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Outcomes of collaboration in cross-functional teams and the leader behaviours that impacts and maintains collaboration in cross-functional teams

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ABSTRACT

Regardless of numerous accomplishments and appreciable rewards of the collaboration in cross-functional teams, the impacts of cross-functional teams has deteriorated in the eyes of business, its ability to deliver having been questioned - businesses often fail to reap the promised benefits.

While previous research has concentrated on collaboration in cross-functional teams of new product development, it neglected the outcomes of collaboration in cross-functional teams and the leader behaviours that impacts and maintains the collaboration in cross-functional teams. This research aimed to understand the perspectives of leaders and subordinates on how leader behaviours could improve the impacts of collaboration in cross-functional teams. First by exploring the outcomes of collaboration in cross-functional teams, confirming importance to business, and then exploring current failures; secondly, by identifying the key leader behaviours that impacts collaboration in cross-functional teams. Preceding initiatives have been ineffective in reviving the value of collaboration in cross-functional teams, due to focal point being new product development collaboration of cross-functional teams and failed to focus on leader behaviours in cross-functional teams.

This research, therefore, probed the necessities for collaboration entered into and maintained, looking particularly at leader behaviours which is effective in encouraging collaboration and involvement of stakeholders in cross-functional teams.

From the research outcomes, the Leader behaviours Impact Model was designed to set out how collaboration can be established and maintained, optimising the impacts of the leader behaviours while also diminishing its many failures of collaboration in cross-functional team.

KEYWORDS

Leader behaviours, collaboration, cross-functional teams

DECLARATION

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

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TABLE OF CONTENTS

viii

LIST OF FIGURES

LIST OF TABLES

CHAPTER 1: INTRODUCTION TO RESEARCH PROBLEM

1.1 Introduction

Of recent years, the collaboration in cross-functional teams has come under strong examination regarding its effectiveness in the business environment (Webber, 2002). For many years, the cross-functional team has been considered the key differentiator of business, giving business the advantages to compete; however, its value-add in current years has been questioned (Webber, 2002). Although evidence exists of definite advantages for all stakeholders in cross-functional team collaboration - leaders, subordinates, and business - the growing perception created through the various deficiencies of the cross-functional teams' collaboration including the following:

1) Concerns of the cross-functional team once dysfunction produces more harm than good; and

2) Concerns of a lack of understanding of the shared goal;

3) Concerns that poor leader behaviours, for the purpose of this research defined as "the practice or interactions of the leader", resulting in weakening reputations of cross-functional teams.

Clearly evident is the several gaps in the collaboration in cross-functional team, and in particular, the leader behaviours that impacts collaboration in cross-functional teams. This research seeks to comprehend behaviours in which leaders and subordinates can collaborate in ensuring that all stakeholders extract maximum reward from the leader behaviours impacting on collaboration within cross-functional teams. Several studies have focused on collaboration in cross-functional teams with regard only to new product development. This study will examine the perspective of leaders and subordinates on the outcomes of collaboration in cross-functional teams, as well as the leader behaviours impacting collaboration in cross-functional teams.

1.2 Background to the research problem

Owing to the modern business environments being highly competitive, firms are now forced to find ways of acclimatising and adapting to dynamic environments; this can be achieved through the use of cross-functional teams (Webber, 2002). Webber (2002) proposed cross-functional teams as persons from diverse working areas in the organisation interacting with one another to attain a particular goal. Cross-functional

1

teams can contribute unique and distinctive perspectives, creating innovative teams, which are adapted for problem-solving (Lovelace, Sharpiro, & Weingart, 2001); however, these teams are failing owing to the need for effective leadership in improving the impact of collaboration of cross-functional teams (Sharma, Roychowdhury, & Verma., 2009). Literature on leadership exists and is widely used, yet these teams continue to not return the value-add promised. There is thus a need for studying leaders as behaviours rather than as competencies held by individual managers (Carroll & Levy, 2008).

Thomson, Perry, & Miller (2009) define collaboration as "a process in which autonomous or semi-autonomous actors interact through formal and informal negotiations, jointly creating rules and structures governing relationships and ways to act or decide on the issues that brought them together; it is a process." (Thomson *et al.,* 2009, p. 25). Thomson *et al.,* (2009) therefore suggested that collaboration is a multi-dimensional, variable construct, comprising five dimensions consisting of two structural (governance and administration), two social capital (mutuality and norms), and an agency dimension (organisational autonomy) (Thomson *et al.,* 2009).

However, Bedwell, Wildman, DiazGranados, Salazar, Kramer & Salas (2012) define collaboration as "an evolving process whereby two or more social entities actively and reciprocally engage in joint activities aimed at achieving at least one shared goal" (Bedwell *et al.,* 2012, p. 130). Bedwell *et al.,* (2012) argues that the other definition takes a multidisciplinary approach to defining collaboration. Hence merely refers to various forms of interaction, providing little clarity about the real definition of collaboration (Bedwell *et al.,* 2012).

Bedwell *et al.* (2012) suggested that collaboration is an outcome rather than a goal. Thus collaboration is an evolving process. In which a process of interpersonal relationships and interactions evolve and develop over time. Collaboration requires two or more social entities, existing between and across various entities, including workgroups, teams, units, and departments (Bedwell *et al.,* 2012). There cannot be a dominant party, although the contributions of all parties are not identical since Collaboration is reciprocal, requiring active mutual engagement. The interdependence and sufficient contribution towards common goals are vital for realising collaboration. The common goal distinguishes collaboration from any other forms of collective work and hence must be mutually defined and agreed upon. While entities may have common goals, there exist also conflicting goals, which must be mitigated in order to

achieve the common goal (Bedwell *et al.*, 2012). Collaboration is a reciprocal evolving outcome of a common goal.

Webber (2002) suggests owing to the modern business environment being highly competitive, firms are now forced to find ways of acclimatising and adapting to dynamic environments through the use of cross-functional teams (Webber, 2002).

As a result, cross-functional teams are growing in popularity and becoming common practice. Managers pursue ways of creating more responsive firms using this phenomenon (Lovelace *et al.,* 2001).This is attributable to the ability of members from diverse functional areas who can contribute unique and distinctive perspectives to cross-functional teams, therefore creating innovative teams which are adapted for problem-solving (Lovelace *et al.,* 2001).

This is consistent with the findings of Keller (2001), who highlighted that cross-functional teams are frequently understood as the collaboration or co-operation of individuals taken from several functional areas, hence having more to offer than single individuals with regards to mechanism for bridging boundaries, flexibility in solution development and idea generation, which create innovative solutions within business (Keller, 2001).

Sharma *et al.* (2009) suggested that, despite organisations' efforts to provide congenial environments through team building, training and development, sometimes the employees fail to understand the task. In addition, that perceived behaviour of individuals hurts the egos of the active members of the team, leading to dysfunction (Sharma *et al.,* 2009).

Randel, & Jaussi (2003) argued that the differences in knowledge and views potentially lead to differences of opinion, and therefore reluctance in cross-functional teams to cooperate (Randel & Jaussi, 2003). There is a need to be aware of the differences in decision criteria; the integration of cross-functional teams has been negatively affected by goal incongruity. (Parry, Ferri'n, Gonza'lez, & Song., 2010). This notion reinforced by misaligned incentives, which can lead to additional problems (Rowe 2004). Problems arising in this way could, however, be counteracted by suitable reward and recognition systems effectively designed and implemented in cross-functional teams (Parry *et al.* 2010). Other successful measures, such as performance-related pay and bonuses have also been found to motivate and inspire teams, who should be rewarded for efforts as well as for major improvements (Harman, Golhar, & Deshpande, 2002). Rowe (2004) suggested that in order for cross-functional teams to succeed, the teams

3

must focus on shared organisational goals and shared incentives. Without an incentive cross-functional teams have no reason to collaborate.

The full potential of the team cannot be recognised or realised if the internal dynamics of the team do not encourage and support collaborative interactions among team members. Similarly the full value of diversity cannot be exploited if team members are unable to function collaboratively in a supportive environment. As a result the effectiveness of the cross-functional team is contingent on the leader behaviours of the team. This research seeks therefore better to understand this behaviour and its impact on collaboration in cross-functional teams.

A recent survey of senior management found that 91% of those surveyed agreed that teams are central to organisational success. Therefore, the use of teams are beginning to increase in organisations (Martin & Bal, 2006).

Sharma *et al.* (2009) concluded that a leader has a vital part to play in the prosperous performance of the team. The leader's principal mission is to ensure open and clear communication, assign appropriate roles, and determine the satisfaction level of the team members. Lack of clearness of shared goals negatively impacts the team performance. Teams must be carefully nurtured and led (Sharma *et al.,* 2009).

There is strong emphasis on the importance of senior management support in promoting cross-functional integration (Harman *et al.*, 2002, Parry *et al.,* 2010). Senior management involvement has been found to increase the motivation and performance of team members, providing a clear vision and agenda which inspires action (Harman *et al.,* 2002).With management leadership practices through team-building, team training and team recognition that cross-functional teams can have a significant impact on organisational performance in improving service delivery (Harman *et al.,* 2002).

Walumbwa, Avolio, Gardener, *et al.* (2008) argued that leader behaviours will not be effective if followers do not distinguish the leader to be authentic; meaning that authentic leaders create trust through transparent and consistent behaviour of practices and word, resulting in followers according the leader legitimacy in promoting cultural morals. Those who follow authentic leaders are more likely to associate with the leader and with team, to place trust in leader, and to develop positive affect, containing optimism. Existing research has confirmed that high-powered distance is incompatible with authenticity, or with conveying one's "true" self, since results in teams being less enthusiastic to question, express disagreement or challenge supervisor. Confidence, resilience, and self-efficacy concerning the leaders' proposed variations

are essential for success (Avolio & Gardener, 2005). Another element of authentic leadership is transparency. This is defined as the degree to which the leader emphasises a level of openness with team members which provides them with an opportunity of being forthcoming with opinions, challenges and idea. The final element of authentic leadership is moral or ethical conduct. Leaders who demonstrate this element demonstrate behaviour consistent with values. (Walumbwa et al., 2008).

Schein (2004) supports this view and proposes that leader role modelling and behaviour consistent with the preferred culture embeds and strengthens organisational culture (Schein, 2004).

Parry and Bryman (2006) challenged the redefinition of leadership in terms of practices and processes organised by individuals in interaction. The study concluded that interaction without becoming preoccupied with what formal leaders think and do leads to "an alternative perspective that emphasizes the importance of recognizing the need for leadership to be viewed as a widely dispersed activity which is not necessarily lodged in formally designated leaders" (Parry & Bryman, 2006, p. 455).

There is thus a need for studying leader behaviours as practices and interactions rather than as competencies held by individual managers (Carroll & Levy, 2008); hence, seems probable for business to bridge this gap between practice and theory.

1.3 Motivation for the research

In reviewing current media and the background evidence, two themes surface which have need have research:

1) The first distinct theme, which surfaces, is that of cross-functional teams' failure to add the value promised. There seems to be a gulf between theory and practice. As a result, businesses are unable to reap the full reward of the cross-functional teams' collaboration.

2) The second theme that surfaces is that of the leader as a person. Leaders are believed to be the key to the success of cross-functional teams. However, behaviours or practices seem instead to contribute to the cross- functional team not adding the value promised.

The common requirement that has developed is for leaders, through behaviours, to drive collaboration of cross-functional teams. This raises several integral questions:

1) What are the outcomes of collaboration?

2) How does leader behaviours impact collaboration?

3) What are the leader behaviours for stakeholders to collaborate to realise more success of the cross-functional teams and guarantee that these successes are maintained?

From the themes that have surfaced, this research will seek to comprehend the outcomes of collaboration in cross functional team and under which leader behaviours best impacts collaboration in cross-functional teams. Equipped with this information, will further explore the leader behaviours collaboration with subordinates, which can help organisations better to equip cross-functional teams so that additional effectiveness is added in business.

1.4 Aim and objectives of the research

The purpose of this research will be to explore the outcomes of collaboration in cross-functional teams; and the various means in which leader behaviours can realise the maximum output from collaboration in cross-functional teams for leaders, subordinates, and business involved in cross-functional team collaboration. At this stage of the research, leader behaviours which achieves the maximum output from a cross-functional team collaboration will be generally defined as 'specific interactions or practices of leaders impacting on cross-functional teams working together to guarantee that all stakeholders, together with subordinates, maximise respective successes'. Parry and Bryman (2006) believe that successfully achieved, subordinates will benefit from leader behaviours, and the shared goal be achieved much more efficiently and easily. Businesses will profit from an enlightened cross-functional team who will contribute to the business achieving the shared goal, conveying in creative and new ideas to the business and eventually work together to push the business' strategic objectives (Parry and Bryman, 2006).

CHAPTER 2: LITERATURE REVIEW

2.1 Definition of collaboration

Winer and Ray (1994, p. 10) describe collaboration as "a process that develops people to work collectively in novel ways. The process does not end but brings about new collaborative ventures. Collaboration turns into a continuing phenomenon with a wide range of results that can empower people and systems to change". This explanation suggests that collaboration is a constantly developing progression empowering and encouraging change.

A supplementary definition of collaboration is "a process in which autonomous or semi-autonomous actors interact through formal and informal negotiation, jointly creating rules and structures governing relationships and ways to act or decide on the issues that brought them together; it is a process" (Thomson et al., 2009, p. 25). This definition proposes that collaboration is a multidimensional, changeable construct, and that comprises five significant dimensions (Thomson et al., 2009). The two basic dimensions of collaboration are authority and administration; while the two social capital proportions are mutuality and norms (Thomson et al., 2009). The last support dimension of collaboration is organisational autonomy (Thomson et al., 2009).

Conversely, Bedwell et al. (2012) maintained that these explanations do not take a multidisciplinary way to defining collaboration. Deliberated that these definitions simply referred to dissimilar forms of interaction, and that as such, provided little clarity and precision around the true meaning of collaboration. Bedwell et al. (2012, p. 130) went on to define collaboration as "an evolving process whereby two or more social entities actively and equally engage in shared actions aimed at achieving at least one shared goal".

The word collaboration has been used over a variety of research disciplines in defining multiple types of interaction; yet an amalgamated, comprehensive definition of the construct remains indefinable and elusive (Evans and Wolf, 2005). This lack of clarity concerning the distinctions and similarities between collaboration and further interaction theories has resulted in conceptual confusion affecting practice and research in human resources' management. Experts comprehend collaboration as more of a catchphrase than as a successful human resources' tool. Earlier theory development endeavours have not yet taken an all-inclusive multidisciplinary outlook (Evans and Wolf, 2005). This has ended in failure to incorporate crucial themes across

7

divides and areas into an overall view of collaboration, which is a commonplace practice in various areas such as in the military (Sarin and McDermott, 2003).

Across numerous work backgrounds, leaders and employees depend on collaborative processes and results within and across teams, organisations, and industries in reaching organizational and corporate goals (Bedwell et al., 2012). These connections take many forms including everyday work teams, internal organisational associations, strategic alliances, and joint ventures. Through these undertakings, organisations strive to improve ability to work together in increasing competitive advantage. Actual and operative collaboration often rests largely on the ability of human resources' managers and strategy in selecting, training and cultivating, and assessing personnel engaged in these shared activities (Sarin and McDermott, 2003). Regrettably, case studies make known that fostering flourishing collaboration can be problematic for leaders and employees (Thomson, 2001; Thomson & Perry, 1998).

Managers and other organisational leaders cannot exercise the most suitable employee knowledge, skills, attitudes, and other characteristics when choosing, training, and assessing personnel, without a clear grasp of the attitudes, thoughts, and behaviour required for effective collaboration. Collaboration is an outcome rather than a goal. In principle, people engage with one another to achieve a prearranged goal. This progression involves personal interactions and relationships that develop and improve over time (Bedwell et al., 2012).

2.2 Defining and understanding Cross-functional teams

Webber (2002) proposed cross-functional teams as persons from diverse working areas in the organisation interacting with one another to attain a particular goal' due to the present work atmosphere being highly aggressive, organisations are now required to look for new ways of getting adjusted to dynamic setting through the use of cross-functional teams (Webber, 2002).

Consequently, cross-functional teams are increasing in recognition, and becoming common practice. Managers try new ways of generating more receptive organisations using cross-functional teams (Lovelace et al., 2001).This is due to the ability of individuals from diverse functional areas who can contribute unique and distinctive perspectives to cross-functional teams. This produces inventive and innovating teams tailored for problem-solving (Lovelace et al., 2001).

8

Keller (2001), who mentioned that cross-functional teams are repeatedly thought of as the cooperation or collaboration of persons that come from various functional areas or divisions; and superior and stronger as a team than individuals in terms of idea creation, social cohesion, problem solving, and a system which create innovative solutions within organisations (Keller, 2001).

2.3 Cross functional integration

2.3.1 Social unity

Social cohesion in a product innovation team, built through frequent communication, interaction, and participation in group activities, often breaks down barriers, resolves conflicts, and increases the amount and variety of shared information through social ties, thus promoting integration (Brown and Eisenhardt, 1995; Scott and Bruce, 1994). Quintessence, the potency of team individuals' interpersonal ties with one another. These optimistic feelings are helpful in surpassing mind-set and typecast barriers traditionally maintaining a silo effect (Dougherty, 1992). Social cohesion is the emotional dimension of team cohesion. Referring to the extent to which persons encounter interpersonal magnetism and preserve collegiality in a team (Dion and Evans, 1992; Hogg, 1992).

2.3.2 Interactive distinctiveness

Is the degree to which members recognize and interact or identify with the team, are committed and dedicated to the overarching goals, and have a stake in the collective success or failure of team and project. Superordinates' identity increases the difference among out-group and in-group members. As this distinction is emphasized, similarities among in-group members are sought, triggering better comradeship and partnership behaviour (Mackie and Goethals, 1987; Sethi, 2000).

2.3.3 Autonomy

Is the extent of independence or freedom a team has in figuring out the tasks to perform and how to accomplish (Amabile et al., 1996; Goodman et al., 1988). Allowing a team to be self-directed elevates member motivation (Janz et al., 1997), which then increases the willingness to cooperate (Cohen and Bailey, 1997). By handing over autonomy to a team, leaders show that the work is significant, and that the individuals responsible are proficient of attaining the goals that are targeted. That message can drive individuals to give more effort to the team, so that leader and organisational expectations in the team and organisation are achieved (Langfred, 2000).

9

2.3.4 Reward-customer based incentive

This reward system is a course in which all workers are acknowledged for advancing the companies care and attention of customers' needs (Jaworski and Kohli, 1993; Kohli and Jaworski, 1990). The reason is that, by giving rewards all employees who assist the firm to become more receptive and responsive to customer likes and dislikes and market movements, the financial well-being of the business is assured. Reward systems decrease the disagreement from unequal methods of reward distribution among team individuals, encouraging consistency of performance to the requirements and objectives of the team (Griffin and Hauser, 1996).

2.3.5 Process formality

This system is the extent to which actions and associations or interactions in the establishment are managed by regulations, rules, and laws (Andrews and Smith, 1996). This process is hypothesised to have a good effect on team respect and integration. Superior planning aids the endeavour, encouraging and fostering integration, by giving the expectedness and control required for advancement on cautious and chancy or risky tasks (John and Martin, 1984). When members are given more authority and responsibility, persons in a team are more disposed to interacting with each other, seeing as the strategies are linked with a higher chance of achievement. As compared, when there is inadequate project preparation, projects fall short from unaccountable responsibilities and confusing and vague commands, creating a mental aloofness and powerful conflict in the midst of team associates (Michaels, Cron, Dubinsky, Joachmsthaler, 1988).

2.3.6 Leader encouragement to take risks

The belief of senior management is essential in overcoming in-house complications developing when important change is necessary for accepting a new project (Maidique and Zirger, 1984). If senior management is open to taking more risks and acknowledge occasional disappointment and failure as part of usual and common industry norms, divisions and members will be encouraged to collaborate, therefore dropping the innate risks implicated in solving organisational problems. If senior executive and team leaders are risk-averse and prejudiced of failure, divisions and teams will be not as much inclined to correspond and collaborate thus avoiding innovative and divergent ideas which entails a degree of risk (Michaels et al., 1988).

Thus amalgamation needs leaders to address the condition and environments internally as well as outside cross-divisional teams. These specially focused work teams function as silos; acknowledgment of this set up is the primary footstep towards better supervision and management; and thus will ensure rewards from team incorporation. Factors internally such as team capital, resources and organisational and team culture, and external variables such as company planned course and capacity of knowledge management ability, integration and collaboration (Pinto, Pinto, & Prescott, 1993).

2.4 Leadership

Perhaps the most broad and inclusive definition of leadership is the definition postulated by Winston and Patterson (2005, p. 4): "a leader is one or more people who selects, equips, trains and influences one or more follower(s) who have diverse gifts, abilities and skills and focuses the follower(s) to the organisation's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional and physical energy in a concerted coordinated effort to achieve the organisational mission and objectives".

Leadership as a concept or topic of discussion, and research is very wide; and may be described in various ways. Leadership has been an area of study for much of the 20th century, yet consensus is lacking on a depiction of leaders and leadership (Dorfman and House, 2004, p. 54). Alon and Higgins (2005) define leadership as the skill which turns vision into reality. The definition of organisational leadership that is embraced for this research is "the ability of an individual to influence, motivate and empower others to contribute towards the effectiveness and success of cross-functional teams" (Dorfman and House, 2004, p. 56). Leadership studies must focus on personality traits, behavioural styles, and the power and influence of successful leaders (Bolden, Gosling, Marturano and Dennison, 2003). This must coincide with the era of leadership in which the will to achieve results is followed by an era of persuasion. The focus of leadership studies should be on the role of followers and the nature of the context of leadership (Bolden et al. 2003), that is, a shift to situational, transactional, and transformational leadership styles. Each of these leadership styles expresses various definitions and attributes of leadership (Barczak and Wilemon, 1989; McDonough, 2000; Sarin and McDermott, 2003). Dorfman and House (2004, p. 54), suggest that the existing vast range of definitions of leadership are acceptable in that focus area is directed to leadership research.

2.5 Team Leader Characteristics

Accounts of leadership that is highly involved propose that once leaders give those rights and authority to make decisions, members of the team turn out to be more enthusiastically responsive and interactive; collaboration among them improves (Kidd and Christy, 1961; Wilemon and Thamhain, 1983). Low-involvement or autocratic, tyrannical leaders discourage and dispirit team associates from actively communicating and joining in team activities (Bolman and Deal, 1993; Stewart and Manz, 1995).

The team head contribution by generates a better and more inclusive work setting, which inspires team members to network with each other using relaxed rather than formal ways of communication. Thus active conduct by team leaders is expected to be related to greater occurrence and worth of communication within cooperating teams and greater team collaboration. Greater involvement is also expected to be linked to the use of less formal methods of communication. Once the leader enthusiastically involves group members in making decisions, individuals have a say in influencing the way the organisation should advance (McDonough, 2000). Since the outlook is to contribute in a well-informed way, the significance and dependability of the data exchanged rises (Kidd and Christy, 1961; Peterson, 1997), developing and increasing the interaction and collaboration within the team (Maltz, 2000).

By being thought of as welcoming, sympathetic and honest, a thoughtful and understanding team leader builds an atmosphere of emotional safety which inspires and persuades team members to willingly voice unorthodox thoughts and views without the anxiety of punishment or repercussions (Edmondson, 1999). Understanding and thoughtful group leaders exhibit care and attentiveness to the well-being of team members. Leaders are welcoming and sociable, and treat others with respect. Thus, leaders not only indicate individual abilities, but also create a pleasant work environment overall (Antonioni, 1996; Burke et al., 2006; Evans, 1970; House, 1971; Griffin, 1979; Yukl, 1994). Members of the team are then approved for examining of productive ways in which to settle conflict and disagreements within the group (Burke et al., 2006; Norrgren and Schaller, 1999; McDonough, 2000). Therefore, group leader deliberation is accepted to be highly related to collaboration and the utilization of functional disagreement resolution strategies; and negatively related to the use of dysfunctional methods of conflict resolution within cross-functional teams.

Leadership that describes the likely prospects and expected outcomes of the team helps the group focus and help with goal structuring. Assisting the group individuals in forging a stronger sense of the team assignment and individuality (Antonioni, 1996;

McDonough, 2000; Sethi, 2000). This constructs a learning experience inside the group (Sarin and McDermott, 2003), and encourages purposeful conflict resolution approaches over those which are dysfunctional (Antonioni, 1996); therefore instigation of goal structuring by the team leader is expected to be related highly to collaboration within cross-functional teams. Target structuring such as this motivates teams to share problems and obstacles, and to work together toward the same goal (McDonough, 2000).

Antonioni (1996) proposed that execution of a goal-orientated composition is probable to increase communication that is project-related. For that reason, of goal structure introduction by the team leader is likely to be positively related to the regularity and superiority of information. Leadership that clearly and openly lays out goal expectations can empower cross-functional teams in search for information associated with own activities, conferring with other team members in attaining   goals (Sarin and McDermott, 2003) and evading conventional and more formal ways of interacting,(Bolman and Deal, 1993).

Commencement of processes structure entails arrangement and scheduling of the tasks to be conducted, making clear the policy and regulations which must be adhered to, and preserving performance standards (Teas, 1981, 1983).Procedure structure is defined as the extent by where the group head arranges and directs the performance of division members, by giving detailed and precise supervision and guidance on what must be prepared and how to conclude (Antonioni, 1996; Burke et al., 2006; Evans, 1970; House, 1971; Griffin, 1979; Yukl, 1994).

2.6 Team leader behaviours

The team leader exhibits an essential position in setting the work climate within the team; motivating and inspiring team members, and affecting behaviour (Burke et al., 2006; Norrgren and Schaller, 1999). Team and group leaders direct the style and mode in which the cross-functional team presents itself and its ideas in accomplishing and realising individual and organisational goals (Barczak and Wilemon, 1989; McDonough, 2000; Sarin and McDermott, 2003). Leaders should be participative, supportive, considerate, goal orientated and well prepared (Reichwald et al., 2005).

2.6.1 Participation characterises

The way in which the leader acts toward others as well as the influence over the team members. (Van Knippenberg and Van Knippenberg, 2005). This is the extent to

13

which the group leader requests individual's involvement in the process of making decisions. (Reichwald et al., 2005). Participative leaders confer with the associates of teams, lobby input, and consider propositions when making decisions (Antonioni, 1996; Burke et al., 2006; Evans, 1970; House, 1971; Griffin, 1979; Yukl, 1994).

A participative team leader generates or creates an environment in which power is spread more consistently among the team members. Such control equity enables individuals or subgroups to dominate the conflict resolution process in the group at the expense of others, thereby creating a more open and productive approach to resolving conflicts (Burke et al., 2006; Norrgren and Schaller, 1999).Participation and consideration are possibly on the whole the most evident signs of a team leader's management style. Sarin and McDermott, (2003) proposed that the solution to solving disagreements in a team is to comprehend the underlying power arrangement and structure within the group Participation sets the tone in which the leader exerts power and influence over the team, and has shown to be positively related with regard to learning within cross-functional teams. As a result, leadership that is participative leadership in cross-functional teams ought be well related to the use of solutions to conflict situations strategies; and negatively related to the practice of dysfunctional conflict resolution strategies within the team (Burke et al., 2006; Norrgren and Schaller, 1999).

2.6.2 Supportive leaders

Is the level of consideration to which the team leader is sociable, welcoming, and easy to talk to, demonstrating interest and takes into account the well-being of the team's individual. Revealing respect and esteem for others, and conveys cues about own personal and individual qualities. If others are treated with respect, understanding and attention; group leaders build an enjoyable work environment in which effective collaboration may take place. (Reichwald et al., 2005).

2.6.3 Goal/Achievement-oriented leaders

Goal structuring and arranging is the extent where by leaders express to the members of cross-functional teams the outcome or objective anticipated from them. (Reichwald et al., 2005).By goal-structuring, team leaders set stimulating goals for the team members, expecting them to assume accountability and to perform to highest level. By employing such behaviour, leaders display confidence that the members of the team will put forth the level of effort and determination necessary for accomplishing the goals set for them (Burke et al., 2006; Norrgren and Schaller, 1999).

14

2.6.4 Directive leaders

Process and procedure structuring is the degree to which leaders organise, monitor and guide the activities and set-up of team members (Rego, Sousa, Pina ,Cunha, Correia, and Saur-Amaral, 2007). Process structuring by team leaders gives them detailed guidance concerning what required and how to accomplish. The team leader schedules and plans the work to be completed, sets out the rules and guidelines that must be adhered, and help keep standards of performance consistent. (Reichwald et al., 2005).

Team leader's coach team individuals, help nurture capabilities, foster connections and learning within the team, and champion the team's achievements to others in the organisation (Ancona and Caldwell, 1992a; Barczak and Wilemon, 1992; McDonough and Barczak, 1991; McDonough and Griffin, 1997; Sarin and McDermott, 2003). Nurick Thamhain (2006) proposed that effective leaders are social designers who appreciate the interaction between organisational and communicative variables; proposing that such leaders should be able to minimize dysfunctional conflict and to foster a climate of active collaboration. The lack of reliable success in cross-functional teams has been accredited to poor project leadership, which frequently fails to appreciate the diversity of cross-functional teams; mismanaging team dynamics which are indispensable components of the performance of any team (Henke, Krachenberg, and Lyons, 1993; Parker, 1994; Robbins and Finley, 1995). Effective leadership in cross-functional teams was identified as one of the most imperative instruments not only for managing team, but also for steering the teams effectively and efficiently through the novel product development process (McDonough and Griffin, 1997).

The role of leaders has been examined, in comprehending the way in which people are influenced to cooperate, to make a great effort; or the way in which culture and collaboration may be formed. Apparently, the driving strength linking strategies of an organisation can only be leadership - leadership at all levels. O'Regan & Ghobadian (2004), who advised that the initiation and arrangement of strategic actions by operative leaders result in tactical competitiveness and above- average returns, maintain this explanation. Additionally, O'Regan & Ghobadian (2004, p.79), disputed that the main mission of leaders is to guarantee the effective deployment of the corporate strategy. Building on this view, Cascella (2007, p.69) proposed that to realise its strategy, a business must produce an organisational culture fostering alignment between the strategy and the work that is executed within each department and function.

2.7 Cross-functional team engagement through leadership

There is an obligation to comprehend both the definition and importance of team engagement. Team member engagement, as defined by Maslach and Leiter (1997), according to Schaufeli, Salanova, González-romá, & Bakker (2002), is usually categorised by energy, involvement, and efficiency of the cross-functional team. Additional illumination was given by defining team engagement as follows: Work engagement consists of the following dimensions:

1) Energy and dynamism: these are considered as great levels of energy and mental resilience while operational, the enthusiasm to invest and devote effort in one's job, not being easily worn-out, and the application of tenacity even in the face of adversity. (Schaufeli et al., 2002).

2) Commitment and dedication: is considered as gaining a sense of worth from one's work, feeling passionate and fulfilled about one's job, and feeling stimulated and challenged by one's job (Burke et al., 2006).

3) Captivation: is described as being completely and blissfully absorbed in one's occupation and having trouble detaching oneself. As initially proposed by Kahn (1990) and reported by Babcock-Roberson and Strickland (2010) engagement "is defined as the concurrent service and appearance of an individuals desired self during tasks that encourage collaboration and to work with others, individual presence and energetic, full performances" (p. 315). A comparable description is provided by Attridge (2009), in defining engagement as comprising "three aspects include a physical constituent (e.g., ''I exert a lot of energy performing my job''), an emotional component (e.g., ''I really put my heart into my job''), and a cognitive element (e.g., ''Performing my job is so absorbing that I forget about everything else'')" (p. 384).

Engagement has been constantly related to increased levels of output and team happiness (Babcock-Roberson & Strickland, 2010). In order to obtain peak performance engagement is vital; an engaged team worker puts out more dynamism, commitment and enthusiasm for work (Babcock-Roberson & Strickland, 2010). Consequently, producing a sense of significance and responsibility would be a fundamental prerequisite in preserving and extracting top performance from a team (Fritz, Lam & Spreitzer, 2011). In fact, being able to produce a perfect balanced employee who enjoys surroundings, accepts job necessities and leadership practices, all these elements that result in the enablement of achievement, would be an essential

16

task for the operative and successful leader (Wildermuth & Pauken, 2008; Attridge, 2009).

Wildermuth and Pauken (2008) also noted that the application of assured leadership beliefs appears more suitable in developing and improving team engagement. Particularly, the visualisation set, and stirring characteristics of transformational leadership are placed as "engagement friendly" (Wildermuth & Pauken, 2008, p. 126). Transformational leadership speaks especially to creating significance, importance, and worth in an employee's input, important incentives and benefits wanted by a completely motivated team.

2.8 Collaboration and cross functional team creativity

Creative teams are treasured in organizations as produce novel ideas and solutions to maintain the firm's competitive edge. However, team ideas are not considered creative just because teams are new or novel; teams need to have potential use for the firm (Rego et al., 2007).

Cross-functional teams embody a leadership approach to completing work in a corporate environment. Resourcefulness and creativity within each team helps to solve problems and to leverage opportunities from other teams through the integration of divergent thoughts and perspectives Babcock-Roberson and Strickland (2010). Previous studies indicate that a collaborative culture, which influences how team members interrelate and work together, is a critical precursor of team creativeness and vision (Rego et al., 2007).

Working within various teams generally requires more particular effort and care than working individually. Imperative not to forget that, independently of the disciplines or the task, that communication and interaction happens between people. For this reason some of the problems that are seen are comparable with the usual teamwork hitches. Therefore there may be ways in which to prevail (Rego et al., 2007).Research indicates that when team members have high levels of interpersonal communication, support, and clarity of purpose, team members tend to be very creative and innovative (Jaskyte, 2008).

Even individuals from the same teams yet having different backgrounds can disagree. All individuals have different ways of behaving, interacting, and communicating ideas and opinions. Assumptions are generated based on previous experiences in similar

17

situations. All these problems become more visible where teams of different divisions are concerned (Rego et al., 2007).

2.9 Obstacles to collaboration in cross-functional teams

2.9.1 Communication

The first barrier to overcome is basic communication. Some individuals have better communication and people-skills, articulating more clearly than others. However, in guaranteeing a good outcome, effective communication is vital. The bringing together of different divisions or disciplines involves and means bringing together diverse views. When members feel passionate about ideas and views there is an ease to pass from discussion to argument. Therefore, imperative that all members take an open-minded, respectful, and considerate approach to the conversation. Both individual and team emotional intelligence boosts a team's capability of corresponding with one another, being open to diverging views, and in employing emotion so as to improve team decision-making. Babcock-Roberson and Strickland (2010).

2.9.2 Role contribution

Does not matter how dazzling the individuals of a team are, if teams are not appropriately prepared and organised. Thus, essential that leaders ensure that all those concerned in a venture realise role and that of others at each step of the process. Leaders must ensure that team members are familiar with what team members are tasked with; the way in which to conclude, the reason for the task and the team in which collaboration must take place. If those positions are not well spread, members tend to scatter efforts and lose track of purpose (Rego, et al., 2007).

2.9.3 Team Trust

Rousseau, Sitkin, Burt, & Camerer (1998) was consistent with other researchers in suggesting that trust is an emotional state comprising accepting vulnerability, based upon positive potential and expectations of the intent or actions of another. Therefore, trust is an expectation that others will behave as usual, and not be opportunistic (Jarvenpaa, Knoll & Leidner, 1998). McAllister (1995) states that '"available knowledge" and "good reasons" serve as foundations for trust decisions, the platform from which people make leaps of faith'.

Sentimental trust is the confidence one places in a team associate based on one's feelings of compassion and concern for that fellow worker (McAllister, 1995). Cognitive

trust is based on one's enthusiasm to rely on a team member's know-how, expertise, and trustworthiness (McAllister, 1995; Johnson& Grayson, 2005).

2.9.4 Lack of feedback

Through the course of feedback that individuals are able to put into practice the ability to see themselves as others view them. On the other hand, through feedback that individuals understand how people see and observe them. (Rego, et al., 2007) . Feedback is any type of return information or instruction from a source which is helpful in modifying behaviour (Rego, et al., 2007) Both leaders and subordinates must be backed or assisted by each other if both are to do well either collectively or individually as a key part of a thriving and surviving organization rather than leaders not giving any feedback in project related deadlines. But in order to obtain this backing, and be as efficient as possible, both supervisors and subordinates must feed each other the information necessary to do the work and keep the people productive and content (Rego, et al., 2007)

2.10 Implications for cross-functional leaders

Firstly, the finding that emotional intelligence is a predictor of team trust implies that cross-functional team leaders must consider the emotional intelligence of each team member in order to establish the level of emotional intelligence. After this has been achieved, activities such as guidance in emotional intelligence may be undertaken in developing individual and team competence. In addition, consideration of emotional intelligence may be used with employment candidates, predominantly those applying for employment positions which involve considerable teamwork (McAllister, 1995; Johnson& Grayson, 2005).

The impact of trust on a collaborative culture, and cognitive trust on creativeness, highlights that managers need to pay consideration to trust as a crucial building block of teams. In order to gain and maintain trust, leaders must construct situations for both formal and informal interaction amongst team members (Jarvenpaa, Knoll & Leidner, 1998).

Finally, the optimistic impact of cognitive trust on the connection between a team's collaborative culture and creativity suggests that managers must recognise the importance of team members' perceptions of the reliability and competence of colleagues (McAllister, 1995; Johnson& Grayson, 2005). So that these insights may be supported, clearly makes the most sense to appoint functionally proficient individuals.

19

Nevertheless, functional capability is not adequate for cognitive trust. Individuals have also to own skills such as honesty, working with others, being dependable and trustworthy, doing whatever is necessary to accomplish and complete the job, and being flexible and easy-going (Barczak & Wilemon, 2003).

2.11 Leaders as a key to ensuring cross-functional teams' success.

2.11.1 The need and role for leaders in cross-functional teams

A latest survey of senior management found that 91% of those surveyed agreed that teams are essential to organisational success, and therefore the uses of teams are beginning to increase within organisations (Martin & Bal, 2006).

Sharma et al. (2009) deduced that a leader has a very important role to play in the flourishing performance of the cross functional team. Leaders' main task is to ensure clear and open communication, to assign appropriate roles, and to ascertain the satisfaction level of the members. Lack of transparency of shared goals negatively impacts team performance. Teams must be carefully nurtured and led (Sharma et al., 2009).

There is a tremendous highlighting on the significance of senior management support in promoting cross-functional integration (Harman et al., 2002, Parry et al., 2010). Senior management involvement has been established to increase the motivation and performance of team members, providing a clear vision and agenda with which to inspire action (Harman et al., 2002). Only with management leadership practices through team-building, team training and team recognition that cross-functional teams can have a significant impact on organisational performance and improving service delivery (Martin & Bal, 2006).

2.11.2 Leading through behaviour

Walumbwa, Avolio, Gardener, et al. (2008) argued that leadership behaviour will not be effective if followers do not perceive the leader to be authentic; meaning that authentic leaders generate trust through transparent and consistent behaviour of words and practices, resulting in followers according the leader legitimacy in promoting cultural values (Van Knippenberg and Van Knippenberg, 2005).. Followers of authentic leaders are more likely to identify with the leader and workgroup, to trust leader, and to develop a positive affect, including optimism. Extant research has demonstrated that high-powered distance is not compatible with authenticity, or with being and expressing one's "true" self, resulting in employees who are less willing to question, challenge, and

20

express disagreement with supervisor. Confidence, self-efficacy, and resilience, regarding the leaders' proposed changes are essential (Avolio & Gardener, 2005). The third dimension of authentic leadership is transparency, defined as the degree to which the leader reinforces a level of openness with others providing them with the opportunity of being forthcoming with ideas, challenges, and opinions. The final factor in authentic leadership is ethical/moral conduct. Leaders who demonstrate this quality demonstrate behaviour consistent with values, or "walk the talk." (Walumbwa et al., 2008).This is consistent with Schein (2004), who proposed that leader role-modelling and behaviour consistent with the desired culture, embeds and reinforces organisational culture (Schein, 2004).

Parry and Bryman (2006) stated that leadership should be redefined in terms of processes and practices organised by people in interaction, studying that interaction without becoming preoccupied with what formal leaders do and think, leading to "an alternative perspective that emphasizes the importance of recognizing the need for leadership to be viewed as a widely dispersed activity which is not necessarily lodged in formally designated leaders" (Parry & Bryman, 2006, p. 455).

There is thus a need for studying leadership as practices rather than as competencies held by individual managers (Carroll & Levy, 2008).Therefore the focus of this research would be on leader behaviours that contributes to cross-functional team success or failure. (Van Knippenberg and Van Knippenberg, 2005).

The utilisation of cross-functional teams within organisations increases creativeness in new product development, leading to minimised development time and increased product innovativeness, owing to collaboration Parry and Bryman (2006). A great many leadership practices are linked with supporting organisational creativeness in cross-functional teams, together with regular and open communication, building organisational slack, mind-set to risk, and senior management commitment (Carroll & Levy, 2008).

The challenges include: sequential involvement of functions across teams, lack of communication between different teams, management approach to supply and resource constraints, and instant management focus on innovation (Carroll & Levy, 2008).

2.11.3 Importance of leadership in supporting creativity in cross-functional teams

Cross functional teams are perceived as being more innovative than non-cross functional teams for the reason that extensive functional involvement exposes team members to superior information diversity, however, increasing the quantity and diversity of data is not sufficient for the increase of resourcefulness and creativity (Van Knippenberg and Van Knippenberg, 2005). A combination of organisational practices has to be in position in order to be possible for team members to take advantage of the team's creative potential. Such practices are linked to the leadership in organisational culture, structure, and processes (Alves et al., 2007; Sethi et al., 2001)

2.11.4 Importance of leadership in ensuring open, frequent, and accurate communication

Information that is more precise coupled with diverse information, improves the quality of decision-making, and enhances a team's absorptive capability in that teams become better positioned to comprehend and absorb the information that is being communicated. One of the most successful approaches through which leaders encourage effective communication among cross-functional team members is through collaboration (Swink, 1998).

Senior management support**:** is vital not just for the improvement of successful processes (Cooper and Kleinschmidt, 1996), and the swiftness and efficiency of development (Brown and Eisenhardt, 1995), but also for the development of effective cross-functional teams (Song et al., 1997). Song et al. (1997) found that senior management support plays an important role in determining the extent of cross-functional amalgamation within organisations. This positively impacts new quality and development turnaround time. Gupta and Wilemon (1990) discovered that management assistance and support in terms of monetary and personnel resources allocated to organisations were the most significant forms of support in accelerating new product development time.

Top leadership support is vital in obtaining the political and monetary resources necessary for attracting suitable members to the team, achieving support for pursuing innovative ideas and in providing the essential resources with which promote the development process (Brown and Eisenhardt, 1995). Lack of good top management support means more time is necessary for bargaining access to resources, adding to delays in the process.

The role of senior management is to equalise this pressure between the demands for shorter-term gains in a team versus the long-term gains for the company. An exclusive focus on short-term, incremental projects has been found to have a negative impact on organisational performance (Cooper and Kleinschmidt, 1996). One way of dealing with this dilemma is for the senior management to concentrate not only on returns on investment when deciding resource allocation across divisions, but also on other considerations such as future market penetration and growth (Bessant and Tidd, 2007), or on strategic benefits that might accrue from having a portfolio of inter-dependent products. This long-term commitment to major projects, as opposed to seeking short-term financial returns (Bessant and Tidd, 2007), which enables the R&D department to focus on long-term technology development. Senior management's long-term commitment and supportive attitude towards innovation and new product development were recognized as key to eliminating delays. (Gupta and Wilemon, 1990). The cross-functional leaders have a day-to-day relationship with staff members. Leaders are responsible for putting the team, together based mainly on existing capability, and then delivering the performance objectives of project or assignment. The cross-functional leader has modest interest or incentive in developing staff, as this falls outside the focus on delivering against shorter-term performance metrics (Bessant and Tidd, 2007).

Clearly, there are some noticeable conflicts and challenges created by cross-functional working. The first is that there is often little or no communication between the functional leader and the cross-functional leader (Evans & Wolf, 2005). The second is that there might be several cross-functional leaders involved simultaneously, which creates obvious conflicts on the time allocation of the individual staff members returns (Bessant and Tidd, 2007). The third and perhaps most hardest challenge are the conflicts between the role of the functional and the cross-functional leader (Evans & Wolf, 2005). An added complication in these relationships is that the functional leadership role is not always a full-time one. The functional leaders might also be assigned to work on projects, leaving them with limited time in which to liaise with the cross-functional leaders, to communicate with own functional team members, and to develop or coach those returns (Bessant and Tidd, 2007).

There are no easy answers to the challenges presented by cross-functional working; however, there are some best practice principles and processes which may be employed in making this type of working both efficient and effective (DeCusatis, 2008).

23

2.12 Conclusion

If cross-functional working is to be effective, the roles and responsibilities of all parties must be clearly defined. More to the point, these definitions must include expectations that teamwork would overcome some of the challenges (DeCusatis, 2008). Cross-functional leaders should have the clear accountability of reporting on performance to the functional leader, providing evidence to support this feedback. Most importantly that leaders should also be encouraged to allow time for staff development activities, including exposure to tasks that stretch individuals and allow them to improve capability. Ideally, each project or assignment will allow some scope for this way of operating (Bessant and Tidd, 2007).

CHAPTER 3: RESEARCH QUESTIONS

3.1 Introduction

Chapter 2 proposes that very little research been conducted regarding the outcomes of collaboration in cross-functional teams and perceptive of maximising the impacts of leader behaviours on collaboration in cross-functional teams.

As a result, this researcher explored to better comprehend how leader behaviours can improve the impacts of collaboration in cross-functional teams. The initial step is to unpack the outcomes of collaboration in cross-functional teams. Then unpack the leader behaviours itself; confirming the literature in Chapter 2 regarding the successes and failures encountered by the stakeholders in cross-functional teams. Once established, the researcher will then explore the critical leader behaviours required for collaboration in cross-functional teams in impacting positively on both leaders and subordinates.

Having established the basis for outcomes in cross-functional teams, the researcher will explore leader behaviours which leaders and subordinates perceive impact collaboration in cross-functional teams.

In conclusion, the researcher will explore to better comprehend what leader behaviours are essential in ensuring that collaboration in cross-functional teams will be maintained and strengthened.

In essence, the research will strive to comprehend the outcomes and leader behaviours currently existing as perceived by leaders and subordinates, considering how the leader behaviours can be equivalent with collaboration in cross-functional teams to achieve maximum benefits for the business. As a result the stakeholders in the process would be leader and subordinates who function in cross-functional teams. Business can be considered a stakeholder since business receive the ultimate reward from cross-functional teams' collaboration, but that is out of the scope of this research.

3.2 The research questions

The research aims to provide answers, which will contribute value to the current body of literature. The research is explanatory in nature, seeking to provide answers to the following research questions:

Research question 1: What are the outcomes of collaboration in cross-functional teams?

Research question 2: What is the essential leader behaviours required for collaboration in cross-functional teams?

Research question 3: Which leader behaviours is essential maintaining a collaborative relationship between cross-functional team stakeholders?

26

CHAPTER 4: RESEARCH METHODOLOGY

4.1. Research method

The purpose of this research was to seek the outcomes of collaboration in cross functional teams and various leader behaviours in which collaboration in cross-functional teams between managers and subordinates could achieve maximum impact from leadership behaviours for all investing in the cross-functional team - managers, and subordinates. Collaboration in cross-functional teams in achieving the maximum output from leader behaviours was in general defined as 'managers and subordinates working together to guarantee that all stakeholders, together with subordinates, maximise respective successes from investing in cross-functional teams'. The study acquired the perspectives of managers and subordinates on how to enter into a collaborative relationship, and how such a relationship could be strengthened and maintained.

Qualitative research is most appropriate to research which strives "to learn about some aspects of the social world and to generate new understandings that can then be used" Rossman and Rallis (2012, p. 4). Constructed on this opinion, a qualitative research design matched this research, in that the research strived to learn about the leader behaviours in which managers and subordinates collaborate, and further comprehend which methods of leader behaviours could possibly be applied to the cross-functional team.

(Rossman & Rallis, 2012) also suggested qualitative data offers rich and detailed data for research. Since without the full data view, collaboration is a difficult concept to fully comprehend. This full data view could only be obtained from data that had sufficient detail and depth. This type of data could be extracted from qualitative data. Consequently, this research required rich explanations to fully comprehend the needs and opinions of the several stakeholders and the leader behaviours in required to collaborate.

(Marshall & Rossman, 2011, p. 29) recommended qualitative research for research "that elicits tacit knowledge and subjective understandings and interpretations" and this is exactly what this research expected to achieve. Scott Holste and Fields (2010) proposed that tacit knowledge is difficult to capture and is highly personal. (Scott Holste & Fields, 2010) suggested tacit knowledge rises from an individual's abilities, developed skills, undocumented processes, experiences, and gut feelings. In certain situations, tacit knowledge might be the most valuable, going beyond the documented

and the noticeable (Scott Holste & Fields, 2010). This is in line with the purpose of this research, which was to unearth information, which the respondents possessed but did not readily or openly disclose, yet which would probably be valuable in better understanding the leader behaviours process; and if indeed the collaboration may have greater positive impact. Exploring deeper this tacit knowledge provided remarkable perceptions into leader behaviours, which could be beneficial to stakeholders in a collaborating cross-functional team. Sole dependability on quantitative content examination may lead to a neglect and disregard of qualitative explorations, therefore reducing the accuracy of the investigation. The hypothesis fundamental to quantitative analysis usually prevents a well thought-out evaluation of the important role which qualitative considerations may offer in communication research. For this reason is the need for theoretical reorientation that can be done qualitatively. The potentialities of communication studies can be enhanced only if the emphasis is shifted from quantitative to qualitative procedures

Saunders and Lewis (2012, p. 123) defined cross-sectional research as "the study of a particular topic at a particular time, i.e. a 'snapshot'". Ritchie and Lewis (2003, p. 54) added to this definition by suggesting that "cross-sectional studies are used to explore macro-level change" and that the emphasis is on individuals themselves but rather on the context in which the individuals exist. The design of the current research is thus supported by both these definitions. The research sought after, firstly to understand the perspective in which stakeholders in the cross-functional perceive the successes and failures of the cross-functional team. Secondly, the research sought the leader behaviours that impact collaboration in cross-functional teams. Owing limitations regarding the research and the time constraints, a 'point in time; research was most suitable. As a result this research was a qualitative, cross-sectional study.

Ritchie and Lewis (2003, p. 24) added that applied research "…is concerned with using the knowledge acquired through research to contribute directly to the understanding or resolution of a contemporary issue". Rossman and Rallis (2012, p. 5) further expanded on applied research, suggesting that "applied research aims to inform action and enhance decision making". This research lent itself to an applied research approach because the research used the knowledge acquired from understanding the various forms of leader behaviours for the relevant stakeholders; and how leaders could potentially enhance the benefits of the collaborative cross-functional team with a view to providing stakeholders with information on choices and actions in this regard.

4.2 Research philosophy

Ritchie and Lewis (2003) mentioned Immanuel Kant's (1781) proposal that individuals view the world through more than just direct observation. Understanding of Kant's proposal was that perceptions relate to our human interpretations of what we sense and not our senses alone; and that our comprehension of the world results from us thinking about our experiences, and not our experiences alone (Ritchie & Lewis, 2003). Saunders and Lewis (2012, p. 106) noted that 'interpretivism' as "a research philosophy which advocates the necessity to understand differences between humans in role as social actors".

The study wanted to comprehend the behaviour in which leaders and subordinates collaborate; and how this could be applied in order to gain greater value from the cross-functional team. Also wanted to reveal the views of the above-mentioned social actors and thoughts and feelings pertaining to collaboration within cross-functional teams. The research sought to understand these differences given that these social actors each perceived that leader behaviours and the value derived from it quite differently. As such, this study lent itself to an interpretive viewpoint.

4.3 Research approach

Saunders and Lewis (2012, p. 109) interpreted 'induction' as "a research approach which involves the development of theory as a result of analysing data already collected".

By means of inductive analysis, this study seeks to examine trends or characteristics of specific patterns which can then be looked into with the main aim of developing theoretical conclusion (Saunders & Lewis, 2012). Saunders and Lewis (2012, p. 109) further suggested that with an inductive approach the emphasis of the research "is on a close understanding of the research content" and that as the research progresses a more flexible structure will allow for changes in the research emphasis.

Since the study intended to uncover an insight on leader traits and characteristics in the collaborating cross-functional teams between leaders and subordinates, this observable fact constitutes the more detailed explanations by which the analyst started, the intention meaning to analyse or examine familiar trends and happenings concerning leader actions among these individuals. The study additionally looked to achieve profound understanding and therefore build up a greater insight and outlook of

collaboration. Since such, an analytical inductive approach was appropriate for the research.

4.4 Type of research

Background research was appropriate for this research in that the research first described the outcomes of the cross-functional team and if cross-functional teams succeed and failed; and then looked at methods or ways in which those affected may collaborate through leader behaviours. In addition to this, the research was explanatory, examining the way in which key stakeholders collaborated, and how this could be applied through leader practices. Ritchie and Lewis (2003, p. 27) reasoned that background research as "describing the form or nature of what exists" and explanatory research as "examining the reasons for, or associations between, what exists".

4.5 Research approach/strategy

A simple and adaptable research approach was used and a natural examination in the 'real world' was conducted (i.e. top tier banks which offer various opportunities and encourage collaboration in cross-functional teams) (Ritchie & Lewis, 2003).

4.6 Research process

Incidentally, two sets of distinctive information were gathered by means of semi-structured detailed interviews. The outcome and most important points highlighted in view of the fact that the interview with mangers were validated in the interviews with subordinates.

4.6.1 Semi-structured, detailed interviews

Rossman and Rallis (2012) proposed that prior to determining if comprehensive interviews are suitable to the information gathering route, some interview rationale should be considered. This reasoning would contain attaining knowledge of parties' viewpoints for in depth comprehension, generating information that is sound and explanatory, and in obtaining a grasp of the situation and environment (Rossman & Rallis, 2012). Exactly this type of information about leader behaviours as well as the collaborating cross-functional team that this research looked to obtain. Semi-structured, detailed interviews were performed with the senior management of different divisions of the top tier South Africa banks offering cross-functional team collaboration, and the

30

subordinates of these leaders who contribute to the collaboration in cross-functional teams, because these individuals will offer the most helpful information.

4.7 Scope

The extent of this study is relevant to leadership. The motive for this is that the study was required to investigate leader behaviours in an effort to increase collaboration in cross-functional teams particularly in terms of academia, to the person and the organisation.

4.8 Population

Saunders and Lewis (2012, p. 132) came up with the definition of a population as "the complete set of group members". Seeing as this research will concentrate on the opinions of leaders and subordinates, the sample population concerning this research integrated cross-functional teams in banks which offer collaboration, banks having various functional divisions that should ideally be collaborating in ensuring efficiency and in servicing the customers' requirements fully.

4.9 Unit of analysis

The unit of analysis was a stakeholder in the cross-functional team. These leaders and subordinates included, but were not restricted to, leaders that lead cross-functional teams, and subordinates who function in these teams. An 'organisation' referred to a firm which employs both leaders and subordinates, providing them with opportunities of collaboration. This study concentrated on the view points of leaders and subordinates that are involved in the collaboration of cross-functional teams.

4.10 Sampling

4.10.1 Sampling technique

Purposive sampling gives the analyst the liberty to decide on individuals who are or have been concerned and involved in collaborative schemes between leaders and subordinates. This group set of persons will be in a situation to offer and supply important data with regards of encounters; and therefore the data requested would be significantly pertinent to providing answers to the research questions. Given that the entire lists of top-tier banks as well as various differential functional divisions that have cross-functional collaboration teams were not easily obtainable; a non-probability sampling technique was utilized. Purposive sampling is a technique in which a researcher "is using judgement to actively choose those who will be best able to help

31

answer the research question and meet the objectives" (Saunders & Lewis, 2012, p. 138). The top-tier banks in South Africa were looked upon as essential for the intention of this study, given well-established history in servicing customers with a complete banking solution; and outstanding track record in the world of business. From a corporate standpoint, an array of functional divisions was taken into consideration for employment of and experience with leaders, as well as interactions and associations with subordinates.

4.10.2 Sample size

Marshall and Rossman (2011) suggested that the sample size should present adequate variability of the experience and enough detail for the research to be helpful and, knowing the financial support and time constraints, a reasonable budget should give the analyst an adequate period in which to finish the study.

The input for the research was provided by two distinctive groups: leaders who lead cross-functional teams, and subordinates who are employed in these teams, who carry out the specific tasks required. Seven detailed ,semi-structured interviews were performed with the leaders leading cross-functional teams in a collaborative effort, conducted in person. Furthermore, seven in-depth, semi-structured interviews were conducted with the subordinates of these various functional divisions.

Variability, while making sure that the funding limitations and time were sufficiently looked at. The seven subordinate provided sufficient depth and revealed views to be valuable to this research. The seven interview meetings with leaders attained both depth and this was thought of as illustrative and representative of the sample, although not numerical, seeing as there are numerous other organisations encouraging and promoting collaboration within cross-functional teams.

 The seven leaders and seven subordinate's guarantees a varied model which provided variation in the information collected and compiled. Finally, this sample led to the materialization of important theme points of concern and interest (Saunders & Lewis, 2012).

4.11 Data analysis

A narrative analysis technique permits respondents are able to revive experience through the process of telling a story, with the view to identifying the hidden meaning behind the story (Marshall & Rossman, 2011). The content analysis technique involves the manual or automated coding of information together with documents, transcript

32

audio with the purpose of identifying words which arise more often in the information collected. Qualitative data analysis involves compiling data collected into a more controllable format (Marshall and Rossman, 2011).

Altas data-analysis software was used for this research. Initially data was sorted into subheadings. These subheadings were then later grouped into major themes or constructs. The analysis and data collection was an ongoing course; a continuous relative/comparative analysis method was employed as soon as the second interview, at which the latest data was looked at with existing data. In this instance, information composed from each latest interview was compared with information previously collected (Marshall and Rossman, 2011). Subheadings were re arranged and changed quite a few times for classification suitability. These constructs shaped the source for Chapter 5, and the analysis of the results.

4.12 Potential research limitations

The subsequent points are likely limitations to the research:

Interviews were only performed with the top-tier banks in South Africa who promote, encourage and offer the resources for collaboration. To achieve a broader and more detailed observation of the research, other organisations should be incorporated. This omission confines the research generalisation, as there are plentiful other organisations, whether or not multinational, offering cross-functional team collaboration.

The intervention model that is accessible may not be applicable or practicable across different industries. Another limitation, then, is that this study considers 'business' as a general field and does not consider various and differing industries to which the intervention model may readily apply.

Only leaders and subordinates were interviewed. Those who experience only the end product were current customers who were the other significant stakeholder. As point of views may be unlike those of the other two stakeholders, and yet were not interviewed for this particular study, as the research is constrained.

4.13 Conclusion

This section examines the research methodology used for this study. Qualitative research methodology was considered most appropriate for this research as which unearthed the tacit information of respondents, unearthing fascinating information into

collaboration. Additionally, qualitative data presented this research with a well described in order to fully comprehend the view points of a range of stakeholders on leader behaviours. This research was a cross-sectional qualitative study restricted merely by cost and time constraints. The study took on an interpretive philosophy and an applied research approach so as to recognize and comprehend the viewpoints of the diverse individuals.

The approach for research was inductive in nature, and looked to achieve valuable information from leaders and subordinates, therefore allowing for an in depth comprehension of collaboration. Contextual research suited this study which originally explained the challenges and successes encountered by the collaborators in cross-functional teams; and thereafter looked at leader behaviours to collaborate so as to develop and optimise the impact of the cross-functional team.

The results of the two distinct data sets in this study was compared, namely leaders and subordinates, in authenticating the results and major topics. Semi-structured, detailed interviews were conducted with the senior management of various functional divisions of the four major top-tier banks in South Africa, and the subordinates of these functional divisions who are members of these teams. The range and highlight of this study was relevant to leadership. The sample population of this research was leaders who lead cross-functional teams; and subordinates who work in cross-functional teams. A purposive sampling technique In this regard was adopted. The seven leaders and seven subordinates supplied adequate variation and depth in the information presented, highlighting quite a few significant topics and points. Atlas.ti, a data-analysis software was used to examine and analyse the information. The classification of topics was a changing and developing process.

CHAPTER 5: RESULTS

5.1 Introduction

Chapter 5 displays the results of the qualitative, cross-sectional research, commencing by outlining the sample demographics, and the characteristics of the sample, continuing to detail the data analysis techniques. To conclude, the results of the semi-structured, in-depth interviews are displayed. The results are interpreted and discussed in Chapter 6.

The research implemented an interpretive philosophy for understanding and unpacking the opinions of the several respondents. With a research approach being inductive in nature and a contextual type of research adopted. A flexible research strategy was deemed appropriate and a realistic analysis into the 'real world' was conducted.

5.2 Sample demographics and characteristics of sample

This qualitative research explored the outcomes of collaboration in cross-functional teams. Thereafter, the manner in which leader behaviours could maximise the impact of collaboration in cross-functional teams for all crucial stakeholders who were interviewed for this research being seven heads of various divisions of the top-tier South African banks offering cross-functional team collaboration; together with seven subordinates of these leaders who contribute to the collaboration in cross-functional teams. These respondents were selected at random and two questions were added to the interview guide to assess compatibility to the research. The first question gauged experience specifically to cross functional teams and the second tested understanding of cross-functional teams. The sampling method, as discussed in Chapter 4, was purposive and convenient. As agreed with the respondents confidentiality will be maintained with the details of all respondents been kept confidential. Table 1 represents the sample demographics of the respondents interviewed. Table 2 represents the characteristics of the sample for all respondents interviewed.

Table 1: Sample demographics

INTERVIEWEE	NO. OF INTERVIEWS CONDUCTED	NO. OF RESPONDENTS
Leaders	7	7
Subordinates	7	7
TOTAL	14	14

Table 2: Characteristics of the sample

SECTOR	NO. OF INTERVIEWS	DESCRIPTION OF BANKS
Financial Services	14	Bank 1- One of the leading banks in South Africa forming part of the top tier. An international, profit-orientated bank. Its specific locations have not been disclosed, in order to maintain confidentiality. Bank 2- One of the leading banks in South Africa forming part of the top tier. An international, profit-orientated bank. Its specific locations have not been disclosed, in order to maintain confidentiality. Bank 3- One of the leading banks in South Africa forming part of the top tier. An international, profit-orientated bank. Its specific locations have not been disclosed, in order to maintain confidentiality. Bank 4- One of the leading banks in South Africa forming part of the top tier. An international, profit-orientated bank. Its specific locations have not been disclosed, in order to maintain confidentiality.

Table 3 provides details of the transcripts, for ease of referencing. Transcripts have not been disclosed in order to maintain confidentiality where respondents have been quoted in Chapter 5. Some transcripts have been edited, where appropriate, so as to preserve the confidentiality of respondents.

Table 3: Respondents and transcript references

Respondent	Reference
Leader 1	L1
Leader 2	L2
Leader 3	L3
Leader 4	L4
Leader 5	L5
Leader 6	L6
Leader 7	L7
Subordinate 1	S1
Subordinate 2	S2
Subordinate 3	S3
Subordinate 4	S4
Subordinate 5	S5
Subordinate 6	S6
Subordinate 7	S7

5.3 Individual data analysis

In order to identify the major themes and concepts, data from each interview was analysed. As semi-structured interviews permit for both open- and closed-ended questions, the several themes, where applicable, were clustered beneath the relevant research questions. Data from the interviews was analysed so as to identify the depth and wealth of the data. Themes were carefully chosen, with the requirement that minimum seven respondents expressed a view on that theme. Seven was considered 50% representation and hence a vital concern point for most stakeholders. Appendix A has an attachment of the interview questionnaire. The interview guide of Clark (2006b) was used as the basis for the design. Pre-testing of the interview guide involved mock interviews with colleagues and fellow MBA classmates in determining the relevance of questions. The mock interview transcripts were discarded once the researcher felt that the questionnaire had been adequately designed.

The perceptions as conveyed by the respondents and actual words and points are presented in Chapter 5. Several opinions and main themes were conveyed repetitively; others surfaced from more than one respondent. Certain themes were communicated specifically, while others were implied by respondents. Eleven of the respondents spoke freely, while a three required some prompting and probing when exploring perceptions and thoughts in greater depth. Themes expressed by leaders featured strongly amongst the various leader respondents and provided confirmation for the

37

themes and perceptions expressed. These themes were then cross-checked against the perceptions of the subordinates. Main themes surfaced regularly, while minor themes stressed contradictory opinions of these two stakeholders. The semi-structured questions led to a broad conversation surrounding the successes and failings of collaboration in cross-functional team, thereby confirming current literature and current opinions on the cross-functional team. The conversation advanced to seek greater understanding of the behaviours in which leader behaviours impacts on collaboration in cross-functional teams. As a final point, respondents were asked perspectives on the behaviours in which the impact of leader behaviours could be improved for the greater value of all stakeholders. These perceptions have been clustered into main themes, with sub-themes supporting these main themes. These themes follow the research questions.

5.4 Research question 1: What are the outcomes of collaboration in cross-functional teams?

The interviews commenced by exploring broad understanding of the perceptions of respondents regarding the outcomes of collaboration in cross-functional teams. Prompting and probing permitted the unpacking of motivation for collaboration in cross-functional teams being value-add to the business, and stimulated a discussion with respondents. Once probed on the outcome of collaboration in cross-functional teams, most respondents viewed this in relation to the individuals in the cross-functional team; and the way in which the collaboration contributed to the team dynamics. All respondents alluded to the fact that when there was good collaboration the outcome was positive and when there was bad collaboration the outcome was negative, "that usually when things go pear-shaped" (L4). Respondents agreed on a number of specific areas of good collaboration, which included understanding and working towards the shared goal, improved teamwork, and improved communication. However, when collaboration was bad, hence resulted in a breakdown of this good collaboration and inevitably led to individual agendas and dysfunctional teams. Table 4 represents the themes and the number of respondents for research question one that expressed that viewpoint.

Table 4: Research question one themes and number of respondents

Themes	No. of Respondents
Understanding and working to the shared goal	14
Teamwork	12
Communication	7
Breakdown	14
Own agenda	9
Dysfunctional team	14

5.4.1 Understanding and working to the shared goal

Understanding and working to the shared goal was identified as the most common outcome for success or failure of collaboration in cross-functional teams. Many respondents supported the opinion that understanding and working towards the shared goal bestowed a sight upon an individual of the end goal, and as such the path to follow in order to achieve this goal. This is of crucial importance to contemporary business. Understanding and working towards the shared goal resulted in informed decision-making, ensuring that decision-makers deliberated a range of characteristics of a business instead of just concentrating on one solitary part of proficiency, driven largely by bearing the purpose of achieving the shared goal in mind. The understanding and working to the shared goal oscillated from engaging and interacting with individuals from various experiences and practices, to being made aware of company strategy, and being made aware of global marketplaces and nations outside of native lands.

Understanding and working towards the shared goal, according to the leaders, is indeed a significant benefit for collaboration in a cross-functional team, where "everybody knows exactly what the common goal is that we want to achieve" (L3).

Similarly, Leader 4 viewed success with as "each person in different teams understanding roles and how they contribute to the overall bottom-line of the company" (L4).

Leader 7 suggested much more in "it unleashes a potential of the division or the department or the business, because when people start working together towards a common goal they actually then, all of functions are congruent, and they ensure that the business can be driven forward" (L7). As such, this school believes "having shared goals, you will have many teams and all of you'll be working towards the same goal, and that is the only way that you will have any incentive to collaborate" (L7).

Subordinates four agreed that understanding and working towards the shared goal was critical to success as "everyone needs to have visibility of what the end goal" (S4) and "and everyone needs to have a good and clear understanding" (S4).

However, subordinates two felt that leaders had a critical part to play in that "it's driven from the top so people understand that this is the sort of the ethos of the organisation." (S2) And needed to be a "clear objective that needs to be laid down that the team needs to work towards" (S2) and "you also have like clearly defined, managers and team leaders driving a team to sort of get there" (S2).

5.4.2 Teamwork

The ability to understand the shared goal leads to another success, as viewed by both leaders and subordinates in improved teamwork. Respondents believed that collaboration in cross-functional teams developed in leaders and subordinates a sense of camaraderie, through awareness of team associations, and by forcing them outside of the known and out of comfort zones. The cross-functional team promotes teamwork by demanding individuals to participate with team mates in maximising collaboration in cross-functional teams. Most agree that by co-operating in teams, individuals are more aware of different thought patterns; which inspires them to value diverse opinions. The degree of teamwork and the teammates with whom individuals cooperate guide individuals into advancement during collaboration in cross-functional teams.

This school believes in teamwork as "each one has experience and knowledge so collectively they may have allot of knowledge but when they individuals they have specialised knowledge and when you put it all together you then get allot more powerful team" (L7) hence success. Leaders three agree "Nobody is pulling to one side trying to achieve its own goal. Everyone strives to find the common goal and finish the same task or project or whatever the solution might be together" (L3) which effectively leads to "transparency, openness, accountability" (L4) because "everybody feels the part they play is important" (L6). And ultimately "apart from having the common goal, people tend to work better together as they don't see each other as competitors or as enemy's" (L7).

This teamwork was visible to subordinates: "people helping each other out and that kind of stuff I think it impacts positively and it makes you know and makes you strive" (S1) because " team dynamics is very lets help each other so that we can meet an end goal" (S3) . "everyone there together to resolve the problem" (S5) and "the team will

40

feel revitalised and re-energised to want to work together in solving other business needs and problems that come across the table" (S7).

However subordinates cautioned that "everything runs quiet smoothly in that sense when people are playing with an open deck of cards" (S6) and "People are able to work better in a more stable working environment" (S4).

5.4.3 Communication

Communication is critical leader behaviours of any business leader; hence apparently that leaders saw improved communication as the success of collaboration in cross-functional teams. Communication provides a link between the leader and the subordinate. The leader is able to provide the subordinate with skills and guidance for achieving the shared goal through communication. Respondents believed that the communication makes leaders and subordinates more aware of the different sides of business, which are vital for a success of the business and that these give subordinates the resources for achieving the end goal.

Leaders two reported very strong points on communication that in success there is "Lots of communication between stakeholders" (L2). Going further to say that "When thing are going well they are talking, when thing are not going well they are also talking" (L2) problems can "always be avoided if the constantly talk to ensure that the other person is aware of the stumbling blocks that you encounter" (L2) and "sense of good communication between teams, good relationship" (L6)

Interestingly, Subordinates had very little to say suggesting "allot more better communication between people" (S4). Although subordinates did not highlight this as a key success of collaboration, subordinates did significantly raise communication as a major reason for the breakdown in collaboration in cross-functional teams.

5.4.4 Breakdowns in the cross-functional team collaboration

The second part of the research question turned a corner from the successes of the cross-functional teams to the failures. The failures that have been highlighted to a large extent are a breakdown of the success as illustrated above.

Leaders believed "bad collaboration I've found that ultimately the end product, the outcome will not be achieved" (L1) and stems from "A total lack of understanding of the specialised function mind-set operating styles and the mental barriers that get created between functions." (L1).

41

Leader 2 citied "well communication and relationships just start breaking down and becomes very difficult actually for the next round" (L2). Leader 3 suggested errors in communication "getting mix messages resulting in the outcome being completely wrong" (L3). Leader 4 added "There a lack of communication there a breakdown in communication" and "there isn't that sharing of information then the team never really reach full potential." (L7).

Leader 2 also warned that "if collaboration is not good in one quarter next quarter it going to be even worse because you just set yourself up for a deteriorated relationship" (L2).Leaders agreed that the breakdown affects the team with "allot of stress in those teams", "friction in the team" and "also leads to some sort of frustration" (L2). "People just struggle to work together and sometimes it just becomes a blame game, which leads into the next prominent failure." (L2). "Teams don't work to the strategy of the organisation and it affects your business unit" (L4) and "what happens people stop working together and don't use all of the resources available to them."(L7).

Subordinates reiterated these facts in "duplication of work, producing unnecessary documents just for the sake of it" (S1) "because Team not working together, people not communicating" (S2). "Usually those specific individuals don't have a clear understanding of what needs to be done." (S4) and this is because "information is not shared and they not in the know about what are going on a bigger picture scenario" (S6).

Subordinates went further to say that "Bad moral. You get people dragging feet on completing a deliverable" (S1) because "you almost feel like you don't want to do it and it takes a lot longer and less efficiency" (S1). Subordinate 2 suggested "people tend to lose respect for each other to certain members of the team to the wilder group" (S2). The result is "certain people will withdraw" (S5) as "feel like they haven't got the support". Ultimately it "demotivates allot of people" (S6).

5.4.5 Own agenda

Cross-functional teams often face the challenge of own agenda in collaboration of cross-functional teams. Failing to deal with different individuals or team agenda propagates a 'silo' mentality, a detrimental mentality for leaders and subordinates. Leaders have endeavoured to promote collaboration instead of own agenda; and to foster holistic thinking, leaders conceded that dealing with own agenda is not always achievable. Subordinates viewed this in a similar regard.

Leaders understand the problem of own agenda "teams try to compete with each other, try to outdo each other. There allot of misunderstandings, often cases where they go out of way to make the other team look bad" (L2).

Supported by Leader 5 " it's difficult where teams have own agenda and try and follow management or managers style to own set of goals and without respect for other functions or other teams in the organisation" (L5) suggesting "lead to destructive within a team". Leader 5 attributed this to "certain managers with specific agendas and personalities actually drive own agenda and there is conflict, there is delays, objectives not being met, there is there just defunctionalisation" and "the organisation becomes dysfunctional and there a breakdown in communication" (L5).

Leader 6 also expressed the view that "Allot of teams or team leaders or managers have own agenda by driving own objectives. They would set out a specific set of objectives for themselves and they would try to attain that at all cost irrespective of the vision of the company" (L6) attributed this to " compensation and people driving own agenda to try and get themselves either promoted or up to the next level". Leader 6 identified the type of people who would display this nature "it usually people with very strong personalities who usually try to bulldoze or try and push way there and try and push agenda without taking cognisance of the rest of the company and rest of the team that actually try to work towards the goal of the company." (L6).

Subordinates too, view own agenda as a significant failure of collaboration in cross-functional teams: "everybody wanted to work within silos they never wanted to share information. Knowledge sharing was not existent but although we were all servicing the same client we weren't leveraging of each other's knowledge and of each other." (S3).

Subordinates saw "allot of dominance coming from certain characters , there clash of characters" (S4) and "the team will compete with one another instead of coming to a much more well-rounded answer as opposed to one team member trying to outsmart the next team member" (S5) and "people who are extremely competitive , maybe they would thrive in and environment like that but I don't think everyone would thrive in an environment like that." (S5).

5.4.6 Dysfunctional team

Interestingly, both leader and subordinates agreed that when there a lack of collaboration in cross-functional teams, the team becomes dysfunctional. Sight is lost of the end goal; and priority is given to shifting the blame instead of working for a

43

solution. While a collaborative cross-functional team is exceedingly valued in the business environment, a dysfunctional team is regarded as hazardous. This questions the bottom-line purpose and actual requirement of the cross-functional team. With so many functions requiring a collaborative cross-functional team, and organisations considering a collaborative cross-functional team, somewhat profitable but redundant when dysfunctional, hence rational to question whether a collaborative cross-functional team has a place in the current business environment, when doing more harm in failure to function.

Leaders were quite open to reveal that the emotional effect on the cross-functional teams is "allot of stress in those teams" (L2); "leads to some sort of frustration" (L2); "friction in the team. People just struggle to work together and sometimes it just becomes a blame game."(L3).

Leader 6 agreed "becomes a blame game rather than let's fix the problem and it becomes less about the task" (L6). Leader 6 suggested the new aim of is " …people just want to try not be the one who fault."

Leader seven supported this view "element of a blame game where something goes wrong in the project instead of working towards a solution and fix it. They start pointing fingers at each other and leads to animosity and people not liking each other from different departments. It creates silo mentalities so you can't fully unleash the power of all of those individuals and collectives" (L7).

Leader 2 confessed that not only subordinates are to blame for this behaviour, "Often the managers of two teams get involved and they start pointing fingers." (L2). Leader two warned "always the history" remains at the back of minds." (L2)

Subordinates were very vivid in describing the effects "Bad moral"(S1); "people dragging feet on completing a deliverable" (S1); " feel like you don't want to do it and it takes a lot longer and less efficiency" (S1); "People tend to lose respect for each other to certain members of the team to the wilder group" (S2); "certain people will withdraw" (S5); "feel like they haven't got the support" (S5) and ultimately this leads to "demotivates allot of people." (S6).

5.5 Research question 2: What is the essential leadership behaviour required for collaboration in cross-functional teams to be impactful?

The following section considered the vital leader behaviours required for leaders and subordinates to be satisfied with confidence that collaboration in cross-functional teams

has a beneficial impact on the business world. The leader himself was considered by far the most significant leader behaviours, primarily for subordinates to gain understanding of the shared goal and clear path and guidance on how to achieve that shared goal. The data also revealed that communication of knowledge, ability to treat fairly, and creating the culture was also essential leader behaviours that were a determinant of either success or failure in collaboration within cross-functional teams.

Having discussed both the outcomes positive and negative faced by collaboration in cross-functional teams, and having highlighted the desire for cross-functional teams in promoting success and in addressing failures, both leaders and subordinates made numerous recommendations regarding improving the impact of the cross-functional team collaboration. The recommendations came from own experiences of the interaction in cross-functional team collaboration, as well as in existing development. Hence, vital that leaders and subordinates to enter into more of a partnership arrangement. Communication of knowledge, ability to treat all individuals fairly and creating a culture were identified as crucial leader behaviours necessary for extracting maximum benefits for all stakeholders. Table 5 represents the themes and the number of respondents for research question two that expressed that viewpoint.

Table 5: Research question two themes and number of respondents

Themes	No. of Respondents
Lead by example	9
Good communication	8
Ability to treat all individuals fairly	7
Creating a culture	13

5.5.1 Lead by example

The leader lead by example is the most vital piece of any business and accordingly, leader behaviours was regarded by both leaders and subordinates as a crucial element to ensuring success in cross-functional team collaboration. Leaders sought to include lead by example as crucial leader behaviours of the cross-functional team collaboration. Leaders had a broader view of fostering the leader by example, displaying abilities to subordinates, attempting to go beyond just leading by example, and by developing subordinates' abilities to achieve the end goal.

Leaders felt that leading by example make subordinates and leaders more aware and grants opportunities for development which are necessary maintain a competitive edge. Leaders were also of the belief that the cross-functional team collaboration was

45

effective in assisting subordinates, who are technical professionals; with evolution in the business environment; and with building leader proficiencies through coaching and guidance. Leaders view the lead by example as essential and critical leader behaviours of the cross-functional team collaboration.

Leader 7 went right to the core "you have to set the example" (L7) "when you dictate to people and you force them to do things that's very ineffective" (L7) "you not allowing them to do job or do what they need to do together again," (L7) "you also create an environment where people stop thinking and they start following and doing what you tell them to do and that not necessary collaboration isn't it? Collaboration is where people start thinking of what they doing and thinking about how they can work better together."(L7). Leader 7 also related this back to the shared goal "so if you come up with that shared goal and your team just doesn't buy that shared goal and another team just doesn't buy that shared goal immediately people are not going to work towards it."(L7).

Strongly supported by leader 6 who suggested as a "leader you need to sketch the reality to people, because people will often sit in a team in a specific role and they will have a fairly narrow set of information about what happening in the wider firm" (L6).

Leader 2 confessed that failures were "an error on my part where I exhibited behaviour that I actually shouldn't have due to my own frustrations or due to my own in the heat of moment I did something that I shouldn't have done" (L2). Commenting that the failure was largely owing to "just don't understand the others worlds and because we all professional one will make assumptions about the other persons worlds, rightly or wrongly and then act accordingly so and those assumptions are sometimes right or wrong and if it is wrong well you don't want to be in a situation where it's wrong."(L2).

Leader 4 agreed and suggested, "Understanding each other's business unit, understanding the function each business unit and how it affects the business as a whole" (L4).

Leader 2 commented regarding support of subordinates, "stay close to my guys who need to deliver something and to understand where they are in the process" (L2) "understand those kind of stumbling blocks or items and then unpack are we on track, are we not on track' (L2) "understand what on his plate and just make sure that the conversations are happening between his and his counterparts" (L2)

Leader one agreed and advised on the benefit "understanding the challenges in the different areas, once I understood what each team was experiencing that was a barrier to them achieving what they needed to achieve…, I was able to find a synergy where the different challenges that each team was experiencing could be understood by the others" (L1).

Subordinates were adamant about the leader himself criticising "don't understand like the nitty gritty, the like detail. They sort of know the end goal and what needs to be produce they don't sometimes realise what it takes to get there or how much work it actually is to produce something that might not necessarily be necessary" (S1).

Subordinate two offered the solution to subordinate one problem "having and understanding of the work from start to finish" (S2) "you need someone who knows the ins and outs. Who been there before, who going to be able to drive the process. who is able to make sure people produce what they need to produce while letting them do job not micro manage people make sure that they are doing what they supposed to do and on the time that is allocated to them"(S2).

This school believes "the biggest leadership practices that you need to learn is someone needs to have a very good management skill in the team. So you need to be able to manage every single issue, escalation etc.. You need to be able to understand each of the individuals always remain objective in opinion and always ensure that everyone is working together as a team as opposed to debating on issues. Rather work on what has already been done than step back and going over past issues again. It is also very important that the person who is per say the project manager is there to manage all the deadlines etc. Manage all the roles and responsibilities make sure everyone is clear on what they need to do as a manager of a cross-functional team. For example as the leader of that team you need to ensure that you are there with your team every step of the way and are just there to handle all the issues and escalate that to the higher level if you need to or but mostly sort it out at that level but make sure that you pull someone aside as individuals and communicate to them, find out problem find out issues, experiences and together work on a solution forward" (S4).

Subordinate seven cautioned that the leader needs display "Authentic leadership" (S7) because, "the one size fits all approach does not work" (S7).

5.5.2 Good Communication

The basic reason leaders communicate to is to impart knowledge and skills on how to perform the task. The ability to impart knowledge and skills, then, was regarded as crucial leader behaviours of the cross-functional team collaboration. Good communication in the cross-functional team is gained by leaders and subordinates through various strategies: through weekly sessions, through informal interactions, and through developing relationships with stakeholders and peers. Respondents sensed that leader communication gives subordinates and leaders' information of the business environment; and in an environment other than the cross-functional teams, obtaining such information will encounter difficulty. As such, the leader behaviours of communication affords a perfect stage for leaders and subordinates pursuing to in deepen knowledge of the cross-functional team and the business world.

Leaders sees the behaviour of communicating of knowledge, expertise and growing associations as undergirding the successes of the cross-functional team collaboration: when "communicate to those two team leaders as well, that makes a huge difference" (L2) "in conversations with the people he needs to deliver off to" (L2).

Leader three shared a strong view with regards to poor communication "if you can't communicate on the whole that is to the determent of the whole team."(L3). "Guys don't communicate well. You see sometimes, time and time again, guys are not on the same page and the project or process or whatever the common task is, it falls on its face." (L3). Leader three then stressed "You need to be someone that can communicate well. That can see the common trend that needs to happen. The project, you need to understand the end goal and need a vision of what needs to happen and the outcome. You need to be a very good communicator so that everybody knows at what stage it needs to happen." (L3)..

This opinion was also supported by leader five who suggested the reason for good communication "Good communication is probably the biggest driver with good communication or regular catch-ups or regular meetings you set out the goal for the company and you have team collaborating much clearly together. So regular communication is probably the driver of and also having that goal set out by senior management of what to achieve and this is where we have to go and it's always a, I always break it down in each tactical or strategic goals." (L5).

This school believes "understanding what does your division need to do to fulfil that common goal and then as a leader you need to communicate that with your team" (L7)

but cautioned that "managers themselves don't work well together, so they don't communicate well together" (L7).

Nearly all the subordinates had problems with the communication from leaders:

"Leaders do not communicate to staff, they keep everything within themselves" (S3) "when communicating does not filter down that has an impact and I don't think leadership realise the impact of the lack of communication." (S3).

"Least effective I would say, well not having any sort of communication with the leader for long periods of time can lead to a negative impact. I think as a leader you need to keep that line of communication open at all times even if you just asking a question to follow up on something after a meeting you sometimes as simple as that is important." (S6)

Subordinate four hence advised leaders "You there to make sure that your team carry out a list of task that you have set out for them while still remaining that balance, ensuring that absolutely effective communication between the both of you always at all times. Ensuring that you already carried out your task in providing a support function to your team when they need you to escalate to higher level." (S4).

5.5.3 Ability to treat all individuals fairly

With numerous outstanding and exceptional individuals to choose from, offering similar roles in cross-functional teams, the value of the leader behaviours of fair treatment, has raised questions. Leaders now make the discrepancy that fairness to all individuals in the cross-functional team is paramount to maintaining the cross-functional team collaboration and that subordinates who are selected as favourites are in fact not always likely to have achieved the expertise essential for true value to business. Leaders criticised the behaviour of picking favourites purely for the commitments of completing a specific task, as apposed to long-term development and growth of the individuals and the cross–functional teams.

Leader one was quite passionate about " tendency to give one team priority over the other" (L1) and expressed the direct impact it has. "You find that team feel that they not being treated on an equal basis, that there no balance or fairness, immediately they stop collaborating and they go into competition" (L1). "What tends to happen in organisations that encourage competitive behaviour is that teams lose sight of the fact that the competition is actually external to the organisation." (L1) "Competition leads to unfairness, unfairness leads to a team feeling demotivated, rejected and very talented

49

people leaving the team that hasn't performed as well as its counterparty" (L1). "The inability to treat people irrespective of which area they represent in a fair manner, to value the competencies the uniqueness that different teams bring to the table, I think leaders tend to prejudice teams based on what they regard to be critical competences". (L1). Leaving a warning that "For a project to be successful, equal attention must be given across all functions. Any element missing could jeopardise and entire project" (L1)

Leader 6 also shared this passion and express an additional view to what leaders are doing incorrect "we too focus on individual achievement rather than the team the team achievement and the wider team achievement and celebrate that more and less celebrate the individual achievement. I think it creates a sense of we working together as a team rather as group of individuals." (L6) "what leaders sometimes do wrong is that they pick favourites they like working with and that they have built trust and what the consequences of that is you just tend to go to those people to get things done and I think that creates allot of uneasiness around the other people because they not given the same opportunity as the other people call it the favourites or the more trusted people and I think that as a leader you got to be very careful that you try and give everyone equal opportunity." (L6)

Subordinates clearly accept what the leaders confessed with subordinates five offering an example of an example of a situation experienced where "the behaviour was completely incorrect as a manager" (S5) "a manager who gave one team member in the team a bunch of flowers for working extremely hard but in fact" " another team member within the team who actually worked in everyone's else eyes in the team significantly harder than the other individual" (S5) "that promoted the wrong behaviour within the team" (S5)

Subordinate two offered some advice to leaders "as a leader you need to be fair. People need to believe that you are fair. You need to appear to be fair and need to know that if some does something they will be recognised for it. I mean various ways of recognising good performance but as long as the people believe that the leader is fair and is impartial across the he mustn't appear to have favourites within the team and the people will tend to hold back instead of giving all to the team." (S2)."

5.5.4 Creating a culture

The leader behaviours of creating a culture within cross-functional team collaboration are considered an absolute necessity for having a positive impact on business. Without

50

the leader behaviours of creating a culture, respondents felt that the cross-functional team collaboration converts to purely a 'paper' exercise. Leaders specified that care is taken to guarantee that subordinates work in a culture of collaboration. Leader conceded that if subordinates cannot function in an appropriate culture, then the cross-functional team will merely add no value. Accordingly, leaders feel this leader behaviours is in fact structured to guarantee that subordinates are able to function in an environment promoting collaboration, consequently delivering value to the business.

Leaders suggest bridging this gap by practical projects: "break down those cultural barriers that we need to be competing with one another" (L1) "comes down to culture and a proper culture needs to be inculcated and embedded in the team, there needs to be allot of work done on the behavioural aspects (L1) "you get a clashing of minds…. which affect the relationship" (L4). "It does influence collaboration if people don't think big picture and work toward the organisation goals and when people take things personally then it does crate conflict within the organisation." (L1).

According to leader five leaders are guilty of "change our aim and objective to regularly. …do something this year and the next year … do something totally different …management style is not very conducive to obtaining the goal of the company …create driver for pushing the agenda" (L5). Leaders should "drive where there allot of respect in the team …people work towards the same goal …accepting each other within the different teams …no trying to push agenda …being mindful of the big goal of the company" (L5).

Leaders seven had a strong view and expressed that leaders "instead of creating an environment" (L7) "they openly criticise each other and by doing all that kind of stuff, you don't create an environment where any collaboration can work. So when managers don't work together or talk together. When managers openly criticise each other and by doing all that kind of stuff you discredit any collaboration, you discredit or you don't create an environment where any collaboration can work. So when manager don't work together or talk together. When managers openly criticise each other, when managers force people to do things that are no necessary in line with what goals are or what views are and when managers don't create a vision or a goal for the team, a common goal for the team and don't get the team buy-in then there not going to be any collaboration there.(L7)

Leader seven had a strong opinion on culture and the behaviours leaders actually display "People have superiority complexes. So when one manager thinks he better than another manager, it permeates through the staff. So when one manager openly

criticises another manager, again it permeates through the staff. So the staffs starts talking about the other people in the other team. That the first thing as a leader you have to lead by example and you have to demonstrate that you want to collaborate with another division." (L7).

Subordinates agreed and expressed different views of how the culture can be impacted by the leader behaviours "micromanaging is a killer" (S1) "your frustration levels like bowl over and then goes back to not caring about it anymore complaining about style rather than concentrating on what you need to do and who you need to speak to and who you work with so I think that's a big thing." (S1) if "aint micromanaged they work well to get together and when they work well together and within the greater team environment." (S1). "Micro managing, It frustrates people and it leads people to do only what required and nothing more nothing less which doesn't really help the team cause whenever there an issue we need to go beyond your normal call of duties so to speak" (S2)

Subordinate three felt what works best is "when the leader is able to empower the staff to be able to give them necessary training skills to be able to do job and be trust worthy in terms of giving then the power to make decisions. For me leadership also needs to look at type. What role do they play. I think that's very important because you can get leaders that don't empower and they quiet controlling and I think that hampers sometimes collaboration. It hampers the motivation levels of the employees and for me it's a leader that actually will give the staff member the opportunity to learn, but first to train them to give them necessary skills but then to guide them but also to allow them the freedom to make decisions in job." (S3) "Empowering staff I don't think they gotten to that level as yet in where you have sufficient managers who actually allow staff to run or to perform job to level." (S3).

The superiority behaviours of leader was also raised "one of the bad things, bad practices that a leader always feel that they need to be assertive and dominant with group" (S4). "When leaders believe that they are the be all and know all of everything and they don't realise or understand what actually happens on the ground. I think that for me is quiet, is not good leadership quality because you implement something but you don't really understand what impact it has on the staff member and that just shows you have a lack of understanding of your own business." (S3). "leadership practices where people sometimes go wrong is that sometimes people tend to think they leaders they tend to be more dominant in the team and I don't think that works well with a team that you are trying to get together or solution together or make to carryon to solution

52

together because dominance many work when you assertive in certain situations but being a leader is also a very difficult role because you have to find that perfect balance with the people in your team," (S4). "Leaders struggle to find the balance between how they should practice empathy and how they should practice dominance in teams." (S4)

"A leader who promotes collaboration would probably be someone who had kind alike an open door policy where you able to continuously ask them questions and also where the leader allows you to bring your thoughts and suggestions to the discussion, doesn't just shoot you down. Doesn't kind of have it his way or the highway." "Leaders kinda see themselves above everyone else and I actually think they need to bridge the gap between employees and themselves. They might have an open door policy but I don't think they actually take the time to really give the necessary coaching and guidance and time aspect with employees basically and getting hand dirty." "I really do feel that that is something that leaders should do. It shouldn't be like they up there and we down here, it should be that we all in this together. It's kind of not a blaming mentality it more like we in it together, the common goal let's get it done." (S5)

Subordinate five concluded "leaders motivate teams as they should in most cases. I think if an individual is highly motivated they can overcome allot of obstacles and given the guidance from the leader I think you know that something they can use to overcome any situation when if in the beginning they are lacking in certain areas. You know to help build that confidence of the individual. Something that should come from the team leader as much as the individual." (S5).

5.6 Research question 3: What leader behaviours are required for strengthening and maintaining a collaborative relationship between cross-functional team stakeholders?

At the heart of all the perceptions and opinions thus far was the notion of leader behaviours. The leader behaviours were reflected by leaders and subordinates alike as crucial to unleashing the potential of collaboration in cross-functional teams. The leader has the ability to maintain the success of the collaboration in cross-functional teams and hence vital that the behaviour reflects this. Table 6 represents the themes and the number of respondents for research question three that expressed that viewpoint.

Table 6: Research question three themes and number of respondents

Themes	No. of Respondents
Outlaying the tasks	9
Identifying and dealing with constraints	7
Regular contact and feedback	7
Enhancing performance	10
Building and maintaining relationships	7

5.6.1 Outlaying the tasks

Crucial leader behaviours, viewed by respondent were outlay of tasks. Leaders strongly warned that role guidelines are made available to subordinates, however subordinates were recurrently too engrossed with career progressions and personal goals to make use of these resources. Leaders did express that for leader behaviours of outlaying the roles and responsibility were an indispensable component of the cross-functional team. Further advising for subordinates to engage in the roles and responsibilities process in cross functional teams, hence of the most importance that subordinates have the right tasks outlaid to them. Leaders consider outlaying the tasks a crucial element for gaining value from cross-functional team collaboration; having defined roles and tasks grow, develop and guide subordinates through cross-functional team interactions, assisting improved integration with what experience through the cross-functional team interaction. This leader behaviours does not only benefit the subordinates, leaders who play a mentor role in the task also learn from subordinate in mentee role performing the task. This can only be achieved if there is the commitment and buy in form both parties. One must be cautioned that the matching type of individual into the matching roles is essential to ensuring the success of the leader behaviours in cross-functional teams, or leaders need to be efficient in adapting to the situation.

Leaders realise that "Any member of the team that fails will actually result in the entire project failing." (L1) and "Each member is going to be treated equally, each member gets equal respect equal attention so those ground rules are set up front"(L1) .

Strongly supported by leader three who felt "it is important that everyone keeps working together. So quiet often what we will do as a team is get together talk about issues, make sure that everyone is on the same page" (L3). "Need to coach people better to get the task done" (L3) "make sure that the rest of the teams gets engaged" (L3). "You need sometimes to step away and coach rather to step in and be more hands-on." (L3).

54

Leader 5 suggest a reason and solution "Everyone needs to know where they fit in the team … and the people that you work with need to accept where you are, what role you have, what you can contribute and why you are relevant." "So what I tend to do is I try to communicate and have that open discussion and reach out to people, it's a very difficult thing to do." and admitted "to become relevant you have to do that." (L5).

Leader seven suggested the process of setting the roles and responsibilities "you start off with the shared goal, you understand what each team needs to do ...You have issues then you come back and you reflect on what's happened." (L7). A reflects process that returns to the shared goal, reflect on "the things we set out to do… things we did and these are what we didn't do … understand why we didn't achieve and you come back again and you revisit the shared goal..." (L7)

Subordinates suggested what was required with regards to setting the roles and responsibilities "explains what needs to be done and then .. Leaves you and lets you get on with it but who … having said that, is there if you need them… approachable. You can always run something by them that's really important." (S1)

This enables "get to know who doing what" and "work together as a team" (S2). Further suggested by subordinate 3 "invite the people or the business units down the value chain and get them involved in your value chain and that were you get allot of value sharing and that where you get allot of ideas coming out at how best you can meet the end result the end goal" (S3)

Subordinate four suggested " the leadership function will always be there to understand need of teams basically and be able to adapt whatever skills they have within them to make it work for team" (S4).

Subordinate 7 described the leader likely to succeed in cross functional team when it came to setting of roles and responsibilities "those who were the collaborative and inclusive in approach, the people who have been successful in enhancing teams and promoting collaboration are those who are very self-aware, they are aware of who they are and what they need to achieve." (S7)

5.6.2 Identifying and dealing with constraints

Identifying and dealing with constraint is a yet another crucial leader behaviours to reinforcing the common goals .Identifying the constraints, and allocating the roles and responsibilities of each of the subordinates and cross functional teams is of immense important to maximising the benefits from cross-functional teams collaboration.

55

Leaders who are able to successful display this behaviour can almost immediately see the success and reward the cross-functional team promises through collaboration.

Leaders view is one of more actively identifying constraints in cross-functional team collaboration upfront. Leader understand the need to allocate the resources so as to mitigate these constraints and set the expectation of each party pertaining to the cross-functional team collaboration in order to achieve the shared goal. Understood also that the expectation should illuminate each stakeholder's roles and responsibilities in the cross-functional team collaboration. A word of caution was noted, that this had been attempted before, but that a lack of commitment and continuity had proved to be the shortfall. Commitment and urgency are essential for these leader behaviours to have the most impact on collaboration in cross-functional teams.

Subordinates went a bit further by suggesting that the leaders should be an integral part of these leader behaviours. This belief stemmed from an interactions where poor leader behaviours were shown in identifying constraints. There were also instances where the leader disregarded this behaviour. This leader behaviours must be effective in managing each stakeholder in delivering on the expectations, the shared goal as well as any commitment to the cross-functional team. This leader behaviours should also aid in the achieving of the end goal by redeploying the resources to the necessary requires areas. An interesting suggestion was made that leaders must drive the behaviour and culture which will promote interdisciplinary learning.

Leaders see the need for identifying and deal with constraints: "We often find that problems faced by one team can be overcome by competences sitting in another team." (L1). "Every team operates in a different mind-set , different culture in a different way", hence a need "to break down that differentness or the barriers that represented," (L1). This view was supported by "find out what constraints and issues are" (L3).

The belief of this school is summarised by Leader seven "When there conflict it very important to address it there and then, conflict could be various reasons. People just don't get along where you have that situation. I wouldn't force it, if necessary, you would try to replace those individuals. You could get conflict where there under performance ...people cannot collaborate under those circumstances because collaboration is a partnership both departments need to work together to reach a common goal and if one person drops the ball the entire project falls to the ground."(L7).

Subordinates supported the idea, saying that "a leader needs to be fair in terms of allocating someone with projects, you need to distribute the workload equally amongst the team members obviously bearing in mind the competences of the various individuals in the team, Our strengths are different."(S2). Individuals may be "good at something, .. not at another so as long as the leader needs to know who good at what so that when they allocating the responsibilities and projects they take that into account." (S2). "The leadership function will always be there to understand need of teams basically and be able to adapt whatever skills they have within them to make it work for team." (S4). "They are aware of team and sort of aware of the strengths they have in team and they are able to match that with the capabilities they have, what they do to promote collaboration" (S7).

5.6.3 Regular contact and feedback

Once the constraint has been identified and the roles and responsibilities agreed upon, a regular contact and feedback process was deliberated as being necessary for maintaining and strengthening the collaboration in cross-functional teams. Subordinates in specific wanted more regular and open feedback on efforts as well as shared insights or information the leader might have gained in the cross-functional team collaboration . Feedback was a two-way action. Leaders needed the contact sessions and feedback to stay on top of things. Identifying the necessity for regular contact and feedback based on behaviours displayed from leaders, and how contact sessions and feedback encourage and guided the collaboration in cross-functional team resulting in the cross-functional team succeeding.

Where the leader behaviours of providing regular contact and feedback were lacking or not to the relevant standard, this contributed to subordinates feeling as if subordinates were in a vacuum. Often leaders felt that efforts were irrelevant and at times failed to see the purpose and relevance in the collaboration of the cross-functional team, often feeling isolated. The anticipation from subordinates is that leader behaviours of providing regular contact and regular, constructed feedback that was relevant and specific from leaders to ensure that subordinates are adequately on track and equipped to achieve the shared goal. Subordinates, however, feel that this leader behaviours is not active enough especially in providing them with feedback on collaboration in cross-functional teams.

Leaders suggested "that lines are open and they feel that if something going wrong or they want to know something they can pick up the phone and talk to me" . This (L2) "demonstrates the standard that we aspire to and it also sets up the expectation" (L2).

Leader 4 further suggest that they do provide regular contact points "meet with all others in a monthly basis to make them understand what has changed in the department who is responsible for what and what's the levels of escalation basically." (L4),

"Weekly combined management team meetings with all the different line managers from the different team" (L6). Where managers are encouraged "to share what concerns in the team are what they struggling with and allow the other managers to give input and advice and share experiences" (L6) aimed at "bring some of the cross-functional issues to the table and we all try and solve that together".

Leader 6 suggests that "collaboration is easy if you actually know who you dealing with and if you know the person on a personal" and hence this leader "encourage information sharing meeting if one team has done something ... I encourage the line managers from other teams to get staff to come and join …to know what the other team are doing , challenge them or understand it" (L6) as there is a sense that team members don't feel "a part of the bigger team, they fell part of a smaller team" (L6).

This school believes "from a leadership perspective, you need to be visible, you need to be constant, and you need to encourage the team to talk frequently. Breakaway sessions where you and your partners sit around a table and you just talk about or you just think about where you going with this project or the team. So in a normal work scenario, where are you going with this division and what do you need to do to take it there and so what have you done to date and what do you need to do to get it there" (L7)

Subordinates agree with this leader perspective "get the team together and find out where everybody is and what they are doing I think that something specific that I can point out that drives the specific project from a leadership perspective." (S6).

Subordinate 3 suggested "provide feedback on the progress made, the initiative undertaken and how they actually worked" (S3) . Citing regular contact session such as "catch-up" (S2) and "meetings where everyone would discuss the problem they having at meeting or in environment and basically brainstorm against each other" (S6). Subordinates felt it not "a matter of the most junior person must do it" (S5) and it applies to leaders as well.

58

5.6.4 Enhancing performance

All respondents have an abstract opinion of the leader behaviours of enhancing performance. Respondents raised a concern for the revisiting of the leader behaviours of enhancing performance and encouraging the subordinates to do likewise. Particularly based on the advancement of the cross-functional team collaboration and the notable fluctuations in the world's economy. The general feeling is that both leaders and subordinates must enhance performance to either understand or act in the process of gaining the competitive edge. This must be accepted with roles and responsibilities agreed upfront in line with the shared goal. This leader behaviours cuts across all themes, even though it lacked a unified agreement.

Leaders expressed and opinion that this leader behaviour was far less evident in junior cross-functional team members. This was as a result of lack of experience and the overwhelming requirement to now think strategically in line with the shared goal. Adding to this Leaders suggested that business anticipations that subordinates needed to actively display this behaviour similarly as it is required for leaders. This sometimes translates into expecting the impossible from subordinates. Leaders encouraged that these initiatives would help develop the subordinate. The view was that, by agreeing upon the leader behaviours upfront, businesses could in turn help add more value to the cross-functional team.

Subordinates cited examples of the leader behaviours of enhancing performance in establishing a mutual behaviour and shared goal upfront, giving subordinates direction, and therefore achieving superior benefits. Once this leader behaviour is agreed upon, appropriateness can be assessed as the efficiency of the cross-functional team and the extent to which it offers competitive edge. The direct impact of this is evident from the fact that all stakeholders are now propelling the collaboration in cross-functional teams forward. One suggestion was that leaders should find a shared feature amongst various stakeholders in the cross-functional team as the initial point in achieving a common understanding on the leader behaviours. This shared feature needs to be aligned to the shared goal.

Leaders believed that subordinates should "get out of my very narrow focus of sitting in my team only and just understanding what function I perform." (L1) to "see the end to end processes that form the end of the project." (L2). "Understand that I form a part of it but there are many other players …understand the roles of all these stakeholders." (L1), "understand the challenges they face." (L1) and thus "want to understand what opportunities can I present to make it easier for the other role players of the other

59

teams and vice versa …what competencies or systems or process that they have which can actually enhance what I'm doing" (L1). "Instead of focusing on one isolated task to achieve my performance, … look at other areas to enhance my performance"(L1) "I possess one competency but if I can rely on the ability of others I can enhance my performance." (L1) .

Leader 5 suggested individual should consider the following questions when trying to enhance performance "how do I try and obtain my objectives or my goals and how do I do it as good as possible and as productive as possible. … actually try and source information or work closely together with other people to actually obtain my objectives." (L5).

This school confessed "they don't do that enough" (L6) and believes "one should not just look at what your task is or what are allocated … put up your hand and try and get involved in as many different things as possible… there allot of opportunity where you can just get involved" (L6). but "when I hear something interesting and I always try to get involved and a seat at the table just to try and understand what's happening." (L6).

Leader seven sets out the process of understanding that needs to be followed to enhance performance effectively "the first thing is to understand and adopt the shared goal of the team. To understand what it means for me as an individual and understand why it's important for me to do what I need to do and then second thing is to understand the divisions and departments and the people I am collaborating with. Understand what functions are what they do. What they do, how they can impact me and how I can impact them." (L7)

Subordinates similarly believed leaders should take the key role to set the stage "understand what needed to be done and our role within the greater team. … team members know exactly what expected of .. delegate much as the work as possible and then sort of take it back a step until I need to step in" (S1).

The key to this behaviour lies in "ensuring that the right rewards and metrics are put in place so that people understand that impact" (S3). Expose the entire team "when people will come with ideas , bring other people into the conversation, don't only have a one on one discussion with that person. Make it a team discussion" (S5).

Leader needs to "be very honest with yourself, … understand where you want to be as a person…. … understand that people are different, they have different priorities and they may not be the same as yours so once you able to see that shift you are able to

60

realise that in a cross-functional team there are different people and you got to let people play to strengths." (S7). By displaying these behaviour leaders promotes enhancing performance through "share as much information …that going to be beneficial to the individual and team ultimately… more information people have in any scenario the more able they are to formulate a plan to move forward and collaborate." (S6)

5.6.5 Building and maintaining relationships

Above all the leader behaviours identified as vital and crucial; the one overriding element that gave the impression is misplaced or extremely poorly displayed by leaders is the behaviour of building relationships. This leader behaviours was clearly visible as missing from all the ineffective, failed and unproductive collaboration efforts engaged by and for the collaboration in cross-functional teams, and interestingly, clearly visible and present in the efficient, successful and productive cross-functional team is the leader behaviours of building and maintaining a relationship with other cross-functional teams or individuals.

Both leaders and subordinates expressed eagerness to want to build relationships in cross-functional teams. Leaders were willing to enter into relationships with subordinates and other leaders, and created a transparent discussion on how the relationship could aid collaborate in a cross-functional team. Leaders alleged that by building a stage or environment on which various leaders and subordinates could meet face to face and discuss current issues faced in cross-functional teams, could be the spark of a relationship arrangement.

Subordinates suggested that in cross-functional teams, where worthy relationships existed communication was the key being recurrent, transparent and respectable as leaders voice requirements to subordinates. This inevitably resulted in solutions and effective recommendation specifically achieving the shared goal and propelling the business forward. Subordinates raised a concern that communication between leaders and subordinates is essential to entering and maintaining these relationships that have been built.

Leaders three believed "definitely start working and building a relationship because for me that's going to be the key for what we need." (L3). "Definitely try to engage the team more just from a personal perspective try to build a relationship" (L3). "Relationship doesn't necessarily need to be a work relationship it just needs to

understand the people you are working with. What strengths and weakness are, might be on a more personal level than the physical working environment" (L3).

Leader four complained of a lack of physical contact "with the advent of IT, people tend to send emails and wait for feedback" (L4). "Allot of people are not very good at is, they in my words, hide behind electronic communication".

Supported by leader 6 "I definitely think collaboration goes allot about personal networking and interaction and if you just sitting at your desk sending emails to somebody …it does break down allot of collaboration. (L6) .

Leader 4 offer this solution - "Instead of sending an email to someone you rather walk over" (L4) so that cross-functional team members "engage with the person, make them understand what you doing why it is necessary" (L4) "so it all about handling relationships and its created when you secure a business. (L4).

These views were further support by leader five "keep in touch with other teams, what are my contact points and reach out to those people … and actually try and source information or work closely together with other people to actually obtain my objectives." (L5).

This school believes "build relationships" by "if I see something's good, to congratulate them and encourage them and give them a boast …and then if something is wrong or I don't like or it isn't according to what we agree then sit them down and have a tough chat with them to explain the situation and reach an agreement on how we move forward from here" because "if you leave thing to fester then it will get even worst.". Leaders further suggest that the relationship needs to be evaluated "do it on a monthly basis or a quarterly basis, to sit back and reflect how have I done this, does it make sense could I have done it better. What else can I do going into the future. I think the basis is the relationship between you and the collaborating department and if you can develop good relationships then you can achieve allot more." (L7).

This school warned that if the relationship contact was lacking it evolved into silo mentality and "Basically if you work in silo you basically diminish your level of knowledge, your understanding of the business …why do we have certain targets …who does what in the business. If you work in silo you will not understand all these elements and how it contributes to the overall growth and profitability of the organisation." (L4).

62

Subordinates did not shared this leader behaviours so prominently however subordinate four had strong views on the leader behaviours "It doesn't really help if you don't actively engage with your team on a daily basis in an effective way to ensure that you are on par with them to achieve that end goal." (S4). Subordinate four suggested the following that leaders needed to implement through behaviour to maintain the relationship "it very important that although you may have a team that is technically sound, ..the culture within that team also matters ..the people aspect of it is very important ..It does not work as a leader if you able to just calling yourself a leader and not really communicating to your team." (S4). Although "your team may be technically sound or competent to do the work … there are other external factors that are that have not been taken in account to make that team effective to as a collaborative team.. leader have a mixture of empathy, people skills, good communication skills, good management skills. You must be resilient in situations. You must be easily adaptable to change. You must be flexible. You must know when and how to control emotions and you should be a strong support system for when escalations arise" (S4).

CHAPTER 6: DISCUSSION OF RESULTS

6.1 Introduction

Chapter 6 evaluates and discusses the main themes and concepts surfacing from Chapter 5, relating to the research questions posed in Chapter 3, in context of the literature in Chapter 2.

6.2 Research question 1: What are the outcomes of collaboration in cross-functional teams?

Research question 1 aimed to establish the significant outcomes of the collaboration in cross-functional teams as perceived by leaders and subordinates. It was vital to explore this at the outset and confirm the theory in Chapter 2, as this formed the basis for stimulating a discussion with leaders and subordinates.

Chapter 5 indicated a number of successes of collaboration in cross-functional team understanding and working to the shared goal, improved teamwork, and improved communication. These results confirm and add to the literature surrounding the outcomes of collaboration in cross-functional teams. Chapter 5 also identified crucial failures, as well being breakdown of good collaboration which inevitably led to own agenda and dysfunctional teams.

6.2.1 Understanding and working towards the shared goal

Sharma et al. (2009) suggested that lack of clarity of shared goals influences the team performance. (Sharma et al. 2009). The data highlighted in Chapter 5 proposes that individuals who collaborate in cross-functional teams are aware of diverse individuals, cultures, and expertise, providing individuals a wider view of business and society, which eventually leads to more informed decision-making. Furthermore, the data revealed that this wider perception and more aware understanding of business external to the current and confined contexts, in which business operate, meant that individuals embraced an extended revelation which exposed them to more awareness into local as well as global environments of business. Having the end-goal insight and a path to follow by which achieve the goal subordinates are able to unleash great potential. This has a direct and positive impact on the performance of the company.

Leader respondents reiterated that the collaboration in cross-functional teams was specifically enhanced by the ability to understand and then work towards the shared goal. Leaders also proposed that individuals grasp from the variety of cross-functional

64

team members, who presented differing opinions, divergent backgrounds, and distinctive proficiency.

Subordinate agreed with leaders in suggesting that the cross-functional team make individuals aware of numerous features of business, features which were broader than current roles or responsibilities. Subordinates further explained by advising that the cross-functional team gave individuals a broader perspective of the business world, including a prized diverse view. Subordinates respondents also suggested that what this eventually implied meant form a business point of view was improved rewards and benefits derived through a more holistic decision-making process. This emerged from decisions being more informed. Subordinates did, however, caution that this must be driven by leaders.

This finding supports the definition by Bedwell et al. (2012, p. 130) who, in the definition of collaboration refer to the "..actively and reciprocally engage in joint activities aimed at achieving at least one shared goal", thereby adding to the data making understanding shared goals arguably the most celebrated success of collaboration in cross-functional teams.

6.2.2 Improved teamwork

Sarin and McDermott (2003) suggested that organisations strive to improve ability to work together to improve competitive advantage. A latest survey of senior management found that 91% of those surveyed agreed that teams are essential to organisational success, and therefore the uses of teams are beginning to increase within organisations (Martin & Bal, 2006).

Leader respondents proposed that the cross-functional team is intentionally structured to expanse and spread teams outside existing boundaries of roles and functions. The results suggest that teams are required to collaborate and leverage of others to excel. Leaders opinion are that this is very necessary behaviour in the process which develops resilience in cross-functional teams, equipping them to face head-on the encounters of competing with rivals.

Subordinate respondents whole-heartedly appreciated that teamwork was generated by collaboration in cross-functional teams. Subordinates suggested that working in such a diverse team enabled them to feel revitalised and re-energised in desire to work together in solving other business needs and problems which came way.

Webber (2002) proposed cross-functional teams as persons from diverse working areas in the organisation interacting with one another to attain a particular goal' due to the present work atmosphere being highly aggressive, organisations are now required to look for new ways of getting adjusted to dynamic setting through the use of cross-functional teams. Therefore instigation of goal structuring by the team leader is expected to be related highly to collaboration within cross-functional teams. Target structuring such as this motivates teams to share problems and obstacles, and to work together toward the same goal (McDonough, 2000).The results recorded in Chapter 5 relating to the collaboration in cross-functional teams promoting teamwork confirm what was suggested by Webber (2002) and (McDonough, 2000).Individuals who have worked in cross-functional teams are clearly better able to develop solutions and develop resilience quickly—undeniable benefits of the collaboration in cross-functional teams.

6.2.3 Communication

Babcock-Roberson & Strickland (2010) suggested that, in guaranteeing a good outcome, effective communication is vital. The bringing together of different divisions or disciplines involves and means bringing together diverse views. When members feel passionate about ideas and views it is easy to pass from discussion to argument. Therefore, it is imperative that all members take an open-minded, respectful, and considerate approach to the conversation.

Leader respondents, as evidenced in Chapter 5, believed strongly that the collaboration in cross-functional teams is driven by communication which will equip subordinates with the tools and skills required for achieving the shared goal. The research implies that the cross-functional team make teams and individuals aware and grants them exposure to all features of business, including finance, human resources management, sales and marketing. Leaders ensuring best practice in good communication allow teams to advance through roles in anticipation of been armed to deal with the numerous trials of achieving the shared goal; and according to leader respondents communication should continue even in difficult situations.

Subordinates did not see communication as a key outcome, however, Subordinates refer to it extensively in the breakdown as a key failure.

The data suggests that a leader behaviours of successful communication on how to run, manage and grow a business is required. The data links in nicely with the comments by Sharma (2009) where a leaders primary task is to ensure clear and open

communication. By acquiring these communication leader behaviours, cross-functional teams are generally more strategic and less functional pointed within business. Being now equipped and able to initiative transformation, aligning and implementing the business's strategic objectives. Leaders grasp the impact on the business of how the behaviours fit in with all the various features of business fit. This consistent with (Carroll & Levy, 2008) who added that a great many leadership practices are linked with supporting organisational creativeness in cross-functional teams, together with regular and open communication.

The research data supported the views of (Brown and Eisenhardt, 1995; Scott and Bruce, 1994) who maintain that social cohesion in a product innovation team, built through frequent communication, interaction, and participation in group activities, often breaks down barriers, resolves conflicts, and increases the amount and variety of shared information through social ties, thus promoting integration. This suggested that communication which is more strategic and less functional, is of greater benefit to a business.

6.2.4 Breakdowns in the cross-functional team collaboration

Following on from the successes of the collaboration of cross-functional teams, the second part of the research question explores the opinions of leaders and subordinates regarding to the failures when cross-functional teams are not collaborating. Gaining an understanding of what the problems are, helps the researcher gage a perspective as to the atrociousness of such failures and maybe possible solutions to resolve the breakdowns.

The major result of the failure is a breakdown of the key success which is critical to collaboration in cross-functional teams. The data thus consistent with (Rego et al., 2007). Who warn that is imperative not to forget that, independently of the disciplines or the task, that communication and interaction happens between people. For this reason some of the problems that are seen are comparable with the usual teamwork hitches. (Carroll & Levy, 2008) go on further to confirm the data by suggesting the breakdowns also include sequential involvement of functions across teams, lack of communication between different teams and management approach to supply and resource constraints. (Evans & Wolf, 2005) supported the data in suggesting that earlier theory development endeavours have not yet taken an all-inclusive multidisciplinary outlook.

6.2.5 Personal agendas

(Burke et al., 2006; Norrgren and Schaller, 1999) state that there is "the ability of individuals or subgroups to excessively dominate ....at the expense of others". . Sarin and McDermott, (2003) proposed that the solution to solving disagreements in a team is to comprehend the underlying power arrangement and structure within the group.

Leaders conceded that managing own agenda in collaboration in cross-functional teams was extremely challenging, yet critical to ensuring the success of collaboration in cross-functional teams. Leaders believed that own agenda creates a 'silo' mentality and hence essential for both leaders and subordinates to have a holistic perspective of business. The data further suggests that leaders must evaluate what leaders have observed and the leader behaviours in which all of the key dimensions and cross-functional teams fit together.

Subordinates also agreed that own agenda in cross-functional teams was an issue, given that business involves multiple disciplines and varied thought-processes in order to compete and function. This research confirmed the views of Burke et al., (2006); Norrgren and Schaller (1999) in that there is a tendency to dominate. The data advises that own agenda is a problem which must be addressed by both leaders and subordinates if both and business are to actually profit from the collaboration of cross-functional teams. The answer lies in senior managers who can provide a clear vision and agenda which will inspire action (Harman et al., 2002).

6.2.6 Dysfunctional teams

The lack of reliable success in cross-functional teams has been accredited to poor project leadership, which frequently fails to appreciate the diversity of cross-functional teams; mismanaging team dynamics which are indispensable components of the performance of any team (Henke, Krachenberg, and Lyons, 1993; Parker, 1994; Robbins and Finley, 1995).

A very fascinating point surfaced from the data is that even though the collaboration in cross-functional teams is deemed important from an overall opinion and highly valued in the business environment, it has hazardous effects if the cross-functional team is dysfunctional. The data suggests that subordinates did not even consider that the tendency is to shift the blame when the team becomes dysfunctional. Leaders did not consider that the willingness to collaborate actually deteriorates among subordinates with regard to the work performed.

Leaders were very candid about this, suggesting that, although leaders are aware of the effects of dysfunctional teams, leaders do not actively manage the process which would ensure that the team remains functional.

This raises some questions, given that leaders have such a fading perspective of the collaborative, cross-functional teams, whether the current business world has a place for this feature, The results of the data analysis seem to raise a paradox:

1) that leaders widely accept both the benefits of functional teams and the drawback of dysfunctional teams; and

2) that subordinates are still required to function and perform in a cross-functional team which does not provide it with the necessary resources to do so.

In unpacking the inner and darker explanations for this uncluttered opinion of the team dynamics in cross-functional teams is beyond the scope of this research, it however equips the researcher with valuable insights as to why previous leader behaviours have been unsuccessful to impact collaboration in cross-functional teams. It also provides another justification for the research to examine leader behaviours, promoting it as such. The question is whether subordinates and the collaborative cross-functional team are gaining sufficient attention from leaders; and whether leaders must look at repositioning and repackaging the collaboration in cross-functional teams so as this phenomenon comes across as more attractive to all stakeholders.

Nurick Thamhain (2006), who proposed that leaders should be able to minimise dysfunctional conflict and to foster a climate of active collaboration. This finding sheds new light on the level of support which may be required for the collaboration of cross-functional teams, in order to become of positive value to business; The data also suggests that the values and purposes of the cross-functional teams must be redefined.

6.2.7 Conclusion

This research validates that the collaboration in cross-functional teams has many noteworthy benefits, while playing a noticeable function in both individual and leader growth. This research contributes to current literature by exploring the views of leaders and subordinates in light of what has intended to be incorporated into collaborative cross-functional teams, thereafter obtaining validation from leaders that these benefits were indeed recognisable and valid in subordinates working in a cross-functional team. Given the significant successes of the collaborative cross-functional team, the research

confirms there is an urgency to deal with the failures of the cross-functional teams to confirm that leaders and subordinates reap more of these successes. Highlighting the necessity for leaders and subordinates to be enjoyed that the successes of the cross-functional teams' collaboration collectively and openly.

The second part of the research question has emphasised apparent causes for the cross-functional team collaboration diminishing the status in the business. The current literature is confirmed around the failures facing the cross-functional team collaboration. Furthermore, it has revealed a few interesting failures, such as the retaining of personal agenda, breakdowns in the key success and dysfunctional teams, all of which sheds new light on the reason for many subordinates leaving organisation. Such failures suggest why the cross-functional team collaboration status and its value in the business environment are somewhat downgraded, despite the evident rewards and advantages as confessed to and valued by leaders and subordinates. Certainly, the cross-functional team faces numerous serious failures which, if not attended to urgently, could possibly further damage residual positive status.

6.3 Research question 2: What are the essential leader behaviours required for the collaboration in cross-functional teams to be impactful?

The first question confirmed the successes and failure of the cross-functional team collaboration and the important part it still has to play in business, this research has advances to understand which leadership behaviours is required for respondents to appreciate a cross-functional team collaboration as positive. The failures that surfaced expose the problems which remain to plague the cross-functional team collaboration and the reasons for its weakening reputation. These failures prohibit the cross-functional teams from being wholly successful.

By reflecting on the leader behaviours, the next question seeks to ascertain the core leader behaviours which contribute to the success of the collaboration in cross-functional teams. It further sought to comprehend whether this leadership behaviour could possibly be shifted into the collaboration in cross-functional teams so as to lessen the failures previously uncovered. A number of crucial leader behaviours were recognised, which, if useful to the collaboration in cross-functional teams, could potentially maintain and strengthen impact on leaders and subordinates.

70

6.3.1 Lead by example

The team head contribution by generates a better and more inclusive work setting, which inspires team members to network with each. Thus active conduct by team leaders is expected to be related to greater occurrence and worth of communication within cooperating teams and greater team collaboration. Once the leader enthusiastically involves group members in making decisions, individuals have a say in influencing the way the organisation should advance (McDonough, 2000).

From Chapter 5 discussion of data, the leaders observed leader behaviours as a vital and vital piece of the cross-functional team collaboration. Leader respondents felt strongly that by cross-functional team collaboration is meant leading by example; in order to do so successfully, leadership behaviour in cross-functional teams must develop subordinates' leaders competencies. From the data, two factors relating to leaders:

1) The leader behaviours theme runs throughout the cross-functional team collaboration, and

2) A key leader behaviours for achieving the shared goal is guidance and clear objectives borne in mind.

The leader is the chief factor which subordinate respondents confirmed as allowing true success of the cross-functional team collaboration. In fact, subordinate respondents further suggested that the leader behaviours makes individuals who are expert, with narrow minded knowledge aware of the wider range of leader behaviours in business, transforming them from specialists into worthy leaders.

The views of Langfred (2000), are also confirmed by the research in that, by handing over autonomy to a team, leaders show that the work is significant, and that the individuals responsible are proficient of attaining the goals that are targeted. That message can drive individuals to give more effort to the team, so that leader and organisational expectations in the team and organisation are achieved.

6.3.2 Good communication

Looking to contribute in a well-informed way, the significance and dependability of the data exchanged rises (Kidd and Christy, 1961; Peterson, 1997), developing and increasing the interaction and collaboration within the team (Maltz, 2000).

The data as discussed in Chapter 5 suggests that as a leaders tool of good communication, increases the ability of subordinates in cross-functional teams to effectively carry out tasks. Subordinates had a lot of issues with the communication from leaders. Hence it implies that all leaders can communicate, however the leader behaviours that needs to be displayed is one of good communication of knowledge.

Leader respondents suggested that one clear leader behaviours of the cross-functional team is that it depends upon multiple mediums to impart knowledge to subordinates and other leaders, ranging from weekly sessions, through informal interactions, and through relationships developed with peers and stakeholders. Leaders believed that recognition from subordinates was evidence enough of the cross functional team successfully imparting knowledge to the team. Leaders did admit that leaders were lacking in the area of good communication.

As discussed in Chapter 5, leaders were satisfied that with the leader behaviours communication helped subordinates comprehend the environment of business, the end goal, and by doing so conveyed comprehensive information to them, providing them with the skill and guidance necessary to perform the task. Almost unanimously agreed that communication is imperative leadership behaviour, an exceptional basis of knowledge for any individual who has the aim of obtaining an expanded view of business.

This study confirmed the literature by (Jarvenpaa, Knoll & Leidner, 1998), who suggested that, so as to build and sustain trust, managers must create situations for both formal and informal communication among team members, hence leader behaviours of this kind potentially makes them more efficient and effective managers.

6.3.3 Ability to treat all individuals fairly

If others are treated with respect, understanding and attention; group leaders build an enjoyable work environment in which effective collaboration may take place. (Reichwald et al., 2005).

Leader respondents expressed a concern over the large number of subordinates offering skills and expertise to complete tasks in the cross-functional team. Leaders acknowledged that the there is a tendency to display bad behaviour in that leaders select preferred individuals. Leaders also condemn the process of picking favourites merely for the purpose of completing a specific task, rather than for long-term growth and development. .

Subordinates also agreed that there is a distinction in unfair treatment in the cross-functional team. Subordinates, too, believed there is a tendency to display bad behaviour in selecting preferred individuals. This has a direct effect on the subordinates' efforts and morale within the cross-functional team.

The data also revealed that the consequence of not treating all individuals fairly was a negative impact on the collaboration in cross-functional teams, and as a result, the shared goal was not being achieved. Understanding and thoughtful group leaders exhibit care and attentiveness to the well-being of team members. Being welcoming and sociable, and treat others with respect. Thus, not only indicate individual abilities, but also create a pleasant work environment overall (Antonioni, 1996; Burke et al., 2006; Evans, 1970; House, 1971; Griffin, 1979; Yukl, 1994).

6.3.4 Creating a culture

A variety of organisational practices must be set in place in order to facilitate team members who can exploit the team's resourceful potential. Such practices are related to the leadership in organisational culture, structure, and processes (Alves et al., 2007; Sethi et al., 2001). Cascella (2007, p.69) believed that, in order to realise its strategy, a business must produce an organisational culture fostering alignment between the strategy and the work that is executed within each department and function.

Leader respondents regard creating a culture as vital leader behaviours in cross-functional team collaboration. Leaders suggest that only through the leader could subordinates collaborate in cross-functional teams and actually add true value to the business. If subordinates cannot function in a culture that is appropriate, then there really is diminutive value in the cross-functional team collaboration.

Subordinates agreed with leaders in this regard. Accordingly, the data surfaced a necessity from leader respondents to aggressively and urgently confront the problems encounter by the business, and starting with the leader behaviours, offer solutions for the business. Without the leadership behaviour of creating a culture, respondents felt that the cross-functional team collaboration becomes merely a 'paper' exercise.

The findings of this research concur with O'Regan & Ghobadian (2004), who concluded how culture and collaboration can be formed. It is visible that the driving strength linking strategy and an organisation can only be leadership, leadership at all levels. The team leader exhibits an essential position in setting the work climate within the

73

team; motivating and inspiring team members, and affecting behaviour (Burke et al., 2006;

6.3.5 Conclusion

In unpacking leader behaviours essential for a cross-functional team collaboration to be impactful, the most important factor was a leader who set the example. If leaders could lead by example, treat all individuals fairly and create a suitable culture, leaders would profit significantly in being equipped to inspire subordinates to excel; likewise, the direct benefits from the leadership behaviour which positively impacts on collaboration in cross-functional teams will be clearly visible to business. A very significant item to highlight is that there is a need for leaders and subordinates to work closer together so as to realise more maintainable results.

6.4 Research question 3: What leader behaviours are required for strengthening and maintaining a collaborative relationship between cross-functional team stakeholders?

The data suggests that collaborative processes work admirably with leader behaviours, when the business understands its leader behaviours in terms of achieving the shared goal; and leaders and subordinates together confirm that these leader behaviours are considered in the collaboration of the cross-functional team. Respondents conveyed how respondents were constantly striving to refine and optimise the cross-functional collaboration and how well the relationship worked. The quantifier of the success of such leader behaviours was based on how well it achieved the leader behaviours thereby promoting collaboration in cross functional teams.

As defined by Winer and Ray (1994, p. 10) describe collaboration as "a process that develops people to work collectively in novel ways. The process does not end but brings about new collaborative ventures. Collaboration turns into a continuing phenomenon with a wide range of results that can empower people and systems to change". This explanation suggests that collaboration is a constantly developing progression empowering and encouraging change.

The data suggested that once a there is a collaborative relationship that has been established, it will require a great deal of time and effort is required to maintain that relationship. Any interventions that will be tried will fail, if this relationship cannot be maintained. The research suggests that there should be a great importance placed on

74

a relationship in which entrusted stakeholders recognised roles and responsibilities in accomplishing the pre-determined, shared and agreed goal.

6.4.1 Outlay the tasks

Process and procedure structuring is the degree to which leaders organise, monitor and guide the activities and set-up of team members (Rego, Sousa, Pina ,Cunha, Correia, and Saur-Amaral, 2007). Process structuring by team leaders gives them detailed guidance concerning what required and how it should be done. The team leader schedules and plans the work to be completed, sets out the rules and guidelines that must be adhered, and help keep standards of performance consistent. (Reichwald et al., 2005).

The data reveals that outlaying the tasks were considered to be vital leader behaviours of leaders in cross-functional teams. Subordinate respondents felt that leaders should acknowledge that outlaying the task and setting roles and responsibilities is imperative, and should not be overlooked, taken lightly or not properly conducted, if subordinates are to derive maximum return from the cross-functional team collaboration interaction. Subordinates felt left out alone to drive individual goals, development and growth. There always remains the risk that development and goals might not be focused and channelled in the right direction if it is different to the shared goal of the business, hence outlaying the roles and responsibilities needs to receive full attention or effort. Leaders need to set the expectation, allocate the tasks and set the timelines to be delivered.

The data alone suggested that outlaying the task are crucial to dealing with the unrealistic anticipations of leader; including confirming that subordinates were involved in the process of cross-functional team collaboration. Subordinates also needed the feeling that there was a source of reference to go to should subordinates require valuable insight or direction that was lacking in experiences to date. The data suggests that roles and responsibilities involvement of the economic business environment will help build leader and subordinates through the relationship.

Leader respondents approved that outlaying the tasks remained vital to subordinates' not only achieving the shared goal but also growth and development. As a result subordinates are better able to integrate lessons learnt in roles in cross-functional teams which what was achieved through the different roles and responsibilities phase which equipped and guided subordinates in growth and development. Hence the consensus was that for subordinates to be adequately and sufficiently supported

throughout the cross functional team process and therefore, outlaying the tasks needed to be a leader behaviours vital leader behaviours element.

However, both leaders and subordinates warned that it is vital that leader and subordinates pledge to complete the task, take serious, and remain loyal, throughout the entire leader behaviours process in cross functional teams. Failure to do so will result in a failure of the shared goal and ultimately the project.

6.4.2 Identifying and dealing with constraints

Internal factors such as team resources and team culture, and external variables such as firm strategic orientation and knowledge management capability are worthy of study for potential effects on integration (Pinto et al., 1993). A variety of organisational practices should be in place so as to facilitate team members in exploiting the team's resourceful potential. Such practices are related to the leadership in organisational culture, structure, and processes (Alves et al., 2007; Sethi et al., 2001). A very interesting point which the data itself reveals is that this leader behaviour is lacking; and as a result, the full potential of the cross-functional team is not released.

Leader respondents confirm the literature by suggesting that by leader behaviours of identifying constraints the expectations of each party are brought into the open. Leaders believe that the parties involved are able to arrange the behaviour contributing to the shared goal, avoiding those which do not, result in a more efficient and effective cross-functional team through collaboration. As a result, efforts and skills can be more efficiently directed, in order to be gain more value through more well-organized use.

Subordinate respondents have submitted several instances where the leadership behaviour is lacking. Subordinates strongly believe that the leader must drive this behaviour actively. Subordinates also viewed identifying constraints as an essential element of leader behaviours. Suggesting that it comes back to a sense of urgency and investing in those cross-functional teams, the resources and time required essential for ensuring achievement.

The findings of this research support the views of (Carroll & Levy, 2008) identified "management attitude to resource constraints" as a key challenge of collaboration in cross-functional teams. There is a clear desire in leaders to establish a shared goal, and to achieve it through the better deployment of resources. The data itself reveals a few crucial components in leader behaviours, the benefits of which are highly dependent on the leader, who should actively portray this type of behaviour. These key

76

leader behaviours discoveries contributed to the building of the Leader behaviours Impact Model.

6.4.3 Regular contact and feedback

It is in the course of feedback that individuals are able to put into practice the ability to see themselves as others view them. On the other hand, it is through feedback that individuals understand how people see and observe them. (Rego, Sousa, Pina ,Cunha, Correia, and Saur-Amaral, 2007).

Subordinates had much to say about feedback from leaders, practically confessing that although there were regular contact sessions, there was little feedback between the two stakeholders. Leader respondents agreed that not enough feedback was afforded to subordinates during the cross-functional team collaboration process. However did argue that regular contact sessions were promoted and implemented. A request was made for more frequent and transparent feedback, very much driven by the perspective that this feedback would be vital in aiding the development of subordinates in collaborative, cross-functional teams.

The data suggests that leaders and subordinates are seldom in communication with each other over feedback. A request made for leader behaviours in which feedback constantly, regular and relevant is given. From the data it surfaced that feedback must be reciprocal; no stakeholder can hold responsible for poor feedback, when it was given in good faith. Leader can improve the quality of feedback between each other, and thus better support the progress of the cross-functional team collaboration, if leaders and subordinates can apply the same ideologies to the cross-functional team collaboration.

Feedback is any type of return information or instruction from a source which is helpful in modifying behaviour, but in order to obtain this backing, and have it be as efficient as possible, both supervisors and subordinates must feed each other the information necessary to do the work and keep the people productive and content (Rego, Sousa, Pina ,Cunha, Correia, and Saur-Amaral, 2007)

6.4.4 Enhancing performance

Top leadership support is vital in obtaining the political and monetary resources necessary for attracting suitable members to the team, achieving support for pursuing innovative ideas and in providing the essential resources with which promote the

development process (Brown and Eisenhardt, 1995). Lack of good top management support means more time is necessary for bargaining access to resources, adding to delays in the process.

The research surfaced that, since its commencement, the cross-functional team collaboration has been continuously evolving. It requires leaders and subordinates to be more proactive, to enhance performance. The data reveals that leaders and subordinates express a unified understanding of the leader behaviours. Each can suggest ways in which the other can function much better; however did not necessary do allocated own function as well as should be done.

Cross-functional leaders should have the clear accountability of reporting on performance to the functional leader, providing evidence to support this feedback. It is most important that leaders should also be encouraged to allow time for staff development activities, including exposure to tasks that stretch individuals and allow them to improve capability. (Bessant and Tidd, 2007), hence confirming the data surfaced.

Leader respondents admitted the significance of displaying the leader behaviours of enhancing performance. Leaders believed that this leader's behaviour will aid to better meet the requirements of cross-functional team. Chapter 5 discussed regarding leader, the clearness of behaviour will help accomplish the anticipations of business in that the leader behaviours should not convey on impracticable anticipations. The data reveals that leaders exhibited a readiness to have subordinates be more proactive in cross-functional teams. Enhanced performance means added competitive edge to the cross-functional team since individual now function above the norms.

Subordinate respondents suggest that clarifying the leader behaviours at the beginning creates and moderates the anticipations of all stakeholders. Exposing that this mutual leader behaviours in cross-functional teams created a stage on where greater rewards can be reached, all stakeholders knowing precisely the reason for conducting such an action in cross-functional teams. Expressed further a need for leaders to actually support and provide understanding as well as point subordinates in the avenues where leaders perceive opportunities.

This is consistent with literature where accounts of leadership that is a highly involved propose that once leaders give those rights and authority to make decisions, members of the team turn out to be more enthusiastically responsive and interactive; collaboration among them improves (Kidd and Christy, 1961; Wilemon and Thamhain,

1983). Low-involvement or autocratic, tyrannical leaders discourage and dispirit team associates from actively communicating and joining in team activities (Bolman and Deal, 1993; Stewart and Manz, 1995).

This is the extent to which the group leader requests individual's involvement in the process of making decisions. (Reichwald et al., 2005).

6.4.5 Building relationships

A supplementary definition of collaboration is "a process in which autonomous or semi-autonomous actors interact through formal and informal negotiation, jointly creating rules and structures governing relationships and ways to act or decide on the issues that brought them together; it is a process" (Thomson, Perry, & Miller, 2009, p. 25).

The data resurfaced that once a collaborative relationship in cross-functional teams has been created, much time and effort is compulsory in preserving such a relationship. It further suggests that any efforts, which might be endeavoured, will fail if the relationship cannot be maintained. Regarding this, the research expresses a strong prominence be placed on the leader behaviours of building and maintaining relationships in which vested stakeholders recognised role and responsibilities in attaining the shared, predetermined goal. The data suggests that building a relationship is mutually beneficial, collaborative leader behaviours between leaders and subordinates.

Leader respondents established an aspiration for and an enthusiasm to build relationships in the cross-functional team. The shared success of this relationship was made obvious by this leader behaviours relating to the success of relationship for the cross-functional team collaboration. This confirms the views of Winer and Ray (1994) and Bedwell et al. (2012) who also suggested that collaborating was an evolving process.

Subordinate respondents suggest that in some areas, this leader behaviour has begun but to a large extent it is lacking. The determination, urgency and openness to form these relationships and then to actively display behaviour that respects and maintains this behaviour leave much to be questioned. Hence there was a request for all stakeholders to partner to create a mutually beneficial relationship and thereafter to invest the time and effort to ensure that it is maintained. The benefits of such a 'partnership' or relationship would include the expertise, exchange of resources and knowledge. The lack of display of this behaviour from leaders is explained by Bessant and Tidd, (2007) the functional leaders has limited time in which to liaise with the cross-

79

functional leaders, to communicate with own functional team members, and to develop or coach those returns.

There is an acknowledgement and an enthusiasm by leaders and subordinates to enter into collaborative relationships in order to assist the collaboration in cross functional teams to be effective and run smoothly, which are derived from positive effects and value to the collaboration within cross-functional teams. The data surfaced that this obvious lack of a collaborative relationships in cross functional teams surrounding the leader behaviours explains why efforts which have been implemented by stakeholders have not necessary achieve the shared goal set out. Collaboration is an outcome rather than a goal. In principle, people engage with one another to achieve a prearranged goal. This progression involves personal interactions and relationships that develop and improve over time (Bedwell et al., 2012).

6.4.6 Conclusion

The results of the research prompted the researcher to enquire, regardless of all of its successes, why is the cross-functional team still not adding the values that it promises? What is it that would be essential, and what existed leader behaviours, for leaders and subordinates to collaborate for increased impact of the cross-functional team collaboration? What were the underlying leader behaviours, perhaps not spoken of openly but only eluded to, that were necessary for leaders and subordinates to willingly and excitedly enter into a mutually beneficial relationship and then sustain such a relationship to ensure that cross functional teams collaborate? All of these questions and the results of this study lead to the development of the Leader behaviours Impact Model.

6.5 Leader behaviours Impact Model

The model was constructed through a careful understanding of the leader behaviours which made cross functional teams so successful and applying a number of the leader behaviours recommended by leaders and subordinates regarding the collaboration in cross functional teams. This model suggests the process flow and the leader behaviours that need to follow in order to ensure that collaboration in cross functional teams succeed. In the Leader behaviours Impact Model, the core can be broken down into two key leader behaviours phases – internal and external leader behaviours.

80

Figure 1: The Leader behaviours Impact Model
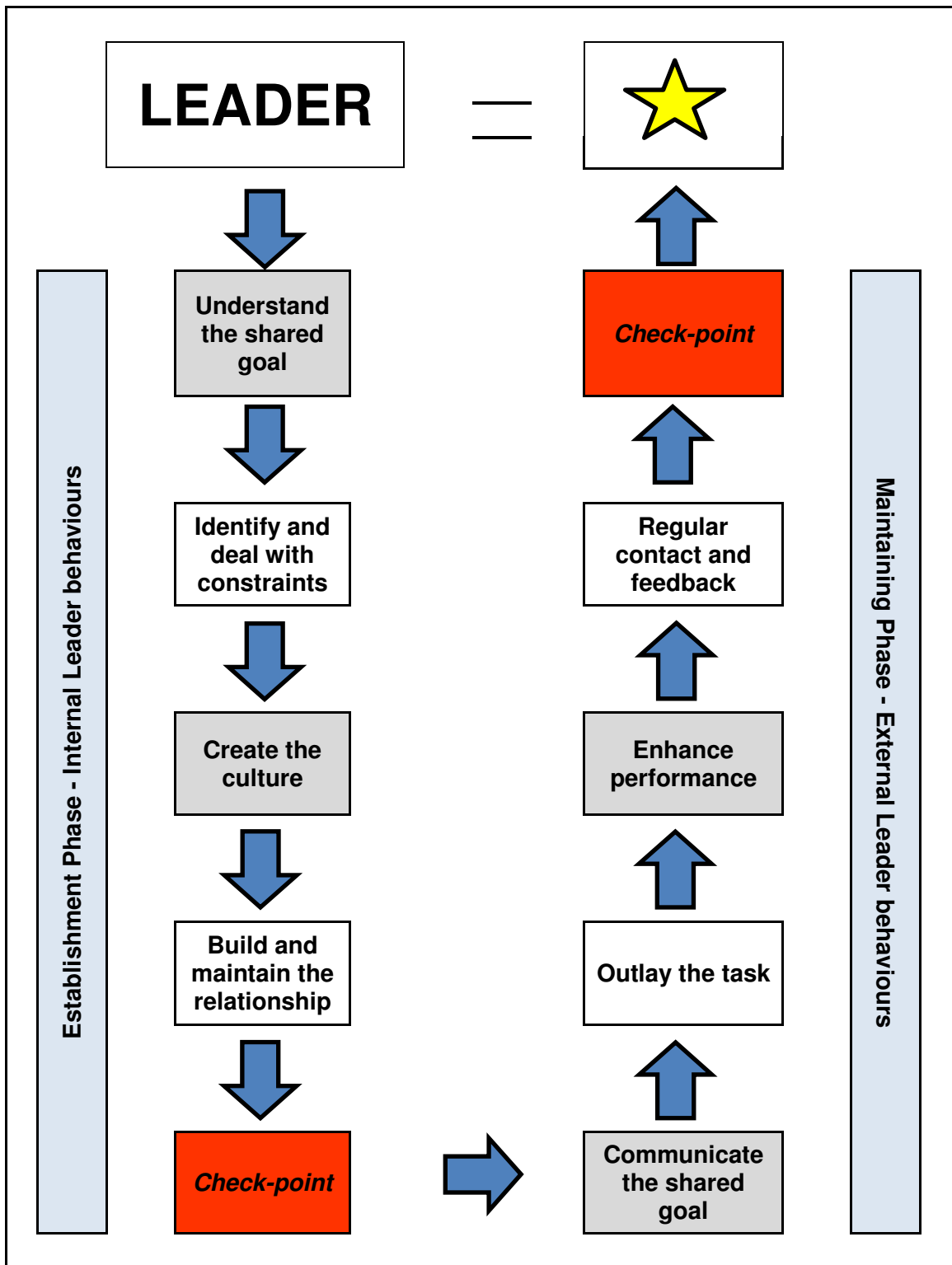
6.5.1 Establishment Phase - Internal leader behaviours

Internal leader behaviours are where the leader displays behaviour of setting the example by taking action. This leader behaviours may not be at all times open for view

81

to subordinates. Internal leader behaviours can be associated with the establishment phase of the cross-functional team collaboration. The leader takes the responsibility to personally understand the shared goal, identify and deal with the constraint, create the culture and build and maintain the relationship.

Understanding the shared goal has been raise by numerous respondents and thus highlighted as a vital aspect of leader behaviours in cross functional teams. It is critical for the leader to take the time to understand the shared goals and hence plot the path that needs to be followed to get there.

Once the leader gains an understanding of the shared goal and the clear path to be followed. The leader needs to place himself in a position where the leader is able to identify the constraints that the cross functional team will face in it's exploit of achieving collaboration and the shared goal. The leader is required then to manage these constraints and deploy the cross-functional team so that everyone knows the roles and responsibilities and hence the leader is able to mitigate the constraints.

Another leader behaviour which was critical was the ability to create a culture where cross functional teams can thrive. The onus is up to the leader to ensure that the necessary opportunity, skills, training and resources are available to all subordinates and the environment is created that promotes collaboration in cross functional teams.

Finally, the onus lied with the leader to foster the building the relationships. A key element of cross-functional teams was the contracting between leaders and subordinates. Relationships help promote the teamwork in the cross-functional team and help assist with the other leader behaviours. Initially this behaviour will require effort form leaders, but once built and regularly maintained all the efforts will greatly nullify by the exponential returns.

6.5.2 Check-points

Check-points have been built in for leaders to revisit behaviours and correct where required to ensure success is achieved. If a behaviour is poorly implemented it will result in a breakdown and a dysfunctional team. Hence leaders need to ensure that behaviours are in line with what is also expected from subordinates. The first checkpoint is for the leader to correct internal behaviour before moving onto the next phase. The second check-point is for leaders to reflect on whether there is success in the cross-functional teams, if not the behaviours need to be revisited and corrected.

6.5.3 Maintaining Phase- External Leader behaviours

The external leader behaviours is where the leader continues to display leader behaviours which is opening viewed by the subordinates. These leader behaviours can be associated with the maintaining phase of the cross functional team collaboration and is a follow on to the establishment phase. The leader displays behaviours to subordinates of communicating the shared goal; encouraging enhanced performance; outlay the task; and regular contact and feedback.

Communicating the shared goal is another vital leader behaviour that needs to be portrayed. The leader needs to communicate the expectation upfront. The leader must communicate the shared goal, all the roles and responsibilities that need to carry out. It is vital that the leader ensure that the subordinates understand and buy into these shared goals, failure to do so will result in a collaboration failure.

Tying in with the culture that has been created the leader must ensure that subordinates are encourages to enhance performance. These promote the subordinate to be more proactive and propel the cross-functional team to reach its full potential. The benefit to the cross-functional team is that since all cross-functional team members are working above the norm and constantly seeking ways to excel, the cross-functional team inevitability gains a more competitive edge.

Outlaying the task is an on-going process. The leader needs to allocate out the roles and responsibilities and set the timelines and deliverable. This enables the leader to provide subordinates on a one to one basis with the knowledge and skills to carry out the task assigned. The leader also has an opportunity to be equipped with the strengths and weakness of all the subordinates and cross-functional teams. The leader possesses more information to make a more informed decision in the identifying and dealing with constraints behaviour. Through this, the leader is able to better allocate the roles and responsibilities to ensure the task are fulfilled and ultimately the end goal is achieved.

The final behaviour required is regular contact and feedback. Regular contact and feedback is the exchange of information between the leader and the subordinate. The leader's perspective of how the subordinate is progressing and the subordinate's perspective of how the leader is performing. Also ensures that both parties are well informed. Hence a critical point of reflecting on the efforts. Leader display good behaviour in regular contact but are severally lacking in the quality of the feedback if any. Hence a call to more actively improves the quality of this behaviour.

6.5.4 Conclusion

The initial process when establishing collaboration through leader behaviours as relates to the cross-functional teams is understanding the shared goal, identifying, and dealing with the constraints, create the culture, build and maintain the relationship . The unpredictiable efforts of the taking the initiative result in opposing anticipations. The second process of maintain this relationship is to actually communicate the shared goal, outlay the tasks, enhance performance an offer regular contact and feedback.

There was a request for the leader behaviours of building relationships. This is fundamentally evolved into a jointly valuable relationship between leaders and subordinates. Since there exist a willingness by both respondents and an enthusiasm to enter into these relationships, action needs to be taken to display leader behaviours that encourages and builds these relationships. As the cross functional team is forever this relationships would need to be able to change and adaptable to be maintained.

CHAPTER 7: CONCLUSION

7.1 Summary of the study

The purpose of this research was to seek the outcomes of collaboration in cross-functional teams and the leader behaviours in which collaboration between leaders and subordinates could achieve maximum impact from collaboration of cross-functional teams for all invested in the cross-functional team -leader, subordinate, and business. Leader behaviours which achieves the maximum output from collaboration in cross-functional teams was generally defined as 'specific actions or practices of leaders impacting on cross-functional teams working together to ensure that all stakeholders, including subordinates, maximise respective benefits' from the collaboration in cross-functional teams. The study followed a two-pronged approach:

1) Initially, by exploring the perceptions of leaders on leadership behaviour concerning the outcomes of the cross-functional team collaboration; and the leader behaviours that impact on collaboration in a cross-functional team, and

2) Next, how could we establish a collaborative relationship and how such a relationship could be maintained using leader behaviours. These perceptions were then validated by interviewing subordinates for the identical set of information. For the most part, both subordinates and leaders settled on many of the questions that were inquired, displaying a mutual opinion in terms of the leader behaviours found in cross-functional team collaboration; and how leader behaviours can improve its impact when interacted together in cross-functional teams.

At the outset, the research explored the outcome of collaboration in cross-functional teams to the environment of business. Hence vital to understand whether the cross-functional team collaboration was still relevant to business and if so, the benefits or failures delivered. Respondents unanimously agreed that the collaboration of cross-functional teams provided leaders and subordinates with an understanding of the shared goal. By any other possibility this would be hard to obtain. Understanding the shared goal offered diverse cultures, diverse ways of thinking and contexts, and diverse markets conditions. This means that cross-functional leaders and subordinates are in a situation to make highly intelligent and knowledgeable business judgements. This kind of cross-functional global exposure additionally aids individuals who are experts evolve into more aware leader and managerial roles, in order to achieve the shared goal.

85

Another success of cross-functional team collaboration was that taught subordinates and leaders how to function in teams, projects requiring subordinates and leaders to participate with cross-functional team members, coaching on how to manage themselves, to navigate among the personalities of others, and time management. Certainly, the cross-functional teams' collaboration adds numerous values for the leader and the subordinate alike, in that better-quality decision-making leads to profitability and growth for business and ability to have a competitive edge.

Communication is widely considered a key leadership tool; and this was regarded as yet another success of the cross-functional team collaboration: communication linked leaders to subordinates and provided subordinates with a 'toolkit' with which to achieve the shared goal, while exposing subordinates to various essential aspects of business. These fundamentals helped subordinates carry out the intended task of the leader, and at the same time improve own experience and growth. Communication also enabled the leader to impart knowledge to the subordinate and help resolve any stumbling blocks that may be encountered. This is precisely what cross-functional team collaboration gives both subordinates and leaders: an escalation in business information, increased self-awareness, causing increased self-confidence, increased informed decision-making, and increase astute business sense.

The next part of the research question was to explore the failures faced by collaboration in cross-functional teams. Looking at what this implied for the status and existence of cross-functional teams. The results were as expected. However the results did surface several of the problems confronting the cross-functional team collaboration resulted from a breakdown of the key successes highlighted above. Hence conceivable that several of the problems could be solution if leaders and subordinates functioned together to come up with solutions to solve them. Clearly evident many of the interventions executed by leader and subordinates failed, when originally implemented due to the lack of collaboration and support in cross functional.

The research revealed that failing to deal with different individual or team agendas propagates a 'silo' mentality, an unwanted mentality for leaders and subordinates alike, the latter often left feeling somewhat isolated. This resulted in a growing gap between leader, subordinates and other cross-functional team members, which could eventually lead to the early conclusion of the relationship. Leaders and subordinates should function together, to bridge this gap, sufficiently in ensuring that the conversion in cross-functional team function is smooth; and that the invisible walls erected between the two parties are destroyed. By collaborating, the two leaders and

subordinate can ensure that subordinates share the goal in order that is driven and aimed for and achieved.

Another challenge facing the cross-functional team collaboration is that if the cross-functional team does not collaborate, cross-functional teams become dysfunctional. Once the team is dysfunctional, teams become more hazardous than good. Impact on the bottom-line might not be so easily identifiable. This points to the question: how can a team which offers so much competitive advantage, both directly and indirectly, and so many benefits, be so hazardous? This suggests a deficiency of understanding of the shared goal. Including what the cross- functional team is truly capable of offering and presenting to the business. When leaders and subordinates are not collaborating on the shared goal no benefits of cross-functional team collaboration accrue to them. This issue was further compounded by whether or not a collaborative cross-functional team has a place in the current economical and global climate, when more harm will be done when failure function.

The next research question examined the leadership behaviour that was considered the essential key to collaboration in cross-functional teams. The lead by example was identified as the most vital factor. Setting a good example made him a leader whom subordinates could look up to, follow, and aspire to be like. Also reaffirmed the understanding and knowledge of the shared goal. Great leaders require informed – decision making skills, the ability to assimilate copious amounts of information, and discern quality information so as to make intelligent, informed decisions based thereon.

The leader's behaviour tool of good communication of knowledge increases the ability of subordinates in cross-functional teams to effectively carry out tasks. One clear leadership behaviour of the cross-functional team is dependency upon multiple mediums to impart knowledge to subordinates and other leaders, imparting this in weekly sessions. Good communication helped subordinates understand the context of business, and the end goal; and in doing so, imparted sound knowledge to them, providing them with the skill and guidance necessary to perform the task. A behaviour needs to be displayed where leader do not just communicate, the quality and relevance of the knowledge been communicated is essence of this leader behaviours.

The research also revealed that there was a deep desire of subordinates to be treated fairly. Leaders confessed that there were a large number of options from which to choose, and with that there came a tendency to pick favourites - the picking of favourites was merely for the purposes of completing a specific task rather than for long term growth and development. Yet the impact could last for a very long time and

will definitely negatively impact the organisation. Leaders need to start actively displaying this behaviour which reflects that leaders are fair to all individuals in the cross-functional team.

Creating a culture is vital leadership behaviour in cross-functional team collaboration. Only through the leader could subordinates collaborate in cross-functional teams and thereby add true value to the business. Failure to function in an appropriate culture, results in little value in the cross-functional team collaboration. Without the leadership behaviour of creating a culture, cross-functional team collaboration becomes merely a 'paper' exercise.

The final research question examined the way in which collaboration may be maintained in cross-functional teams using leadership behaviour. Outlaying the task viewed as a vital element of successful leader behaviours. Roles and responsibilities guide subordinates, opening doors for subordinates, and encouraging growth. Perhaps required to be compulsory for subordinates who function in a cross-functional team collaboration to have set tasks, not only to enable personal and educational development, but to support and excel in the business environment and the task performed. The tasks provide subordinates with a guideline on what to follow in order to achieve and contribute to the end goal.

 Leader's behaviour of identifying constraints brings each party to meet on common ground. Leaders and subordinates are capable of prioritising which of resources assist the shared goal, and which of resources harm the shared goal, causing a more dynamic utilisation of cross-functional team resources. Effectively, no wastage and freeing up of capacity. As a result, the efforts and skills can be more efficiently directed in order to be more effective. This leadership behaviour, however, remains lacking. The leader should drive this behaviour actively. Finally pointing to a need for urgency and advancing those cross-functional teams means required to ensure realisation of the benefits.

There must be a request for more transparent and regular feedback, very much observed from the viewpoint that this feedback would be indispensable in assisting the advancement of the subordinates in collaboration within cross-functional teams. Leader behaviours on feedback must be continuous and frequent. Feedback must be reciprocal in order to improve the feedback richness between one another and thus better aid the progress of the cross-functional team collaboration. Neither party should be blamed for poor feedback. Although leader have lacked in the area of providing

feedback, leaders have been efficient in the behaviour of providing regular contact to subordinates.

The research reveals that since its inception, the cross-functional team collaboration has been continuously evolving. Requirement for leaders and subordinates to be more proactive, to improve performance. The data reveals that leaders and subordinates express a unified understanding of this leader's behaviour. Both can each suggest ways in which the other can do function much better, however do not necessarily conduct allocated own function as well should be performed. The leader's behaviour of enhancing performance is important because this will support them in effort to meet the requirements as set out by business. Clearness of this behaviour will support the management of anticipations of business in that the leader behaviours itself is not able to deliver on impractical anticipations. This common leader behaviour in cross-functional teams has created a stage on which to realise greater rewards, leaders and subordinates having a clear understanding of precisely why both were required to conduction such an action in cross-functional teams. The rewards are that since the subordinates and leader are now more actively seeking new ways of improving and becoming more efficient the team in effect now forces the team members to exceed expectation and hence the team is propelled forward through high performance.

Building relationships was critical to the implementation of any successful leader behaviours in cross-functional teams. This type of leadership behaviour where leaders collaborated with subordinates, which gave business the perception that these cross-functional teams were successful. Once these relationships are established, the effort of leader is required to maintain the relationship, however if this leader behaviours is constantly displayed the efforts will be nullified by the returns to cross-functional teams.

The results of the research prompted the researcher to enquire several question regarding the leader behaviours and the cross-functional team collaboration. These questions resulted in the development of the leader behaviours impact model. The model was constructed through a careful understanding of the leader behaviours which made cross functional teams so successful and applying a number of the leader behaviours recommended by leaders and subordinates regarding the collaboration in cross functional teams.

7.2 Recommendations for stakeholders

Leaders, especially through behaviour, should play a more active role in the lives of subordinates during the interaction in collaboration of cross-functional teams.

Behaviour is crucial to guaranteeing that subordinates are sufficiently aided through the procedure, pledging support and time and attention, much more than simply financial resources. Leader involvement through behaviour in providing the path and enabling the development of subordinates, is likely to have a positive impact on the collaboration of cross-functional teams as well as the profitability and expansion of the business.

Subordinates should ideally be more in alignment with leaders with regard to the purpose, the values, and the advantages stemming from the cross-functional teams. This fosters relational closeness, similar to that which has been demonstrated in leader behaviours. Subordinates should play a more active role in engaging in the cross-functional teams by building relationships with leaders who can educate and share vital knowledge with them for application in the work place. Additionally, leaders should play lead roles in handling the potentials of subordinates by revising communications and feedback relating to collaboration of cross-functional teams.

7.3 Implications for future studies

The results of this study raise numerous questions, which could be considered for future research.

The first is to understand the real reasons behind the shared goal, with many respondents remarking that understanding of the shared goal is of paramount importance.

The second potential topic for study concerns ways of maintaining the energy levels of those engaged in collaborative relationships.

The third, additional research could potentially investigate resources, beyond financial, essential for businesses to strengthen the impact of the collaboration in cross-functional teams.

Finally, another research topic could investigate the way in which to maintain enthusiasm and energy levels of leader behaviours in cross-functional teams.

All of these future research topics would build on the current findings of this research.

7.4 Concluding views

This research has led to the development of the Leader behaviours Collaboration Impact Model, which if applied, will facilitate the establishment and sustaining of collaborative leader behaviours between leaders and subordinates. Should the model

be correctly applied, having all its leader behaviours synchronised, the impact of any cross-functional collaborative effort will be significantly improved. The full potential of the cross-functional team will be unleash. Only through collaboration can the challenges facing the cross-functional team be diminished, and the gaps between leaders and subordinates are bridged, to the benefit of all stakeholders.

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.

APPENDIX A: INTERVIEW GUIDE

Modified from Saunders, M., & Lewis, P. (2012)

1. Introduction

    1.1. I am Marlon Naicker. GIBS MBA research.

    1.2. Purpose of study - Explain purpose

    1.3. Explain that the interview is anonymous and explain how the data from the interview will be utilised in the research and obtain consent to proceed with the interview and data usage.

    1.4. Explain process of data collection and analysis.

    1.5. Explain number and type of respondents interviewed.

2. Demographic Information

    2.1. Name.

    2.2. Life stage info – Age, marital status, children and ages.

    2.3. Gender.

    2.4. Race.

    2.5. Career history.

    2.6. Academic qualification.

    2.7. Have you worked in cross-functional teams?

3. Interview

    3.1. What does collaboration in cross functional teams look like?

    3.2. What happened in good collaboration of cross-functional teams?

    3.3. What happened in bad collaboration of cross functional teams?

    3.4. What leadership behaviours did you find most effective?

3.5. What leadership behaviours did you find least effective?

3.6. What leader behaviours do you believe are lacking?

3.7. How does your leader support collaboration across cross functional teams?

3.8. If you were the leader what would you do?

3.9. What other insights would you like to share with me regarding leader behaviours between cross functional teams?

4. Closing comments

4.1. Thank respondent for his time and the willingness to participate in the research.

4.2. Follow up with an e-mail to thank respondent.

4.3. Create space for further sharing if need be.

5. Notes – Post the interview

5.1. Body language (arms folded; maintains eye contact; sits back/forward; turns away, etc).

5.2. Language used (victim; swearing; etc).

5.3. Emotional state (nervous; aggressive; etc).

5.4. General impression.