Research has increased recently regarding the role of emergent leadership and emergent leader variables in groups (Bolino, Caprino, & Tyler, 2005; Liden, Hambrick, & Kramer, 2003). This is partly due to the fact that small working groups are becoming increasingly important functions and the demand to increase the performance of these teams. Research regarding who typically emerges as a leader and what characteristics the leader possesses is becoming increasingly important. Understanding team performance is key to understanding the requirements for an emergent leader and leader characteristics. This study investigates a leader who emerges and remains a leader for a group. Consequently, research regarding the formation of emergent leadership and group development or emergent leaders and group development or emergent leader characteristics is also being studied. We also examined emergent leadership and group development for a number of reasons regardless of outcomes. Data were collected from a total of 272 participants. The final sample included 200 males and 72 females. The mean age was 20.7 years. Participants were undergraduate psychology students. As incentive for their participation, participants were eligible to receive extra credit in the psychology course they were enrolled in. For the last 5 years, the sample characteristics have remained consistent. The sample characteristics were as follows: 29% were female. Additionally, the mean age was 20.7 years.

**Introduction**

Group performance is typically conceptualized using input and outcome measures output (IOO) before Hinkle, Johnson, & aradi (2003). The current study follows the situation of these measures in identifying research variables.

**Hypotheses**

**Hypothesis I:** Groups with high conscientiousness leaders will perform better than groups with low conscientiousness leaders.

**Hypothesis II:** Groups that engage in an initial forming activity will show better leader effectiveness than groups that do not receive any change of a leader.

**Hypothesis III:** Forming will influence the effect of emergent leader conscientiousness on group performance.

**Hypothesis IV:** Groups where leader conscientiousness is congruent with group conscientiousness will show better leader effectiveness than groups where leader conscientiousness is incongruent with group conscientiousness.

**Method**

Participants: Participants were undergraduates psychology students. As an incentive for their participation, participants were eligible to receive extra credit in the psychology course they were enrolled in. All participants were between the ages of 18 and 22. The mean age was 20.7 years.

Participants were divided into two experimental conditions: Forming and Feedback. For the Forming condition, participants were engaged in a team building exercise. Each member of the group answered prepared questions about their individual characteristics and those of other group members. Then, the group was provided with a summary sheet of each member's characteristics. After the feedback, the group members were asked to rate their own and each other's characteristics on a five-point scale (1 = “Describe me poorly” to 5 = “Describe me very well”). The measure had adequate internal consistency (Cronbach’s alpha = .88).

Participants who completed the desert survival task were divided across experimental conditions. Group development increases the likelihood of groups engaging in key decision making tasks. Groups were found to perform better when making group impacts the group's decision quality. This study explores how the conscientiousness of the group as well as the conscientiousness of the emergent leader of the group affects group added value.

**Results**

For groups that do not experience the forming activity:

- Groups that do not experience the forming activity have high levels of group added value compared to groups where the leader conscientiousness is incongruent with group conscientiousness.

For groups that do experience the forming activity:

- Groups characterized as low in conscientiousness with a high conscientiousness leader have higher levels of group added value than groups characterized as low in conscientiousness with a low conscientiousness leader.

- Groups characterized as high in conscientiousness with a low conscientiousness leader have lower levels of group added value than groups characterized as high in conscientiousness with a high conscientiousness leader.

- Groups characterized as high in conscientiousness with a high conscientiousness leader have higher levels of group added value than groups characterized as low in conscientiousness with a high conscientiousness leader.

- Groups characterized as low in conscientiousness with a low conscientiousness leader have lower levels of group added value than groups characterized as low in conscientiousness with a high conscientiousness leader.

**Discussion**

For groups that experience the forming activity:

- Groups characterized as high in conscientiousness with a high conscientiousness leader have higher levels of group added value than groups characterized as low in conscientiousness with a low conscientiousness leader.

- Groups characterized as low in conscientiousness with a high conscientiousness leader have lower levels of group added value than groups characterized as high in conscientiousness with a high conscientiousness leader.

**Conclusion**

**EMERGENT LEADERSHIP: THE FUNCTION OF PERSONALITY AND GROUP DEVELOPMENT IN DETERMINING EMERGENT LEADERSHIP AND TEAMWORK PERFORMANCE**

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**Abstract**

Research has increased recently regarding the role of emergent leadership and emergent leader variables in groups (Bolino, Caprino, & Tyler, 2005; Liden, Hambrick, & Kramer, 2003). This is partly due to the fact that the role of small working groups is becoming increasingly important functions and the demand to increase the performance of these teams. Research regarding who typically emerges as a leader and what characteristics the leader possesses is becoming increasingly important. Understanding team performance is key to understanding the requirements for an emergent leader and leader characteristics. This study investigates a leader who emerges and remains a leader for a group. Consequently, research regarding the formation of emergent leadership and group development or emergent leader characteristics is also being studied. We also examined emergent leadership and group development for a number of reasons regardless of outcomes. Data were collected from a total of 272 participants. The final sample included 200 males and 72 females. The mean age was 20.7 years. Participants were undergraduate psychology students. As incentive for their participation, participants were eligible to receive extra credit in the psychology course they were enrolled in. All participants were between the ages of 18 and 22. The mean age was 20.7 years. Participants were divided into two experimental conditions: Forming and Feedback. Group development increases the likelihood of groups engaging in key decision making tasks. Groups were found to perform better when making group impacts the group's decision quality. This study explores how the conscientiousness of the group as well as the conscientiousness of the emergent leader of the group affects group added value.

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