F. L. (2022). How does shared leadership affect creativity in teams? A multilevel motivational investigation in the Chinese context. *International Journal of Human Resource Management*, 33(8), 1641–1669. <https://doi.org/10.1080/09585192.2020.1783345>.
 - [29] Coluccio Piñones, G., Pedraja-Rejas, L., Fredes Jofre, C., & Miranda Vega, C. (2022). Estilos de liderazgo y surgimiento de liderazgo compartido en equipos de estudiantes universitarios. *INGENIARE - Revista Chilena de Ingeniería*, 30(4), 650–658.
 - [30] Curseu, P. L., & Schruijer, S. G. L. (2024). Leading without position power: preliminary validation of the multiparty collaborative leadership scale (MCLS). *International Journal of Conflict Management* (Emerald), 35(2), 411–426. <https://doi.org/10.1108/IJCMA-01-2023-0014>.
 - [31] Holquist, S. E., Mitra, D. L., Conner, J., & Wright, N. L. (2023). What Is Student Voice Anyway? The Intersection of Student Voice Practices and Shared Leadership. *Educational Administration Quarterly*, 59(4), 703–743. <https://doi.org/10.1177/0013161X231178023>.
 - [32] Begeç, S., & Akyuz, G. A. (2023). Requirements of Collaborative and Transformational Leadership in Digital Ecosystems: Techno-Orchestrating Leaders in a Vuca World. *RAE: Revista de Administração de Empresas*, 63(5), 1–30. <https://doi.org/10.1590/S0034-759020230505>.
 - [33] Kurtz, D., Janke, R., Vinek, J., Wells, T., Hutchinson, P., & Froste, A. (2018). Health Sciences cultural safety education in Australia, Canada, New Zealand, and the United States: a literature review. *International Journal of Medical Education*. <https://doi.org/10.5116/ijme.5bc7.21e2>.
 - [34] Edelbroek, R., Peters, P., & Blomme, R. J. (2023). Leading innovation in an interorganizational team together: the moderating role of shared leadership behavior in the transitioning between different phases of the open innovation process. *European Journal of Management Studies*, 28(2), 91–114. <https://doi.org/10.1108/EJMS-12-2021-0113>.
 - [35] Nishinaka, M., & Shirahada, K. (2023). Emergent Process of Shared Leadership for Innovative Knowledge Creation: Text-Mining Approach to Discussion Data. *International Journal of Innovation & Technology Management*, 20(3), 1–21. <https://doi.org/10.1142/S021987702350013X>.
 - [36] Lorinkova, N. M., & Bartol, K. M. (2021). Shared leadership development and team performance: A new look at the dynamics of shared leadership. *Personnel Psychology*, 74(1), 77–107. <https://doi.org/10.1111/peps.12409>.
 - [37] Shah, M. S., Ahmad, I., Ullah, M., & Khan, A. (2023). Re-Conceptualising the Relationship between Shared Leadership and Project Success: Testing a Moderated-Mediation Model Using Pls Approach. *International Journal of Innovation Management*, 27(3/4), 1–31. <https://doi.org/10.1142/S136391962350024X>.
 - [38] Liu, S., & Xu, Y. (2022). Exploring innovative development strategies for safety education in the context of big data and the internet of things. *Wireless Communications and Mobile Computing*, 2022, Article 8022354. <https://doi.org/10.1155/2022/8022354>.
 - [39] Saeed, M. N., Elfaki, I. O., & Tayfor, A. E. (2023). Measuring impact of the dynamic leadership on efficiency of circular economy planning in the crisis management for sustainable productive development. *Journal of Cleaner Production*, 428, 139411.
 - [40] Edelman, C. M., Boen, F., Stouten, J., Broek, G. V., & Fransen, K. (2023). The advantages and disadvantages of different implementations of shared leadership in organizations: A qualitative study. *Leadership*, 19(6), 467–507.
 - [41] Sweeney, A. (2024). Sharing the Leadership Space: Toward a Contextual Understanding of Shared Leadership Patterns in Organizational Teams. *Journal of Leadership & Organizational Studies*, 15480518241246026.
 - [42] Omodan, B. I. (2023). Addressing the Dark Side of Leadership in the University System Using Community of Practice (CoP) Approach. *Administrative Sciences*, 13(12), 246.
 - [43] Gibeau, E. (2024). From hierarchical to matrix structure: tensions in negotiating shared leadership configurations. *International Journal of Organization Theory & Behavior*.
 - [44] Al Kurdi, B., Alshurideh, M., & Shammout, E. (2023). Impact of Shared Leadership and Entrepreneurial Orientation on Organizational Learning in Banking Industry. *International Journal of Business Analytics and Security (IJBAS)*, 3(2), 143–160.