

# **Identifying Boundary Spanning Behaviours, Capital Conversions and Practices in Multicultural Teams**

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**PhD Thesis**

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A thesis submitted in partial fulfilment of the requirements of the degree

Doctor of Philosophy

2017

## Abstract

This study concerns boundary spanning within and across multicultural teams, and will examine the impact of behaviours, roles, and boundary spanning practices in a multicultural team environment. Definitions of boundaries, boundary roles and boundary spanning behaviours and practices will be reviewed from social network and forms of capital literature, including recent conceptual rethinking on brokerage as ongoing processes (Obstfeld, 2014): of note conduiting and mediation. Conduiting is a form of indirect brokerage where an intermediary is the lone link between two agents across a boundary, and it involves false starts at brokering. The examination of false starts as they occur on a longitudinal basis will be attempted. With this approach, it is hoped to carry out a fresh examination of how conduiting may convert to mediation, namely a direct brokering process where a more successful intermediary succeeds in linking erstwhile separate parties together for communal collaboration (Obstfeld 2005; Lingo and O'Mahony, 2010). Reviews of ambassador and of task co-ordinator roles (Ancona and Caldwell, 1992) will include their negotiating behaviours within and between groups, and the forms of capital they accrue and convert between on a longitudinal basis. Key gatekeeping behaviours will be reviewed in terms of negotiation (Friedman and Podolny, 1992); as well as those of un-nominated emerging technology gatekeepers (Tushman and Scanlan, 1981). The emphasis of this study is the examination of the concept of boundary roles in simulated multicultural teams of higher education students (Popov *et al*, 2012). This is timely given that the brokerage processes of informal social structure have been found in experimental educational studies to boost the effectiveness of multicultural teams (Di Marco, Taylor and Alin, 2010). This thesis will explore the nature of informal social processes that develop during collaboration within and between multicultural teams with respect to; role negotiation processes (Ryan and Cosliger, 2011); gatekeeping behaviours (Levina and Vaast, 2005); and barriers to boundary spanning (Schotter and Beamish, 2011). Semi structured interviews and focus groups will be used in a longitudinal inter-subjective approach, in a multicultural team context over 30 weeks' duration. Purposive sampling will be employed to identify respondents in a three - pronged data collection process with the first set of focus groups at 15 weeks into the project, the second at 27 weeks, and individual interviews at 30 weeks. Manual coding will be employed to capture subtle details of

boundary spanning practices. Key findings included barrier breaking practices, and associated capital conversions. Contributions from this longitudinal approach to multicultural teams include the identification of: barrier breaking practices based on social inclusion and processes of constituting social space associated with boundary spanning in practice; and the nature of associated capital conversions by key boundary roles.

## **Acknowledgements**

This was a journey that would not have been possible without encouragement, patience and goodwill from many fronts. My dear wife Yvonne has indulged me in this journey rather late in life, with endless patience whilst sharing me with this demanding cerebral mistress. My sons Alistair and Duncan have enthusiastically supported me with this endeavour, tolerating my disappearances to study even during festive holidays. Many thanks also to Uncle Eric for his continued support with wonderful holidays and much needed relaxing escapes to the country. Special thanks go to my supervisor Anne Broderick for her on-going commitment including extended travel, incisive advice, and steering me through this difficult and exhilarating five year study. Special thanks also go to Natalia Vershinina for her enthusiastic belief that I could complete this journey; always providing invaluable advice no matter how busy. My sincere appreciation must also go to Demola Obembe, for his practical real world advice and novel suggestions to approaching the study. Throughout this study, Devi Gill has always been generous with her time when already too busy herself: your enthusiasm to see me through this journey is much appreciated Devi. Similarly, my thanks to Kit Jackson for many hours of proof reading, with an incisive eye for errors hiding in the detail. And to Ed Thomson, who at difficult times has always leant a sympathetic ear as well as practical help by redirecting duties and commitments away from me.

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## **CHAPTER 1**

### **OVERVIEW OF THE RESEARCH**

## Chapter 1: Overview of Research

### 1.1 Introduction

The sections of this chapter include an introduction to the key theoretical elements of this study on contemporary boundary spanning behaviours adopted by the individual (Section 1.21 to 1.22 refer) that might help tertiary business students to prepare for a globalised world. Such individual behaviours include concepts of brokering and negotiation in Section 1.23 which will be important for relationship building in social networks within and between teams in a multicultural context. An important part of relationships is their quality which can be examined through the forms of capital lens in Section 1.24 which will be important to understand the development of preliminary relationships in multicultural teams tasked with collaboration goals. Section 1.25 examines recent literature on boundary spanning through practice lenses which are important for understanding the activities necessary to achieve collaborative tasks in multicultural teams. Section 1.26 outlines the longitudinal research focus of this study over 30 weeks which involves qualitative inter-subjective research with focus groups and individual interviews. The rationale for the choice of research context is outlined in Section 1.3 which is that of explorative educational multicultural teams - a developing research field given the globalised world that tertiary students of business face. Lastly, Section 1.4 continues by outlining the aims and objectives of the study, and Section 1.5 offers an overview of each chapter. This chapter concludes with the potential contributions of the research in Section 1.6.

### 1.2 Key Theoretical Elements that will be Taken Forward

This study concerns boundary spanning within and across multicultural teams. In particular, it will examine the impact of behaviours, roles, capitals and practices of boundary spanning that occur in multicultural teams. A boundary is first defined, followed by seminal definitions of boundary spanning antecedents. This chapter will then examine an understudied area of boundary spanning, namely that in contrast to considerable evidence of boundary spanning at departmental and group levels over the past 40 years, the importance of the individual as boundary spanner has not been recognised in much depth until more recently (Johnson and Duxbury, 2010). The individual boundary spanner's growing importance arises from studies of the

individual expatriate boundary spanner representing their home country head office in a host country (Johnson and Duxbury, *ibid*) and in multicultural experimental research contexts (Comu, Unsal and Taylor, 2010; Di Marco, Taylor and Alin, 2010; Di Marco and Taylor, 2011)

### **1.2.1 Boundaries and Early Boundary Spanning Antecedents**

Thompson (1962) defines a boundary as a demarcation line between an organisation and its external environment. The term demarcation line has important connotations for those on either side of a boundary, given Aldrich and Herker's (1977) contention that for an organisation, a boundary distinguishes its members from non-members. From Leifer and Delbecq's (1978) perspective, this demarcation line protects an organisation's members from external environmental stresses. Seminal antecedents of boundary spanning are examined next.

A key boundary spanning antecedent according to Aldrich and Herker (1977) involves whole departments (such as for marketing and procurement) that link their organisation to external information sources. A second antecedent identified by Aldrich and Herker (*ibid*) is that of representing the organisation to external clients (such as sales departments) and to other bodies such as employment unions (HRM departments). Tushman (1977) points to a third antecedent - that of information processing - which includes the filtering of external technological information into technology departments and sub-units on a need to know basis within an organisation. Tushman and Scanlan (1981) point to the important role carried out by technology gatekeepers operating in special sub-units for technological designs, who disseminated innovative information to other sub-units both within their organisation, and across its external boundary. This important finding by Tushman and Scanlan (*ibid*) is an exception to typical department-level boundary spanning antecedents, given that it was early recognition that the individual technology gatekeeper could make valuable information contributions within and beyond their sub-unit.

### **1.2.2 Team Boundary Spanning**

The literature on boundary spanning proceeds with further studies at sub-unit and smaller working group levels as increasingly complex external environments dictated narrower focus on product and service innovations (Tushman and Scanlan, *ibid*). In particular, Ancona and Caldwell's (1990, 1992) seminal contributions to inter-team



boundary spanning points to the key roles of team ambassadors and co-ordinators, concepts that Maronne, Tesluk and Carson (2007) expanded upon in their study of team level boundary spanning. Building on Johnson and Duxbury's findings on the individual expatriate boundary spanner, Potosky (2016) notes in a conceptual paper that the increasing need to study the individual is driven by a globalised world seeking highly mobile individuals for short term multicultural projects.

Effective boundary spanning is reported as increasingly important in contemporary academic studies of multinational enterprises (MNEs) (Schotter, Mudambi, Doz and Gaur, 2017; Klueter and Monteiro, 2017). Schotter *et al* (*op cit*) indicate that certain individual managers in MNEs perform effective boundary spanning roles without explicit organisational mandates, citing that the

*'antecedents of individual boundary spanning reside in managerial motivations, ability, social identity, traits, and behaviours .. however, effective boundary spanning does not happen without the specific actor' (Schotter et al, op cit: p 411).*

Schotter *et al* (*ibid*) also note the growing research interest in individual managers' motivations and behaviours that lead to effective boundary spanning in a body of literature that includes Mudambi and Swift (2009), Dorrenbacher and Geppert (2011) and Schotter and Beamish (2011). Several academic authors on boundary spanning leadership (Ernst and Yip, 2009; Ernst and Chrobot-Mason, 2011; Groves, and Feyerherm, 2011; Reiche, Bird, Mendenhall and Osland, 2016) have proposed that whilst multicultural boundaries are difficult to collaborate across, they also provide opportunities for bridging between members of different cultures.

### **1.2.3 Boundary Spanning through a Social Network Lens**

So far, boundary spanning has been examined at organisational, departmental, sub-unit and inter-team boundary levels. However, organisational and departmental considerations are macro-level perspectives that - whilst contributing useful concepts to this study (*viz* antecedents of information processing and representation) - do not provide sufficient fine tuned examination of individual level boundary spanning in small teams.

Boundary spanning literature draws heavily on social network theory, in particular with respect the more micro-social levels of team and individual level boundary spanning. At the micro-level, the motivations and behaviours of the individual

boundary spanner, and their impact on other individuals within a small team, can be more effectively examined through a social network lens. At their most basic, social networks are characterised as nodes (individual agents) linked to other nodes via relationships (or ties). The nature of a tie can vary from: absent (Marsden, 1982) where two agents are unacquainted; to weak (Granovetter, 1973) where two agents are acquaintances; to strong (Granovetter, 1985) where two agents are friends.

In this way, social networks can provide a map - or sociogram - of ties depicting relationships between agents as well as their level of intensity. In particular, when a team is forming between previously unacquainted members, the sociogram of early team formation is likely to show predominantly absent ties interspersed with one or two weak ties. Such a sociogram would be defined as a sparse network where there is a lack of social structure (Long, Cunningham and Braithwaite, 2013). Aldrich and Herker (*op cit*) depict an absent tie as a boundary to interaction, denoting that each absent tie calls for substantial social effort by two agents to build an acquaintanceship. Looking at a sparse network in a team of five predominantly unacquainted members, following this, there are up to nine internal boundaries to interaction that require tie-building. When compounded by its multicultural make-up of domestic and non-domestic members, team members are also challenged with non-affiliate tie-building.

In adopting a social network perspective in this research on boundary spanning, it enables a micro-social examination of the processes that drive successful boundary spanning within multicultural teams. In past research (Tushman, 1977; Granovetter, 1995; Kilduff and Tsai, 2003), there is specific focus on the nature of relationships or ties between actors that provide the social fabric of a network. It has been found that, in newly formed teams such as the multicultural teams of this study - the absence of ties - or what Braithwaite (2010) calls divides - act as a buffers between sides so that different information circulates on either side (Burt, 1992, 2002).

Several key behaviours that are part of boundary spanning emerge in social network theory. Turning to such theoretical elements of boundary spanning behaviours, three are of particular importance to this study: indirect brokering (Burt, 1992; Obstfeld, 2005); mediation (Nahapiet and Ghoshal, 1998; Obstfeld, 2005) and gatekeeping (Tushman, 1977; Tushman and Scanlan, 1981; Ryan and Cosliger, 2011). Indirect

brokering is an intermediary form of behaviour using structural advantage to keep two distrusting parties separated either permanently (Burt, 1992); or temporarily (Obstfeld, 2005) as in conflict negotiation until disagreement is resolved (Aldrich and Herker, 1977). Mediation is a direct brokering behaviour intended to build direct relationships between parties seeking collaboration (Obstfeld, 2005). Gatekeeping behaviour, from a negotiation literature perspective, is an internal brokering behaviour that involves an insider perspective (Friedman and Podolny, 1992; Gould and Fernandez, 1989). On the other hand, technology gatekeeping may involve competent specialists able to help peers find new information (Tushman, 1977) and this characteristic of gatekeeping has gained more recent research attention, in particular in boundary spanning literature (Levina and Vaast, 2005; Ryan and Cosliger, 2011).

#### **1.2.4 Boundary Spanning through a Forms of Capital Lens**

Whilst the social network lens takes a two dimensional view of social structure through sociograms and the relative strengths of different ties, the forms of capital lens examines tie strength in terms of the extent of social influence that different actors inject into social structure. This three dimensional perspective of the value and status of an actor in a social structure is intended to illuminate the nature of different relationships in networks, and how agents influence their network to build teams and to encourage the difficult process of cooperation.

Bourdieu's (1986) forms of capital of relevance to this study include those of symbolic, cultural and social. Symbolic capital characterises an agent's reputation in a social network, where high symbolic capital represents high symbolic power sufficient to enable that agent to form groups in the network and to impose their vision onto the network's other agents to follow (Bourdieu, 1989). Randle, Forson and Calveley (2015) explain that cultural capital refers to an agent's cultural knowledge, which can involve the subtleties of language and behaviours used when they seek to establish the level of exclusion of another agent into the network's social hierarchy. Pham and Tran's (2015) study establishes the importance that international tertiary students (from East Asia) attribute to acquiring English Language fluency as a form of cultural capital, in order to gain acceptance from Australian tertiary education students whilst studying in Australia.

#### 1.2.4.1 Capital Conversions

Whilst symbolic and cultural capitals contribute to an individual agent's social status in the social structure of a network (Bourdieu, 1977), social capital inheres in the agent's network connections with other members. Bourdieu (1986) further notes an agent can convert their symbolic and cultural capital into social capital. This is important for mobilising the members of a network into cooperative action, as De Clercq and Voronov (2009) note that an agent of high social status can convert their symbolic capital into relational social capital - a dimension of social capital that can forge connections across a new team (Nahapiet and Ghoshal, 1998). Symbolic capital can also be converted to impose Coleman's (1988) obligation and expectations form of social capital into a network. Of particular note, Pret, Shaw and Drakopoulos (2016) have found that agents with high symbolic capital can also generate trust in their network.

De Clercq and Voronov (*ibid*) and Scott (2012) note the shortage of empirical studies in conversions of capital generally, an issue that Pret *et al* (*op cit*) have only addressed with entrepreneurs in a cultural industries' context. Their study is limited to a cross-sectional approach and they call for longitudinal studies to understand the potential trajectories of capital conversions that may be possible over extended periods of time in other contexts. This point is key to this longitudinal study of 30 weeks' duration in a multicultural context, where multicultural teams engage in a continuous project with intra- and inter-team tasks.

#### 1.2.5 Boundary Spanning through a Practice Lens

Two sets of literature inform this section: that of boundary spanning in practice from communities of practice literature (Bourdieu and Wacquant, 1992; Wenger, 1998; Levina and Vaast, 2005); and that of boundary practices (Parkhe, 2003; Whittington, 2006; Zietsma and Lawrence, 2010).

Boundary spanning in practice depicts the behaviour of certain individuals who emerge to become prominent in teams, by gaining peer legitimacy due to their noticeable competences at enhancing their community of practice (Bourdieu and Wacquant, *op cit*). In contrast to traditional nominated boundary spanners, boundary spanners in practice may emerge from relatively powerless positions in groups (Lave and Wenger, 1991). It is argued that boundary spanners in practice earn legitimacy

from an un-nominated social status when shaping a field across boundaries (Levina and Vaast, *op cit*).

Past research has focused on formally nominated boundary spanning roles within organisations (Friedman and Podolny, 1992; Ancona and Caldwell, 1990, 1992; Oh and Kilduff, 2008; Schotter and Beamish, 2011; Klueter and Monteiro, 2017). However, less research has been undertaken on the micro-social processes by which un-nominated boundary spanning behaviour from a certain individual agent becomes important to other members in multicultural teams. Another notable concept for this study is that of un-nominated bridging positions that certain boundary spanners in practice adopt and that contribute to the development of a field. Field literature considers entrenched industries not as static stakeholders separated by organisational boundaries, but as networked institutions with varying levels of embedded social positions (DiMaggio and Powell, 1993). Of central interest to this study is that of the weakly entrenched field (Lawrence, Hardy and Phillips, 2002) or of an un-constituted field (Bourdieu, 1989). Past research has focused on how bridging positions were instrumental in developing cooperation in a weakly entrenched field between patient communities in the pharmaceutical sector (Maguire Lawrence and Harvey, 2004).

This study of multicultural teams engaged in longitudinal projects takes particular account of the concept of a field in the process of being constituted. While Levina and Vaast (2008) have studied un-nominated boundary spanners capable of developing a field in an off shoring IT context, according to Di Marco and Taylor (2011) there has been scant research on a longitudinal basis into how boundary spanning actions have influenced the emergence of a field in multicultural teams.

### **1.2.6 The Research Focus of this Study**

The research focus of this study is to examine how a field may be formed from an un-constituted stage to progressively more co-operative stages over a 30 week period. In early stages, it is anticipated that volunteer team co-ordinators will face a social space within their own teams lacking in social infrastructure, where ties are relatively absent (namely divides) or weak both between members and between co-ordinator and members. This means that co-ordinators are likely to adopt brokering roles themselves as the first third party intermediary using direct or indirect brokering

(Obstfeld, 2005) in a team. They may possibly experiment with combinations of direct/indirect brokering on a sustained basis to strengthen weak ties and to develop sufficient social infrastructure to understand basic tasks. The nature of ties hence matters and a key challenge is to establish to what extent stronger ties will be required in this study to achieve tasks - within team and between teams.

An understanding of the relatively different quality of ties (namely between absent and weak, or weak and strong) can be usefully developed through the lens of forms of capital, which is important on two counts. Firstly, according to De Clercq and Voronov (*op cit*) the capital of a boundary spanner in practice can indicate whether they prefer to stand out (symbolic capital) or to fit in (cultural capital). Secondly, boundary spanners in practice could be co-ordinators or gatekeepers, who might usefully convert their symbolic capital into social capital which, by inhering in their relationships with members, Coleman (1988) asserts strengthens ties beyond just information sharing to collaborative action. This study will examine forms and conversions of capital in order to understand the extent to which boundary spanners in practice should deploy their own legitimacy by standing out or fitting in with members (De Clercq and Voronov, *op cit*). The literature on well-constituted or established fields notes that bridging positions are important in the development of a field of practice (Maguire, Lawrence and Hardy, 2004). How bridging positions emerge in a multicultural context, and which boundary spanners in practice are involved will illuminate difficulties with understanding the meaning of tasks both within and across teams. In particular, this leads to the question of what sort of practices co-ordinators and gatekeepers might experiment with to address and overcome difficulties with task meaning in order to achieve better performance.

### 1.3 Contextual Background to Study

The context of this study is that of multicultural teams in higher education (Popov *et al*, 2012; Sweeney, Weaven and Herington, 2008). According to Sweeney *et al* (*ibid*: p 129) a multicultural context enables students to learn by experiencing activities through the 'eyes of different cultural backgrounds', meaning that the safety of 'self-selection into same-culture groups' (mono-cultural context) is discarded.

Behfar, Kern and Brett (2006) note that multicultural teams not only face the challenges of mono-cultural teams (task coordination, problem solving, conflict

management and generating team norms) but also contend with unique peculiarities arising from cultural differences. These differences Halverson and Tirmizi (2008: p 12) have referred to as a complex 'web of intra-group dynamics' arising from the combination of an additional layer of multicultural intra-group dynamics to those of mono-cultural teams. Popov *et al's* (*op cit*) study of domestic and international students in a Dutch higher educational institution points to Hofstede's (1993) differences between individualist and collectivist cultures, where the individualist typically pursues personal goals whilst the collectivist typically seeks group success. Popov *et al* (*ibid*: p 314) concede however that some collectivists tend more to individualist - and some individualists to more collectivist 'values and norms' and call for future research to examine influences on intra-group dynamics by individual agents behaving outside their cultural values and norms.

Sweeney *et al* (*ibid*) point to the Australian higher education environment, where students originate from many disparate cultural backgrounds. Referring to their qualitative study of multicultural teams populated by international (non-domestic) and domestic students, they cite that

*'we do not know how and what non-domestic students contribute to the team learning experience .. In particular, we investigate the attitudes that international students bring to teamwork .. and what attitudinal changes result from involvement within this process'* (Sweeney *et al*, *ibid*: p 123).

This qualitative study will use a similar nomenclature for the different national cultures involved in its multicultural teams. The term domestic will refer to all European Union and British students including ethnic minorities (typically second generation Asian, Afro-Caribbean and African); and that of non-domestic to all other non-EU students including those from Mainland China, Pacific Rim and South America.

A number of explorative educational studies inform the context of this study. Popov *et al* (*op cit*) defines multicultural teams in an educational context as

*'a collaboration of two or more individuals from different (national) cultural backgrounds .. assigned interdependent tasks .. jointly responsible for the final results... who manage their relationships within a certain educational institution'* Popov *et al* (*ibid*: p 303).

Popov *et al's* (*ibid*) study points to the importance of exposing students to the challenges of collaboration in multicultural teams. Their study involves masters' level students in teams of 'between 4 to 7 culturally different members in a simulated consultancy group-design project' over an 8 week period (Popov *et al, ibid:* p 308). The extended duration timescale is of particular note.

Three other experimental research studies using simulated multicultural projects also involve undergraduate and masters' level students - now in the USA (Comu, Unsal and Taylor, 2010; Di Marco, Taylor and Alin, 2010; Di Marco and Taylor, 2011). Two of these studies (Comu *et al, ibid:* Di Marco *et al, ibid*) are related in that they deliberately employ identical project structures in order to compare data sets. Whilst Comu *et al's* study refers to multicultural global projects, in reality only three individual students were involved in each project. The design of this project mimics that of an international engineering project with different functions, in this case consisting of three functions in what is termed a 'multicultural network' of one architect, one designer and one contractor (Comu *et al, ibid:* p 183). This simulated multicultural network had a controlled duration of 90 minutes using artificial materials to complete the project; and it compared mono-cultural network performance over 90 minutes with that of multicultural.

Again with graduate students, Di Marco and Taylor (2011) manipulate the introduction of a boundary spanner into the same mimicked multicultural network used by Comu *et al (op cit)*, over the same 90 minute performance span in the same simulated process, as they cite

*These included an architect, an engineer and a contractor. The objective of each project was thus to design, specify and build a model of a building. Each assembled project network comprised all three roles, and together they were required to complete up to five successive projects of a similar nature (Di Marco and Taylor, ibid: p 30).*

To maintain consistency across all the multicultural networks, the boundary spanner always held the role of architect; the non-domestic participant that of the engineer; and the domestic participant that of the contractor. The key point is the controlled nature of the experimental research carried out on these two studies. Furthermore, another study by Di Marco, Taylor and Alin (2010) involved identifying how a



boundary spanner emerges in a project, this time over a time span of two days with higher education students - albeit with placement and further industry experience.

The very low duration of 90 minutes for all of the three experimental multicultural network studies is in marked contrast to Popov *et al*'s (*op cit*) explorative multicultural consultancy project of 8 weeks' duration. Popov *et al* also question the generalisability of their own study to real world conditions, when citing that a

*'limitation is the extent to which the findings can be generalized .. to ensure reliability, the number of countries represented in two cultural groups (individualists and collectivists) could be increased .. with respect to students from individualistic cultures .. more than half of the respondents .. representing individualistic culture were from the Netherlands. Therefore, further empirical investigations are needed to replicate the findings in a more culturally diverse body of students' (Popov et al, 2012: p 314).*

In contrast, Di Marco *et al* (2010) are suggesting that their study was generalisable to industrial settings when, referring to Dobbins, Lane and Steiner (1988), they cite

*'Researchers have demonstrated that laboratory studies can increase theoretical understanding of organizational phenomena and therefore the results of such research can be generalized to broader industrial settings' (Di Marco et al, op cit: p 131)*

There is however a caveat that Di Marco *et al* (*op cit*) add, one that questions whether motivations for high grades could equate to aspirations for professional recognition in industrial settings, as they cite

*'The teams studied consisted of individuals participating in a project for a graduate level course, not working in an industrial setting. This imposed limitations in the research in that teams in a class setting are motivated by their grade results as opposed to monetary or professional recognition they could receive when working in a multinational project network (Di Marco et al, op cit: p 131)*

Of note, rather than the controlled experimental nature of the studies by Comu *et al* (*op cit*), Di Marco *et al* (*op cit*), and Di Marco and Taylor (*op cit*) this thesis is more akin to Popov *et al*'s (*op cit*) explorative research in a higher education context. Whilst it is accepted that students' performances are motivated by good grades rather than by professional recognition, it is also argued that this study is explorative

(rather than experimental) given its: extended longevity of 30 weeks of continuous interaction mainly out of class (in comparison to Popov *et al's* 8 week study); and the added complexity of five interacting multicultural teams in each of its projects. This larger scope will involve not only a much longer duration, but also an expanded network from 7-8 multicultural consultants to a global industry network consisting of 25 multicultural students. This industry network consists of five multicultural teams of 5 students each, to represent five typical functions of an industry: enabling technology suppliers; manufacturing; a head office; marketers; and customers. More details are provided in the Methodology Chapter.

## 1.4 Aims and Objectives

The aim of this research is to identify boundary spanning behaviours, capital conversions and practices in multicultural teams. The research objectives are:

### **Objective 1**

To investigate the nature of brokerage processes (including mediation) that will occur within and across multicultural teams

### **Objective 2**

2a) To examine boundary spanning role adoption and how that will relate to capitals accrued (symbolic or cultural) within and across multicultural teams.

2b) To identify capital conversion processes that ambassadors, co-ordinators and gatekeepers will undergo within and across multicultural teams.

### **Objective 3**

To explore barriers to the achievement of boundary spanning within and across multicultural teams.

### **Objective 4**

To identify the boundary practices that will be adopted to generate better team performance within and across multicultural teams.

## 1.5 Overview of each Chapter

### 1.5.1 Chapter Two - Literature Review

The literature review will explore existing studies on forms of brokering, in particular that of direct brokering (mediation) that encourages collaboration (Obstfeld, 2005). Of particular interest will be whether direct or indirect brokering behaviour will be manifest in multicultural teams attempting collaboration notably at project inception, when networks are likely to be sparse and ties largely absent (Lingo and O'Mahony, 2010). Seminal literature by Ancona and Caldwell (1992) on boundary spanning roles links the ambassador role with representation behaviours intent on promoting its team to authority, whilst the co-ordinator role is linked with co-ordinating negotiations for both intra- and inter-team tasks. The literature review will examine the underpinning social mechanisms of the ambassador and co-ordinator roles, in the hope of identifying some of the challenges such roles face, notably through the forms of capital they accrue and their conversions to social capital. Literature on gatekeeper roles and on other un-nominated boundary spanning behaviour will be reviewed (with a focus on the work of Tushman 1977; Tushman and Scanlan, 1981). The literature will draw out the lack of substantial studies on horizontal linking between members of a community and on boundary spanning in practice (BSIP). Linked to BSIP is literature on boundary practices which in particular contributes the notion of less visible, namely implicit boundaries that boundary roles are faced with (Herecleaous, 2004). Some recent literature (Schotter and Beamish, 2011; Rozkwitalska and Basinska 2015) on the challenges that boundary spanners may face, notably language barriers (Contractor, Yang and Gaur, 2016; Schotter, Mudambi, Doz and Gaur, 2017) will be briefly reviewed in the later part of the chapter. The chapter concludes by identifying the key concepts to emerge from the literature on boundary spanning in practice that will be taken forward into the primary research stage.

### 1.5.2 Chapter Three - Methodology

The methodology chapter will initially outline justifications of the research paradigm, the inter-subjective perspective adopted and the research assumptions underpinning the study. The adoption of a qualitative approach, using interviews and focus groups

as the key methods of data collection will then be outlined. This methodology enabled the capture of respondents' lived experiences of boundary spanning behaviours, roles and practices during a 30 week study of multicultural teams. The interview schedule that this study will use is explained in this chapter and then included as Appendix 3.2. Two focus group schedules will thereafter be explained. The first focus group schedule is designed to capture participants' interactions during the early phase of the study as they sought to develop collaborative practices; and the second focus group schedule will aim to collect data on the nature of boundary spanning behaviours that might emerge as the groups seek to achieve their challenging tasks. The data analysis approach adopted for the interviews and focus groups will then be outlined. Some transcripts of selected interview and focus group data are shown in Appendix 3.3 and an explanation of the coding process (first order) is shown in Appendix 3.4, in Appendix 3.5 (coding list), and Appendix 3.6 (second order). The ethical elements that will be observed in the research process are outlined in the final section of the chapter and The British Academy of Management Code of Ethics is shown in Appendix 3.7. The researcher's positionality will then be outlined. The study's reliability and validity issues will also be considered. The chapter will conclude with a theoretical framework that identifies the points of difference that this thesis will examine.

### **1.5.3 Chapter Four - Research Findings**

Findings will be presented in qualitative analysis format supported by respondents' quotations. The key themes on boundary spanning behaviours to emerge at different stages of the research will be set out in this chapter. Findings from the earlier phase of these multicultural projects will show that boundary spanning in practice reflects a complex behavioural repertoire. Key elements to emerge from the later stages of the project will include some adaptive boundary role behaviour adopted by co-ordinators, a strong emphasis on social mechanisms of adjustment and significant evidence of barrier breaking activities undertaken as a key function of boundary spanning in practice. Interview narratives will highlight a surprisingly broad range of indirect brokering and mediation techniques on the part of team co-ordinators. A depth of gatekeeping positions have emerged in the study, evident in the range of bridging positions to emerge within and across teams. New interpretations of boundary

spanning in practice in multicultural teams emerge in the findings, with the development of a Matrix of Barrier Breaking Actions in Section 4.6.

#### **1.5.4 Chapter Five - Discussion of Findings**

Significant themes from the findings will be discussed in Chapter Five. Firstly, the themes of early stage patterns of frustration that findings illuminate are discussed; as well as their restraining impact on initial co-ordination behaviours. Secondly, the different levels of barrier breaking behaviours that emerged from the findings are presented in two matrices depicting barrier breaking practices and routines pertaining to the less visible barriers of confidence and comprehension found in this thesis. Thirdly, this longitudinal study has found trajectories of capital conversions that will illuminate the formation of the different alliances found in Phase 1 (first 15 weeks) and Phase 2 (the last 15 weeks) of this 30 week project. From this, the key alliancing behaviours to emerge in this study are captured in the form of mixed brokerage processes that typify the boundary spanning in practice efforts of co-ordinators, allies and bridgers. The final sections of the chapter will examine how our understanding of boundary practices and BSIP behaviours have been extended in this thesis. The chapter will conclude with a conceptual framework that addresses the points of difference identified in Chapter 3.

#### **1.5.5 Chapter 6 - Conclusion and Contributions**

This chapter will outline key conclusions from the study, highlighting initially how the research objectives were met. Thereafter, the key contributions from this study will be set out, notably how key practices and routines in multicultural teams are uncovered and their impact on breaking implicit barriers as a central function of boundary spanning. This thesis has also added to our academic understanding of the relatively understudied area of capital accrual and conversions by key boundary roles. It has also illuminated the relational qualities inherent in key alliances that evolved in this context of explorative multicultural teams. The research has also offered practical insights into behaviours and action that boundary spanning in practice entails, and how critical un-nominated boundary roles emerge in multicultural teams and engage in alliancing behaviours that contributed to the developing social infrastructure of the multicultural projects. In the final part of the chapter, research limitations and potential future research areas will be outlined. In particular, the critical frustration dimensions of boundary spanning in practice will be

proposed as a future research area. The study has taken a focus on boundary spanning in practice in a manner that has not been achieved in previous research.

## 1.6 Potential Contribution of the Study

From the focus on horizontal boundary spanning in this research it is hoped that more understanding of the nature of boundary practices and routines in explorative multicultural teams can emerge and throw light on the nature of emergent alliances that are formed in the multicultural projects of this study. By seeking to examine some of the key social processes that underpin boundary spanning, it is anticipated that some useful insights may emerge on the roles of un-nominated boundary spanners in multicultural teams. From the findings, it is hoped to capture new insights into the nature of brokerage processes and forms of capital that engender collaboration in multicultural teams. Furthermore, it is also hoped to illuminate how capital conversions might be deployed by key boundary roles throughout the project. In examining the individual role adoption of boundary spanners, whether as ambassadors or as gatekeepers, it is hoped to draw out a clearer picture of emergent role adoption behaviour of boundary spanners. The researcher anticipates that findings will enable some of the characteristics of the boundary roles that are less visible in boundary spanning in practice to be identified.

**CHAPTER 2**  
**LITERATURE REVIEW**

## Chapter 2: Literature Review

### 2.1 Introduction

This chapter commences in Section 2.1 with reviews of boundaries, social networks, direct and indirect brokering and arbitration. Section 2.2 examines boundary roles and seminal typologies, followed by Section 2.3 on forms of capital and of social capital in Section 4. Boundary spanning behaviours of gatekeepers, ambassadors and co-ordinators and overlapping behaviours are considered in Section 2.5. Section 2.6 explores themes on boundary practices and ends with boundary spanning in practice and fields of practice.

#### 2.1.1 Defining Boundaries

In seminal literature on organisational boundaries, Thompson (1962) defines a boundary as a demarcation line between an organisation and its external environment. Aldrich and Herker (1977) contend that an organisational boundary is important for distinguishing its members from non-members; and Leifer and Delbecq (1978) note that it offers protection to its members from external environmental stresses. Looking inside an organisation, there are internal boundaries that distinguish the members of one homogeneous task environment from another (Tushman and Scanlan 1981). Moreover, Ancona and Caldwell (1992) point to a boundary between one group and another.

Early studies examined the antecedents of boundary spanning, notably departmental-level functions classified for instance by Aldridge and Herker (1977) as external representation; and as information processing. A more recent seminal literature review by Maronne (2007) points to an increased focus on studies of boundaries between small working groups.

Accompanying this narrower focus is a growing use of the social network lens to examine socio-professional environments for the social behaviours that professionals might exhibit at boundaries between groups. In his systematic review of inter-group behaviour in healthcare, Braithwaite (2010) describes such boundaries as the gap phenomenon that offers opportunities to analyse problems between groups and networks from the perspective of their network properties. The network properties associated with the gap phenomenon refer in particular to spaces, namely



missing ties. Braithwaite in particular argues that whilst group behaviours have been well studied, the boundaries between groups are understudied given that, as he cites, most research has examined

*'groups and group behaviour rather than group boundaries or the spaces in between, despite the potential gains to be made by examining the edges and disconnections. After all, it is across these divides, holes and spaces where information is transmitted, [that] behaviours and practices disseminate ..'* (Braithwaite, *ibid*: p 4).

The more minute characterisations of group boundaries as edges of social networks, where disconnections and divides occur provide opportunities for the examination of boundaries - not as protective (Leifer and Delbecq, *ibid*) course grained demarcation lines between groups (Ancona and Caldwell, *ibid*) - but as more fine grained divides. The term divide (instead of boundary) is of interest for its potential to examine the individual social actor's transmission of information across a divide; and for their behaviours during their dissemination of practices across a particular divide.

### **2.1.2 The Social Network Perspective of Divides**

This section examines divides from a social network perspective, in particular how social actors might span divides where social structure consists predominantly of disconnections. Whilst Luthans, Hodgetts, and Rosenkrantz (1988) define a social network as a system of interconnected, cooperating individuals, the key question is how connections occur between social actors. McHardy, Broderick, Vershinina and Obembe (2015) explain that this involves the development of ties across divides between social actors, and that social network theory is a

*'systematic approach in studying network ties that includes the use of socio-grams, which are connections of nodes and links that represent actors and relationships respectively'* (McHardy et al, *ibid*: p 2).

Whilst Braithwaite (*ibid*) contends that the social network lens pinpoints divides in networks, it can also identify where divides might provide opportunities for new ties. A new tie in a socio-gram represents a new link (relationship) between two nodes (actors) that enables the study of each actor's behaviours and practices involved in establishing and developing the new tie. Multiplying this process to organisational level, Krackhardt and Hanson (1993) point to the efficacy of social ties when the need to circumscribe normal organisational functions is necessary to solve unforeseen problems collectively, citing that social networks are analogous to

*'nerve centres behind the formal structures of organisations, being complex webs of social ties that may enable actors to drive collective thought and solve unexpected problems, sometimes by skipping entire functions' (Krackhardt and Hanson, 1993: p 104).*

The social network perspective highlights how actors can use social ties to skip normal organisational divides (entire functions) to solve unexpected problems through cross-functional cooperation (collective thought). It also points to the importance of the social tie to depict how actors connect across divides. In the next section, literature from social network theory that relates to the nature of ties is examined.

#### 2.1.2.1 The Nature of Ties

A tie represents a relationship between two actors in a network. A relationship involves reciprocity between two actors, and reciprocity distinguishes between a relationship that is balanced and one that is not (Kilduff and Tsai, 2003). A 'balanced' relationship is deemed possible when a social approach by one actor is reciprocated by the other (Kilduff and Tsai, 2003: p 42). An unbalanced relationship in contrast entails social approaches by one actor being unreciprocated by the other, so that the first actor eventually desists from further relationship-building with that actor. Studies of social networks include a focus on the nature of ties that actors build when attempting to connect between and within social networks (Burt, 1992; West and Baron, 2005; Borgatti and Halgin, 2011). A tie can range from absent, to weak, to strong. A tie is: absent when there is no reciprocation - for instance due to 'distance or lack of trust' (Marsden, 1982: p 202); weak when an acquaintanceship based on professional respect (Granovetter, 1973); and strong when in addition to professional respect, affect and trust are involved (Granovetter, 1985).

These three tie descriptions enable social science researchers to demonstrate key elements of social networks. And diagrammatic connections from sociograms can reveal areas where social network structure is dense, and those where it is sparse. A dense network is akin to the traditional monocultural task subunit, where its members have developed predominantly strong ties through collaborating on routine tasks (Tushman, 1977). However, even dense monocultural institutional networks are to some extent interspersed with areas of sparser network structure, as Braithwaite cites,

*'.. weak or absent ties represent fissures in groups and networks, located in less densely populated parts of more closely connected social structures' (Braithwaite, 2010: p 2).*

Braithwaite's (*op cit*) fissure analogy appears to suggest that intra-team fissures are possible (fissures in groups) as well as in less densely populated parts of social structures.

Returning to the gap phenomenon, Burt (2000) concurs with Braithwaite's divides that - analogous to absent ties - offer potential opportunities for information transfer by actors in particular able to exploit this potential. In Table 2.1, Burt (*ibid*: p 208) summarises two intermediary behaviours to stimulate information transfer that some actors are adept at undertaking across absent ties [Situations 1) and 2)]. This table concludes by looking at the potential for information transfer that can also occur across weak ties [Situation 3)].

**Table 2.1 Intermediary Behaviours for Social Tie Development**

	<b>Ideas from established literature</b>
Situation 1: No Tie	Actor's autonomy generated by conflicting affiliations (Merton, 1968; Simmel, 1955)
Situation 2: No Tie	The 'betweenness index' (Freeman, 1977) and 'betweenness centrality' (Kilduff and Tsai, 2003) of an actor
Situation 3: Weak Tie	The strength of actors' weak ties (Granovetter, 1973)

(Burt, 2000: p 208)

Situation 1 points to the autonomous actor able to undertake an intermediary position across an absent tie between two other actors unable to build a tie themselves due to their conflicting affiliations. Citing Merton (1968) and Simmel (1955), Burt (*ibid*: p 210) depicts the autonomous actor as the 'third who benefits' by 'brokering communication while displaying different beliefs and identities to each contact'. The benefit that accrues to the intermediary able to broker communication between two contacts of conflicting affiliations, is that s/he becomes more attractive to other actors from both affiliations, as Burt cites

*'benefits beget more benefits from cumulative advantages of more information access and more diverse contacts' (Burt, ibid: p 210).*

In summary, Situation 1 introduces the notion of an intermediary actor as a broker, along with the benefits that accrue to the intermediary able to adopt a unique structural position.

Situation 2 points to actual measures that establish the extent of a broker's structural positioning ability between two networks, those of: Freeman's (1977) betweenness index; and Kilduff and Tsai's (2003) betweenness centrality. Again, the broker able to gain a central position between two networks where ties are otherwise absent, gains a unique advantage through more information access. These measures have been recently criticised by Obstfeld, Borgatti and Davis (2014) as a static one-off measure based on a fixed social structure that was unrealistic for examining contemporary brokerage as an ongoing longitudinal social process.

Situation 3 refers to the potential access to information transfer that one actor weakly tied to another has: namely that the strength of a weak tie provides access to non-redundant information for both actors (Granovetter, 1973).

This review on social networks continues to explore further literature on intermediary behaviours on brokerage.

#### 2.1.2.2 Intermediary Behaviours of Brokering

Intermediary behaviour involves a third party - or an individual actor - as a go-between linking two other unlinked parties or agents (Simmel, *ibid*). Drawing on Simmel (*op cit*), Obstfeld (2005) explains that there are two key categories of intermediary: those maintaining parties permanently separated for gain, namely *tertius gaudens* (Latin for third who gains); and those seeking to link parties together without gain, or *tertius iungens* (third who joins). *Tertius gaudens* behaviour is termed indirect brokerage; and that of *tertius iungens* direct brokerage (Obstfeld, *ibid*). The concepts of indirect and direct brokerage are now examined in more detail.

#### 2.1.3 Indirect and Direct Forms of Brokerage

These two brokerage orientations have very different impacts: that of indirect brokerage entails a broker seeking opportunistic advantage through structural positioning by deliberately maintaining separation between the parties (Burt, 1992); whereas direct brokerage entails employing a relational position to mediate a direct link between two parties (Nahapiet and Ghoshal, 1998). Moreover, Lingo and O'Mahony (2010) note that direct brokerage entails a relational broker intent on

building direct links between parties for purposes of direct collaboration between two or more parties.

#### 2.1.3.1 Indirect Brokerage

Indirect brokerage involves a broker interacting between two parties incapable of direct interaction, whereby an advantage is gained from an enhanced social status attributed to them from both separated parties (Burt, 2002; Kilduff and Tsai, 2003). Obstfeld (2005) however criticises the indirect broker's enhanced structural position given opportunities for self-aggrandisement from it when the separation is permanent. In contrast, Aldrich and Herker (1977) point also to indirect brokers employing positional advantage on an altruistic basis, to avoid conflict between organisations and labour unions. Another instance of altruistic indirect brokerage is the resolution of distrust between different organisational sub-cultures (Obstfeld, *ibid*) until norms of co-operation are sufficiently brokered to allow for direct interaction. Whilst still structural positioning, this version is non-opportunistic altruism (Obstfeld, *ibid*).

Conflict resolution is likely to entail more complex forms of intermediary behaviour than that of Simmel's (*ibid*) *tertius gaudens* agent (Section 2.1.2.2 refers). This is because conflict resolution is likely to entail an intermediary appointed by each party to negotiate on their behalf. This means that each intermediary is generally not independent of either party, but affiliated to one or other party. Conflict resolution can take different forms, such as task disagreements or intercultural differences. In considering behaviours employed to overcome task disagreements (Dyer and Song, 1997), conflict handling behaviours fall into two categories: self-interest and interest in others (Rahim, 1983).

Behaviours of self-interest and interest in others tend to mirror those of opportunistic and altruistic indirect brokerage tendencies respectively. As established, in either of these cases of indirect brokerage, distrust is likely to play a part to varying degrees, as examined next.

#### 2.1.3.2 Distrust Cycles and Role Conflict Effects on Negotiators

A negotiator experiences role conflict because the party s/he is negotiating on behalf of, has different expectations to those on the opposing party. Negotiators are per se boundary spanning agents who are required to reach agreement by occupying two

roles. The first role is that ascribed by their own party - namely as an insider. The second role is that of building relationships with opponents - namely outsiders after Friedman and Podolny (1992: p 31) who assert that during negotiations, conflicting expectations can lead to dysfunctional effects not only on the negotiators - but also on their relationships with others (p 28). Dysfunctional effects include suspicion from both parties, leading to pressures of role ambiguity due to a distrust cycle (Adams, 1975). Distrust cycles occur when negotiators become neither insider nor outsider. Role conflict can be reduced by addressing the structural ambiguity that boundary spanners face as negotiators, by 'disaggregating the function into its substructures' (Friedman and Podolny, *ibid*: p 29). Disaggregated brokering roles for Gould and Fernandez (1989) are those of gatekeeper and representative.

The next section turns to direct brokerage and its relational approaches.

#### 2.1.3.3 Direct Brokerage

Direct brokerage is a relational orientation where the broker facilitates the building of direct ties between two parties. Lingo and O'Mahony (2010: p 50) note that this broker engenders the 'cooperation of many' through an 'inherently relational act'. The aim of relational acts is one of inclusiveness where, according to Ibarra, Kilduff and Tsai (2005), the broker encourages members to engage in cross-party cooperation by reinforcing that both parties are valued members of the cooperative venture. In his research of cross-departmental innovative design ventures, Obstfeld (2005: p 102) notes that innovation entails the co-ordination of different work-oriented social identities, involving 'a joining of people in both sparse and dense networks to produce co-ordinated action'. Lingo and O'Mahony (*op cit*) sum up by citing that the challenge of direct brokerage is

*'not just an information processing task but a relational one that involves the negotiation of conflicting interests' (Lingo and O'Mahony, ibid: p 51).*

Whilst indirect brokerage involves brokering for opportunistic gain from two parties of conflicting affiliations, direct brokerage involves non-opportunistic relational brokering, namely Simmel's (*ibid*) tertius iungens (Section 2.1.4 refers). Yet despite this, Ibarra *et al* (2005) note that the relational broker can still face difficult processes of co-ordination that can include the negotiation of conflicting interests.

The direct broker accrues advantage by facilitating collaboration (Obstfeld, 2005). Collaboration entails the facilitation of multiple practices into a collective outcome which requires co-ordination. Collective advantage provides an innovative organisation with a competitive edge from rapid implementation of ideas - due to individual agents' willingness to cooperate across different organisational networks (Obstfeld, 2005). Collective advantage also involves co-ordinated action in projects involving agents, ideas and resources (Lingo and O'Mahony, *op cit*).

However, Tortoriello and Krackhardt (2012) note that whilst a weak tie on its own is associated with the transfer of novel information, it is insufficient for generating collaboration. Their study introduces the concept of the Simmelian bridging tie where a third party (*tertius iungens*) mediating this bridging tie is more likely to lead to collaboration that transforms novel information into an innovation. Taking this forward, Tortoriello and Krackhardt's (*ibid*) citation underlines the difference between a weak tie and the nature of a Simmelian bridging tie as follows

*'not all bridging ties are equal with regard to their innovative potential. We draw from Simmelian tie theory (Simmel 1950; Krackhardt 1998, 1999) to argue that the existence of a common third party around a focal bridge ... when individuals involved in boundary-spanning relationships share common third-party ties, they are more likely to generate innovations' (Tortoriello and Krackhardt, *ibid*: p 168).*

There is conflict in the literature on the efficacy of mediation behaviours by boundary spanners. Past research (Burt, 2002; Carlile, 2004) has suggested the need for a mediating third party that is permanent in the Simmelian tie, which can increase the stability of bridging relationships (Burt, 2002; Krackhardt, 1998) and can facilitate the integration of different perspectives (Carlile 2004). This conflict in the literature suggests that the nature of ties matters, particularly with respect to how Simmelian ties might develop in sparse networks where weak and absent ties predominate.

Ibarra, Kilduff and Tsai (2005) call for more understanding of the tension between indirect and direct brokerage. Citing Rodan and Galunic (2004), Obstfeld (2005) explains this tension as follows:

*'Social network approaches recognise the importance of structural knowledge conduits but ... without exploring the potentially complex relationship between the social network and the individual' (Obstfeld, *ibid*: p 107).*

Obstfeld (*ibid*: p 104) found that sustained direct brokering behaviour can lead to 'interaction between parties while maintaining an essential coordinative role over time'. However, advantages that might occur with direct brokering are less well researched than for those of indirect brokering behaviour. One key aspect of this is arbitration.

#### **2.1.4 Arbitration: Combining Direct and Indirect Brokerage**

Recent evidence from Lingo and O'Mahony (2010) contradicts Obstfeld's (2005) work, finding instead that temporary indirect brokering behaviour (viz: conflict mediation in organisational mergers) need not be in tension with that of direct brokering. Rather, in some situations, Lingo and O'Mahony (*ibid*) found that temporary indirect brokering (*tertius gaudens*) may actually preserve collaboration, by deliberately blocking unfavourable information about one party from another in order to save face for both sides and avoid potential conflict. They cited that

*'practices associated with the tertius gaudens approach can be used to achieve collective ends in addition to individual ones... on projects that unite contributors from various fields, disciplines, and organizations'* (Lingo and O'Mahony, *ibid*: p 75).

The protection of both parties from unfavourable information may appear as opportunistic behaviour that manipulates structural position, but at the same time the intent to protect both parties is non-opportunistic. This is the nature of arbitration, one that provides 'brokerage services' where the 'reward is diffuse or non-existent' (Gould and Fernandez, 1989: p 91). Put differently, arbitration behaviour is both relational and structural brokerage intent primarily on building collaboration across networks; but at the same time avoiding the potential for conflict.

Obstfeld, Borgatti and Davis (2014) explain that this example is both *tertius gaudens* and *tertius iungens* behaviour - unexpected from the point of view of a classical brokerage lens given that structural and relational brokerage now appear to overlap. What Obstfeld *et al* (*ibid*: p 155) argue in their conceptual paper is that brokerage phenomena are 'far more complex than originally theorized in previous decades', the most key theoretical difference being that

*'disaggregating brokerage structure from brokerage process affords important new leverage for understanding how organizations and their networks evolve'* (Obstfeld *et al*, *op cit*)



#### 2.1.4.1 Brokerage Process

To unpack this more complex theoretical stance, Obstfeld (2005) reminds us of the action problem from a previous study of car industry designers. This involved different departments of designers with associated variations in interests and perspectives, but in particular Obstfeld (*ibid*) also noted that language differences exacerbated the action problem. Obstfeld *et al* (*ibid*: p 153) argue in their conceptual paper that the addition of language differences has challenged traditional brokering theories with the additional complexities of coordinating, 'where the broker needs to do more active coordinative and translation work'. Their paper remains unclear on what extra coordinative translation work might mean in practice, but does argue that the disaggregation of brokerage process from social network structure may help to find new ways of coordinating in groups with more than one language (Obstfeld *et al*, *ibid*). The disaggregation process - namely that of decoupling third party action from social network structure - is next considered by comparing traditional conduit brokering with conduit brokerage process.

Traditional conduit brokering is a less manipulative behaviour to the *tertius gaudens* version of indirect brokering - as argued next. *Tertius gaudens* behaviour deliberately seeks to maintain separation between two parties for advantage (thereby actively preventing a relationship) through the structural constraints of social network structure - for instance absent ties (Sections 2.1.2.2 and 2.1.3.2 refer). In contrast, Obstfeld *et al* (*ibid*) explain that with traditional conduit brokering the broker simply relays information from one party to another, without attempting to change the relationship between the parties: in short, the conduit broker does not moderate that relationship (p 142). What is different with conduiting as brokerage process is that here,

*'the broker provides value to one group by providing them with needed resources derived from another group (where the extent of the value) is a function of the differences between the parties connected by the broker'* (Obstfeld *et al*, *ibid*: p 152).

Here, the conduit broker is not deliberately exploiting social structure for gain (*tertius gaudens* behaviour). Reverting to active coordinative translation work, language difference imposes an involuntary separation between first and second parties and

restricts the traditional conduit broker as the information ferrying service between the other two parties.

What remains particularly unclear is whether the same third party is capable of ferrying information between parties as well as adding value to it. To address these points requires consideration of how information is ferried between parties over extended time periods, and Obstfeld *et al (ibid)* argue that this is possible with conduit brokerage as an ongoing process.

What Obstfeld (2005) is saying is that where conduit brokerage does work beyond straight translation - to one of explaining context behind it - the broker can be perceived by the parties concerned as behaving more akin to *tertius iungens* brokerage. In other words, the notion of conduit brokerage process can solve the 'action problem' by connecting those with differing attributes around divides and coordinating dissimilar backgrounds. In summary, Obstfeld *et al (2014)* citation points to a significant research opportunity, namely

*'future research can fruitfully explore the paths of action, practices, and motivations associated with the use and interplay of these different brokerage approaches over time' (Obstfeld et al, ibid: p 154).*

and that

*'Such brokerage behaviours may be deployed in either more patterned, predictable, or emergent action trajectories .. not of entrepreneurial start-ups - but of other forms of collective action" (Obstfeld et al, p 154).*

The social network approach takes a focus on the structuring and relational positioning of the actors, rather than their individual attributes or behaviours (Long, Cunningham and Braithwaite, 2013). The next section briefly examines individual role attributes through the lens of boundary spanning typology.

## **2.2 Defining Boundary Roles**

Ancona and Caldwell (1992) presented a four factor typology, based on R and D teams as the unit of analysis, and transactions across internal organizational boundaries listing them as Ambassador, Scout, Task Coordinator and Guard. Au and Fukuda (2002) used Ancona and Caldwell's (*ibid*) typology to examine executive expatriates in Hong Kong by testing their boundary spanning activity against

selected antecedents. The results revealed no relationship between environmental uncertainty and boundary dimensions tested. Johnson and Duxbury (2010: p 31) criticised Au and Fukuda work for not having empirically examined the individual boundary spanner's 'perception of uncertainty at the interface and his or her choice of response to that uncertainty remained unspecified'.

Johnson and Duxbury (*ibid*: p 33) developed a nine-dimension typology of micro-level expatriate boundary spanning behaviours based on each individual respondent's (84 in total) 'boundary episodes within context'. Johnson and Duxbury's (*ibid*) nine dimension typology, in order of frequently cited dimensions is as follows: Relationship building (61%); Shaping (51%); Intelligence gathering (34%); Coordinating/negotiating (28%); Guarding (24%); Information gathering (19%); Representing (11%); and Intermediary (11%). Of note, they assert that

*'If spanning cultural boundaries is a critical competence in effective off shoring of complex work, then we need further research on cultural boundary spanners (CBSs) to understand how they emerge and how they can enhance global project success' (Johnson and Duxbury, ibid: p 30)*

From the above considerations, the boundary role is a concept still in development and worthy of more intensive research, as noted in the call by Johnson and Duxbury (*ibid*). Looking at their nine dimension typology, the focus on relationship building and shaping of agendas in first and second place suggest that since Ancona and Caldwell's (*ibid*) seminal roles were discovered in 1992, the need for social network-orientated roles has become more prominent. Relationship-building in particular resonates with the demand for more complex forms of brokerage process - viz Obstfeld *et al*'s (*op cit*) conceptual paper (Section 2.1.4.1 refers). Of similar importance is the prominence of coordinating/negotiating in fourth place. Here, noting that Ancona and Caldwell's coordinator role is now combined with negotiation, this points to a growing need to negotiate the very nature of relationships in an off shoring context. That guarding is in fifth place next to negotiation underpins that relationship-building is likely to be accompanied by a degree guarding. It is notable that representation (linked with Ancona and Caldwell's ambassador role) in shared last place is not as important as coordinating in an off shoring context.

So far social structure and network ties, as well as role attributes have been examined. The next section involves the capital lens, which provides an opportunity to look at the extent and variations in relationships at both individual and network levels.

## 2.3 Forms of Capital

Bourdieu's (1986) capital theory distinguishes four forms of capital: economic, cultural, social and symbolic. Bourdieu (*ibid*: p 47) explains that: whilst economic capital is convertible into money or property rights; cultural capital is that of earning privileges such as scholastic achievement; whereas social capital is 'made up of social obligations and connections'. Bourdieu (1977: p 8) characterises symbolic capital as authority, prestige, reputation and as 'debts of gratitude from those to whom we have given gifts or favours'.

Bourdieu (1986) contends that the volume of social capital of an individual agent accrues through his/her network connections with others; and furthermore that this volume accumulates from different forms of capital that are convertible into social capital. Bourdieu (*ibid*: p 51) cites that conversions of economic, cultural and symbolic capital occur as follows

*'the volume of social capital possessed by a given agent thus depends on the size of the network of connections [s/he] can effectively mobilise and on the volume of the capital (economic, cultural or symbolic) possessed in [his/her] own right by each of those to whom s/he is connected' (op cit)*

Of prime interest is that individual actors' social capital can be used to mobilise their network of connections through, according to Coleman (1988: p 98), their social capital that 'inheres in the structure of relations between actors and among actors'. Whilst economic capital is beyond the remit of this study, what is of particular relevance is that cultural and symbolic capitals are convertible to social capital. The particular interest of convertibility is that an actor may accumulate social capital from connections of different capital types: say one connection where cultural capital

inheres; and another where that of symbolic inheres. Cultural, symbolic and social capitals are defined next.

### 2.3.1 Cultural Capital

The cultural capital of individual actors arises from their skills and training (Elam, 2008). Randle, Forson and Calveley (2015) add that cultural capital also includes cultural knowledge, and the subtleties of language and behaviours used when an agent seeks to include - or exclude - another agent. Pham and Tran (2015: p 215) note that language subtleties are of particular pertinence in terms of the thirst to acquire English Language by international tertiary students (from East Asia) studying in Australia. They also point to Brooks and Waters's (2013) findings that 'fluency in English is a form of cultural capital'. An instance of low cultural capital is noted by De Clercq and Voronov (2009) when entrepreneurs find difficulties of access to social networks they seek to practice in, when their lack of industry experience was recognised by those networks. In contrast, and referring to Bitektine (2011), Pret, Shaw and Drakopoulos (2016) note that industry experience contributes to an entrepreneur's reputation building, a key concept of relevance to this study.

### 2.3.2 Symbolic Capital

To understand symbolic capital, Bourdieu (1989) explains that this is predicated on symbolic power, namely the power to make groups. Symbolic power is attributed to agents with the power either to consecrate established groups; or to form those 'yet to be constituted' (Bourdieu, *ibid*: p 23). Groups yet to be constituted resonate with the early stages of this study's examination of multicultural teams, that includes their inception stages. Bourdieu (*ibid*) continues that an agent's symbolic power arises from possessing symbolic capital, namely the

*'power to impose upon other minds a vision, old or new, of social divisions depends on the social authority acquired in previous struggles. Symbolic capital is a credit; it is the power granted to those who have obtained sufficient recognition to be in a position to impose recognition .. [and] speaking on its behalf as an authorized spokesperson' (Bourdieu, op cit: p 23)*

The key point is that gaining symbolic capital is a credit attributed to an agent that entails previous struggles for power - namely social authority in terms of credit granted only after sufficient recognition has been gained to act as an authorized spokesperson.

Citing Harvey *et al* (2011), Pret *et al* (*ibid*: p 3) contend that symbolic capital can 'engender belief in the quality of products, generate trust and legitimise the actions of entrepreneurs'. The link between symbolic capital and trust is of note for its association with the individual agent - rather than its normal association at the network level - viz in highly embedded networks (Coleman, 1988; Granovetter, 1985). In terms of legitimacy, De Clercq and Voronov (*ibid*) contend that symbolic capital boosts an entrepreneur's legitimacy in their chosen business domain by enabling them to gain higher status.

#### 2.3.2.1 Legitimacy in Domains of Practice

De Clercq and Voronov (*ibid*) point to an agent with legitimacy as one who can both fit in and stand out in a domain of practice. Of note, an agent's 'ability to fit in depends on their cultural capital'; and that of standing out 'relies on their symbolic capital' (De Clercq and Voronov, *ibid*: p 404). With respect to fitting in, Pham and Tran (2015) make the point that international (non-domestic) tertiary students' competency in English Language gives them the necessary cultural capital to fit in with Australian students: instead of being excluded by them. Turning to standing out, this attributes actors with gaining status in their domain of practice through a process that echoes Bourdieu's (1986), and that De Clercq and Voronov (*ibid*: p 407) refer to as the endowed right of entrepreneurs with high status to 'define and label phenomena and impose their definitions' on domain practitioners.

#### 2.3.3 Conversions between Forms of Capital

De Clercq and Voronov (*ibid*: p 410) note that 'entrepreneurs' cultural capital may be converted into symbolic capital over time'. There is an implication here that, as conversion between capitals is time-dependent, a longitudinal approach would be more appropriate to studying the development of social connections across divides in networks. Referring to Bourdieu (*ibid*) and Ozbilgin and Tatli (2005), De Clercq and Voronov (*op cit*) continue that symbolic capital is a higher order capital resulting from other capital types, where in particular an agent's high levels of cultural capital contribute to a symbolic qualification process in a domain of practice. Here again is a further implication that examination of ongoing symbolic qualification processes and

how certain agents stand out - often reluctantly - to gain symbolic capital would require a longitudinal approach.

Scott (2012) notes a paucity of empirical studies on capital conversions. For instance, even De Clercq and Voronov's study of entrepreneurs was conceptual. This shortfall has only recently been addressed by Pret *et al* (2016) in their empirical examination of conversion between cultural, symbolic and social capitals in a creative industries context (craft entrepreneurs). Pret *et al* (*ibid*) find that whilst symbolic capital is a higher order capital than others [as we have seen established by De Clercq and Voronov (*ibid*)], reverse convertibility is also possible, namely from symbolic back to cultural and/or social capital; or as they put it, that of symbolic is 'an especially mutable capital form' (*ibid*: p 8). Whilst we have seen (after Bourdieu, 1986) that cultural and symbolic capitals are convertible to social capital, according to Anheier (1995) cultural capital was generally more convertible to social capital than vice versa. Citing Kuhn and Galloway's (2015) contention that social capital could be reinforced, Pret *et al* (*ibid*) had not expected that cultural capital could reinforce social capital, following the finding in their recent study that

*'surprisingly, we find that craft entrepreneurs share their cultural capital freely within their networks, thereby building and reinforcing social capital ties (Pret et al, op cit: p 8)*

Interpretations for this surprising finding are now explored, along with implications for future studies.

The unexpected finding that cultural capital could reinforce social capital was attributed by Pret *et al* (*op cit*) to their specific context of entrepreneurs in creative industries. Lastly - acknowledging Reuber and Fischer (2005) - Pret *et al* (*op cit*: p 3) note that, associated with the 'conversion of social capital into symbolic capital, affiliation with reputable others creates a "spill-over effect"'. Spill over effects are of relevance given that the social capital of an agent, connected with an agent reputed with high symbolic capital, is noticeable by other agents in a developing network. The nature of social capital is now examined in more detail.

There are criticisms of Bourdieu's notion of capitals, concerning their manipulation for maintaining and reproducing social classes in society. In particular Adam and Roncevic (2003) point to the focus on a fundamentally egocentric stance, involving the individual agent in a struggle for power and position in social spaces using capital deployments in order to gain the right to form groups, and to represent members. They cite this that

*'Bourdieu's primary concern is to develop a theory of social stratification on the basis of distinction by volume and composition of different forms of capital, taking into account the conversions from one type of capital to another' (Adam and Roncevic, ibid: p 159)*

Following Adam and Roncevic's (*ibid*) contention that social capital can stem from emergent social infrastructure to generate both individual and collective actions, the notion of the social capital that an individual agent might accrue at the emergent stage of social infrastructure is of note.

## 2.4 Forms, Sources and Dimensions of Social Capital

Seminal studies point to various layers of social capital, and like layers of an onion, forms of social capital overlap sources of it - and sources overlap dimensions of it. In terms of forms, at their most basic, Bourdieu (1986) notes that a key form of social capital involves social obligations and connections. In more detail, Nahapiet and Ghoshal (1998) break down the nature of social capital forms into two predominant characteristics when citing

*Although social capital takes many forms, each of these forms has two characteristics in common: (1) they constitute some aspect of the social structure, and (2) they facilitate the actions of individuals within the structure (Nahapiet and Ghoshal, ibid: p 244).*

Looking at Bourdieu's exemplar, social connections depict the presence of social structure; and social obligations impact on the actions of an individual by subjecting them to social constraints inherent in the individual's other social connections. Of particular interest are the forms of social capital where structurally, divides



predominate and ties are weak or absent; and where social obligations on individuals attempting to connect across divides have been less well examined, as we have seen Braithwaite (2010) contend (Section 2.1.2.1 refers).

Literature on forms of social capital relevant to divides, weak and absent ties is examined next, followed similarly by definitions and reviews of sources and dimensions of social capital.

### 2.4.1 Forms of Social Capital

Forms of social capital include those of Information Channels, Obligations and Expectations, and Social Norms (Coleman, 1988). A form of social capital of key interest is that of Information Channels, for its propensity to inform the likely nature of social capital at divides between networks.

#### 2.4.1.1 Information Channels

According to Coleman (1988), information channels inhere in social relations. Burt (1992) however notes that a disadvantage of this is that information tends to circulate within the social relations of a particular network, rather than across divides between different networks, making it redundant. The advantage of information channels however is that - when an agent connects across a divide to tap into another network's information - this information is likely to be different to that of the agent's own network. This provides that agent the opportunity to access novel information and Nahapiet and Ghoshal (1998) put this that

*networks of social relations, particularly those characterized by weak ties .. disconnections or nonequivalencies among players in an arena, increase the efficiency of information diffusion through minimizing redundancy(Nahapiet and Ghoshal, *ibid*: p 245) .*

Whilst Nahapiet and Ghoshal note the efficacy of weak ties for minimising information redundancy, Coleman (*ibid*: p 104) however questions whether weak ties and novel information provide sufficient basis for action, given his assertion that connections across divides are useful 'merely for the information they provide'. The key point of interest is that if information sharing connections are limited in terms of precipitating bases for action, what might happen beyond this limitation in terms of forms of social capital? Coleman points to the efficacy of two other forms of social

capital that might maximise the value of non-redundant information: those of Obligations and Expectations; and of Social Norms.

#### 2.4.1.2 Obligations and Expectations

The form of Obligations and Expectations is dependent on 'trustworthiness of the social environment' and the 'extent of obligations held' (Coleman, *ibid*: p 102). Looking at obligations, Coleman explains that when agent A provides a resource to agent B within the same social environment, then B is being trusted by A to reciprocate an equivalent resource in the future (Coleman, *op cit*). With regards to the non-redundant information inherent in information channels at divides, the social structure conditions that Nahapiet and Ghoshal (*op cit*) have advocated as part of any form of social capital - are in the main absent at a divide. Instead the connecting actions of individuals across the divide prevail without structural constraints. Similarly, Coleman (*op cit*) asserts that without structural constraints, the social capital of obligations and expectations is also likely to be relatively absent. However, Coleman (*ibid*) argues that the development of any social structure - and a divide is no exception - requires the establishment of social norms to some extent. Social Norms are examined next.

#### 2.4.1.3 Social Norms

Social Norms are an effective form of social capital that place sanctions on members of a collectivity. Coleman (1988) puts this that an important 'prescriptive norm' is one where actors 'should forgo self-interest and act in the interests of the collectivity' (p104). However a key difference with other forms of social capital is that norms also constrain actions, by dint of sanctioning 'deviant actions that harm others' (Coleman, *ibid*: p 105). Of interest here is the question that when a collectivity is largely absent, how do prescriptive norms get established by actors at a divide? Reviews of social network literature in this study have pointed to the prevalence of self-interested intermediaries at divides where ties are relatively absent (Section 2.1.3 refers). The conflicting social pressures on actors to forgo self-interest - in favour of collective-interest - are the subject of sources of social capital that follows.

Adam and Roncevic (*ibid*) refer to Coleman's (*ibid*) forms of social capital as more socio-centric than the egocentrism attributed to Bourdieu's (*op cit*) forms of capital. A criticism in particular of Social Norms is their propensity to become over socio-centric: a condition Granovetter (1985) terms as excessively embedded. Molina-

Morales and Martínez-Fernández (2009) criticise over-embedded networks as leading to hindering bonds and ties, namely excessively strong ties that block effective collaboration between its members. And in terms of weak ties, Coleman has questioned whether novel information can actually stimulate action, implying that expectations and obligations to some extent are needed for action to occur.

#### **2.4.2 Sources of Social Capital**

Portes (1998) points to behavioural motivations as an important source of social capital, notably the motivations behind self-seeking behaviour in actors; as well as those behind selfless behaviour when actors make their hard won resources available to others. Such motivations can be classified as 'instrumental' or 'consummatory' (Portes, *ibid*: p 7). An example of instrumental motivation is explained by Adler and Kwon (2002: p 25) as the 'economically inspired rational actor' who is 'self-seeking... with little sense of obligation to others'. Consummatory motivation however includes a broader community appreciation that can transform self-seeking agents to commit to the common good through generalized reciprocity (Adler and Kwon, *ibid*). This suggests that a single agent is capable of both instrumental and consummatory motivations according to the different social situations that they may face.

Adler and Kwon (2002) continue that whilst individuals desire the advantages of social capital, less clear is what motivates a member to share resources. Portes (1998) proposes allegiance as a source of social capital due to actors thrown together in a common situation - who grow to identify with each other. Allegiance includes 'the altruistic dispositions of actors' that involved members can appropriate (Portes, *ibid*: p 8). Put another way, in a team environment, identification with one's community is a motivating force in itself that may generate a bounded solidarity (Portes and Sensenbrenner, 1993).

Sources of capital can inform considerations over what might motivate individual agents at divides to adopt certain behaviours at different points in time - as they attempt to develop social structures around - and appropriate to - that divide. In particular, of interest is the conflicting motivations that individual agents are likely to undergo as they appropriate resources, and decide whether or not to share them before collective interests have been established.

### 2.4.3 Dimensions of Social Capital

In looking at ties from a social capital perspective, different authors have identified evidence of bonding social capital within groups; and that of bridging between groups.

#### 2.4.3.1 Bonding and Bridging Social Capital

Bonding social capital was coined by Coleman (*op cit*) to describe accumulations of obligations behind collective pressure from embedded agents. Bonding social capital is underpinned by strong-tied relationships within a community, where norms have developed for embedded agents to pursue shared objectives effectively (Putnam, 1995). However Putnam (*ibid*) warns that the disadvantage of excessive bonding is that it can make a collective of embedded agents blind to novel information.

Bridging social capital entails weak ties that bind, according to Granovetter (1973). Putnam (1995: p 664) explains that with bridging social capital, shared objectives are pursued by weak-tied relationships where actors between different embedded communities 'span underlying social cleavages'. Social cleavages are akin to divides, and citing Putman (2000), Eklinder-Frick, Eriksson and Hallen (2011: p 1002) contend that employing bridging social capital is a difficult form of relationship building, because it involves spanning the boundaries of embedded communities where 'we transcend our social, political and professional identities to connect with people unlike ourselves'.

#### 2.4.3.2. Challenges of Bridging Divides

The difference between bonding and bridging social capitals is articulated by Adler and Kwon (2002: p 19) as follows: bridging social capital focuses on 'external relations' whereas that of bonding focuses on 'internal ties between collectivities'. Bonding and bridging social capital also have different effects on information flow. Eklinder-Frick *et al* (2011: p 996) contend that information generally flows 'within groups' rather than 'between groups', so that bridging behaviour only develops when social agents collaborate outside of their social context and create a platform that encourages bridging social capital.

Creating platforms for collaboration at divides between different social contexts is a major instance of bridging difficulties likely to be addressed whilst building relationships across divides, as Eklinder-Frick *et al* (*ibid*) have referred to.

#### 2.4.3.3 Variations in Strength of Bridges in Entrepreneurial Social Capital

A study of entrepreneurial networks has found that not all divides that entrepreneurs face can be bridged directly: instead, some are established via an oblique route involving several unsuccessful bridges, after Chell and Baines (2000). Long *et al* (2013) explain that a bridge enables the bridging of a the divide between two clusters, such as between two different departments of an organisation. The notion of unsuccessful bridges is of particular interest as to why they do not succeed. Anderson and Jack (*ibid*) note that entrepreneurs built flimsy to sturdy bridges, a dynamic process of (ongoing) constructions where flimsy ones are characterised as rope bridges with little carrying capacity. The transitory nature of conduits has been examined as an important aspect of brokerage process in this review (Section 2.4.1.4 refers). In terms of the capital value of a conduit, Anderson and Jack (*ibid*) have found that entrepreneurial social capital involves a catalytic lubricating effect, where some bridges grow from indirect lubricating effects requiring network entrepreneurs to attempt several bridges across divides. They further coin the notion of social capital etiquettes to designate the particular practices they found in entrepreneurial networks (Anderson and Jack, *ibid*).

#### 2.4.3.2 Structural Social Capital

Nahapiet and Ghoshal (1998) explain that the structural dimension of social capital concerns structural embeddedness, meaning the impersonal structures of linkages between agents that present a holistic view of the 'overall pattern of connections between actors' (*ibid*: p 244). Of key interest is that such configurations also include what Wasserman & Faust (1994) depict as the absences of network ties. Nahapiet and Ghoshal (*op ci*: p 252) note the adage that 'who you know affects what you know' as an important starting point for understanding the nature of opportunities inherent in structural social capital.

Nahapiet and Ghoshal (*ibid*) continue that network ties include structural social capital in terms of information benefits that kick start opportunity by providing a basis for action. Burt (1992) adds that optimal action calls for an agent who knows how to use information (Section 2.1.2.1 refers); and Nahapiet and Ghoshal (*ibid*) point to such an agent being adept at screening and distributing information through referrals to social actors in the network, by dint of a position that positively influences the opportunity. Along with influencing opportunity, structural social capital also

influences expectations that the anticipated value is worth it; and this is influenced by prominent social actors able to affirm future value by providing reputational endorsement (Nahapiet and Ghoshal, *ibid*). The notion of a prominent social actor affirming reputational endorsement resonates with that of an agent with symbolic capital (Section 2.3 refers) and that of the spill-over effect (Section 2.33 refers).

#### 2.4.3.3 Relational Social Capital

In contrast to the more impersonal nature of structural embeddedness, relational embeddedness entails ongoing personal relationships embedded by social motives of sociability, approval, and prestige: in short, the history of interactions (Granovetter, 1992). Nahapiet and Ghoshal explain that personal relationships involve 'respect and friendship that influence their behaviour' (*ibid*: p 244). The emphasis here is on behaviours that bring flat skeletal configurations to life through behavioural embeddedness, after Lindenberg (1996). This lifelike dimension of behavioural embeddedness has also been characterized as actor bonds by Hakansson and Snehota (1995) that include: trust and trustworthiness (Putnam, 1993); norms and sanctions (Coleman, 1990; Putnam, 1995); and obligations and expectations (Granovetter, 1985; Coleman, 1990). Further facets of behavioural embeddedness include Portes's (1998) bounded solidarity.

#### 2.4.3.4 Cognitive Social Capital

When coining cognitive social capital, Nahapiet and Ghoshal (*op cit*) note that this concept began in the strategy resource based literature. They explain that cognitive social capital focuses on resources providing 'shared representations and interpretations' among parties (*ibid*: p 244), and shared narratives (Orr, 1990). One key concern of Nahapiet and Ghoshal (*op cit*) is that of where and how to find shared language and narratives in network configurations; another that of the conditions necessary for sharing representations, interpretations, and narratives.

### 2.4.4 Critiques of Social Capital

A key criticism of social capital is whether it is an outcome of collective action - or whether it instigates it. This is depicted by the chicken and egg critique - after Hooghe (2008) - which presents a problem over how to research social capital as Krasny, Kalbacker, Stedman and Russ (2015) assert. Krasny *et al* (*ibid*) address this problem by accepting it, as they cite

*'A way around this problem is to accept that social capital does in fact create the conditions that make possible collective actions, and that such collective actions foster additional social capital; one focus of studies then becomes to measure any additional social capital created by the collective action ..' (Krasny et al, *ibid*: p 4).*

This inevitability of the need for prior collective action as a starting point to measure social capital becomes problematic when that prior collective action is absent. This begs the question: what capital(s) were involved to create prior conditions leading up to sufficient social capital to generate collective action in the first place? A further criticism is that social capital is highly context specific (Foley and Edwards, 1999; Adam and Roncevic, 2003) as Pret *et al* (2016) also confirmed.

So far we have considered the different forms of brokering, role attributes, forms of capital, capital conversions, and forms, sources and dimensions of social capital. The next section considers gatekeeper, ambassador and co-ordinator behaviours.

## 2.5 Gatekeeper, Ambassador and Task Coordinator Behaviours

### 2.5.1 Gatekeeping Behaviour

Apart from conflict negotiating literature (Section 2.1.3.1 refers), gatekeeping behaviour has also been studied through brokering and boundary spanning lenses. Gatekeeping behaviour is defined through two lenses in this review. The first lens is that of brokering, and the second that of an early boundary spanning lens. Long, Cunningham and Braithwaite (2013: p 3) define gatekeeper behaviour as 'bridging the structural hole between their (own) cluster and an outside cluster'. This definition characterises the gatekeeper as an insider belonging to one side of a boundary. Gatekeepers are often information hoarders, and controlling the flow of information-hoarding is a social mechanism engendered when boundaries are protected by insiders' intent on resisting outsiders. Hoarding behaviour can impact negotiation processes and lead to conflict (Dyer and Song, 1997).

Friedman and Podolny (1992) found that gatekeepers broker flows into their own, namely insider group; but representatives broker flows out of their own (insider) group to an outsider group. Friedman and Podolny (*ibid*) continue that when one

negotiator is both gatekeeper and representative, they endure a basic incompatibility because

*'occupancy of the gatekeeper role tends to undercut the extent to which members of the gatekeeper's own group will perceive him or her as a representative of their interests' (Friedman and Podolny, op cit).*

In seeking to remove distrust, the role is often split between gatekeeping and representing. Gatekeepers might selectively grant access to outsider members into their subgroup; and representatives are delegated to negotiate exchanges with outsider groups.

Gatekeeping is regarded as a key negotiating behaviour (Friedman and Podolny, *ibid*) and gatekeepers and representatives have affiliation with their own team. Affiliation is a particular requirement of negotiations, to achieve goals on behalf of the side an agent is affiliated to. Friedman and Podolny (*ibid*) include affiliation of negotiators in their study, seeing negotiators as either insiders or outsiders to one party. However, Gould and Fernandez's (1989: p 91) version of brokerage sees the subgroup affiliation of the broker as crucial when negotiating.

Turning to the boundary spanning lens, Aldrich and Herker (1977) define gatekeeping behaviour as a wider behaviour (than just negotiating) that includes information processing. Tushman and Scanlan (1981) studied a particular version of gatekeeping behaviour - termed technology gatekeeping - exhibited by a particular individual boundary communicator endowed with both outward representational and inward informational processing abilities. With this two-way orientation, agents adept at behaviours in such roles were versatile, being adept both at representing their subgroup to outsider groups; and at filtering information back into their own subgroup. Tushman and Scanlan's (*ibid*) positive view of the two-way flow of technology gatekeepers is in contrast to Friedman and Podolny's (*op cit*) views, where gatekeepers attempting two-way flows were likely to be subjected to role conflict when both representing and gatekeeping.

Returning to Gould and Fernandez's (*op cit*) version of brokerage, they illuminate the gatekeeper role further - this time from an intra-group perspective. In contrast to insider and outsider structural forms of brokerage, Gould and Fernandez (*ibid*: p 93) define intra-group brokerage as undertaken by a 'local broker', negotiating between



two insider principals. Echoing Tushman's (1977) findings, the local broker resonates with gatekeeper behaviour emerging from the insider social system. In Tushman and Scanlan's (*op cit*) study, the gatekeeper filters external information for internal consumption and gains social influence. In Friedman and Podolny's (*op cit*) study, the gatekeeper as local broker is expected by insiders to clarify implications of outsider goals, and to negotiate insider goals that may be in conflict.

A further contribution from the boundary spanning lens by Tushman and Scanlan (*op cit*: p 291) is that technology gatekeepers are attuned to contextual information on either side of a boundary, enabling them to compose and translate between different forms of 'insider language (idiosyncratic norms, values, coding schemes) to permit effective processing of information'. Tushman (*op cit*: p 591) points out that this characteristic of technology gatekeepers is also accompanied by a key challenge that he sums up by citing

*'these inherent conceptual and linguistic differences act as a communication impedance ... making communication across boundaries difficult and prone to bias and distortion' (Tushman, op cit)*

### **2.5.2 Ambassador Behaviour**

Ambassador behaviour is relevant to team boundary spanning due to its focus on promoting a team's external performance (Ancona and Caldwell, *op cit*). This behaviour entails operating upwards on a vertical boundary to influence and persuade hierarchy (Ancona and Caldwell, 1990). Ambassador and gatekeeping behaviours appear to be linked in overlapping literatures, so that consideration is now given to how these two important behaviours overlap.

The literature on brokerage has varying definitions of the representation role during negotiations that differ from those of the boundary spanning version of representation. The broker as representative is proposed by Friedman and Podolny (1992) as taking a horizontal orientation during negotiation flows between groups. However, the boundary spanning version of representation is behaviour mainly associated with enhancing organisational image by transmitting it outwards (Aldrich and Herker, *ibid*). Transmitting outwards involves influencing stakeholder views, as in impression management (Ancona and Caldwell, *op cit*). Such influencing behaviours are designed to represent a group in a positive light and from a

horizontally boundary spanning orientation, and designed to shape outsider perceptions to suit the team's agenda (Ancona and Caldwell, *ibid*). The shaping of outsiders' beliefs and behaviours by ambassadors suggests an external horizontal orientation.

Another key behaviour linked to the ambassador is that of buffering (Ancona and Caldwell, *ibid*). Ancona and Caldwell (*ibid*: p 638) define buffering as techniques that include 'filtering troubling information' or 'political manoeuvring from outsiders' - designed to absorb pressure from the focal team. In other words, buffering is primarily interventionist behaviour to deflect adverse external information, or hostile negotiation from team members.

With diverse tasks being undertaken in multicultural teams, there is a complex relationship between buffering and representing in both the ambassador and gatekeeper roles

### **2.5.3 Potential Relationship between Ambassador and Gatekeeper Roles**

A more recent study by Ryan and Coslinger (2011) looked at ambassadors' relationship with gatekeepers from a virtual network perspective. They concurred with Tushman and Scanlan's (1981) finding that some socially prominent gatekeepers could be both internal and external horizontal communicators. Virtual network ambassadors were found to relinquish horizontal shaping of outsider beliefs and behaviours to socially prominent gatekeepers, when 'sub-groups are socially and psychologically distant' from ambassadors (Ryan and Coslinger, *op cit*: p 3). This implies that some gatekeepers can represent outwardly, albeit horizontally.

Ryan and Coslinger's (*ibid*) study looks at ambassadors in a shared leadership context with gatekeepers and notes how gatekeepers gain social prominence at a horizontal peer level, particularly when sub-groups may have a different identity to that of the ambassador. Marrone (2010: p 935) tends to confirm the enhanced influence of gatekeepers that arises from the perception of 'highly influential .. structurally advantageous positions' endowed to them by their teammates. A study of MBA students as ambassadors by Marrone, Tesluk and Carson (2007) also found that

*'Encouraging as many team members as possible to engage in boundary spanning may enable teams to maximize both their boundary-spanning function and their internal team functioning' (Marrone, Tesluk and Carson, ibid: p 1436).*

It has been identified in this section that past literature points to a relationship between ambassadors and gatekeepers. Friedman and Podolny (1992) suggested role disaggregation and Ryan and Coslinger (*op cit*) noted the aspect of horizontal gatekeeping where diverse groups worked together. Both of these patterns are of relevance in multicultural teams. It is anticipated that a similar, complex relationship between ambassadorial and gatekeeper behaviour might arise in multicultural teams, where it is often unclear whether it is ambassadors, gatekeepers, or both, who negotiate tailored solutions to problems. While the ambassador role may be limited to shaping external perceptions of a team, for internal role fulfilment, other internal agents may be needed. For instance, the disaggregated negotiator role that Friedman and Podolny (1992) identify could enhance multicultural teams' performance, given the work of Di Marco *et al* (2010) on cultural boundary spanning. Significant buffering behaviour (as noted by Ryan and Coslinger, *op cit*) may be present and informal codes may arise that address outsider and insider interests (Cross, Yan and Louis, 2000). With some incorporation of informal social mechanisms, there may be different boundary roles with sufficient insider social status to influence team members in a multicultural team situation.

#### **2.5.4 Challenges in Task Coordinator Role**

Another key boundary spanning role is that of the task coordinator. Like gatekeeping, the task coordination role seeks common meaning across boundaries in order to facilitate collaboration. An overlap with gatekeeping is that task coordination is often portrayed as the same as negotiation. However, when examined in detail, the task co-ordinator role reflects a key function of information sharing and resource allocation within teams, and across boundaries between teams. Coordination includes overcoming semantic differences in assumptions, in task meanings and in contextual knowledge in order to collaborate (Carlile, 2004). Overcoming semantic differences entails negotiation and the continual sharing of feedback in order to clarify shared meanings between different groups. This places considerable onus on the task coordinator to understand meanings and assumptions of the other teams, before collaboration is possible.

In looking at the first element of task coordination, it involves task negotiation. Task coordinators at intergroup boundaries coordinate, negotiate with, and obtain feedback from external parties. This involves a need for frequent lateral communication with groups (e.g. R&D and manufacturing groups), due to 'shifting power and dependency relationships' between focal and outsider teams (Ancona and Caldwell, 1992). Task-coordination focuses on managing horizontal dependence, and includes negotiation activities that allow for more collaborative processes with other groups (Ancona and Caldwell, *ibid*: p 659). Cross-boundary coordination entails negotiation over how to communicate; how to transfer resources; and how to solve problems across boundaries. It therefore requires shared commitments by negotiating common routines and stories (Bechky, 2003a). Task coordinators also negotiate with outsiders to resolve issues and to integrate work schedules: this can lead to delays and compromise (Ancona and Caldwell, *op cit*) and mirrors Dyer and Song's (*op cit*) findings on conflict management.

Task coordination with indirect brokering behaviour and high self-monitoring can be associated with making weak tied external links between insiders and outsiders; yet this behaviour can, at the same time, discourage insider cohesion as established by Oh and Kilduff (2008). Conversely, strong-tied groups are well able to cohere internally, but at the expense of solid external ties/information. The variations in the team co-ordinator role may lead to additional role conflict for task coordination when unable to meet team expectations - one potential explanation for this being the distrust cycle (Friedman and Podolny, 1992). Such patterns are likely to be influential in a multicultural project environment, where limited prior interaction between team members and across teams has occurred.

Obtaining feedback is an important component of task coordination (Ancona and Caldwell, 1990, 1992). This is because obtaining feedback is an external lateral communication process and the frequency of feedback has a positive relationship with performance (Tushman, 1977; Allen, 1984).

### 2.5.5 Complexity of Self-Monitoring Behaviour in Brokering and Negotiation

Self-monitoring is a pre-disposition by agents to adjust their behaviours to social situations (Snyder, 1979), or 'the extent to which individuals monitor the images they project in social situations' (Ferris, Treadway, Kolodinsky, Hochwarter, Kacmar, Douglas and Frink, 2005: p 133). Snyder (1974) developed a Self-Monitoring scale in which individual agents' sensitivity to social cues varied. The level of a self-monitoring on the part of agents can feed into polarising brokerage styles (Oh and Kilduff, 2008). High self-monitors may rapidly alter behaviour to specific situations; whereas low self-monitors exhibit consistent behaviour regardless of the situation (Snyder, 1979). It is argued by Caldwell and O'Reilly (1982: p 126) that low self-monitors in brokering situations could not 'adapt their behaviour to the situation'.

Variation in extent of self-monitoring has an important impact on brokering performance in the workplace. Oh and Kilduff (*op cit.* p 1157) found that high self-monitors preferred indirect brokering behaviour, and low self-monitors preferred direct brokering behaviour. Caldwell and O'Reilly (*op cit.* p 125) found that the 'association between self-monitoring and boundary spanning performance was independent of job tenure', suggesting that job experience did not alter brokering performance. Oh and Kilduff's (*op cit.* p 1157) study found that high self-monitors preferred indirect brokering behaviour; moreover because an indirect broker's immediate acquaintances were dependent on that broker, the 'acquaintances of their acquaintances' remained unconnected with each other. The research field of their study was an ethnic minority (outsider) business community building entrepreneurial links with agents of their host majority (insider) country (outsiders were Koreans and insiders were Canadians). A notable finding was that the high self-monitoring behaviour of an insider Canadian indirect broker kept Korean outsider acquaintances unconnected from each other, suggesting a sparse network. One advantage of this pattern was that the insider Canadian broker's outside acquaintances obtained contacts beyond their minority community.

Oh and Kilduff's (*ibid*) study also found that low self-monitors preferred direct brokering behaviour. Low self-monitoring behaviour of the direct broker encourages connections and, arguably, more robust social structures. The capability of high self-

monitors to adjust becomes less significant in collaborative situations and low self-monitors as direct brokers help acquaintances forge further connections within their own minority community. This finding from Oh and Kilduff (*ibid*) resonates with behaviours of arbitration, as noted above.

The self-monitoring dimension is also linked to the personality dimension of extroversion. Flynn, Chatman and Spataro (2001) found that same demography co-workers had more positive impressions of each other, but negative impressions of demographically different co-workers. This impression became more positive when a demographically different co-worker was either more extroverted or a higher self-monitor. Echoing Tajfel and Turner (1986), (Flynn *et al* (2001: p 417) found that a demographically different person may 'assume a more positive identity ... and maximise (their) intergroup distinctions'. Any link between extroversion and high self-monitoring can influence cross-boundary coordination: such an agent may be demographically different but also one of the group. This neutralisation of identity is a process of individuation where the demographically different co-worker achieves a positive impression from co-workers of different identity, because they 're-categorise that co-worker as a fellow in-group member' (Flynn *et al, ibid*: p 421). The individuated agent can span between internal and external actions, and may increase social acceptance on both sides of a boundary; and enable translation that creates shared understandings (Kellogg, Orlikowski and Yates, 2006). However individuated agents typically are high self-monitors and may not be naturally collaborative. High self-monitors are able to link insiders with outsiders via weak ties, whereas low self-monitors are more capable of building cohesive links between insiders. The nature of self-monitoring that fits with task coordination is an important consideration for boundary roles.

### 2.5.6 Summary

In considering all of the above negotiation roles, key distinctions emerge. Whilst gatekeepers are primarily focused on insider team cohesion, task co-ordinators tend to coordinate between teams. Like gatekeepers, they remain affiliated to a focal team, but Ancona and Caldwell (*op cit*) have suggested that they coordinate power and dependency relationships by negotiating between teams. In other words, they are involved in cross-boundary activity.

In a similar way, we have seen contradictory ideas on the variation between ambassadors and gatekeepers (See Section 2.4.3). Marrone (2010) asserted that the combination of boundary spanning and social network lenses presents opportunities for further study of such key network roles. Integrating literature on gatekeeping; on ambassador roles from different lenses as above; enables examination of the nature of relationships developed during negotiated role adoption. Similarly, apart from the ambassador, gatekeeper and task co-ordinator roles noted above, the role of the individuated agent able to gain affiliation with a team identity separate to their own is interesting. This requires being accepted by both sides of a boundary and an ability to overcome the distrust cycle (Friedman and Podolny, 1992). Individuated agents resonate with boundary spanning in practice – with the focus on the individual boundary spanner who emerges at a boundary. Boundary role adoptions will entail varied brokering approaches as noted in Section 2.2 above, ranging from conduiting, to direct and indirect brokering. The self-monitoring dimension includes the reported pattern of high self-monitors who prefer indirect brokering behaviour using structural ties; and low self-monitors engaging in more direct brokering using relational ties.

All boundary role adoptions in multicultural teams will entail varied brokering approaches as noted in Section 2.2 above: this may range from direct to indirect brokering. The self-monitoring dimension is of interest due to the reported pattern of high self-monitors who prefer indirect brokering behaviour using structural ties and low self-monitors who engage in more direct brokering using relational ties.

It is established from Section 2.1.2.2 that the idea of social ties and divides in networks are relevant to boundary spanning; that the focus on the nature of brokering in Section 2.2 is important to the scope of boundary mediation; and that variation in potential boundary role adoption in Section 2.2 will be important to monitor when looking at individual boundary spanners. Moreover, given that Sections 2.3 and 2.4 on forms of capital have identified the nature of capital conversions and that they have only been studied in an entrepreneurial context to date, we can now examine in more specific terms what a boundary spanning in practice lens will involve.

## 2.6 Boundary Practices

### 2.6.1 Practices from a Communities of Practice (CoP) Perspective

Practices derive from communities of practice literature (Bourdieu and Wacquant, 1992; Wenger, 1998). After Wenger (1998), Vashist, McKay and Marshall (2011a) broadly classify practices as either explicit or implicit: whilst explicit practices are clearly visible processes to the agents involved, implicit ones are less visible, even hidden, as they cite

*'explicit practices refer to elements like tools, documents, and codified procedures .. while implicit practices refer to elements like implicit relations, untold rules of thumb, and underlying assumptions' (Vashist et al, 2011a: p 3)*

Implicit relations resonate more with boundary role behaviours - for instance with less visible gatekeeping behaviours that only socially involved agents are aware of. Similarly, untold rules of thumb and underlying assumptions have been carefully negotiated by the co-ordinator role and both have clear meanings to the agents involved.

Whilst explicit practices have evolved into formal tools, documents and procedures, implicit ones resonate with more informal aspects of involved agents' social systems. Both classifications of practice however have clear meanings to involved agents, as referring to Goldkuhl (2011), Vashist, McKay and Marshall (2011b) cite

*'Practice is seen as a meaningful unit of work. It is a meaningful assemblage of human actors (including their intra-subjective and inter-subjective inner worlds), actions, linguistic objects (as utterances and documents) and material objects' (Vashist et al, 2011b: p 37)*

The subjective nature of practice as meaningful work is of particular interest, along with linguistic objects; whilst material objects are generally beyond the scope of this study.

#### 2.6.1.1 The Dimensions of Practice within a Community

There are three dimensions to practices, after Wenger (1998): mutual engagement (ME); joint enterprise (JE); and shared repertoires (SR). Vashist, McKay and



Marshall (2011b) explain that ME leads to individuals deriving meaning by engaging in a social configuration; in turn this gains them the shared purpose arising from the mutual accountability of a JE; and access to repertoires (SR) of tools, methods, and activities. Whilst tools are beyond the scope of this study, shared methods and activities are of relevance to it, and in particular those of mutual engagement and accountability. The specific reference to social configurations is also of particular relevance to the nuanced nature of practices, given that - building on a study by Diamond, Allcorn and Stein (2004) - Vashist *et al* (2011b) advocate

*'boundaries to be areas of differences among social configurations that need to be empirically located in the experiences and expectations of the members of social configurations' (Vashist et al, ibid: p 10)*

The review has so far briefly defined the concept of practices. The key characteristic of practices is that they belong - not the individual - but to the social group that examines the relevance of a practice and develops the learning process for members to perfect it (Schatzki, 2001). The next section reviews boundary practices.

## **2.6.2 Boundary Practices**

The constituent elements making up boundary practices are derived from literature on boundary work, boundary roles and practice work (Zietsma and Lawrence, 2010). Boundary work and roles are first defined, followed by practice work and its links to boundary practices.

### **2.6.2.1 Boundary Work and Boundary Roles**

Boundary work involves the actions of creating, shaping, and disrupting boundaries (Gieryn, 1999). Studies of boundary work have focused mainly on occupational boundaries (Arndt and Bigelow, 2005); on achieving co-ordination across boundaries (Carlile, 2002), involving protracted processes of negotiation (Kellogg, Orlikowski, and Yates, 2006). Meanwhile, boundary work is carried out by boundary roles, and the behaviours of co-ordinators, ambassadors and gatekeepers at boundaries have been extensively examined in this review (Section 2.5.4 refers).

### **2.6.2.2 Practice Work and Boundary Practices**

Following on from the notion of boundary work, practice work is institutional work aimed at creating, maintaining, or disrupting practices. In effect, practice work entails

actors' efforts to affect the recognition and acceptance of sets of routines, rather than just engaging in them (Zietsma and Lawrence, *op cit.* p 190). The graduation of routines into established boundary practices involves extensive negotiation (Section 2.521 refers) before they develop into boundary practice. Not all practice work becomes boundary practice, with much of it remaining instead as shared routines (Whittington, 2006). What differentiates boundary practices from just shared routines is that they are also recognised and accepted by boundary roles as effective for creating, shaping or disrupting boundaries (Zietsma and Lawrence, *op cit.*).

Zietsma and Lawrence (*ibid.*: p 189) also criticise the limited research 'attention to the interdependence of boundaries and practices' - both criticisms that this study intends to address in the context of multicultural teams. In addition, Vashist *et al* (2011b) question

*'whether the dimensions of practice specified for a CoP (mutual engagement, shared repertoire, joint enterprise) .. need to be altered or further specified for a boundary practice?' Vashist et al (2011b: p 10)*

This question arises since the experiences of boundary roles are largely shaped by those arising from boundaries, rather than by the core tenet of CoP that is mutual engagement. In short, specific boundaries require boundary role practitioners to identify their nature first, before experimenting with boundary practices likely to engender mutual engagement.

### **2.6.3 Relational Efforts behind Boundary Practices**

It has been established that this study predominantly entails practices that are more implicit than explicit; and recent practice literature has also suggested that boundaries themselves can be implicit, or hidden (Section 2.5.1 refer). Heracleous (2004) is critical of boundaries themselves for not being well understood, pointing out that they are hidden by dint of being socially constructed by the actors involved in the first instance. This resonates with the notion that boundaries are created and shaped, for instance, by boundary roles (Section 2.521 refers). Studies of global alliances shed light on how practitioners identify boundaries using relational efforts (Parkhe, 2003; Kim and Parkhe, 2009). Relational efforts are defined next.

### 2.6.3.1 Constituent Elements of Relational Efforts

Early studies of global strategic alliances focused on how alliance partners accommodated their differences to achieve the cooperation necessary for global competitive advantage (Parkhe, 1991). For instance, trust was important for generating cooperation between the partners in Japanese-US alliances (Johnson, Cullen, Sakano and Takenouchi, 1996). In particular, Parkhe noted that cooperation was a competitive weapon, citing that

*'the adoption of multifirm, multicultural perspectives in joint decision making .. (was) an integral, inescapable part of such alliances' (Parkhe, 1991: p 598)*

Relational efforts are attributed with improving alliance outcomes (Parkhe, 2003). Relational efforts also facilitate accommodations between alliance partners that include communication, mutual adaptation, and training programmes (Kim and Parkhe, 2009). Each element is defined next.

### 2.6.3.2 Communication

Building on the work of Anderson and Narus (1990), Kim and Parkhe (2009) note that communication involves meaningful information-sharing between alliance partners that is of direct temporal relevance to formal or informal situations. Johnson *et al* (1996) add that timely communication fosters trust between alliances by being instrumental in conflict resolution, and aligning with the partners' expectations. Of interest is the assertion that informal communication is linked with encouraging information-sharing and trust between alliance partners to encourage boundary roles to accommodate differences and avoid conflict.

### 2.6.3.3 Mutual Adaptation and Training

Mutual Adaptation reinforces alignment between alliance partners' expectations, by demonstrating to each other that they value the alliance through their willingness to make considerable efforts toward desirable accommodations (Kim and Parkhe, *op cit*). Here, in contrast to mutual engagement (ME), Kim and Parkhe (*ibid*) make the point that mutual adaptation is a stage necessarily preceding mutual engagement. This suggests that mutual adaptation is a temporal process before ME can be achieved.

Whilst the management implications of relational efforts are beyond the scope of this study, the mutual adaptation element of relational efforts appears useful to unravelling hidden boundaries likely in multicultural teams and accommodating implicit differences. Boundary practices for accommodating implicit differences would involve boundary roles of co-ordination, and other boundary roles and practices in a multicultural context.

In addition, training initiatives facilitate mutual learning programmes designed to improve alliance outcomes (Parkhe, 1991 in Kim and Parkhe, *op cit*). Of interest again is the relational effort likely to be necessary by co-ordinators - and other boundary roles - to engender sensitive training at the informal end of the Communication element.

This review of alliancing literature has been useful in particular for the communication and mutual adaptation elements of relational efforts. It is also useful for criticism arising from alliancing literature, namely that relational efforts take time, as Kim and Parkhe (*op cit*) quote

*'Future studies should incorporate the dynamic changes .. occasioned through a cross-sectional, time-series research design' (Kim and Parkhe, op cit: p 373).*

It is of particular note that studies of relational efforts require time-series research design. This review continues with the literature on boundary spanning in practice, which originates from the communities of practice perspective, a related area to the practice literature just examined.

## 2.7 Boundary Spanning in Practice

This review has so far examined formally nominated boundary spanning roles. In contrast, boundary spanning in practice literature examines spanning behaviours exhibited by individuals who are un-nominated, such as the technology gatekeepers identified by Tushman (1977) who emerge informally at boundaries within and between organisations (Section 2.5.1 refers). Looking at this process of gradual emergence of an individual to social prominence amongst peers, evidence from Lave and Wenger (1991) found this to be a process of gaining legitimacy, where certain

individuals in communities of practice emerge from powerless positions of peripheral followers.

The concept of boundary spanning in practice originates from communities of practice literature (Bourdieu and Wacquant, 1992). Un-nominated individuals gain legitimacy through demonstrating work-based competence at linking their peers across boundaries. Moreover, Levina and Vaast (2005) found that boundary spanners in practice shape a field between two sides of a boundary. This field enables members from either side to collaborate because un-nominated boundary spanners in practice shape practices from either side that are shareable (Wrzesniewski and Dutton, 2001). The next section defines key dimensions of boundary spanning in practice: legitimacy; fields; and shaping behaviours.

### **2.7.1 Emerging Agents in Informal Social Systems**

Earlier evidence of boundary spanners in practice came from a study of technological innovation (Tushman and Scanlan, 1981). These agents exhibit a behaviour termed technology gatekeeping, who gain legitimacy from peers based on their work-related technical competence. Whilst Tushman and Scanlan's (*ibid*) study examined technological information-sharing at boundaries, Levina and Vaast (2005) examined that of resource-sharing. Notably, the latter study found that 'nominated' boundary spanners fail at boundary spanning in practice, being unable to gain legitimacy through formal structure, because competences that arise from actual practice involve interests that might not coincide with formal structure (Levina and Vaast, *ibid*). Instead, their study noted that boundary spanners in practice are competent at engaging with different interests through 'relating practices in one field to practices in another by negotiating the meaning and terms of the relationship' (Levina and Vaast, *ibid*: p 339).

This focus on relationships is important. The concept of legitimacy clearly links boundary spanners in practice with relational competences that include navigating and negotiating between different interests (Levina and Vaast, 2005). Boundary spanners in practice may have a preference for direct brokerage behaviour (Oh and Kilduff, 2008) that facilitates relationship building, and that gains legitimacy whilst shaping a field. In contrast, the behaviour of indirect brokerage, seen as the

preference of nominated boundary spanners, can lack legitimacy at shaping a field (see Levina and Vaast, *op cit*).

### 2.7.2 The Concept of a Field

Definitions of a field include that of a social space representing a professional world, such as the legal profession (Bourdieu, 1987); communities of organisations with shared meaning systems (Scott, 2001); or of an organisational field depicting an embedded networks of related institutions (Zietsma and Lawrence, *op cit*). Drakopoulou-Dodd, McDonald, McElwee, and Smith (2014) note that a field is a

*'local relational space shaped by the dynamics of contests between the dominant, and the dominated, and by the relative positions of each'*  
(Drakopoulou-Dodd et al (*ibid*: p 168).

Bourdieu (1987: p 806) cites that the social space is analogous to a magnet, namely an 'invisible but forceful influence of the field upon patterns of behaviour'. There are two invisible influences on a field, as Bourdieu (1989) cites

*'the social space tends to function as a symbolic space ... where symbolic struggles over the perception of the social world take two different forms'*  
(Bourdieu, *ibid*: p 20).

Bourdieu (*ibid*) explains that whilst both forms are invisible, the first - that of the social realities of a particular space - is more objective and visible being at least detectible through social behaviours. The focus on these behaviours involves struggles to be noticed - both at group level (such as its cohesiveness) - and at that of each individual's through their social jostling for position.

The invisible form is the symbolic structure behind the generation of that space's social realities; that include its cognitive and evaluative structures represented by shorthand words that establish legitimate naming for field members will recognise and use. Field literature also links legitimate naming to the high level of capital gained by certain individuals through their successful struggles to become visible in a certain field. Citing Bourdieu (1986), De Clercq and Voronov (2009) note that

entrepreneurs with high status impose definitions on domain practitioners (Section 2.3.2.1 refers).

#### 2.7.2.1 The Field with Respect to this Thesis

The field in this thesis is an explorative organisational field consisting of five typical organisational functions of a global industry network. The organisational functions are: an Enabling Technology Supplier; a Process Innovator; an Entrepreneurial Head Quarters; a distribution company of Creative Marketers; and Blue Ocean Customers. The social space of this field pulls the five organisations together around the development and launch of a ground-breaking innovation (a blue ocean in concept after Kim and Morbaugne, 2005, 2015) which the field members develop and launch over 30 weeks' duration. Each field consists of 5 multicultural teams - in turn each made up of 5 multicultural members - rendering each field with up to 25 members overall. Members are tasked with deciding themselves, voluntarily, how to co-ordinate each team; and how to manage cross-team co-ordination according to a structured set of tasks. Essentially, the members of each field are initially relatively unacquainted, and develop their social space informally between structured tutorials. The space is primarily symbolic, with volunteer co-ordinators striving to be socially recognised, and seeking to forge appropriate network structures to achieve tasks against deadlines. Detailed information of the field is available in Section 3.6.1 of the Methodology Chapter.

#### 2.7.3 Social Positions in Fields

A second contribution from communities of practice literature is that of the field. A field departs from conceptualising an industry as organisations divided by boundaries, to institutions embedded in networked social structures. Fields can range from being well- to weakly-entrenched (Lawrence, Hardy, and Phillips, 2002). Well-entrenched fields include networked institutions that are strongly embedded, possessing varying levels of social position (DiMaggio and Powell, 1993). According to Oakes, Townley and Cooper (1998: p 260), social position translates into social capital, defined as the level of 'access to and positioning in important networks'. Social positions that accrue capital within a field are positions of possibility, according to Bourdieu, (1990). Oakes *et al* (*ibid*: p 260) further explain that social

positions are negotiated and created, so that a field is 'always in flux' to some extent. In a well-entrenched field, hierarchy is distributed whereas in one weakly-entrenched, hierarchy has not yet been established, so that social positions have still to be negotiated and created. Such conditions resonate with those of this study.

A weakly-entrenched field is characterised as an under-organised domain, where growing mutual interest amongst members has still to develop into co-ordinated action (Hardy, 1994). The characteristics of such a field echo those of sparse networks noted in Section 2.1.3.2, where divides predominate. Opportunities exist in such a field for key members to shape the social structure (DiMaggio, 1988). Advantage also occurs where access to resources in the social structure can generate a benefit (Maguire, Hardy and Lawrence, 2004). Oakes *et al* (*op cit*) see advantage as linked to emerging social capital, which is negotiated by interested members without any prior context. Information flows lead to negotiated agreements that reflect member interests, from which collaboration occurs (Maguire *et al*, *op cit*).

#### 2.7.3.1 Developing Social Structure and Social Positions in a Weakly-entrenched Field

Evidence points to difficulties with negotiating agreements in a weakly-entrenched field, because the lack of established norms requires skills to address difficulties, as Garud, Jain and Kuramaswamy (2002) cite

*'Whereas social skills represent an actor's ability to motivate co-operation in other actors by providing them with common meanings and identities, political skills represent ability to sustain cooperation'* (Garud *et al*, *ibid*: p 209).

The difficulties of developing social structure in such a field are relevant for multicultural teams. Multicultural team environments are often new - with sparse networks and weak or absent ties. Such environments may encourage less stable relationships or shared values (Maguire *et al*, *ibid*). As a weakly-entrenched field, the multicultural context is under-organised and provides opportunity and advantage to some actors, with the potential to develop social capital. The development of social structure requires negotiation of roles. One aspect of gaining advantage in such a field is being able to earn a subject position. Oakes *et al* (1998) noted that when agents have access to, and positioning in, important networks they gain social capital: prominent social positions are called subject positions. A subject position involves the 'rights of different individuals to speak and act on behalf of others'



(Maguire *et al*, *op cit*: p 666). It is a right endowed by the group. Some agents gain rights by representing members through bridging behaviour, a behaviour distinctive of a weakly-structured field because bridging positions can 'facilitate access ... to diverse resources which other positions could not do' (Maguire *et al*, *ibid*: p 668).

Another important aspect of such a field is how new practices emerge from actors. According to Aldrich and Herker (1977), rapid environmental change in work environments challenges organisations with generating new practices across/within their boundaries. In a weakly-entrenched field legitimacy is tentative as Maguire *et al* (*op cit*) cite:

*'there are no clear field-level norms regarding legitimate behaviour, so that perceptions of legitimacy among stakeholders can diverge and conflict'* (Maguire *et al*, *ibid*: p 671).

Actors in a weakly-entrenched field are challenged with establishing legitimate meaning from different perceptions within that field in order to constitute their field (Bourdieu, 1985). Language has the power to control how legitimate meaning is perceived by a field's members (Oakes *et al*, *op cit*). Moreover, the power effects of language lead to struggles between actors belonging to a field for the right to control the meaning of their social worlds - and of their position in it (Bourdieu, 1985). Oakes *et al* (*ibid*: p 272) provide a good summary of the social pressures placed on individual agents to establish legitimate naming, when citing 'every field is characterized by a struggle to monopolize legitimate naming'

Maguire *et al* (*op cit*: p 674) found that credence-gaining at legitimate naming by individual actors belonging to a weakly-entrenched field is protracted due to a 'lack of shared discourse'. Maguire and McKelvey (1999) explain that lack of shared discourse is associated with multiple solutions; and this calls for persuasive argumentation which involves framing problems taking different stakeholders' interests into account before an agreed theorisation is possible.

Shareable practices can be created in a field, where legitimate meaning occurs through the newly forming social structure. One outcome might be the generation of new practices by a field.

#### 2.7.4 Shaping of Individual Social Environments by Boundary Spanners

This section examines micro social level practices by individuals who shape boundaries. Job crafting literature can throw some light on this process. Job crafting resembles boundary spanning in practice behaviour because individual agents craft their own role through informal social mechanisms beyond formal job definitions (Wrzesniewski and Dutton (2001). A person involved in job crafting can shape a positive self-image and connect with others in their work community (Baumeister and Leary, 1995). Along with the concept of boundary work (Section 2.521 refers), similarities exist between job crafters and boundary spanners in practice because they both shape the boundaries of their social environment. Whilst un-nominated spanners shape the social environment of a field informally (Levina and Vaast, 2005), job crafters reframe their work boundaries informally to enhance their social environment. In effect, they shape impressions of the meaning of work and enhance their social image with peers (Wrzesniewski and Dutton, *ibid*: p 179). This social motivation in job crafting literature is of note because it explains how individual agents actually shape boundaries at the micro social level.

Shaping of work entails task and relational boundaries - work definition is subject to ongoing change, which mirrors conditions in a weakly-entrenched field, where bridging positions can garner collaboration and shared meaning of work. Boundary shaping behaviours (Brief and Nord, 1990) can contribute to work identity by identifying in a cognitive way, a relevant set of actions (Van Maanen, 1998); and in a social way, by shaping an agreed work world (Ashford and Mael, 1989). This involves creating a positive social impression with relational partners in their work world (Gergen, 1984). By examining a job crafting lens, Nayani and Daniels's (2015) study points to a tentative connection between job-crafting and bridging positions, where task and relational boundaries that underpin work meaning are shaped.

Looking at a boundary spanning in practice context, such bridging positions shape legitimate meaning in a weakly-entrenched field. When characterising the conditions of a field where no boundaries exist at the outset, boundaries have to be shaped from scratch. Thus, bridging positions, persuasive argumentation and political negotiation are key elements that may be adopted by individual team members to legitimise the meaning of their project.

#### 2.7.4.1 Ambassador Role and Adaptation Behaviour in External Environments

Bridging positions in a weakly-entrenched field tend to be occupied by individual agents bridging resources between institutions. In the multicultural team context, bridgers (possible ambassadors or gatekeepers) adapt to and seek to shape the external environment. Early boundary spanning literature looked at the adaptation role, where appropriate change strategies emerge (Aldrich and Herker, 1977). Adaptation concerns the accurate interpretation of new external contingencies, by boundary role adopters who advocate a matching of internal structure to suit new contingencies (Aldrich and Herker, *ibid*).

When ambassadors shape outsiders' behaviours (Ancona et al, 1992), they are attempting to positively influence their external environment. When individual brokers negotiate across divides, the implication is that they are also adapting externally - with the other side of a divide. Taking Aldrich and Herker's (1977) focus on changing environments, brokers who can adapt may be able to achieve 'implementation responsive(ness) to new and changing circumstances' (Burt, 2002: p 212). Adaptive brokers should be able to anticipate and adapt to problems .and to tailor solutions to the individuals brought together for a project (Burt, *op cit*).

#### 2.7.5 Barriers to Boundary Spanning in Practice

Recent literature points to barriers to multicultural interaction that are pertinent to this study. The language barrier is becoming increasingly pertinent to boundary spanning between global alliances (Contractor, Yang and Gaur, 2016; Schotter, Mudambi, Doz and Gaur, 2017). The cultural barrier is more generally associated with difficulties over multicultural interaction - notably the potential for misunderstanding and conflict (Chen, Tjosvold, and Su, 2005; Schotter and Beamish, 2011; Rozkwitalska and Basinska 2015).

The language barrier arises from language dissimilarity - referred to as language distance - that can affect the extent to which another culture can be understood (Contractor, Yang and Gaur, 2016). This barrier has led to 'communication and co-ordination difficulties' (Contractor *et al*, *ibid*: p 953).

Schotter *et al* (2017) point to informal boundaries that are due to social differences, which while they

*'may often remain less visible .. are easily activated and can become a major source of conflict between subunits of global organizations' Schotter et al (ibid: p 408).*

Sections 2.5 and 2.6 have examined literature on the development of boundary practices and the behaviours of boundary spanning in practice respectively. In particular, it is only recently that the concept of barriers has begun to feature in the literature. The review has also considered the lens of less visible and implicit barriers.

## **CHAPTER THREE**

### **METHODOLOGY**

## Chapter 3: Methodology

### 3.1 Introduction

In Section 3.2, the aims and objectives of the research are outlined. Section 3.3 examines the ontological and epistemological research assumptions underpinning this study and proposes that the most appropriate research perspective for this study that of inter-subjectivity. Section 3.4 justifies the rationale for an inter-subjectivist perspective as appropriate for capturing respondents' lived experiences of their multicultural project. Section 3.5 presents the research design for the study, with an outline of the qualitative approach and a justification for the choice of one on one interviews and focus groups. Section 3.6 defines the research context, explains participant selection and sampling methods, and outlines the process of data collection. It also builds on the literature reviewed in Chapter Two and explains how central research issues are addressed in the research instrument. The interview and focus groups schedule are explained in Section 3.7. The approach to data analysis is presented in Section 3.8 and Section 3.9 outlines the ethical considerations pertinent to the study. Reliability and validity considerations are outlined in Section 3.10 and Section 3.11 concerns the researcher's reflexivity and positionality. Finally Section 2.12 outlines the conceptual areas in this thesis, from which a theoretical framework is structured and points of difference derived.

### 3.2 Aim and Objectives of Research

The aim of this research is to identify boundary spanning behaviours, capital conversions and practices in multicultural teams

#### **Objective 1**

To investigate the nature of brokerage processes (including mediation) occurring within and across multicultural teams

#### **Objective 2**

2a) To examine boundary spanning role adoption and how this relates to capitals accrued (symbolic or cultural) within and across multicultural teams

2b) To identify capital conversion processes of ambassadors, co-ordinators and gatekeepers within and across multicultural teams

### **Objective 3**

To explore barriers to the achievement of boundary spanning within and across multicultural teams

### **Objective 4**

To identify the boundary practices adopted to generate better team performance within and across multicultural teams

## **3.3 Key Research Assumptions**

According to Blaikie (2010), a research perspective has a logic that takes specific account of the ontological and epistemological assumptions underpinning it. Some key assumptions are now considered.

Referring to (Snape and Spencer (2003), Ritchie and Lewis (2003: p 1) explain that ontological assumptions concern the 'nature of the social world', and that there are limitations to 'what can be known about it'. The ontological focus of this study is on everyday lives of respondents in explorative communities of practice involving multicultural teams. According to Gillespie and Cornish (2010: p 23), such a study involves 'everyday situated language and practices' that call for an inter-subjective approach. Referring to Jovchelovitch (2007), Gillespie and Cornish (*op cit.* p 21) further note that inter-subjectivity is situated in everyday life contexts, where 'lived life is embedded in social .. historical and cultural contexts which are central to any interpretation'. Blaikie (2010) articulates that the key challenge faced by the intersubjectivist researcher is the adoption of an inside out perspective that captures the meanings that social actors derive from being embedded in their context.

Taking into account the various behavioural roles that individuals will perform during the group processes, this study will be designed to explore for instance the extent to which ambassador and co-ordinator roles might overlap with the same boundary spanner (Objective 2b). Similarly, it will seek to examine if indirect and direct brokering behaviours might overlap (Objectives 1) to produce arbitration, as literature by Lingo and O'Mahony (2010) has suggested. To summarise using Blaikie's (*op cit.*

p 93) argument, the ontological stance of this inside out study will involve a social reality that consists of 'shared interpretations that social actors produce and reproduce .. in their everyday lives'. The epistemological considerations for this study now follow.

Hirschheim (1992) notes that epistemological assumptions focus on the nature of knowledge and how it can be obtained. Myers (2013) notes that an inside out perspective is subjective, contextual and includes multiple everyday knowledge constructions. Referring to Blaikie (1993), Crotty (1998: p 56) explains that the social world of inter-subjectivism not only involves respondents constructing their world, but also reproducing it 'through their continuing activities .. which they are constantly involved in interpreting'. This perspective necessarily echoes the nature of knowledge being investigated in this study. Furthermore, Myers (*op cit*) asserts that knowledge has varying validity, scope and limits - which are particularly notable points for this study as next explained. Whilst with the positivist paradigm, as Blaikie (*ibid*: p 94) explains objective knowledge represents the external world reliably, in contrast everyday knowledge is more inter-subjective because it is 'constructed (when) people make sense of their encounters with the physical world and other people'.

The epistemological stance of this research will involve knowledge contributed through individual assumptions and shared meaning assumptions. When one participant prefers indirect brokering and another that of direct, their variations in behavioural orientation will affect their network position as perceived by other team members, so that different shared meanings will be negotiated by members for each of these brokering positions. Insider knowledge evolves through transitional information sharing, which contributes to evolving multicultural interactions. This calls for a research paradigm that can capture evolving insider knowledge whilst still fresh in respondents' memories. To achieve this study's objectives, data collection points will be employed to synchronize with transition points in the project.



### 3.4 Choice of an Inter-subjectivist Paradigm

Research methodology according to (Blaikie (*ibid*) refers to the philosophical assumptions of a particular research paradigm. Myers (*ibid*: p 37) points to three paradigms for research: 'positivist', 'interpretive' (including inter-subjectivism) and 'critical' after Chua (1986) and Orlikowski and Baroudi (1991). A positivist paradigm was initially considered. Within the positivist paradigm, Myers (*ibid*: p 38) explains that the researcher 'tests theory', or 'increases the predictive understanding of phenomena' by using 'predefined dependent and independent variables'. Citing Turner's (1994) lament that positivist research ignores differences, Blaikie (*op cit*) further articulates that quantified data and its associated numerical analysis calls for the use of working assumptions as follows:

*'For everyday purpose, we are willing to apply rules which disregard the differences between individual apples or individual sheep, and which stress their similarities for numbering purposes' (Blaikie, ibid: p 213).*

This study involves consideration of individual differences, requiring a paradigm that does not disregard individual differences in favour of their similarities. Rather than treat participants as a block of rules, the study will endeavour to examine: individuals' motivations behind role adoption, capital conversion and boundary spanning behaviours; what such motivations mean to individual networkers; and why they exhibit variations in behaviour.

In quantitative studies, Bryman (2016) asserts that phenomena are reduced to deductive theory; where a theory is measurable and testable through the setting of hypotheses that findings from quantified data either confirm or reject. When phenomena are unclear, a positivist paradigm is inappropriate. For this study, Moustakas (1994) reminds us that unclear phenomena behind variations in the ongoing practice of boundary spanning will be investigated for their meaning through respondents' lived experiences

In contrast to the positivist researcher, following Kaplan and Maxwell (1994), Myers (*ibid*: p 39) cites that the inter-subjectivist 'focuses on the complexity of human sense-making as the situation emerges'. Emerging situations first challenge each individual to make sense of their lived experience and such sense-making may

further alter when one individual compares their lived experience with one or more team members. Another alternative approach considered was the critical research paradigm. (Myers, *ibid*: p 39) asserts that whilst this paradigm is also based on 'reality that is socially constructed', it has a particular slant that reality is 'historically constituted', and its distinction from the inter-subjectivist paradigm is that subjects can, unknowingly, be enslaved by hegemony in the form of 'social, cultural and political domination'. The aim of critical research is emancipatory, intent on changing the status quo by exposing conditions preventing change. Such a study's aim would focus on illuminating phenomena preventing change, but this study is not seeking an emancipator perspective on boundary spanning. Instead, the study aims to allow all data to speak equally to the researcher inter-subjective themes emerging from the multicultural teams of this study.

Hence, an inter-subjectivist paradigm is followed in this research. This paradigm suits this investigation given its focus on situations that necessitate inside out views of multicultural social phenomena from participants' own interactions. By taking an inside out view, the inter-subjectivist researcher examines the world through - as Cresswell (2007: p 58) puts it - their lived experiences by means of the 'development of descriptions of the essences of these experiences, not explanations or analyses'. Mertens (1998) asserts that this is the dominant methodology behind most 'qualitative' research.

### **3.4.1 Adoption of the Inter-subjectivist Perspective**

In taking this research forward, the focus is on the lived experience of team members as they go through their multicultural project. There are two lenses through which the intersubjectivist perspective can be researched. Ong (2011) points first to the psychological lens by which an individual constructs (his/her) own reality (subjective); and second to a sociological lens that involves shared (inter-subjective) constructions after Crotty (1998). Both these lenses apply to this study.

The individual respondent forms abstractions or concepts not so much by discovering knowledge but by 'constructing' it - in essence, respondents will, on the one hand, invent concepts and schemes (that) make sense of their (individual) experience (Schwandt, 1994). On the other hand, there is an 'inevitable historical and sociocultural dimension to this construction' (Schwandt, 1994: p 305). This is

pertinent in this study as whilst each participant in a multicultural group undergoes their experience of the projects' tasks, each constructs their own reality around group interactions. In turn, their raw data is likely to include words meaningfully pre-structured by their sociocultural patterns and historicity. Turning to the objectives of this study; roles, role adoption, capital conversions and behavioural variations as part of boundary spanning implies a focus on the individual as networker. Such a networker may seek to broker directly or indirectly for cooperation in their particular multicultural team. This will be influenced by their sociocultural approach to communication.

Referring to Moustakas (1994), Cresswell (2007: p 236) explains that the study of lived experience emphasises the 'importance of individual experiences of people as conscious human beings'. Acknowledging Wilhelm Dilthey's work on *verstehen* (understanding), Ritchie, Lewis, Mendenhall and Osland (2014: p 12) add that peoples' lived experiences should be explored 'in order to reveal the connections between social, cultural and historical aspects of peoples' lives'. During the period of the project (30 weeks), roles, capital conversions, behaviours and network positions vary over time as the teams go through different phases of the project.

Thus, in considering the project experience of participants, it can be viewed as a socially constructed experience of boundary spanning. Interacting individuals from different historical and sociocultural backgrounds can also develop shared meanings through their joint interactions. Shared meanings from focus groups are likely to include inter-subjective constructions of words with negotiated common meanings. This means that individual historicities are likely to have been modified by exploratory interactions in the multicultural group.

## 3.5 Research Design

### 3.5.1 Choice of Qualitative Approach

Just as quantitative research includes distinct investigative approaches such as hypothesis testing, the qualitative equivalent usually involves a contextual approach - seeking more explanatory rather than confirmatory analyses (Ritchie, Lewis,

McNaughton-Nicholls and Ormston, 2014: p 31). In other words, whereas contextual research examines the nature of phenomena that exist, explanatory research looks at why they exist and how they are linked. This study embraces context strongly in the examination of multicultural interactions within and across teams (See Section 3.6.1 below on Research Field). The focus on context should enable the researcher to uncover the nature of boundary spanning in some detail, with a strong focus on the participant's natural experience and an opportunity to express their experience in their own terms (Cresswell, 2012). The study seeks to map the key dimensions discernable in boundary spanning behaviour and roles from the interpretation that team members, co-ordinators and other role adopters may have of the whole project experience. These enable meanings that participants ascribed to phenomena to be identified and defined and considered at the end of the data analysis in terms of core patterns.

### **3.5.2 Justification of Chosen Methods**

This study will adopt two research methods - an in-depth interview method and a focus group approach. Richie and Lewis (2012: p 56) suggest that the choice of type of method relates to the 'researcher's own ontological and epistemological positions', after Mason (2002). The epistemological position of this study has been explored elsewhere, entailing inter-subjective contextual and multiple everyday knowledge constructions from individuals' lived experiences and their shared meanings of everyday experience. Given the chosen paradigm of intersubjectivism, Rubin and Rubin (2005) assert that

*'people see somewhat different things, examine them through distinct lenses, and come to somewhat different conclusions' (Rubin and Rubin, *ibid*: p 27).*

Rubin and Rubin (*ibid*: p 28) continue that, unlike positivists who seek the 'average and ignore the specific' – this study 'looks for the specific and detailed' insights through respondents' distinct lenses and different conclusions in order to 'build an understanding based on those specifics'. It was anticipated that an interview approach enabled specific insights on the nature of boundary spanning in practice to emerge with the key individual agents who engaged in boundary spanning.

Looking at the nature of data sought, the in depth one on one interview is useful when seeking to understand personal experiences and associated perspectives of them that are likely to be complex. This is particularly relevant to this study where

different complex issues are likely to emerge due to the challenges of co-ordinating multicultural teams. Lewis and McNaughton-Nicholls (2014) suggest that an in depth interview approach is also appropriate when the researcher seeks to identify motivations and decisions made by individuals that may be sensitive. Lewis and McNaughton-Nicholls (*ibid*) continue that, given it is likely that some aspects of indirect and direct brokering in multicultural teams may become personalised, and throw up narratives in which participants may wish to express individual unfavourable attitudes to others. In this study, the focus is on behavioural elements of boundary spanning in a multicultural team context. The focus group method is pertinent when the nature of data calls for participants to share experiences between themselves, in order to collect shared views enriched in a social context that triggers further memories of their experiences (Flick, 2014). Depth and richness will be sought with respect to exploration of boundary spanning in this study's multicultural context, from contributions of both domestic and non-domestic members in focus groups. Krueger and Casey (2009: p 105) warn that focus groups can go wrong however, with few invitees attending and that groups are reluctant to talk. These two factors are considered pertinent to focus groups made up of recently gelled multicultural members - therefore the snowball approach where the co-ordinator could nominate a close ally and where the ally could nominate another non-domestic member is anticipated as a good compromise to ensure that plenty of voice for a range of non-domestic members was possible in the focus groups. In a focus group, respondents can hear different perceptions to their own about their experience, that can enrich their understanding of their own experience and contribute further to the data collection process. Kamberelis and Dimitriadis (2013: p 62) explain that focus groups 'fill in the gaps... from other methods such as ... one-on-one interviews'. Of further note Kamberelis and Dimitriadis (*ibid*: p 62) assert that focus groups enable 'pre-existing social networks... to generate more systematic and rich accounts about the social circumstances' associated with shared experiences. In addition, Finch, Lewis and Turley (2014) in Richie *et al* (2014) note that the social context in a focus group enables ideas and language to emerge in a more naturalistic setting than the in-depth interview; and enables shared meanings in addition that are shaped through conversing with other focus group members.

Focus groups have a different function to individual interviews. They are pertinent when the nature of data calls for participants' interactions that can illuminate the research issue. The researcher felt that it would be important to gather data in a group context, in order to capture the experience of varying group members at two different stages of the project. A group forum is regarded as conducive for exploring difficult issues that arise (See Cresswell, 2012) as a team is seeking to achieve a complex task. It is anticipated that role adoption for boundary spanners will involve participant construction of their own role in addition to negotiation of roles/tasks for others, hence getting multiple views on this process in a format where debate can occur will be valuable.

### **3.6 Data Collection Process and Planning**

This study takes an explorative approach to boundary spanning behaviours, practices and capital conversions and following Popov *et al*, makes conclusions pertaining to what higher education students can learn from multicultural teams interacting in simulated multicultural networks.

In particular, for this study the research field is a multicultural network consisting of five multicultural teams simulating a hypothetical 'blue ocean' (Kim and Morbaugne, 2005) global industry network. Each of the multi-cultural teams represent a distinct 'industry function' and together constitute a global industry network as shown in Table 3.1. Each team in turn generally consisted typically of four multi-cultural participants.

Managing relationships within an educational institution is particularly pertinent to this study, where final year undergraduate team members are entrusted with the maturity to network out of class - unsupervised - with team members from different national cultures. The management of relationships by same-team members of different national cultural backgrounds is hard enough in tutor-supervised learning environments; but more challenging when involved in self-managed networking out of class. One point of difference of this thesis is that its context not only involves students in supervised multicultural team environments, but also unsupervised multicultural network environments autonomously coordinated by students out of class.

### 3.6.1 The Research Field of the Study

It is argued by the researcher that the influence of boundary spanning in practice behaviours are a key consideration when investigating informal social mechanisms of multicultural team environments. These calls for a focus on horizontal boundary spanning and informal social mechanisms which the researcher argues are understudied in a multicultural team context. Evidence for this comes from Di Marco and Taylor (2011) in their study of experimental multicultural teams that simulate global project networks. Di Marco and Taylor (*ibid*) advocate that future studies take forward their work on the cultural boundary spanner - an informal networking role designed to improve performance in global project networks. Extant literature by Andersen, Kragh and Lettl (2013: p 137) also notes that gaining more insight into the 'mediating role of a boundary spanning manager' is needed at inter-firm boundaries. In examining boundary spanning in practice in a multicultural team environment, this research can address the emergence of un-nominated boundary roles, where Levina and Vaast (2008) provide one of few studies on horizontal boundary spanning in a multicultural team context. The research field of this study is multicultural higher education student groups who are pursuing creative innovation tasks as part of their 30-week project. The term domestic refers to all European Union and British students including ethnic minorities (typically second generation Asian, Afro-Caribbean and African); and that of non-domestic refers to all other non-EU students including those from Mainland China, Pacific Rim and South America.

The project involves multicultural teams where effective interaction between domestic and non-domestic members is likely to be a major determinant of their project's success. In addition, the innovative tasks associated with their project, which involves a) the development of a blue ocean potential innovation within each team and b) the planning and implementation of a subsequently agreed blue ocean strategy as an overarching intergroup task – call for entrepreneurial skills on the part of all team members and significant boundary spanning behaviours on the part of key co-ordinators and substantial mediation in different roles (formal and un-nominated) by several different actors across the groups. The action-orientated teaching that is adopted by tutors who act as facilitating guides for groups enables 'experiential learning, problem solving and project-based learning...that require learning by doing in group or network contexts' (Bell, 2015: p 39).

The multicultural cohort of this study is appropriate given that it provides an unusual opportunity to examine a multicultural team context from its inception to its realisation over a 30-week period. Potosky (2016: p 228) points to the increasingly unacquainted nature of members engaged in 'global work assignments that require psychological mobility'. In the research field for this study, the project enables teams of multicultural participants - where non-domestic members are unacquainted with domestic members due to being top up students arriving only in their final year - to engage in boundary spanning in practice behaviours whilst conceptualising and implementing a blue ocean project. In this study, the projects' groups are therefore yet to be constituted into multicultural teams (Bourdieu, 1989), and this condition resonates with the increasingly short term nature of global work assignments where employees of MNCs meet and are expected to engage in rapid team cooperation (Potosky, *ibid*). In this study, where little established social structure exists in the multicultural teams, the research context is explorative, and designed to replicate to some degree the dynamic environments in which these graduates may work in the future. Focusing on newly forming multicultural teams in this way is expected to offer a useful context to examine boundary spanning in practice initiatives as they emerge between relatively unacquainted project members.

The defined context of this study over 30 weeks is a learning period in which each multicultural team individually generates relevant ideas on a new innovation, based on a blue ocean strategy (Kim and Mauborgne, 2005). The population of potential participants came from teams who acted as specific sub-networks that typify an industry network. Participant teams will emerge from a cohort who are organised into tutorials of 25 students, with each tutorial representing an industry network with five archetypical functions, as shown in Table 3.1. The initial phase occurs within the teams - where each team needs to creatively map out their ideas relevant to an innovation (Blue Ocean). This lasts for 12 to 15 weeks. Team tasks involve both narrative and visual knowledge sharing that captures some of the difference between students' futuristic industry concepts ('blue ocean' as noted in Kim and Morbaugne, 2005) and the current industry context they have researched. The change in industry context is pictorialised by plotting before and after curves using Critical Success Factors (CSFs) that emerge from shared knowledge. The initial phase culminates in



a presentation of the relevant CSF factors for an innovation in their context, with respect to the group’s allocated industry function.

The second phase involves networking with other teams to agree a product/service idea to take forward as a viable innovation and to consider the innovation in the light of the five industry functions. Each tutorial (25 persons) represents an industry network with 5 sub-networks that are expected to engage in value adding activities: from suppliers; to marketers; to customers. This lasts for 12 to 15 weeks. This culminates in a presentation to the whole tutorial group by several members of different groups (a networked collective). The project tasks for each team are outlined in Appendix 3.1.

Each 5 person team creates different CSFs in phase one, so that in phase two they can combine into an industry with multiple realities depending upon their function, as shown in Table 3.1.

Function D: Enabling Technology Suppliers

Function C: Process Innovators

Function B: Head Quarters Intrapreneurs

Function A: Creative Marketers

Function X: Blue Ocean Customers

**Table 3.1 The Research Field of the Study**

<b>Industry Function</b>	<b>Functional Activities</b>
Team D Enabling Technology Suppliers	The research and development of high technology components critical to the project
Team C Process Innovators	The manufacture and assembly of the blue ocean project
Team B Head Quarters Intrapreneurs	The planning and implementation of blue ocean launches into selected global regions
Team A Creative Marketers	The advertising of critical new benefits of the blue ocean concept
Team X Blue Ocean Customers	The identification on noncustomer groups and the development of appropriate channels for reaching them

Each network of insiders socially constructs and reconstructs its own social reality. Under Functional Activities, each multicultural team [Team D, C, B, A and X from

suppliers to customers] has a different value-adding activity to carry out where they manipulate Critical Success Factors [CSFs] to define their industry context (Kim and Mauborgne, *ibid*).

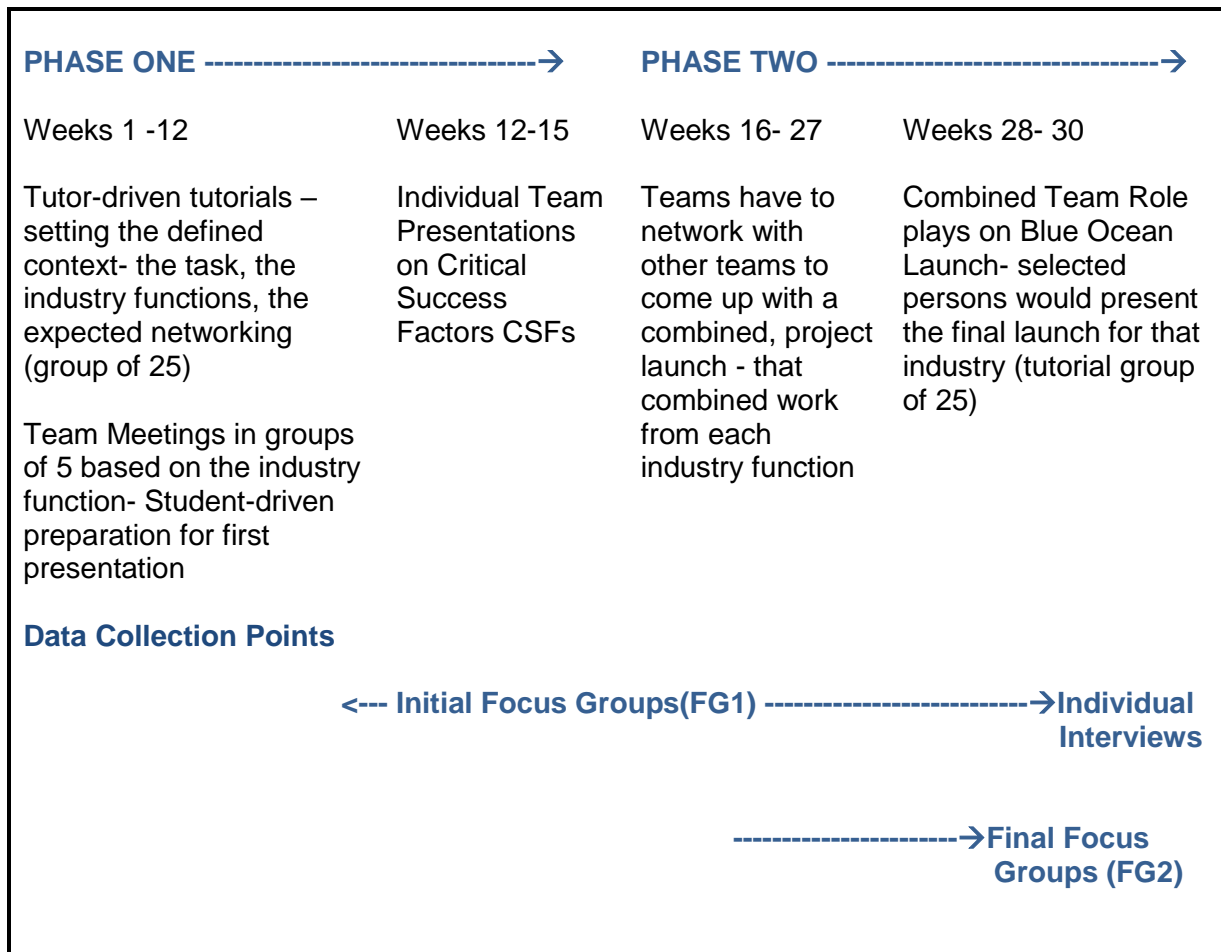
In terms of exploring expected boundary spanning activities and behaviours throughout the project, the start condition proposes that each multicultural team consists of relatively unacquainted individuals, who have to appoint a Volunteer Co-ordinator of their choice – or Leader for short. Thus a blank page is opened in which naturalistic boundary spanning behaviours are likely to emerge. The end condition proposes that each team contributes to an industry innovation by networking with the other teams in and out of class. This inter-team interaction should enable the researcher to observe in-depth boundary spanning in practice (BSIP), as the leader/co-ordinator (allocated or emergent) has to bridge across several teams. This requires additional attitudinal and behavioural competences to be developed. Competences that might relate to BSIP include direct and indirect brokering between multicultural members for blue ocean ideas, and the brokering of intra- and inter-team tasks.

The students undertake a planned sequence of activities, and watershed points in their relationship development, where shared meanings became better established over the 30 week period, as shown in Figure 3.1 below. The data collection points for the research occurred in Week 10 to 12 for First Focus Groups (FG1) and Weeks 30-31 for the Final Focus Groups (FG2) and the Individual Interviews.

### **3.6.2 Sampling Considerations**

Non-probability sampling is used in qualitative studies because ‘units are deliberately selected to reflect particular features of or groups within the sampled population’ (Richie *et al*, 2014, p 78). The practice of choosing sample units with particular features, characteristics, or behaviours is called ‘purposive’ sampling after Mason (2002). The sample has a purpose to represent a location or type in relation to a key criterion.

**Figure 3.1 Major Events during the Lived Experience of Multicultural Team Collaborations**

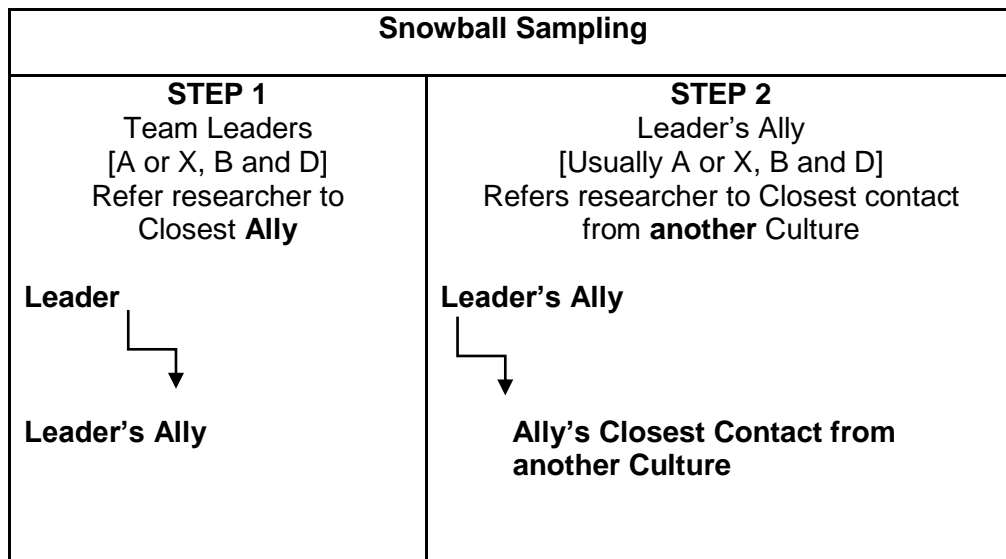


Purposive sampling was adopted in this study because a sub-set of relevant members, representative lead co-ordinators, different team co-ordinators and other role adopters was needed in order to offer varying insights into the interactions and the boundary spanning actions that were occurring within teams and across different teams. The purposive choice was especially important for more in-depth one-to-one interviewing, where the researcher had an opportunity to get an individual participant’s insider perspectives on mediation, brokering, barrier breaking etc.

The researcher required data on typical boundary spanning roles that insiders adopt during their lived experience. The following roles were convenient nominations by which the researcher's associate tutors could identify prominent respondents for an interview or focus group. Prior literature points to certain trustworthy third party actors able to mediate a form of weak bonding (Obstfeld, 2005) within groups. It was

important therefore to gather data that could identify key mediation roles such as Team co-ordinator/Leader, Leader’s Allies and other bridgers that emerged. The latter two roles are emergent but are typical of networking behaviours that might evolve within each team. How could Leaders’ Allies or other bridgers be identified by the researcher, particularly in the early focus groups (Week 10-11) when communication difficulties were occurring and roles were not yet formed? A pattern that emerged during a preliminary observation was that co-ordinators would point to a Closest Ally - and Closest Contact from another Culture when asked who helped most to pull a team together to achieve tasks.

**Figure 3.2 Approaches to Snowball Sampling for Focus Groups**



Taking this forward, the purposive approach was combined with a snowball approach, where cases of interest are identified ‘from people who know people who know what cases are information-rich’, as noted by Miles and Huberman (1994 in Cresswell, 2007: p 127). Co-ordinators were invited to identify their Closest Ally to the researcher, and then the Ally was asked by the researcher to nominate their Closest Contact from another Culture. This provided the researcher with a view of the emerging network activity within the teams. Snowball sampling was used in conjunction with a purposive approach, where focus group participants were drawn from different tutorial groups and the leaders/allies were asked to suggest allies from a different culture who might also be part of the focus group discussion. As Leaders’ Allies and other bridgers emerged more strongly after Week 10, there was more

opportunity for different members to be involved in the later focus groups and interviews: insider knowledge and tutor observations on groups interactions helped here.

**Table 3.2 Schedule of Focus Groups/Interviews to Accommodate Variation across Groups**

	<b>Representativeness across tutorial groups</b>
<b>Phase One 5 Focus Groups</b>	1 Team A each from tutorials of PM, AN and EG 1 Team B each from tutorials of PM, AN and EG 1 Team D from tutorials of PM, AN and EG 1 Team X from tutorials of PM, AN and EG **Team C does not perform until Weeks 18-19
	EG+AN+PM to select from leaders and allies who exhibited forms of mediation behaviour/ or engaged in social bonding within group during tutorial activity
<b>Phase Two 6 Focus Groups</b>	1 Team A+B+1/2X FGs from EG 1 Team C+D+1/2X FGs from EG 1 Team A+B+1/2X FGs from AN 1 Team C+D+1/2X FGs from AN 1 Team A+B+1/2X FGs from PM or EG 1 Team C+D+1/2X FGs from PM or EG
<b>10 In-depth Interviews</b>	EG+AN to nominate from leaders only to minimise researcher bias. Select Interview candidates who appeared to bridge across whole tutorial groups (leader of leaders), linking/translating across different cultural groups and exhibited boundary spanning behaviours

This process is shown in Figure 3.2 above. Firstly, Team Co-ordinators from A or X, B and D were approached to nominate their closest ally. Then nominated Trusted Allies were invited to a group interview, and the invitation letter asked them to nominate their Closest Contact from another Culture. Overall, the population consisted of 325 possible participants, spread across 13 tutorial groups of 25 each. One challenge for the researcher was how to ensure variation across the tutorial groups, while retaining a purposive approach. Table 3.2 above demonstrates how this variation was achieved. A table showing respondents for the research is shown in Appendix 4.1.

### 3.7 Considerations in Approach and Format for Interview and Focus Group

The semi-structured interview sits on a spectrum from an unstructured to a fully structured format. It is sometimes suggested that an interview schedule that is less structured may generate data that leads more towards 'theory-building' whereas the fully structured format may generate data that seems designed to confirm previously developed patterns and may therefore lead more towards 'theory testing' (Wengraf, 2001: p 61). This study was concerned with adding to existing theory in terms of understanding boundary spanning. The study therefore sits in the middle of Wengraf's spectrum between the lightly structured narrative and the more heavily structured approach. Hence a semi-structured interview approach was undertaken.

This study required a two pronged approach in the choice of development of the research instruments because the aim was to capture individual experience in the interviews; but also the shared meanings of boundary spanning that may emerge through the focus groups. Focus groups rekindle the social context when phenomena were experienced by respondents, and through their conversation with others, they could see how context shapes others' views (Rubin and Rubin, 2005). In designing the focus group schedule, it was hence important that focus group members could co-reflect on their processes, and try to make sense of their experience as they discussed the boundary spanning behaviours they had observed or experienced. Where questions were more sensitive - for instance the motivations driving an individual to gain social influence in their group - they could be more appropriately addressed in the one to one interviews. Meanwhile, less sensitive questions - such as contextual ones about the task activities of the project - could be addressed in a focus group.

This study involves a multicultural group of participants interacting in a defined context. It will therefore include multicultural factors likely to mediate boundary spanning behaviours. Rubin and Rubin (2005) issue a warning for the inter-subjective researcher over the difficulties in asking direct questions about cultural influences. They suggest that researchers can only learn about culture obliquely; by 'asking about ordinary events' in order to interpret respondents' 'descriptions and

pay particular attention to unusual usages of words and to stories that convey cultural assumptions' (Rubin and Rubin, *ibid*: p 29). This has a key bearing on how questions are constructed as the researcher

*'tries to sort through the experiences of different (respondents) as interpreted through respondents' own cultural lenses; and weigh different versions to put together a single explanation' (Rubin and Rubin, ibid: p 29) .*

The inter-subjective paradigm calls for a responsive approach from the researcher when in individual or group interviews (Rubin and Rubin, *ibid*: p 30): the 'responsive' approach entails three characteristics: a) depth of understanding is sought by the interviewer, not breadth; b) the interviewer and participant(s) are human beings (who) form a relationship during the interview; and c) that a flexible research design be followed. Depth implies the need for probing deeply but ethically into respondents' answers, and flexibility means that questions will be changed, added to, subtracted from, and also that some participant answers will require further follow up - either with the same participant or with different participants. This point was particularly pertinent for non-domestic participants. Such participants may have 'changed the wording and answered their modified version, rather than what was asked': namely, by rephrasing the 'question in his or her own language' this helped the researcher in a 'gentle and courteous way' by trying to answer a 'related but more meaningful question than was actually asked' (Rubin and Rubin, *ibid*: p 163). The questions asked in both the interview and the focus group were therefore grounded in the mundane activities of the groups, with opportunities for probing multiple individuals about their experiences of boundary spanning (in particular, brokering and mediating).

As per an inductive strategy, theory driven questions were used only as sensitizing topics, after which the researcher improvised with prompts - not knowing how each participant would answer 'initial prepared questions' (Wengraf, 2001: p 159). In this way, the researcher was in an active interviewing stance using the adaptive listening style of Massarik (1981), where interviewer and participant meet as peers:

*'their humanities expressed in circumscribed terms but with continuing emphasis on the specific goals of the response content' (Wengraf, op cit: p 153).*

The questioning style of the semi-structured approach, adopted for both the interview and focus group, emphasized relatively open questions along with the interjection of

closed questions. Wengraf (*ibid*) counsels that the interviewer must switch between open and closed questions, remembering that genuinely open questions are more difficult to ask than closed questions.

Taking note of this, actual questions in both the interview and the focus group often involved indirect questioning, with a chance for respondents to reply using the everyday language of their social world. Agonistic terms such as direct brokering were not used in the interviews. Instead, indirect probing was used to tease out direct brokering behaviours, mirroring the 'idiolect' of respondents (Wengraf, *ibid*: p 63).

### **3.7.1 The Interview Schedule: Content**

An interview schedule was developed to collect individual participants' data, in order to develop patterns from their individual experiences in their own everyday language. As can be seen in Appendix 3.2, initial questions were accompanied by an 'active follow-up strategy' in the form of prompts and probes enabling the interviewer to collect data in depth (Wengraf, 2001: p 159). The sequencing of the questions followed participants' most recent experiences first, given that they were generally the easiest to remember. This was followed by reflection on earlier episodes.

This interview schedule was broken down into three sections, each representing an episode in the project (See Appendix 3.2.1). Section 1 brought respondents back to the recent past when they had just implemented the final stage of their project launch; Section 2 took respondents back to the inception of the project before they had commenced their blue ocean conceptualisation and Section 3 asked respondents to consider the whole of their project experience. How each section of the interview schedule addressed the key objective is shown in Table 3.3 below.

In the Interview Schedule, the questions in Section 1 will focus on barriers that participants faced whilst boundary spanning across multicultural groups (Objective 3) and the nature of brokerage processes during cross - team collaboration for project implementation (Objective 1). While past research has identified some barriers that occur in boundary spanning, and a range of indirect brokering (Burt 1992, 2002; Obstfeld 2005; Braithwaite, 2010), much less has been examined on direct brokerage processes (mediation) (Obstfeld, *ibid*; Lingo and O'Mahony, 2010). The focus in Section 1 will therefore expand on current work on barriers with respect to a



**Table 3.3 Research Instruments and how they Addressed Research Objectives**

<b>Sections of Research Instrument</b>	<b>First Focus Group And Interviews</b>	<b>Second Focus Group</b>	<b>Interview</b>
<b>Section 1</b>	Present – Mid Stage - Blue Ocean Canvas where concept agreed and set out/Group Interaction/Key communication/bonding  <b>Objective 3</b>	Present – Final Stage Challenges in Cross-team Presentation/ Effectiveness of Role Play of Industry /Success or not in Negotiated Final Concept -barriers  <b>Objective 1, 3</b>	Present – Final Phase Challenges in Cross-team Presentation/Effectiveness of Role Play of Industry /Success or not in Negotiated Final Concept  <b>Objective 1, 3</b>
<b>Section 2</b>	Past-Present= First Task on CSFs – agreed + selected Group Interaction/Key communication  <b>Objective 1, 2A</b>	Present - what occurred brokering/links /how groups linked up /lead co-ordinators /final performance  <b>Objective 2A, 4</b>	Past – Early Stages initial ideas- what occurred /communication Meetings Developing ideas and CSF and Blue Ocean Canvas  <b>Objective 1, 2B</b>
<b>Section 3</b>	Past = Developing initial ideas- what occurred /communication Meetings  <b>Objective 2A, 2B</b>	Past – Early Stage initial ideas/plans Communication Meetings/Developing ideas and CSF and Blue Ocean Canvas  <b>Objective 2B, 3</b>	Overall Project Reflection Learning Points Capital conversion processes (to social capital positions) Performance Breaking barriers  <b>Objective 2B, 3, 4</b>
<b>Section 4</b>	Past = Very beginning – how group formed /cultural elements/bonding  <b>Objective 1, 2A</b>	Overall Project Reflection Learning Points/ Capital conversion processes (to social capital positions) Performance/ Breaking Barriers  <b>Objective 2B, 3, 4</b>	

multicultural team context. It is also hoped to gain insight into how individual respondents characterised barriers in their everyday language, and the nature of mediation attempts they made themselves or observed other team members make.

Section 2 was designed to collect data on the roles (ambassador and task co-ordinator) and the extent of symbolic or cultural capital that respondents found in their boundary spanning (Objective 2a); and on actions taken to achieve better group performance in the blue ocean project (Objective 4). For previous role literature, much of it refers to co-ordinator and ambassador roles in homogeneous teams (Ancona and Caldwell, 1992; Marrone, Tesluk and Carson, 2007). By focusing on horizontal and lateral negotiation, it is hoped to illuminate how co-ordinator and ambassador roles emerge as networked links in the project. The researcher will probe on the nature of symbolic capital brokering that occurred. It is also hoped to identify how any individual actor behaviours and group co-ordinated actions as part of boundary spanning in practice have a bearing on better group performance.

The design of Section 3 was intended to examine the nature of cultural capital that might be manifest throughout all stages of the project. As cultural capital is strongly associated with emerging boundary spanners in practice (BSIP) and with gatekeeping behaviour, this section seeks to address both Objective 2B and Objective 4. Previous research has established that bridging social capital is difficult to achieve (Eklinder *et al*, 2011) given that it involves dissimilar agents linking together; and that bridges may be tenuous and flimsy (Anderson and Jack, 2002). However, other literature links BSIP with un-nominated agents who are likely to exhibit gatekeeping behaviour (Levina and Vaast, 2005). What the researcher hopes to uncover is how cultural capital might accrue with gatekeeping behaviours and convert to forms of social capital (possibly bridging); and how such conversions might define the nature of gatekeeping positions and how this role adoption might lead to different forms of collaboration between multicultural members. As some of the positions are expected to be un-nominated agents it is hoped to examine how such agents were linked to co-ordinators and group members during the project and the kind of social positions they may have gained within the field that the project represented (an extension of Maguire *et al*'s 2004 work).

Throughout the sections, there is a focus, as noted in Section 2.5 to see this research context as reflective of a field. It is hoped to get some insight into the social environment that members/leaders experienced - and the social space that was created. Past research has identified that early stages of a project are reminiscent of

a field lacking in entrenchment (Maguire *et al*, 2004) given a relative absence of networked links. It is hoped to uncover in an informal way, the nature of ties or absence of ties that may have emerged during the project and how participants addressed this.

### **3.7.2 The Focus Group Schedules: Content**

A separate research instrument, following a similar semi-structured approach, was developed for the focus groups (See Appendix 3.2). Two separate schedules were used: one ten weeks into the project to capture the emergent group interaction during phase one (Appendix 3.2.2); the second focus group schedule was undertaken at the end of the second phase (Appendix 3.2.3). As can be seen in Appendices 3.2.2 and 3.2.3, only initial questions were again designed, with prompts following each question. Focus Group Schedule 1 was developed for co-ordinators along with a team member from another culture whom they had nominated as the member they got closest to in the first 10 weeks of the project.

#### **3.7.2.1 Focus Group Schedule 1**

Focus Group Schedule 1 consisted of four sections, with a focus on different episodes to those of the Interview Schedule. Section 1 started with respondents' recent preparatory phase of developing a blue ocean strategy canvas that captured their concept in a strategic model (described as Episode 1 in Focus Group Schedule 1). Section 2 took respondents further back to an early research stage (Critical Success Factors) where they articulated their blue ocean conceptualisation (described as Episode 2). Section 3 encouraged respondents to think further back to the point where their idea was created (described as Episode 3). Having set the pattern for past reflection, respondents were asked then to reflect on the very start of the project in Section 4 (described as Episode 4).

Similar to the interview schedule content, Section 1 focused on challenges that participants faced whilst boundary spanning within their multicultural group but focused on team experiences (Objective 3). It was hoped in Section 1 to gain insight into team perceived barriers - participants were asked to share experiences of their first collaborative task - that of the strategy canvas - and it was hoped to collect direct respondents' characterisation of their experience in a naturalistic setting. In seeking to encourage participants whose first language is not English, the questions

were indirect and felt to enable non-domestic members to speak up in the presence of peer participants they have developed some familiarity with.

Section 2 was designed to encourage participants to share their perceptions of indirect brokering (Burt 1992, 2002; Obstfeld 2005; Braithwaite, 2010), and mediation (direct brokering) behaviours (Obstfeld, *op cit*; Lingo and O'Mahony, 2010) within their team. Through these questions, in a focus group setting in contrast to that of a one on one, it was hoped to drill down to the micro social world within a team (Objective 1). The researcher sought a more fine grained understanding of Obstfeld's work on the contrast between behaviours of conduit and direct brokerage processes within the confines of each multicultural team. Moreover, by examining the roles adopted (Objective 2a) in this section, it is hoped to glean how the co-ordinator role applied symbolic or cultural capital to within-team linking.

The design of Section 3 was focused on understanding the co-ordinator, ambassador and gatekeeping roles with respect to capital conversions they exhibited throughout the project (See Objective 2b). Previous work found that the ambassador role is associated with adaptation to external environments (Aldrich and Herker, 1977); and with ambassadorial scouts (Marrone, 2010). Through the questions here, it was hoped to gain a more in depth understanding of capital conversions that different boundary roles went through when encouraging new ideas and their implementation. Past studies have noted overlaps between the ambassador role and gatekeeping behaviour (Friedman and Podolny, 1992). The researcher was interested in finding out how cultural capital reflected the links between gatekeeping and external representation in the multicultural group context.

Section 4 focuses on the inception stage of the project when team members were relatively unacquainted due to non-domestic top up students joining domestic students for the first time. This section included questions/ prompts to gain a view from different participants on the capital conversion activities that emerged (Objective 3) when there was no prior linking between members. In recognising that internal cohesion might not be established, these questions probed for how any un-nominated agents emerged and how they gained respect from group members, how

their negotiation practice was influential/or not in helping groups members achieve tasks (Week 12 to 15 task).

### 3.7.2.2 Focus Group Schedule 2

Focus Group Schedule 2 also consisted of four sections, but with different episodes to those of Focus Group Schedule 1. Section 1 started with respondents' most recent implementation tasks for the project's launch (Episode 1 in Focus Group Schedule 2). Section 2 took respondents back to just after their blue ocean presentation (Episode 2). Section 3 went back to project inception when members were un-acquainted (Episode 3). Having gone back through their entire project experience, Section 4 addresses respondents' overall project experience (Episode 4).

Section 1 addresses Objective 1 and 2a. The researcher initially probed team members' perceptions of indirect brokering and mediation behaviours, but focused at cross - team collaboration. The probes are different from FGS 1, but still examine direct and indirect brokering behaviours observed and/or experienced by participants. It is hoped to gain insights into Obstfeld's work on cross-team collaboration. In examining role adoption (Objective 2a) and accrual of symbolic capital, a question on cross-team performance is added and insights into cross-team problem solving and communication are sought (in line with the work of Ancona and Caldwell, 1992).

Section 2 is designed to address Objective 3 on capital conversion to social capital and the subsequent Objectives 2a and 2b on role adoptions. Question 2 is new, designed to capture within-team social capital (possibly bridging). Other questions mirror those in Section 2 of FGS1, for which a rationale has been offered above. The prompts are the same but the focus is on the later stages of the project.

Section 3 takes participants back to the early stages of the projects, to get a more reflective narrative on their experiences. The focus is on Objectives 2a and 2b. Some questions mirror earlier questions in FGS 1: this is deliberate as it is hoped to capture more data on members' perceptions where non-domestic members have been less over-awed by domestic team co-ordinators - as occurred for some non-domestic participants in Focus Group 1. For similar reasons, Question 3 addresses members' perceptions on Task Co-ordinators at the early stage of the project, and how they coped when their team didn't pull together. The end of Section 3 was

designed to capture Gatekeeping behaviours from any members who might emerge within-team to kick start communication; engender social talk; and engage in team pride. With this data, it is hoped to explore Ancona and Caldwell's (*ibid*) finding on the complex relationship between co-ordinator and gatekeeper.

Section 4 is designed for members to share experiences in the field that they were part of evolving, without the presence of their co-ordinators. A new question is included to explore the development of members' mutual understanding throughout the project, with metaphorical and visual probes. For Objective 3 (barriers) the same prompt questions are used as in FGS 1, by probing for 'barrier' experiences. The session ends by returning to Objective 4 with questions that mirror those in the Interview Schedule, again to probe for member experiences of negotiation; of new practices; and of social position aspirations or observations. The researcher hopes to add new insights to Maguire *et al's* (2004) work on the development of social positions during multicultural interactions, and to explore any positions based on social capital (possibly including bridging) that emerge and how participants articulated their contributions to new practices (Oakes *et al*, 1998).

Throughout the sections of both focus groups, as noted in Section 2.5, there is a focus to see this research context as reflective of a field. It is hoped to get some insight into the social environment that members/leaders experienced - and the boundary space that was created.

### 3.8 Data Analysis

This study used a detailed qualitative content analysis of the findings, involving reduction and categorisation of data, where recurring instances of data are categorised and then systematically identified throughout the data set; and grouped together with a coding system (Wilkinson, 2011). The inductive approach to gathering data led to rich descriptions of characteristics and patterns on the topic of boundary spanning in practice. These descriptions, when linked together and reconsidered as subsequent interviews and focus group transcripts are analysed, can produce meaning for the researcher. All interviews and focus groups were recorded and transcribed.

Furthermore, the data analysis within this thesis was informed by Thomas's (2006) General Inductive Approach of reducing raw data by coding, categorizing, establishing clear links between this condensed data and the research questions. Interview and Focus Group transcripts were read by the candidate, then re-read to ensure full immersion in the data (Silverman, 2011) and by doing this potential lower-level categories of coding (nodes) were identified. In line with Blaxter (1983), Wilkinson (2011: p 171) refers to categories as 'mentions that can be recorded in words with quotations under each category'. Boeije (2013: p 12) explains that looking for meaning involves the researcher in discovering the 'meaning that people award to their social worlds and to understand the meaning of their social behaviour' - in this case, the meaning of boundary spanning roles as they emerged for respondents in the study.

Transcripts of one interview and one focus group are shown in Appendix 3.3. This study employed manual coding of the transcripts throughout. Participants' own words were the basis of the initial open coding (first level codes). This process commenced with segmenting data into codes - or open coding. These codes involved initial categorisation and labelling of the data, resulting in initial codes shown in Appendix 3.4. An iterative process of data analysis was followed, with re-reading of transcripts and the use of sensitising concepts from original literature reviews. Sensitising concepts included a focus on boundary spanning roles such as task co-ordinator and key behaviours (brokering, mediation and gatekeeping); in addition to evidence of boundary spanning practices.

The refinement of codes involves a systematic analytical induction process (Boeije, *op cit*) leading to axial coding, where the researcher sought relationships by comparing transcript data within and across categories. Overarching patterns of meaning were drawn out using Ishikawa charts (Boeije, *op cit*. p 126) for selective coding as can be seen in Appendix 3.6. These charts have then enabled the researcher to draw out the final themes that emerged as significant in the findings- the higher level patterns (or categories) that are presented in Chapter 4.

### 3.9 Ethical Assumptions

In any research study where human subjects are involved several ethical considerations arise in terms of the design; the processes of data collection and analysis; and the procedures for reporting the findings. Ethical practice is a moral stance, according to Payne and Payne (2004) that involves respect for, and protection of people consenting to be studied by the researcher. This moral stance is encapsulated in the golden rule of 'do unto others as you would be done by' (in Myers, *ibid*: p 49). The fundamental rules behind the golden rule are summed up as: informed consent; honesty; protection from harm; and confidentiality.

In terms of honesty, this included transparency about data collected, findings and methods of collection in the form of written information available in advance as part of the invitation to interview (Payne and Payne *ibid* in Myers, *op cit*). For this study, informed consent entailed disclosure of the research aim to respondents before conducting interviews and indication of their right to withdraw at any time. The De Montfort University code of ethics was followed where full information about the purpose and scope of the research was made available to participants before they took part and each person completed a consent form. The researcher tried to ensure that student respondents (especially the non-domestic respondents with poorer English comprehension) did not inadvertently feel obligated to attend.

Regarding the protection of respondents from being harmed, it was crucial to ensure confidentiality (Rubin and Rubin, *op cit*) and maintaining privacy. Extra care was taken not to expose any respondents to any violations of confidentiality across focus groups (Rubin and Rubin, *ibid*). Cohen, Manion and Morrison (2011: p 88) advise researchers of the constant vigilance necessary in protecting respondents given that problems in research may 'often result from thoughtlessness, oversight or taking matters for granted'..

In terms of confidentiality, this was stated clearly on the consent form of participants (see Ethics Form in Appendix 3.7) - the audio recording of the interviews and focus groups occurred with the full consent of the participants. All transcripts of interviews and focus groups were stored safely on university desktops where there was good password protection and no data protection issues. In the final draft of the thesis that



will sit in the library catalogue, all names of all participants will be anonymised in the reporting of findings (Maylor and Blackmon, 2005 in Myers, 2013: p 52).

Given that this was a study of management students, the British Academy of Management's [BAM] Code of Ethics was additionally used, as noted on the website [www.bam.ac.uk](http://www.bam.ac.uk). The emphasis on integrity and honesty in the BAM code of ethics was upheld in the research planning for this study. In particular, where BAM is concerned about and conflict of interest, the following steps were undertaken to ensure that all participation was fully voluntary and was completely independent of module assessment.

1. There was no probing into individual performance during assessments: instead probing was limited to general process-based social behaviours and the group experience during the project. The researcher ensured that no assessment element coincided with any particular research objective. The focus groups and interviews on participant experience of the project were carried out after assessments had concluded, to avoid any researcher influence on outcomes of any respondent group.
2. Selection of participants for the second stage focus groups and interviews occurred independently of the researcher. All participants were invited by the other tutorial colleagues [EG and AN] on an entirely voluntary basis, not by the researcher. This avoided any conflict in selection of participants, or any conflation of attendance at the focus groups and grade performance.
3. Not only was engagement voluntary, but freedom to withdraw at any stage was fully respected. The right of anyone who declined to take part, after a previous agreement to be involved was fully respected to ensure no individual or group was coerced.
4. In line with BAM guidelines, full openness and transparency with respect to non-domestic respondents whose first language was not English was adhered to. Straightforward language was used deliberately in the interviews and focus groups in order to ensure that respondents could take a full part in the research regardless of first language.

### 3.10 Reliability and Validity Considerations

Reliability is associated with matters of consistency as to whether the chosen data collection process will yield consistent findings that other researchers would also replicate (Saunders and Lewis, 2016). The data collection process chosen for this qualitative longitudinal study involved different points of data collection that were clearly defined and consistently adhered to over the study's 30 weeks' duration (Section 3.5.1 and Figure 3.1 refer). On replication, Denscombe (2014) puts this that other researchers using the same tools should be able to replicate the same findings. The tools of this study include an interview schedule that specifies in detail how the research objectives are addressed at the three separate data collection points shown in Table 3.3 (Section 3.6.1 refers). This schedule was used consistently by the same researcher throughout the study. Moreover a separate semi-structured interview protocol was designed for each data collection point to obtain data on patterns of experience that respondents had undergone up to that point in the project. Again, these protocols were used consistently by the same researcher, in the same location and with the same data recording instruments. Turning to coding of data, a thorough coding process was followed (Section 3.7 refers) and examples of the different data coding steps involved are included in Appendices 3.4, 3.5 and 3.6. Rubin and Rubin (2000) assert that whilst semi-structured interview protocols should have consistent questions, flexibility should also be built in with probes to explore some questions in more detail for individual respondents wishing to share their subjective experiences in more depth. Cresswell (2007) notes that were future researchers to undertake this data collection process, the rigorous data collection procedures with multiple forms of data in the methodology of this thesis would mean other researchers are likely to replicate these findings.

Validity addresses the key issue as to whether, as Saunders and Lewis (*ibid*) further explains, the data collection methods match what the research objectives are investigating. This study's objectives intended to capture variations in respondents' subjective and inter-subjective experiences against their sensitising concepts. De Jaeger, Pieper and Clenin (2017: p 495) advocate that inter-subjective studies should be 'inter-subjectively validated', a process that involves 'checking and

comparing results against other people's reported experiences'. The data collection methods for this study's inter-subjective experiences involved focus groups for data collection points 1 and 2 of the interview schedule; and for subjective experiences through one on one interviews at collection point 3 (Table 3.3 refers). The three data collection points provided some built-in checks through including a number of similar questions at second and third data collection points (Section 3.6.1 refers).

Denscombe (*ibid*) notes that the validity of data can be checked with other sources; with informant verifications; via its plausibility; and through themes in transcripts. Looking at checks with other sources, Table 3.3 shows that each of the three interview protocols are separated into four sections, with each section focused at checking specific objectives (sensitising concepts). Whilst informant verifications were not possible, underpinning the need for inter-subjective validation above, the three data collection points provided an equivalent to informant checks by including a number of similar questions at the second and third data collection points (Section 3.6.1 refers). In terms of plausibility, Figure 3.2 articulates the snowball sampling employed to ensure a balanced mix of domestic and non-domestic respondents for the focus groups (Section 3.5.2 refers). Lastly, transcript themes clearly resonated with sensitising concepts from the objectives, providing longitudinal trajectories to sensitising concepts previously predicated mainly on cross-sectional studies.

In terms of triangulation of data, Myers (2013) explains that in triangulation more than one research method, or two or more data gathering techniques should be used. This longitudinal study used both these triangulation criteria. It used a multi method approach with focus groups and one on one interviews. It also applied three different data collections points over its duration of 30 weeks. In summary, triangulation of data was achieved through two research methods and three data gathering techniques.

### 3.11 Reflexivity and Positionality

It is important that the research methodology include a reflection on researcher bias, which is next considered for this qualitative inter-subjective study.

It is important that the researcher reflects on researcher bias which will have occurred in this qualitative study. Sultana (2007) points to four key considerations for researcher bias that include positionality, reflexivity, how knowledge is produced and power relations.

Regarding positionality, akin to certain agents' symbolic power in social spaces (Bourdieu, 1986), researchers similarly influence respondents inadvertently given that, citing Anthias (2001a), Dy, Marlow and Martin (2017: p 289) define positionality as the 'space at the intersection between structure and agency'. For this researcher, his social position (structure) was that of the respondents' tutor and (for agency) his practice was that of an academic and former industry practitioner. As a White male of advanced middle-aged, his positionality would vary given that non-domestic respondents would defer to his power more than would domestic respondents. In particular, non-domestic invitees' deference would make them feel they had to attend even when not inclined to - which the researcher was aware of. He counteracted this by installing the extra ethical procedure of making invitations only after in course assessments corresponding to Phase 1 and Phase 2 tasks respectively had been submitted.

In terms of reflexivity, the researcher became aware of its importance at the data analysis stage, when reflecting upon data content and how he interpreted it. Reflexivity is defined by Perriton (2001) as

*'self-conscious reference to the author by the author with the intention of disrupting the notion that texts are transparent carriers of objective truth'*  
(Perriton, *ibid*: p 36)

This researcher realised that when probing in a forthright Western style, non-domestic respondents possibly felt obliged to reveal painful experiences given the strength of their narratives. For instance, whilst analysing respondents' reports on within-team conflicts between domestic and non-domestic corners, he underestimated his influence as a trusted fatherly figure when receiving confessions of the depth of frustration felt by some non-domestic respondents. Perriton (*ibid*) would categorise this researcher as taking a seemingly accidental version of reflexivity, by not anticipating this at the stage of setting the probing questions in particular. Upon

reflection, the emergence from coding analyses of the implicit barriers of confidence, and of comprehension, tend to portray an unwitting ethnocentric stance by this researcher to non-domestic respondents' reports - one to guard against in future research. In particular, Perriton's citation resonates with this researcher's seemingly accidental reflexivity where

*'ethnocentricity in their writing i.e. where the writing is so self-referential within a culture that it excludes readers from outside those traditions' (ibid: p 40).*

Some vindication however for this accidental reflexivity came from self-questioning domestic respondents, who reported imagining similar low confidence and comprehension when imagining their own performance when in the non-domestics' home country in their language - rather than in English.

### 3.12 Conceptual Areas to be Examined in this Research Study

In Chapter One (Section 1.2), the focus of this research and the research context have been outlined. Examining the concept of boundary roles in a multicultural team context is timely. Prior research has examined some of the challenges in boundary spanning role adoption in a multicultural team context; this research will examine this from the perspective of the lived experience of group members as they engage in a project over a 30 week period (See Section 3.6.1 for further explanation of the research context).

In the literature review in Chapter 2, in Sections 2.2 to 2.7, several concepts have been identified that are relevant to our understanding of boundary spanning. In considering how some of these concepts might be taken further through primary research, key conceptual foci for the research are now outlined along with identifying points of difference for each focus:

#### a) Social Network Elements Contributing to Boundary Spanning

In looking at Section 2.1.2.1 the nature of weak and stronger ties within a team emerged as a significant element of understanding boundary spanning. Past studies by Friedman et al (1992) and by Tushman (1977) concerned networks that were dense, and tasks that were demarcated into homogeneous subunits. In contrast, this research examines boundary practices in multicultural teams, where networks are

sparse and ties absent or weak. Section 2.1.3.2 notes that the nature of ties matters particularly when collaboration around innovative tasks is involved, so that examining whether Simmelian bridging ties emerge to strengthen ties in bridging relationships of this study is important.

The point of difference is that Simmelian ties will be examined through the more recent lens of brokerage process proposed by Obstfeld *et al* (2014) in sparse networks where social structure is relatively absent and where brokerage process occurs in a social vacuum (Section 2.1.4 refers). The nature of brokerage process is hence unclear in this study, which will commence by exploring how it will develop at different phases of this 30 week multicultural project.

#### b) Forms of Capital Contributing to Boundary Role Adopters' intra; and inter-team Status

Traditional boundary spanning literature ascribes gatekeeper behaviours to task co-ordinators, given their joint capabilities at co-ordinating and negotiating (Ancona and Caldwell, 1992). Early stages of negotiation in multicultural teams are likely to involve difficulties with role clarification for task co-ordinators (see Tushman, 1977). Multicultural teams are likely to be sparsely networked and fragmented by boundaries and as far back as 1977, Tushman (1977: p 594) described such situations as those where 'task characteristics, task environment, and task interdependence are each sources of work-related uncertainty'. This presents questions about clarifying the nature and scope of the task co-ordinator role as it evolves during the projects in this multicultural context.

Reviews in Section 2.3 on forms of capital include those of symbolic and cultural capital that might accrue to the individual co-ordinator in their domain of practice. Volunteer co-ordinators are tasked with gaining symbolic power in their domain and accruing symbolic capital in order to form the group and to consecrate key roles (Bourdieu, 1989). De Clercq and Voronov (2009), link symbolic power with standing out in a domain and further note that agents, including co-ordinators in this study, are also challenged to fit in with team members which requires cultural capital. Standing out and fitting in are likely to be dual challenges faced by co-ordinators, and success at this boosts their legitimacy (De Clercq and Voronov, *op cit*).

The point of difference with this thesis is the examination of capital accruals by boundary roles to achieve legitimacy within their own team, and across teams in their domain of practice.

#### c) Unclear Nature of Capital Conversions by Boundary Role Adopters

The contradictions between gatekeeping behaviour and the co-ordinator role also apply to the negotiation role of the ambassador and gatekeeper (Section 2.5.3 refers). Recent evidence from Ryan and Cosliger (2011) on multicultural teams points to gatekeepers who become (horizontal) representatives instead of ambassadors. Associated with multicultural teams are hence more complex overlaps between ambassador and gatekeeper roles. Past boundary spanning studies have not fully addressed this. Furthermore, in multicultural teams boundary role adopters are challenged with negotiating between multiple affiliations, and it is again unclear whether it is ambassadors, gatekeepers, or both, who negotiate between multiple affiliates. While it is clear that the ambassador role represents negotiates externally, there is now a pattern of unspecified internal agents that, according to Levina and Vaast (2005) may be un-nominated gatekeepers who navigate boundaries in a field. When considering new gatekeeping behaviours (as set out in Section 2.5.1) and in field literature (See Section 2.7.2), bridging positions have been important. The emergence of specific bridging positions will be a key focus of this research, and may involve un-nominated agent roles. The processes by which un-nominated roles emerge are still relatively unclear in multicultural contexts (Di Marco and Taylor, 2011), and this study seeks clarity on the emergence of bridging positions through the capital conversions that potential bridging roles deploy.

The point of difference in this study is that of examining of co-ordinator, gatekeeper and ambassador capital conversions throughout the project in the search for proposed bridging positions.

#### d) Barriers to Boundary Spanning in Practice.

In Section 2.7.5, recent literature points to barriers that have emerged in multicultural interaction. It is true that when multitasking in contemporary business contexts, team conflict and task co-ordination difficulties occur due to different 'meanings, assumptions and contexts' at intergroup boundaries (Kellogg and Orlikowski, 2006: p

24). This thesis will take account of the barriers to boundary spanning in practice in this multicultural context which might emerge and be experienced by boundary roles attempting to use informal social mechanisms to address them. In this thesis, such barriers are likely to be more implicit and less visible (Heracleous, 2004) (Section 2.6.3). This implies that implicit barriers are difficult to detect, will require time-consuming social experimentation by boundary spanners in practice in order to recognise and address such barriers.

The point of difference is that beyond visible language and cultural barriers, the nature of implicit barriers in multicultural teams is unclear and requires examination.

#### e) Exploring Categories of Practice in Fields of Multicultural Projects

Literature on fields reviewed in Section 2.7.2 points to the necessity of establishing the legitimate meaning of a field (Bourdieu, 1985). Key aspects of field literature include a focus on the social space itself, an understanding of the bridging position and an examination of the legitimate practices that are developed in task collaboration. The social space of the field in this study is undefined but the shaping of its social environment will include the emergence of boundaries, as noted in Section 2.7.4. Moreover how appropriate social practices will develop are also important aspects of fields (Kim and Parkhe, 2009; Vashist *et al*, 2011) (See Section 2.6). The building of social structure through practices will be explored in interviews with the boundary role occupants to reveal what boundary roles might regard as legitimate practices throughout their project both intra- and inter-team.

The point of difference will be the hope of uncovering how boundary role occupants develop practices using relational efforts (Parkhe, 2003); with a view to categorising and mapping their variations throughout the project.

To address these points of difference, this methodology has included the design and execution of an inter-subjective longitudinal methodology to capture brokerage and capital conversion trajectories over a duration of 30 weeks in a multicultural team context.



**Table 3.4 Theoretical Framework and Points of Difference**

	MAIN FOCUS	POINT OF DIFFERENCE
<b>BROKERING BEHAVIOURS</b>		Number 1
<ul style="list-style-type: none"> <li>• Social network structure               <ul style="list-style-type: none"> <li>○ Nature of ties</li> <li>○</li> </ul> </li> <li>• Indirect brokering -</li> <li>• Direct brokering - mediation</li> <li>• Conduit brokering</li> <li>• Local broker/negotiation</li> <li>• Conflict broker</li> </ul>	<ul style="list-style-type: none"> <li>• Simmelian bridging</li> <li>• Arbitration</li> <li>• Role disaggregation</li> </ul>	<ul style="list-style-type: none"> <li>• Brokerage process concept</li> </ul>
<b>EMERGING BOUNDARY ROLES</b>		Number 2
<ul style="list-style-type: none"> <li>Co-ordinator Role</li> <li>Gatekeeper behaviour</li> <li>Boundary spanning in practice behaviour</li> <li>Ambassador Role</li> </ul>	<ul style="list-style-type: none"> <li>• Overlap contradictions</li> <li>• Overlap contradictions</li> </ul>	<ul style="list-style-type: none"> <li>• Clarification of overlap contradictions</li> </ul>
<b>FORMS OF CAPITAL/SOCIAL CAPITAL</b>		Number 3
<ul style="list-style-type: none"> <li>• Symbolic and cultural capital</li> <li>• Forms of social capital               <ul style="list-style-type: none"> <li>○ Information channels, obligations and expectations, social norms</li> </ul> </li> <li>• Sources of Social Capital               <ul style="list-style-type: none"> <li>○ Consummatory and instrumental</li> </ul> </li> <li>• Dimensions of social capital               <ul style="list-style-type: none"> <li>○ Structural, relational, cognitive</li> <li>○ Bridging, bonding, entrepreneurial</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fitting in, standing out</li> <li>• Capital conversions               <ul style="list-style-type: none"> <li>○ First and third parties</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Gaining legitimacy</li> <li>• Spill over effects</li> <li>• Capital conversion trajectories</li> </ul>
<b>BOUNDARIES</b>		Number 4
<ul style="list-style-type: none"> <li>• Implicit boundaries</li> <li>• Shaping boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting with social mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Emergence of implicit barriers</li> </ul>
<b>FIELDS AS DOMAINS OF PRACTICE</b>		Number 5
<ul style="list-style-type: none"> <li>• Boundary practices</li> <li>• Boundary routines</li> </ul>	<ul style="list-style-type: none"> <li>• Relational Efforts</li> <li>• Communication</li> <li>• Mutual adaptation</li> </ul>	<ul style="list-style-type: none"> <li>• Boundary practices and routines</li> </ul>

## **CHAPTER FOUR**

### **RESEARCH FINDINGS**

## Chapter 4 Research Findings

### 4.1 Introduction

In this chapter, the key findings of the study are presented. Section 4.2 identifies key findings that represent early features of boundary spanning that reflect a complex behavioural repertoire. Section 4.3 draws out the nature of mediation undertaken by team leaders while Section 4.4 reports on the range and depth of gatekeeping positions that were adopted in the study, notably the translator role and the bridger positions within teams and across teams. Section 4.5 outlines some critical barriers to boundary spanning that emerged in the findings from the focus group and interviews throughout the project study and Section 4.6 finishes by examining the actions taken by established boundary spanners in groups to break such barriers.

### 4.2 Behavioural Patterns of Avoidance, Distrust and Conflict at early Stages Un-constituted Multicultural Teams

Significant issues emerged for those seeking to engage in boundary spanning at an early stage of the projects. These included a) poor reciprocation between members; b) distrust between members; c) the emergence of frustration amongst members; d) team members addressing avoidance behaviour; and e) how co-ordinators dealt with frustration as they sought to engage in boundary spanning in practice. Each of these elements is now considered

#### 4.2.1 Low levels of Reciprocation, Distrust and Avoidance Behaviour

Lack of reciprocation at early stages of multicultural team formation mainly occurred when its members were not listening to each others' ideas. Lack of reciprocation led to feelings of distrust between members that led to subtle signs of avoidance between them that also frustrated the team's co-ordinator. Whilst frustration could originate internally from a co-ordinator's own members, another aspect of avoidance behaviour arose in the form of team members' lack of engagement.

Non-domestic co-ordinator KAREN [KA] attributed poor reciprocation between her team members to argumentative member CAREY [CA], who monopolised idea

generation in her team by talking non-stop. KA viewed this behaviour as "nightmarish", as she complained

*"... If everyone was like me and Carey [CA] that would be a nightmare.... She ... just can't stop talking and arguing ...with no direction. Yes, she can keep talking for ages but there was no point" (R14 - INTERVIEW CO-ORDINATOR KAREN [KA]).*

KA attributed the lack of reciprocation in her team to CA's non-stop, directionless and pointless "talking and arguing". This was an instance of avoidance behaviour towards KA brought about by a passionate team member, that prevented KA from interacting with her other members. Patently, KA felt frustrated by this nightmarish lack of interaction with her team; yet felt personally responsible for it and frustrated by her powerlessness as team co-ordinator to rectify it ("If everyone was like me and Carey that would be a nightmare"). This was one instance of how poor reciprocation led to distrust within a team.

Whilst KA felt frustrated personally, CA also acknowledged that her own zeal for generating ideas pulled her team apart, and that she found it problematic to encourage her team members to reciprocate with her, as she cited

*"I have some crazy mind and crazy person too and on the other side we have some problem where we're pulling out together when we just come up so many ideas that's a problem" (R1 - FOCUS GROUP 1/1 MEMBER CAREY [CA]).*

CA appeared to recognise her zeal for ideas ("I have some crazy mind") and acknowledged that she had a fractious influence on her team members that again led to poor communication ("we just come up with so many ideas that's a problem").

Feuds and misunderstandings between a co-ordinator and a member demonstrated how forging links was fraught with difficulties at the early stages of a multicultural team's formation. This links to the findings of Friedman and Podolny (1992), who noted how distrust cycles can emerge within a team.

There was some evidence of a distrust cycle perceived by non-domestic member CA, arising from her non-domestic co-ordinator KA's apparent inability to represent

her team's ideas to the four other domestic male co-ordinators, of the four other teams in her field. Member CA cited

*"I don't think my co-ordinator is sharing our creativity to other ... co-ordinators and I don't think [they]...are willing to meet with our co-ordinator..." (R1 - FOCUS GROUP 1/1 MEMBER CAREY [CA]).*

CA appeared not to trust that her co-ordinator KA had enough clout to promote her team's ideas to the four domestic co-ordinators, and ensure that they fully considered them. At the same time, CA conceded that the domestic coordinators were avoiding KA, given her suspicion that they were not "willing to meet with our co-ordinator". Here CA points to some evidence of the commencement of a distrust cycle, one apparently confirmed by information from her non-domestic friends in associated groups of her field, who alleged that none of the four domestic male co-ordinators were in close touch with their respective team. CA did not wholly attribute the proposed distrust cycle to poor representation by KA of CA's ideas to the other co-ordinators of her field, as she cited

*"... actually our co-ordinator is not very friendly [with other co-ordinators]...but I don't think the communication thing is working well [between] ..the other co-ordinators .. . And my friends tell me they do not speak to their co-ordinator at all after class" (R1 - FOCUS GROUP 1/1 MEMBER CAREY [CA]).*

In summary, through a two-staged cycle of distrust and through information from friendships outside her team, CA appeared to distrust her project's co-ordinators generally. She did not however entirely attribute this distrust to her own co-ordinator. It was also notable that this nightmare relationship occurred between two non-domestics.

Another co-ordinator, JORDAN [JR], noted how group cohesion could be "disturbed" when domestic and non-domestic members formed subgroups, as he quoted

*"... conflict is also dangerous ... it will disturb the whole flow of the group. So ... (it) almost becomes two groups because you have two bodies: ... like whose side are you on now? ... my side or ... their side?" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

The subgroups developed due to two different levels of conversational English, that led to members feeling that belonging to one subgroup was more important than to the whole group. Whilst JR, a domestic male viewed subgroup formation as a behaviour pattern leading to conflict, JENNY [JE], a female non-domestic member perceived conflict differently. JE talked of "fighting their own corners" between domestics and non-domestics during early idea sharing stages:

*"Yes because before we solve this... difference, it seems everyone fights their own corner, like conflicts... so after we deal with this... I feel the harmony. We communicated more easily than before... Like before... if we want to have a meeting it's like... we have to text several times but after that yes, yes, I'm free" (R9 - FOCUS GROUP 2/1 MEMBER JENNY [JE]).*

It is notable that both a co-ordinator (JR) and member (JE) viewed subgroups as "disturbing the flow", but their perceptions on the nature of this disturbance varied. While JR associated "two bodies" with "taking sides" with a permanently disturbed flow and the high likelihood of conflict; for JE, disturbed flow was temporary and "fighting corners" was a precursor to "feel(ing) the harmony". JR focused on avoiding formation of subgroups that led to conflict; while JE accepted conflict as necessary.

Like JR, non-domestic co-ordinator BRUNO (BR) identified the dangers of conflict, noting how a non-domestic member with a rival idea caused conflict by usurping his domestic co-ordinator's authority. This member did not belong to BR's group, so that BR's comments were made as an on-looking friend.

*'We... came across a revolution because one of the students ...he just wanted to put his idea on the stage because he thought that oh it's a good idea, your [his co-ordinator's] idea is rubbish. I [found this] ...quite interesting ... because [of] all the revolution, all the conflicts ... in the future... in the real world' (R16 - INTERVIEW CO-ORDINATOR BRUNO [BR]).*

The manner in which the non-domestic member proposed his rival idea was clearly staged and intended to besmirch ("your idea is rubbish") his co-ordinator at a formal public setting that included other co-ordinators and members. BR viewed this behaviour as a "revolution". BR sought a social solution to offset conflict in his friend's group. He sought to instil harmony that he expected would follow after the fighting of corners, as shown below

*"... actually me and Jason (JA) have several talks privately. Yes and we are good friends ... and I believe he is a very aggressive person, but I believe we are thinking for the whole group ... So we cannot just care for ourselves. So I believe at last he will compromise... because you have to cooperate rather than just fighting with each other ... I just want to avoid conflict as much as possible" (R16 - INTERVIEW CO-ORDINATOR BRUNO [BR]).*

Bruno encouraged JA to co-operate by exhorting him to "think for the whole group". BR's ability to restore harmony through a social practice of meeting and collective compromising is evidence of early boundary spanning in practice – intended to mend the internal split between a non-domestic member and domestic co-ordinator. Of note, Bruno emerged, un-nominated as a boundary spanner in practice.

Noted above is another distrust cycle evident in teams. Other challenging interactions in the early stages of multicultural teams' formation emerged in the interviews. Frustration with non-participating members was common:

*"...so many times it was just me and Wesley and I really feel he had that respect and support for me ... in terms of turning up to meetings ... he was there... whereas Brian he didn't turn up to any meetings, Fiona went away, they were just being so unco-operative. Considering I was doing everything I just needed that support...".(R17- INTERVIEW OVERALL CO-ORDINATOR TANIA [TA]).*

For co-ordinator TA, the gap arose when two "unco-operative" members did not "turn up to any meetings". Moreover, other internal members became concerned that non-participants still took credit from team efforts. Similar patterns were reported across other teams.

For non-domestic female co-ordinator, KA, the sharing of her own idea with her team members felt unpleasant, as she cited:

*"... you have an idea and someone else took the credit, or you do most of the work and everyone shared the same outcome ... Sometimes it feels horrible .. " (R14 - INTERVIEW CO-ORDINATOR KAREN [KA]).*

KA points to the ill effects on a co-ordinator arising when she had co-ordinated her team and contributed several ideas so that all members could "share the same outcome". Unfair credit taking was an important behaviour pattern that made co-

ordinator KA "feel horrible" and led her to reflect carefully upon the nature of her interactions.

JR felt challenged when his team's interactions were below expectations. As a co-ordinator, this foreshadowed failure for him, and generated an important learning point,

*"But it's something I could obviously learn from ... Ok, I wouldn't use the word failed with the girls, I think it was just ...something that happened naturally, it was a dead end road" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

This domestic male co-ordinator commented on some group members who were not participating [two female non-domestic members] and felt that the communication led to a "dead end road". That a dead end road could be "just something that happens naturally" was the learning point. Further difficulty with early efforts at boundary spanning were noted by RT:

*"... there are always going to be those links that are quite weak and difficult to bridge" (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

Comparing these experiences, ranging from "dead end roads" to "quite weak links"; lack of social interaction was observable at the early stages (the first six weeks) of multicultural team formation - when "those links were difficult to bridge"..

In early stages of group formation, the narratives above have generally pointed to difficulties by co-ordinators to bridge with members. Different patterns of social reciprocation occurred, but what surprised co-ordinators were the variations in reciprocation patterns depending on whether it was member to member, or member to co-ordinator. One domestic co-ordinator commented on challenges in reciprocation with a non-domestic member:

*"Now if I asked her [Sonya] something she would be like ... I don't understand and she would start talking to Frederick in Chinese, and I am like .. 'am I really that difficult to understand?'" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).*

In her reading of Sonya's behaviour, JO identified how Sonya had turned to peer member Frederick, appearing to ask him to translate co-ordinator JO's English into Chinese for Sonya to understand. Although JO was prepared to accept that Sonya



might have had comprehension difficulties in conversational English (“am I really that difficult to understand?”), she later found that Sonya's understanding of conversational English was much greater:

*"For instance when we came to our meeting together when a few questions were asked to Sonya it was incredible she understood them straight away and she would answer straight away" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).*

When conversing in English with others of her multicultural members along with the member [Frederick], Sonya displayed not only ease of understanding English, but also of conversational response in English. When conversing directly with her co-ordinator JO, Sonya appeared not to understand English. This indicated a level of avoidance and poor social reciprocation - with a pretended lack of comprehension from co-ordinator Sonya's perspective:

*"And sometimes I felt they pretended like ... they didn't understand but they really did".... And I was so shocked when we came to that, she [Sonya] understood everything, she spoke perfectly fine" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).*

From the co-ordinator's perspective, Sonya masked her understanding of conversational English. And the realisation of Sonya's masking behaviour from her co-ordinator JO's perspective was a more acute form of frustration, namely one that actually "shocked" her.

The poor member to co-ordinator reciprocation pattern between Sonya and JO, that suggested masking behaviour contrasts with that of member Jason's [JA's] aggressive behaviour that ended in conflict with his co-ordinator. Whilst JA openly besmirched his co-ordinator by promoting a rival idea, instead Sonya masked her real level of comprehension. Both are instances of patterns of distrust.

An early instance of boundary spanning in practice by co-ordinator JO took place during preliminary stages of her team's idea sharing. Following her ongoing frustration over concerns of reduced team cohesion, she addressed her suspicion that a team member (Zack) was responsible for this by pretending to participate, in

order to take credit from her other members' output. She noted her controlled frustration below

*"...you have got to have patience...with people like Zack [non-participating member] you ... explain to them one time, two times, three times ...after that you ... really put your foot down and tell them either you are in or you are out" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).*

JO decided to take a decisive stance against member Zack, after patiently giving him three chances to rectify his pretence of participation with her other team members. Whilst originating from frustration, the specific boundary spanning in practice that JO developed was a conditional warning to exclude Zack from her team. This arose from sustained frustration ("you have got to have patience") that led to action by JO ("you really have to put the foot down").

Isolation gaps occurred in the early stages of the project, as groups formed. Co-ordinator JR noted how "reaching out" to "communicate" with non-participants "just wasn't working". Moreover, other internal members became concerned that non-participants still took credit from group efforts. Similar patterns were reported across groups. For a different leader, KA, a non-domestic (Chinese) female, sharing her own idea with her group members felt unpleasant - "sometimes it feels horrible ...".

In contrast to individual credit taking noted above in JO's explanation of Zack taking unfair credit for work, KA points to the ill effects on a co-ordinator arising when she had co-ordinated her group and contributed several ideas so that all members could "share the same outcome". Unfair credit taking was an important behaviour pattern that aroused co-ordinators' emotions, which led co-ordinators to reflect carefully upon the nature of their interactions.

It demanded a lot of boundary spanning trial practice on the part of co-ordinators to break down these avoidance, masking and "dead end" communication patterns. Avoidance was frequently cited as a block to member engagement, a pattern that echoes the findings of Dyer and Song (1997) on forms of conflict.

In examining more widely how co-ordinators sought to address patterns of distrust, interesting experimentation occurred. Domestic overall co-ordinator Tania (R17- INTERVIEW OVERALL CO-ORDINATOR TANIA [TA]) (This Section - 4.2.1. refers)

had grown to rely on non-domestic member Wesley's support, as she had cited "in terms of turning up to meetings .. so many times it was just me and Wesley .. he had that respect and support for me .. I just needed that support". Along with Tania's lone ally, further evidence that other co-ordinators sought an ally in the form of a team member, involved domestic overall co-ordinator Mahmoud who found support for his ideas from non-domestic member Alfred:

*"It was ... Alfred, he supported me. But I reckon I connected with him more because he was more laid back. He was like a Chinese version of me in the sense that he liked to have fun and was joking around. And he supported the ideas and he really liked the ideas and he came up with 'island locations' [blue ocean idea] so I reckon he supported me the most". (R7 - FOCUS GROUP 2/1 OVERALL CO-ORDINATOR MAHMOUD [MA]).*

When team members were prone to avoidance behaviour, co-ordinators sought a working link with the most approachable member. MA explains how a lone ally emerged from his team to help him overcome major avoidance behaviour from his other team members, when linking with Alfred [AL], who was "like a Chinese version of me". This reciprocation bridge developed when AL demonstrated strong support for MA's ideas - as in the above quote, it was the shared development of the idea of "island locations" - that encouraged connection - "I reckon I connected with him more".

As a boundary spanner in practice, MA used bridging to engage better with the multicultural team. Such bridging was internal, whereas bridging in prior boundary spanning literature (Levina and Vaast, 2005: Oakes *et al*, 1998) is typically associated with external linking activities with another group.

#### **4.2.2 Dimensions of Co-ordinator Frustration during Early Boundary Spanning in Practice**

Associated with the challenge in establishing connections across members, was the dimension of frustration accompanying the co-ordination role. Co-ordinators felt plenty of initial frustration in their roles and had to self-manage. Frustration emerged in the findings in various forms ranging from impatience, annoyance, feeling horrible, nightmare experiences to failure felt by co-ordinators, triggered by social interactions with and between members. Whilst co-ordinating for effective group outcomes to the key tasks, co-ordinators endured more unusual forms of frustration from members'

interactions that did not make sense to them. Co-ordinators reflected upon their own frustration in the interviews. Key forms of frustration included a) feeling the need to mask their own emotions when faced with lack of effort on the part of members to include other members, and b) swallowing annoyance when members did not engage adequately in task development.

#### 4.2.2.1 Masking Reactions to Compatriots' Task Incomprehension

Co-ordinator frustration could arise when some members were excluded from idea sharing; or when non-domestic members did not understand tasks. Often the co-ordinator questioned themselves. HELEN [HE] had the role as overall co-ordinator over four others, which enabled her to get an overview of patterns of interaction across five groups: this revealed that non-domestic members' ideas in each group were being ignored. Concerned that they did not appear to comprehend ideas, Helen quoted:

*" ... there are [non-domestic] people in other groups that may look like they don't understand, but because we are all busy arguing... those people unfortunately don't get thought about ... because we all just sit in our cluster of groups and ... only communicate with other groups ... then shout across the room at each other the ideas we have got ... those people don't get a look in or even noticed until I thought about it now actually" (R2 - FOCUS GROUP 1/2, OVERALL CO-ORDINATOR HELEN [HE]).*

HE had a reflective realisation after seeing a poor intergroup communication process that had occurred during an early meeting when she had convened her whole multicultural network. This face to face meeting was intended to garner ideas for the network's blue ocean project. However, HE witnessed that all her non-domestic members - making up more than half of her project - were not "even noticed" by her domestic co-ordinators and members whilst they "shouted" out ideas over their heads. HE appeared to doubt her own overall co-ordination capabilities - with some empathy towards her non-domestic members - that "those people unfortunately don't get thought about". HE's doubts appeared to trigger her own learning process that boundary spanning in practice tended to develop after mistaken boundary spanning actions; and that in her case it required careful consideration for her un-noticed members who had been unwittingly excluded. In summary, self-doubt was a valuable learning trigger for co-ordinators.

Another female domestic co-ordinator MARION [MARI], had noted the adverse effects of shouting at members in a different multicultural project to HE. MARI explained that

*"Yes, for me personally I think ... if I shout at someone and they can't feel they can talk to me then they won't talk to me and it's going to be worrying for our group. So with co-ordination you have to always keep in mind, wait a second, you are a co-ordinator you can't say this even though someone else might ... because then they might not talk to you ever again. So it's quite difficult, you want to shout, you want to voice your opinion but you have to keep it under wraps" (R3 - FOCUS GROUP 1/2 CO-ORDINATOR MARION [MARI]).*

Co-ordinator MARI was also concerned about the negative effects were she to shout at her team members from her position of co-ordinator. Like HE, MARI was learning from self-doubt following her own boundary spanning difficulties ("So it's quite difficult, you want to shout your opinion") but that good boundary spanning in practice entailed keeping her own "opinion under wraps"; yet at the same time to condone any shouting by her members. MARI added however that an important dimension of boundary spanning in practice was social:

*"And the Chinese they value friendship before business, so if they are not friends with you ...they will not do business with you". (R3 - FOCUS GROUP 1/2 CO-ORDINATOR MARION [MARI]).*

What MARI learnt was that her efforts at making friends with non-domestic members were a good investment as a co-ordinator ("they value friendship before business"). Making friends involves concerted social engagement, and that the domestic co-ordinator able to desist from shouting (no matter if other domestic team members still shouted) encouraged non-domestic members to make friendly approaches to their co-ordinator. This realisation by MARI not to "voice her own opinions" may have appeared as mistaken boundary spanning behaviour by those domestic members expecting clear direction; but was inadvertently good boundary spanning in practice from non-domestic members' point of view. By dint of encouraging friendships with her non-domestic members - MARI set a precedent for "doing business" with them. This meant encouraging them to understand their intra-team idea contributions to the multicultural project's blue ocean concept in Phase 1; and to deliver inter-team tasks for its launch in Phase 2 (Section 3.5.1 - Figure 3.1 refers)

Task incomprehension tended to occur In Phase 2 of multicultural projects, when blue ocean ideas required tasks to launch them. Tasks involved interactions between the teams making up the field of their network, necessitating that members developed inter-team links. Non-domestic co-ordinator Karen [KA] noted that task comprehension by her non-domestic members was particularly low. To address this, KA set up an online chat network for non-domestic members in order to explain tasks in their language, as she cited

*"Because for all the Chinese people it was like they are not that active. ... We have the whole group on Whats App... and... our We Chat... For Chinese people, I formed the group so that I can explain it in Chinese ... But there's still some people, even if I have explained it in Chinese, they just don't understand it, like totally. I don't get it. They did nothing" (R14 - INTERVIEW CO-ORDINATOR KAREN [KA]).*

KA's realisation of some non-domestics' total task incomprehension led her to modify her co-ordination behaviour. She turned to patience as she quoted:

*"Be patient and explain more, that's the whole thing. Because even if you are angry at them they still don't know so there's no point. You just have to be patient and explain" (R14 - INTERVIEW CO-ORDINATOR KAREN [KA]).*

KA masked her anger ("even if you are angry at them they still don't know so there's no point") with patient explanation, and found this a more effective approach. However her masking of anger - face to face in front of her own compatriot members - would have required considerable social effort by KA to pretend that she remained cheerful given her strong worded exclamation: "I have explained it in Chinese, they just don't understand it, like totally. I don't get it. They did nothing".

A male non-domestic co-ordinator faced similar lack of task comprehension in an all-non-domestic group - but for one domestic member. He explained this as follows:

*"it's quite difficult for us to design the several scenarios because we didn't have no clues at the initial stage because we don't know how to display the networking rules and how to demonstrate our blue ocean ideas, the connections and the relationship building" (R16 - INTERVIEW CO-ORDINATOR BRUNO [BR]).*

Co-ordinator BR noted members' difficulty in developing their blue ocean idea as a lack of familiarity with "networking rules"; and of relationship building.

*"We are trying to speak English all the time but when we come across some ... terms that we cannot explain smoothly in English so we had to use some Chinese. I believe it's a very dilemma'd situation because all the Chinese just speak their own languages and you can imagine that Hamish is sitting in here ... 'and what are you guys talking about'? ... we all come from different parts of China ... north and south, they have different dialects and we even cannot understand each other ... they can speak even not very accurate but understandable Mandarin" (R16 - INTERVIEW CO-ORDINATOR BRUNO [BR]).*

BR's embarrassment was triggered when initial conversations in English morphed into Mandarin in their search for equivalent contextual "terms that we cannot explain smoothly in English". But BR's compatriots could not "understand each other" given dialectical variations, so that BR witnessed the "very dilemma'd situation" that substantial dialectical variations could exist even between Mandarin speaking non-domestic members. To the only domestic member Hamish, this would appear as a similar chaotic "shouting" communication process in English that domestic overall co-ordinator HE's had faced (Section 4.2.1 has referred). This time however a domestic member was on the receiving end of a chaotic communication process in multiple dialects of Mandarin, and BR's viewpoint of a dilemma'd situation mirrored HE's self doubt when citing "you can imagine Hamish is sitting in here, and what are you guys talking about"? As well as self-doubt, BR also learnt that boundary spanning practice involved same-language dialectical variations that could interfere with understanding the context of tasks in his own mother tongue.

During the earlier stages of the project a lot of avoidance behaviour, masking behaviour, overlooking behaviour/ blanking off of others' presence occurred. While some of this was socially unintentional, it was evidence of a social vacuum that appeared to exist in groups. For co-ordinators seeking to practice boundary spanning, they felt anger, frustration and embarrassment.

In later stages of the project, role plays were inter-team tasks enacted by members. BR had explained that tasks articulated how to bring a blue ocean idea to fruition through relationship building scenarios. Non-domestic co-ordinator KA admitted that

difficulty in rehearsals of inter-team tasks and poor time management had both led to poor performance and she concluded that:

*" ... We didn't really have time to rehearse... we ended up running out of time ... after the last scenario everyone forgot so we were like ... 'sitting right there'. I was like ... 'oh my god, go out and then come back' ... and the members of my team should sit next to me but it ended up I was sitting there alone ... In my head I was screaming". (R14 - INTERVIEW CO-ORDINATOR KAREN [KA]).*

Here KA experienced the more acute end of the frustration dimension viz: "I was sitting there alone. In my head I was screaming". Yet KA still saw this public humiliation from her all-non-domestic members as part of being a co-ordinator: namely that this included learning that boundary spanning in practice entailed self-managing the frustration dimension. Yet further evidence of KA's commitment to self-managing frustration involved her use of "smileys" online, via We Chat, to mask her frustration with her non-domestic members. She cited

*" 'I am angry but I will still send smileys'... yes, I deal with my temper... I am a kind person it's just sometimes I just get frustrated because there's a deadline there and so like other things amass" (R14 - INTERVIEW CO-ORDINATOR KAREN [KA]).*

Sugar-coating urgent rehearsal deadlines with "smileys" online had two advantages: they masked KA's temper; and they avoided alienating her low comprehending non-domestic members. It is notable that KA did not have a team member with whom she could confide such frustrations; and release them for her own peace of mind. Instead KA had also endured the nightmare relationship with member CAREY (Section 4.2.1 has referred). One motivation for KA's ongoing commitment to her co-ordination role was her wish to be viewed by her non-domestic members as a "kind person - it's just sometimes I just get frustrated". The downsides of this inclination are the propensity of being taken for granted by her non-domestic members - and by domestic members in particular who may perceive kindness as weak co-ordination.

In contrast, frustration associated with mediation behaviour occurred at both phases of the multicultural project, and became more difficult towards the end of phase two. What came through in participants' accounts was the need for the sustained practice of particular behaviours. The need for practice arose from coping with difficult,



protracted social interactions with team members. It also involved more acute aspects of the frustration dimension that required practice at masking over the longer term. The nature of practiced masking is examined through two mediation-based dimensions of frustration: described by JOSHI as "swallowing annoyance"; and "walking through glass" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).

HE, in the example above (Section 4.2.1 refers), had empathised with the non-domestic members who had felt uncomfortable about the shouting across their heads they had experienced from domestic members. HE hence swallowed her own annoyance when an individual non-domestic member would seek her view to random changes from the agreed idea:

*"... because I am the lead [co-ordinator] of the whole thing I actually have people coming up to me as I was ... walking out and they were like ... 'oh but what if we do this what if we do that'? And it actually annoyed me because they didn't speak up [when] ... they had the chance to. And obviously we would have listened. But then they said it individually to me ... and I don't necessarily understand where everybody wants to change ..." (R2 - FOCUS GROUP 1/2, OVERALL CO-ORDINATOR HELEN [HE]).*

HE had difficulty swallowing her annoyance however with the numerous belated attempts by non-domestic members to persuade her to change the blue ocean concept from that already agreed. What particularly annoyed HE were the friendship-building approaches employed akin to MARI's discovery that friendship-building needed to precede business for non-domestics (Section 4.2.1 refers). HE, reverting to a business-first approach suggested to non-domestics that they missed "their chance" to "speak up" to their co-ordinator. This friendship before business also annoyed other domestic co-ordinators whilst they experimented with boundary spanning practices to address this.

In a similar way, co-ordinator JO swallowed her annoyance over the entire multicultural network project, enduring acute frustration in the example above when Zack still ignored her - after three warnings - and continued to cheat on her other members. She exclaimed:

*"I think he just wanted to look like he has been there, pretend he has done a bit of work ... so I thought oh that's just how he is so I have just got to deal with it. But what really annoyed me was the fact that he is going to get so much credit for*

*something he has not even contributed towards" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).*

JO had already dealt with another example of pretence (Sonya's example above refers), and had developed a mature attitude to dealing ("so I have just got to deal with it") with varying aspects of the frustration dimension - in her case mediating two instances of being duped. This required concerted boundary spanning experimentation in the search for effective practices.

Lead co-ordinator MAHMOUD [MA] faced similar frustration, this time over a non-contributing co-ordinator. He expressed annoyance over a member being absent from two co-ordinator meetings and noted:

*"With the co-ordinators there was a situation where one ... wasn't responding on Whats App and he never came to the first two meetings. It was worrying for us... oh right. I don't do three times ... I said it straight I want him out. Because if we are going to be helping each other ... if someone is not willing to put in the work. And now he never understood what he was supposed to do, we were really worried. And then someone said ok give him the third chance, three strikes and you are out" (R7 - FOCUS GROUP 1/2 OVERALL CO-ORDINATOR MAHMOUD [MA]).*

MA swallowed annoyance when persuaded by peer co-ordinators to give their absentee peer a "third chance", as can be seen below:

*" And I was like ... 'alright ... but if he doesn't come to this one then that's it. And I am going to leave one of you guys to go and speak to him and get him to come. But if he doesn't come then we are going to have a crisis meeting and order in a new co-ordinator'. With the emotions thing and the [need for] professional[ism], yes I believe you have got to keep your emotions in check because you can't let yourself slip" (R7 - FOCUS GROUP 1/2 OVERALL CO-ORDINATOR MAHMOUD [MA]).*

This was a crisis situation for lead co-ordinator MA. Yet he masked feelings of justified enmity (towards the absentee) driven by his motivation to "keep your emotions in check because you can't let yourself slip". By delegating the third chance offer, it was practiced masking. Key emotions when swallowing annoyance were deep seated feelings of being duped, and of enmity, as further articulated by JO:

*"I am the sort of person that gets ... 'oh I feel bad, if I hadn't [excluded] him [from the group]' ... Even if you hate that person's guts you have got to work together ...it's rewarding in the end even though it wasn't at the time, you have to walk through glass to get to the end..." (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).*

Co-ordinator JO masked her antipathy towards credit taker Zack by trying to work with him, feeling that it was worth "walking through glass" to reach a successful outcome ("it's rewarding in the end"). Whilst unsuccessful with Zack, JO felt that walking through glass was worthwhile in that she masked her antipathy towards one member for the sake of her other team members.

Walking through glass could hence depict failed mediation behaviour. Non-domestic co-ordinator KA did not succeed with inter-team task rehearsals. After co-ordinating three consecutive day-long meetings to encourage contributions from mainly non-domestic members, she quoted:

*"... we spent like 3 days in a row like 6, 7, 8 hours meeting just so that everyone can contribute something. "But it was quite chaos ... So it's like ... 'people talk they talk, they don't talk' ... even though they're there they won't talk ... So we wasted a lot of time actually ... " (R14 - INTERVIEW CO-ORDINATOR KAREN [KA]).*

KA's particular frustration arose from the lack of interaction amongst her non-domestic members, namely non-reciprocation.

#### **4.2.3 Managing Frustration – Recognising Own Limitations**

We have seen above several instances of frustration felt by co-ordinators. But what was particularly challenging for co-ordinators was their self-management of frustration whilst in practice. It was in practice that co-ordinators HE and BR in examples above felt self-doubt when noting that one category of their members had inadvertently excluded their other (For HE, domestic members excluding non-domestics; for BR, non-domestics excluding a domestic member). One element of boundary spanning in practice that was noted in the literature was that of self-monitoring (Ferris *et al*, 2005). Co-ordinators were often realising and assessing their personal limitations at this early stage of their project. One female non-domestic co-ordinator, MIMI, worried about her communication inadequacies in conversational English when working with domestic co-ordinators, as she explained

*"Yes, to be honest I don't think I can be a good team co-ordinator because all of the team co-ordinators are foreign [domestic] people and I think they can communicate very well... But the first time the team co-ordinators has to have a meeting ... I even can't catch what was they were talking about ... it's very hard. So ... I am afraid I will drag my group's mark because I don't think I can be a good team co-ordinator... if I can't understand what our group has to do I am afraid ..."* (R21 - INTERVIEW CO-ORDINATOR MIMI [MIMI]).

MIMI became "afraid" when unable to catch the fluent conversational English of peer co-ordinators. It appeared that her conversational inadequacy made her lose her confidence during her first co-ordinators' meeting: in turn this led her to doubt her ability as a co-ordinator ("I don't think I can be a good team co-ordinator. I even can't catch what was they were talking about"). MIMI's self-doubt was further accentuated when, at another co-ordinators' meeting, she noted two unwelcoming co-ordinators

*"I never talked with Group C's and Group D's co-ordinators, I am afraid to talk with them, they always have a cold face and I am afraid to talk with them ... Especially as the lead co-ordinator has a very fast talking speed"* (R21 - INTERVIEW CO-ORDINATOR MIMI [MIMI]).

Of note were the exacerbated self-doubt that a "cold face" and a "very fast talking speed" had on MIMI ("I am afraid to talk with them"). Yet undeterred, MIMI sought opportunities to make friends with the other peer co-ordinators present, and this led to a change in the pattern of interaction, as she cited

*"...after I communicated with these guys I think they could slow down their speaking speed and be friends with me and help me a lot. And then I have confidence to be a good co-ordinator. I think I could provide more ideas and develop more than group members"* (R21 - INTERVIEW CO-ORDINATOR MIMI [MIMI]).

MIMI's idea contributions and proactive help-seeking led to new friendships and an accelerated learning curve for her conversational English. She explained how this happened:

*" And then I communicated with them and it's not really hard for me because my English improved ... And if I can't understand what they are talking about I will ask them to explain the sentence for me, I have a dictionary with the words I don't understand, it's embarrassing"* (R21 - INTERVIEW CO-ORDINATOR MIMI [MIMI]).

Co-ordinator MIMI's rapid improvement in conversational English was also assisted by her use of online technology: Google's electronic dictionary (Google Translate). Despite embarrassment, she used her dictionary in front of domestic co-ordinators - and even domestic members - to understand difficult English words. In short, MIMI learnt English conversation during ongoing interactions.

Other examples above have highlighted how self-doubt could trigger experimentation with boundary spanning practices: so far, those pertained to domestic co-ordinators (HE and MARI). In the case of non-domestic co-ordinator MIMI, of key interest was her proactive approach to fitting in with those domestic co-ordinators who did want to welcome her. Again, it was self-doubt that triggered MIMI's unusual practice of integrating Google Translate into her conversational English interactions: namely an electronic companion ("I have a dictionary with the words I don't understand"). MIMI's case epitomised non-domestic members' temporary loss of confidence when first interacting with domestic members.

One finding in the interviews was that domestic co-ordinators had respect for individual non-domestic peers prepared to make extra efforts to engage in the task. MIMI's approach was seen as proactive behaviour that attracted empathy and help from domestic peers. Whilst MIMI underwent embarrassment over a sustained period, she overcame it through experimental practices of boundary spanning. Her proactive help-seeking, and demonstrable fast track learning of conversational English were two instances of how MIMI gained the respect of peer co-ordinators and members alike, notably that of her team member Andrew, as she concluded

*"Sometimes I gave them some tasks we had to do because I was the team co-ordinator but I can't finish all of the work by only one person, so to finish especially the narrative [an idea generation task] it was finished by Andrew, the Manchester boy, and he finished very well ..."* (R21 - INTERVIEW CO-ORDINATOR MIMI [MIMI]).

There was still an apologetic stance to MIMI's co-ordinator-ship, where she felt unworthy of delegating until she had tried most tasks herself.

## 4.3. Co-ordinator Role, Conduit and Mediation Brokerage Processes

### 4.3.1 Initial Difficulties in Mediation

At project inception, participants had not previously met and, as expected, members of each group lacked internal cohesion. This meant that the allocated co-ordinators' first role involved generating some internal cohesion between unacquainted members. From the findings it emerged that a major factor delaying full internal cohesion was that a small minority of members avoided interaction with other members, and by not participating, became isolated within the group. This led to isolation gaps<sup>1</sup>, as one co-ordinator confirmed below:

*"I did try and reach out but it just wasn't working ... I just didn't manage to create that communication" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

Isolation gaps occurred in the early stages of multicultural teams' formation. Some of these gaps were driven by perceived attributes of group members.

#### 4.3.1.1 Perceived Attributes of Group Members

Multicultural groups consisted of members of domestic and of non-domestic origin. A perceived attribute noted by co-ordinators was that non-domestic members were seen as shy by domestic members when interacting with them. And some assumed that the shyness of non-domestic members was due to their limited comprehension of English conversation. A domestic male overall co-ordinator commented:

*"... it's not always the case that... Chinese students are shy but ...the ones in my tutorial were quite shy. So it was difficult to tell whether [they] weren't very good at English... or they were very shy..."(R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

RT took a non-judgemental stance over whether his non-domestic members were perceived as shy, or had limited conversational English. In contrast, a non-domestic

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<sup>1</sup>An Isolation Gap develops internally in a group when one, or a small minority of members avoid participation with other members

co-ordinator perceived that her team's non-domestic members did not have limitations in conversational English:

*"I think language was ok because things we were talking about was something we were familiar with like ... business" (R14 - INTERVIEW CO-ORDINATOR KAREN [KA]).*

This co-ordinator (KA), highly competent at conversational English, was vouching for their familiarity with conversational English, which supports RT's (Respondent 18) perception that whilst non-domestic members might be shy, they were more competent at conversational English than domestic members credited them for.

A second perceived attribute of domestic members that was noted by non-domestic members was that they generally undervalued their ideas. This perceived attribute towards domestic members was confirmed by the typical assumption amongst non-domestic members that their ideas did not receive enough credence not only from domestic members - but also some domestic co-ordinators. A non-domestic member in an all non-domestic group - led by a domestic co-ordinator - noted how her co-ordinator ignored team members' ideas, superimposing his own:

*"...there is ... all of them Chinese [members] and the British is our co-ordinator. So ... [he] come up with our new idea ... but all of the Chinese students think this idea is out of fashion. So ... we had a big argument. So our Chinese people think that we cannot connect with [him], we tried to text ... or phone [him] but [he] do not answer. So what [he] do is just tell us what we shall do [and he] ... does not have any time for meeting (R8 - FOCUS GROUP 6/1 MEMBER KATHERINE (KT)).*

KT's non-domestic peers were not shy; nor were they reluctant to interact with domestics as noted in the reporting of the argument and their confidence in arguing for a more fashionable idea. Communication dissonance was evident in KT's group. The avoidance behaviour of the co-ordinator was evident in Face Book comments, and his continual non-reciprocation was further evidence that undervaluing non-domestic members' ideas was also an attribute of some domestic co-ordinators, as reported below: their perception that his

*"... we tried every way to connect with him but we realised that every day he renew his Face Book so we also send a Face Book message but he didn't reply.*

*Then what we can do? ... send a message ... 'leader we think of a new idea' ... And all of his friends can see that and say what's wrong with you? Yes, so maybe this is a way to force him to connect with us" (R8 - FOCUS GROUP 1/4 MEMBER KATHARINE [KT]).*

KT's difficulty in forcing connection with her domestic co-ordinator was reinforced by the experience of other participants. Another non-domestic member, from a different group, noted that domestics "don't care about your idea". A prominent team member felt that this pattern was something of a norm, as noted below:

*"But it's fine...doing some business I am sure that it will happen. Because, yes, there are loads of people, they don't care about your idea" (R10 - FOCUS GROUP 2/1 MEMBER JASON [JA]).*

A third perceived attribute of non-domestic members by domestic members was that of low confidence. Whilst there was evidence of confident non-domestic members, there remained a domestic perception of a general lack of confidence amongst non-domestic members:

*"I still think they [non-domestics] were not very confident, they lose that confidence in a situation because they feel overwhelmed" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO] - BRITISH ASIAN FEMALE).*

*"... and if there's nobody trying to make them [non-domestic members] understand they'll feel no confidence to do that. So they're just hiding somewhere and just doing something by themselves" (R4 - FOCUS GROUP 1/1 CO-ORDINATOR SHEILAGH [SHEL] - BRITISH ETHNIC CARRIBBEAN).*

Low confidence appeared to be situation-specific, as the quote emphasised: "they feel overwhelmed by the situation"; the particular "situation" referred to was the idea sharing task of the blue ocean strategy. The challenge for non-domestic members was that the whole team was expected by their co-ordinator to contribute to a futuristic industry idea. Yet in the above two examples, two domestic co-ordinators - JO and SHEL - perceived that non-domestics tended, in the particular situation of idea sharing, to avoid it due to loss of confidence. This somewhat vindicated the domestic members' attribute of undervaluing non-domestic ideas.



A contrasting situation noted by domestic overall co-ordinator MA concerned a non-domestic team member whose confidence was not situation-specific. Despite mediocre English, his high confidence overcame difficulties, as he cited:

*"And he was also very outgoing and happy and he used to make jokes and I like that. He was confident, he never thought oh my god I am not really speaking English that well so he came with that confidence" (R7 - FOCUS GROUP 1/2 OVERALL CO-ORDINATOR MAHMOUD [MA]).*

This non-domestic member did not let his second language articulation difficulties affect an "outgoing" attitude; nor was he overwhelmed by MA's position as a domestic overall co-ordinator, given that he "made jokes" with him.

#### **4.3.2 Variations in Co-ordinators' Style and Brokerage Process**

Narratives have so far included the challenges of distrust cycles, the frustration that co-ordinators faced whilst attempting to instil cohesion within their team; and the perceived attributes towards non-domestic members by domestic members; and vice versa. This section considers co-ordination approaches taken by co-ordinators along with their mediation behaviours. The main variations in style were between those of relational and positional co-ordination patterns.

Co-ordinator JOSHI [JO] could be described as a relational co-ordinator who explained how inclusiveness provided immediacy in clarifying task meaning:

*"... so I said ... 'go on this website so we had to use Mintel'.. So we sat together when we researched and she [non-domestic member Sonya] said...'is it ok if we do it together'? So she showed me the work ... obviously they had a bit of error and we said ... 'it's not too much to sort out'"(R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).*

JO's social proximity ("So we sat together when we researched") helped female non-domestic member Sonya assuage her low confidence over the meaning of an early stage research task. Sonya's low confidence was evident given her request to JO: "is it ok if we do it together"? JO's feedback on the spot ("So she showed me the work") included a social element of immediate approachability that appeared as relational. Whilst JO's inclusive approach occurred in her own group during an early stage task, overall co-ordinator MAHMOUD demonstrated similar immediate

approachability by using a relational approach during a later intergroup task between Groups A and C. He articulated how this worked:

*"Because ... 'even though I am Group 'A' and you are Group 'C' I would still want to help you because I wouldn't want you to flop'. Because it's a chain of line... 'if you make a mistake they can make a mistake and I eventually make a mistake, I don't want that to happen'. These things ... 'it's not just a mark thing it's about experience, you can handle it now you can handle it in the future'" (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [MA]).*

MA had communal caring inclinations - but on a broader scope to ensure successful inter-team tasks, viz: "because I wouldn't want you to flop". For him, relational co-ordination involved placing himself in a position to help one member from Group A and one from Group C avoid "making a mistake" that might arise from "a chain of line". because it was not just about maximising inter-team task performance with himself as the direct broker (namely mediator) - but also the process of gaining experience at mediating: "you can handle it now you can handle it in the future".

In the examples above, inclusiveness appeared to be a key preoccupation of relational co-ordinators JO ("So we sat together when we researched") and of MA ("and you are Group 'C' [a different group] I would still want to help you because I wouldn't want you to flop"). In addition to the relational behaviour of mediation shown by MA, this might also be seen as an inclusiveness disposition, that involves a spanning behaviour akin to a communal social hub, where MA ensured a social proximity to members of two different groups during task preparations.

In contrast, co-ordinator ROBERT [RT] preferred to operate on an individual basis with each group member, as he cited

*"I would take someone aside. For example... 'I think she was called Valerie'... she didn't understand very much English at all and I would ask one of the other Chinese students ...who did speak better English to help me translate messages to them" (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

In this example, domestic co-ordinator RT appeared to operate in what might be regarded as a positional co-ordinator. Rather than span directly with non-domestic members - RT took a social position one-removed from non-domestic member

Valerie: by explaining task meaning through a broker, in this case a non-domestic translator.

By "taking aside" non-domestic member Valerie, RT appeared to demonstrate some social sensitivity towards Valerie's poor level of task comprehension, by helping her through his designated translator - a non-domestic member more proficient in English. More widely, RT attempted to rely on this translator generally with other non-domestic members challenged with task meaning "to help me translate messages to them". The downside however of a translator was that a co-ordinator could be at the mercy of a translator good at conversational English; but not good at explaining task meaning.

In both relational and positional co-ordination, the co-ordinator was inclined to demonstrate communal caring, but in different ways. The relational co-ordinator mediated task meaning personally through social hub behaviour - as in the case of MA above; whereas the positional co-ordinator brokered task meaning through a designated translator, as in the case of RT. Some frustration was evident when adopting either of the co-ordination styles. For SHEL, it was important that she was seen as a caring co-ordinator particularly with her non-domestic members, as she cited

*"... I don't want people to think... 'oh I can't be bothered with her [non-domestic member] because I don't understand what she's saying'. So I don't want people to think that of me, I don't want people to think that I don't care, that's what I personally don't like but it's different for different people" (R4 - FOCUS GROUP 1/4 CO-ORDINATORSHEILAGH [SHEL]).*

SHEL's exclamation - "I don't want people to think that I don't care" - suggests that she experienced some frustration over portraying an uncaring social image to non-domestic members. This frustration involved her fears of inadvertently communicating impatience when not understanding a non-domestic member poor at conversational English. Like JO and MA, this would suggest that SHEL was anxious to engender inclusiveness through caring for all the members of her multicultural team.

### 4.3.3 Layered Mediation - Involvement, Enjoyment and Engagement

In considering how mediation was observable in the findings, it emerged through social values (as noted in SHEL's case above) but also through group dynamics. Co-ordinators construed a range of mediation behaviours to achieve their tasks as a group. A focus on involvement was noted by many co-ordinators as helping members with delivering tasks in later stages. One behaviour can be quoted as "A little bit from everyone" by domestic co-ordinator JR – an overt co-ordinator vision attempting to demonstrate that all ideas were equally valuable, as he explained:

*"...everyone had to be involved and if everyone's ... involved people tend to be more engaged with something that they really enjoy and if it's their idea then it's even better. So I had to make sure there's a little bit of something and everything..." (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

In a naturalistic way, JORDAN [JR] identified the key mediating processes behind "a little bit from everyone". This involved three major co-ordination practices from his quote and included: valuing member involvement; the idea of enjoyment; and a recognition that engagement is closely linked with enjoyment. The importance of enjoyment was also noted by female domestic overall co-ordinator TANIA [TA]. TA identified the importance of funny moments - and mistakes - that created humour:

*"...there were funny moments and that built the team morale ... When mistakes were being made .. it created humour, when they [non-domestic members] were saying the wrong thing and we are like no, no, no don't say that. That created humour and we just made a joke of it ... they started to relate to us and we related to them and it was really good" (R17 - INTERVIEW OVERALL CO-ORDINATOR TANIA [TA]).*

TA alluded to the enjoyment value inherent in jokes and reflected on the process of "building team morale" from "funny moments". This was also challenging, as her efforts to stimulate engagement were also being thwarted by a non-domestic member with a strong personality:

*"I was the only British female... it was really difficult, but I felt like ... 'it was there, it was just the understanding of it and again personalities'. Like ... I was dealing with a 26 year old Chinese person and a 25 year old Chinese person who were both males, ... one was very dominant ..." (R17 - INTERVIEW OVERALL CO-ORDINATOR TANIA [TA]).*

TA recognised that enjoyment was important to engagement ("they started to relate to us") where previously two non-domestic members had absented themselves from early meetings. Getting her un-involved (absent) members to engage took TA considerable time and effort. It entailed turning funny moments and mistakes into opportunities for gradually building team morale. It was an ongoing practice. For non-domestic female co-ordinator MIMI, enjoyment was critical. MIMI noted that, as the only non-domestic co-ordinator, the "happy period for her group members" was brought about by her own informal social banter with her lead co-ordinator Zahra.

*".. before I communicate with the other co-ordinators I think there must be a culture shock between us ... After I talked with Andrew... and Zahra ... they helped me a lot ... it was a kind of happy period for group members" (R21 - INTERVIEW CO-ORDINATOR MIMI [MIMI])*

Linked to the focus on enjoyment as a lead-in to engagement, other groups focused on communal processes, namely behaviours that placed the group before the individual. These varied across co-ordinators. For example, "for the good of the group" describes a range of mediation behaviour that puts the group first. Female co-ordinator JO insisted that, whilst not agreeing with every idea, she would assess each one for its suitability with members, when citing:

*"...if I disagreed with something they would take it into account and if it wasn't appropriate for that situation they would explain why. I think everyone had a mutual understanding and everyone was really involved" (R18 - INTERVIEW CO-ORDINATOR JOSHI [JO])*

JO introduced a communal mediation process for sifting members' ideas. This process involved: right to question (and "disagree"); weighing up ("take into account"); and feasibility ("appropriateness"). This led to "mutual understanding" through the practice of processes that put the group first.

Female domestic co-ordinator MARION [MARI] also placed her group's interests before her own whilst planning (Phase One) her own team's tasks; and implementing (Phase Two) inter-team tasks. MARI became lead co-ordinator for later tasks. Like JO, she willed her group to "do well" by helping members reach mutual understanding:

*"Because I personally want everyone to understand what we are trying to do... there is no point just me understanding it... in situations of team work together you want your team to do well" (R3 - FOCUS GROUP 1/2 CO-ORDINATOR MARION [MARI]).*

The evidence is clear that MARI took personal responsibility for mediation so that some understanding occurred early in phase one. Her focus on the good of the group was also evident later, when she stated:

*"Your tutorial [combined groups] is like your family ... If someone is not getting it then you feel obliged to say ... 'well I will help you', if someone feels like they are struggling... you feel obliged to help them. Because ... we are all together rather than it's just us against this team and this team, it's all of us. So if we all don't get it then none of us are going to get it" (R3 - FOCUS GROUP 1/2 CO-ORDINATOR MARION [MARI]).*

Despite variations, many co-ordinators explained their mediation behaviour in an articulate manner. It was recognised as a central part of the co-ordinator role:

*"Because someone had to be the mediator, someone had to have that calmness. And I felt like either someone was going to pull each other's hair out or either someone had to try and resolve the issue as best as they can. And even I had to get agitated with them ... 'you're not helping' ... because you and Shweta 'you are saying you want it like this', Shweta says she 'wants it like this', either one person just takes the lead ... Or ... we are just going to go round in more circles ... " (R17 - INTERVIEW OVERALL CO-ORDINATOR TANIA [TA]).*

Overall co-ordinator TA mediated between two of her other co-ordinators by advising one to take the lead. She perceived that as both were team co-ordinators, this may have prevented either leading for fear of upsetting the other. This required resolution ("someone had to try and resolve the issue") before "someone was going to pull each others' hair out". As a simple example of mediation, it captures how volatile the environment was for co-ordinators as they sought to achieve a complex inter-team task with a very multicultural team membership.

#### 4.4 Gatekeeping Roles Adopted in the Study

#### 4.4.1 Importance of Trusted Ally Position

JO was a female domestic co-ordinator whose confidante was also a domestic member. JO asked member Nancy to accompany her to a co-ordinator's meeting to help her generate new ideas.

*"...because it was one of the first times I was a co-ordinator ... I said to one of my team members [Nancy] come with me I wasn't very confident going on my own ... and she said are you sure? I asked the group leaders is it ok? And Beth [Overall Co-ordinator] said yes ... the more ideas we have the better..." (R19 - INTERVIEW, CO-ORDINATOR JOSHI [JO]).*

It is interesting that JO sought Nancy's company to bolster her confidence as she cited

*Nancy ... and me... have been friends forever ... she was my support system throughout the whole thing... I would confide in her: 'is this is ok'? 'Should I do this'? And she was ... 'no do what you think is right' or '... you are doing that fine'. She was more supportive than anyone in the team ... "... I think she appreciated it more than anyone did. She is Indian but ... from Mauritius, she has been here for about ten years' (R19 - INTERVIEW, CO-ORDINATOR JOSHI [JO]).*

JO and Nancy had been "friends forever", and Nancy was her support system, one that she could confide in as "she was more supportive than anyone in the team". Nancy was JO's trusted ally based firstly on a long term friendship. Secondly, it was also a strong working relationship given that she was supportive. JO also valued Nancy's co-ordination abilities more than any other member. In contrast, domestic male co-ordinator JORDAN's [JR] trusted ally was unknown to him before his group's formation. It commenced when JR asked domestic member Panos about Cyprus:

*"And then like ... with my group ... the guy Panos from Cyprus... I didn't realise how small Cyprus was, I thought it was quite big but ... it's as small as a population of 100,000 ... and I knew I could count on him... I didn't have to keep an eye on him to make sure that the grade of work is up to scratch..." (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

This informal interest from JR about Cyprus rapidly became a mutual point of interest due to Panos's reliability. Panos became JR's trusted ally:

*"I knew that again I could trust him with the work. I could trust him with the work that if... 'I give you this I know you're going to produce a good piece of work' ... " "...*

*But in terms of now, with Panos, which I was really grateful for... because now I had someone who I could also bounce off ideas to ..." which left me then to focus on these other guys who might have needed a little bit more attention in making sure that the grade of work was up to standard..." (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

It is notable that this alliance - growing from one of reliability into one of trust - was based on Panos's good work output ("work is up to scratch; I could trust him with the work") that enabled JR to focus on problematic areas of the group. Whilst JO and JR both had internal team support from a key ally, in contrast overall co-ordinator TA faced Brian - an un-supportive non-domestic team sub-co-ordinator - or "sub lead". Brian made TA "struggle" for control of her group's early blue ocean task, by continually "questioning" her:

*"...and he was questioning everything I did and said. So he kind of ... 'took the sub lead of that group' and he was like ... 'no we are not doing that'... as much as I was struggling, the common ground was what I initiated, I said what went and I said what ideas were implemented. I implemented the whole thing and I told them what to say and that's it" (R17 - INTERVIEW OVERALL CO-ORDINATOR TANIA [TA]).*

This challenge on TA's co-ordinatorship of her own team was exacerbated by other non-domestic "personalities" as she further explained:

*It was really difficult, but I felt like it was there, it was just the understanding of it and again personalities. Like I was dealing with a 26 year old Chinese person and a 25 year old Chinese person who were both males, and then I was dealing with a 21 year old Chinese girl.*

What made TA doubt her own capabilities to be overall co-ordinator was that she was responsible for over-viewing four other co-ordinators, as she expressed

*I felt am I having bad leadership because I am going about it the wrong way. Because my form of leadership how I would like is for all of us to work as a group and I felt like I was being forced to exclude them slightly and implementing it all by myself and doing the whole work by myself. Because I was wasting too much time on trying to explain what needs to be done and communication. It got to the extent that I was ok I am so stressed that I just need to get it done my way (R17 - INTERVIEW OVERALL CO-ORDINATOR TANIA [TA]).*



Whilst JO and JR in the examples above had the benefit of trusted allies, TA instead maintained personal control over "what ideas were implemented"; and by controlling the "whole" of the task delivery herself. It was not just lack of an ally that concerned her, but more the constant threat of a rival in her own team that obliged her personally into "wasting too much time on trying to explain what needs to be done". Thus, a trusted intra-team ally would have given TA the space to concentrate on matters external to her team - including other co-ordinators.

#### 4.4.2 Challenges in Translator Position

Domestic overall co-ordinator MAHMOUD [MA] noted that the lack of a non-domestic co-ordinator led to communication deficiencies:

*"In our group there was no Chinese co-ordinator but we kind of had sub - allies ... So the situation was they are English speakers, they was Chinese speakers ... but they didn't tell us they were communicating with each other. So we just suggested let's have a sub - ally who is of Chinese background that can communicate anything we say to everyone together. So if we have problems communicating we have a sub - ally who will translate everything and message it out" (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [MA]).*

In contrast to TA's rivalry from self-appointed sub-co-ordinator Brian in the example above, overall co-ordinator MA saw the advantage of appointing a non-domestic "sub-ally who will translate everything and message it out". In a similar way, member AMANDA noted that member JOHNNY as the group's "translator" helped poor English speaker member RACHAEL

*"In our team he (Johnny) was the one [translator position]. Our group member Rachael, she had a problem in speaking, she didn't understand English. She had a problem with it and he [Johnny] has better language skills so he was the translator" (R11 - FOCUS GROUP 2/1 MEMBER AMANDA [AMDA]).*

Co-ordinator JR identified the sub-ally as a "go-between translator". Member Han was his chosen sub-ally to translate tasks into Chinese, as he quoted,

*"The best possible way ... was to get one of the Chinese guys [Han] to ... talk to them. I would come up with tasks... and say [to him] please break it down to the girls in Chinese... he would go in between ... almost like the translator" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

JR was pointing to a process behind go-between translation that involved breaking tasks down. In a previous example above, JR had already admitted to reaching a "dead end road" with the two non-domestic girls in his team, so that when recounting an instruction to sub-ally Han, he asked that he report back if the girls questioned him over their task understanding, as he cited

*"... 'and let me know if they ["the girls"] have ... questions' ... It did work to some extent but I doubt that it was that efficient because the work that was being produced still was not that great...that's a little bit of a downfall there" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

That "the girls" had not fully understood task meanings soon became evident to JR, given his statement "the work that was being produced still was not that great". At the same time, JR also had some doubts that Han could break down tasks with sufficient accuracy: this was implicit in his statement "it did work to some extent but I doubt that it was that efficient".

It appeared that JR expected the translator position to break tasks down (in Chinese); encourage the girls' task comprehension through questions (in Chinese); and confirm that they comprehended the task back to JR (in English) to satisfy him that a reasonable task performance would be delivered. A similar concern follows next on the limitations of the translator position, that led another co-ordinator RT to seek a stronger solution to help with poor task comprehension.

#### **4.4.3 The Central Importance of the Bridger Position**

Overall co-ordinator ROBERT [RT] looked for a bridger he could call upon as a trouble shooter for early stage understanding of vital concepts behind the project, as he cited

*" ... you need that middle man to help you build that bridge ... there were people that I knew could speak better English than others, so I built a stronger bridge with those to try to get through to the ones that didn't" (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

For RT, the emphasis was on a more effective solution to the translation position, one that had more chance of "getting through" to non-domestic members who spoke poor English. From RT's perspective, this needed a "stronger bridge" than go-between translation. However, there was no obvious non-domestic member who

could help RT with this. He explained how an unexpected bridger emerged in response to major comprehension trouble that he was facing when one of his co-ordinators (alias LENA) could not get any of her non-domestic team members to understand the core concept of blue ocean (a strategy canvas), as he cited

*"Because I know they [non-domestic members] were struggling and that was one of the problems Lena was having with her group ... surrounding the strategy canvas. I think ... Lena was having trouble with her group understanding. Now she said that ... 'they just didn't understand the whole concept of the strategy canvas: Why were we doing it? What it was for?'" (R5 - FOCUS GROUP OVERALL CO-ORDINATOR ROBERT [RT]).*

RT had grown to respect non-domestic member YVONNE for her pro-activity not only in asking her own co-ordinator (alias ANTHONY) questions, but also in accosting RT himself with questions when she had not understood a concept during meetings. RT emphasized this as follows

*"She'll [YVONNE] quite happily say I don't understand .." (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

and

*"I've heard from Anthony as well, Anthony says that she's [YVONNE] always very proactive in their individual group meetings and always puts her ideas across. I don't think she's giving herself enough credit" (R5 - FOCUS GROUP OVERALL CO-ORDINATOR ROBERT [RT]).*

Evidence that YVONNE had a reputation for being highly proactive had hence come from both her own co-ordinator, as well as her overall co-ordinator. Her pro-activity was so prominent that RT borrowed YVONNE from co-ordinator ANTHONY's team as a temporary trouble shooter for co-ordinator LENA's team as an internal bridger between LENA and her non-domestic members. This was despite YVONNE's admission that she was not strong in English

*"Yes but a little difficult because English is a second language or not the first language so sometimes I misunderstand the others, what people said, or some of the culture" (R5A - FOCUS GROUP MEMBER YVONNE [YVE]).*

In the example above, whilst JR had assumed that the go-between translator position would be sufficient for breaking tasks down in Chinese, this was essentially

a one-way communication process where JR could not actually obtain reliable feedback via his translator that tasks had been understood. The emerging internal bridger position that RT discovered in non-domestic member YVE was her ability to check for comprehension by asking questions (as RT knew she could: "She'll quite happily say I don't understand") both ways - in Chinese and in faltering English - to help co-ordinator LENA "get through" to her non-domestic members. It appeared that RT's "stronger bridge" involved two-way communication between LENA, internal bridger YVE, and non-domestics. YVE was the unusual example of an internal bridger who had emerged by the practice of switching back and forwards between faltering English and Chinese. The key point was that YVE's reputation was in understanding concepts and tasks - even with limited English.

Another overall co-ordinator, MA, became aware of the need to achieve assimilation of task meaning with non-domestic members - but now later in their project on inter-team tasks. Akin to JR's previous example of how his trusted ally (Panos) had emerged informally as an intra-team sub-co-ordinator, MA pointed to a parallel informal process by which inter-team sub-co-ordinators emerged, as he explained

*"Some of them never knew they were sub-co-ordinators they just thought they had got a lot of responsibilities on them. It wasn't formally assigned" (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [MA])*

The key aspect of this process was that it had not dawned on informal inter-team sub-co-ordinators that they were perceived this way by MA. Yet they were taking on "a lot of responsibilities" and seemingly not expecting recognition for it - viz "It wasn't formally assigned". For MA however, he noted the growing value of informal inter-team sub-co-ordinators as they reached final inter-team task delivery stages involving up to twelve members, as he confirmed

*"...it was later on ... that's when we started thinking more into the sub - co-ordinators. And when it got to the role play it had got implemented more ... It made the difference... because it was more co-ordinated and more orchestrated" (R7 - FOCUS GROUP 1/2 OVERALL CO-ORDINATOR MAHMOUD [MA]).*

It was only after the event that the practices that had emerged from inter-team sub-co-ordinators were seen to "make the difference" in performance. These practices

involved "more co-ordination and orchestration" and began to be recognised as a blueprint for inter-team bridgers who operated externally to their own team. MA explained that the external bridger position involved - akin to RT's non-domestic internal bridger YVE (R5 - FOCUS GROUP OVERALL CO-ORDINATOR ROBERT [RT]), non-domestic members where conversational fluency in English again was not the main requirement. Rather as MA cited,

*[Their English] was mainly moderate to moderately high ... Not only would they be able to connect to me but they had to connect to the other co-ordinators. So they need to be outgoing, friendly, it was kind of like a CV... 'do they match the criteria... needed'? Because they had to be as creative as you. It wasn't just about language ... we made sure... to get the best speaker and... the best one that can communicate" (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [MA]).*

MA realised that key attributes for the unexpected external bridgers emerged when needed - namely out of practice - and included being "outgoing", "friendly" and matching their co-ordinator's "creativity". But the prime attribute was "not just about language", but more about ability to "connect" with overall co-ordinator Mahmoud and his other co-ordinators.

In summary, the non-domestic internal bridger was proactive, confident in questioning co-ordinators and voluntarily orchestrated intra-team task meanings for less comprehending non-domestic members. Crucially, they evaluated the level of comprehension in a two-way process of double-checking with their co-ordinator. The external bridger voluntarily assumed inter-team responsibility as apparent unrecognised social equals to their co-ordinators; and entrusted as co-ordinators' representatives to evaluate and achieve inter-team task assimilation with non-domestic members. In contrast, the translator position provided a less evaluative translation service that did not reach the higher level of standing amongst co-ordinators that internal and external bridgers enjoyed.

Co-ordinator JR noted that in the early stages of the project, he did the lion's share of work in attempting to achieve intra-team cohesion. This involved dealing with mundane and unchallenging internal tasks and feeling frustrated. When probed as an interview respondent about who supported him in his team, he cited

*"Alone I would say Panos, the guy from Cyprus. I think if it wasn't for him I might have gone a little bit crazy "... you find that with the other Chinese guy, Han... he would be open to all the improvements that I would suggest compared to the other (Chinese) girls (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

It appeared that Panos was the most supportive member for JR given that it was Panos that reduced his frustration by prevented JR from "going a little bit crazy". From an earlier example above (Section 4.4.1 refers), Panos became JR's trusted ally for intra-team tasks. At the same time, the earlier example above of translator Han's (Section 4.4.2 refers) "openness" gave JR courage to address his other non-domestic members through Han.

Another co-ordinator who had no trusted ally was overall co-ordinator ROBERT [RT], who personally had to face a particularly unresponsive domestic member - Manos - for the whole duration of the project. RT cited

*"...there is a gentleman called Manos .. and throughout the whole module [whole project] I really didn't feel like I was getting anything back from him. I knew he could understand me but I almost felt like he was lazy..." (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

RT noted that during the early idea generation stage, Manos's unresponsiveness was not due to poor English comprehension, so that RT wondered whether Manos was attempting unfair credit taking. As overall co-ordinator, RT himself tried to get Manos involved - and failed. This challenged RT to try harder, as he cited

*"And I wracked my brains ... think(ing) of ...involving him in ... different activities. We used to hold meetings in different places, coffee shops to try and vary it. But he used to just come along ... and didn't really get anything" (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

Like co-ordinator JO's example above (Section 4.2.1 refers) of excessive preoccupation over unfair credit taking, RT too was becoming engrossed ("I wracked my brains") in experimenting with inclusion initiatives to get Manos engaged - unsuccessfully - in a team task. As overall co-ordinator, he perhaps did not need to be so concerned - but continued to persevere in the interests of team cohesion ("We used to hold meetings") until he succeeded with an eventual breakthrough:

*But ...when we came to the role play... he shone a lot more ... And I don't know whether it was almost a trust barrier that he got through... or because he couldn't be bothered ... But ... in that last role play task he ... he put the effort in. I can't see a pinnacle point where it all changed ... maybe it was the task ... "* (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).

This practice at ongoing and different inclusion initiatives left RT puzzled ("I can't see a pinnacle point where it all changed") over why Manos finally "shone". RT's notion that he broke through a "trust barrier" is of interest, as it denotes a possible rewarding outcome to a particularly gruelling experimental intra-team co-ordination experience.

## 4.5 Barriers to Co-ordination that Emerged in the Study

Respondents identified several barriers to their co-ordination attempts with inclusion practices to generate ideas and deliver early intra-team tasks, as female domestic co-ordinator SHEL explained:

*" ... as the co-ordinator I think it's important ... for everyone to understand where we're going but it's hard. There are barriers and sometimes it is frustrating for all parties involved and I can see that some people get frustrated because they can't understand what I'm saying, sometimes I'll ask someone else to explain it"* (R4 - FOCUS GROUP 1/4 CO-ORDINATOR SHEILAGH [SHEL]).

SHEL concluded that "barriers" to understanding" were "frustrating for the parties" involved in her team. This emphasis on parties in the plural within the same team is of note, along with the point that barriers can occur intra-team. A series of key barriers that were identified by respondents, together with quotes illustrating those barriers, are shown in Table 4.1 below.

### 4.5.1 Social and Intimidation Barriers

Co-ordinator JR noted that the dimensions of this barrier varied from work friendships; to social friendships. The social barrier represented difficulties that respondents faced when attempting to develop work friendships. "So, yes, while you promote an openness and a friendship within a work setting, what remains at the core is the work" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]). Social

friendships were primarily forged with socialising as the core with work being secondary. Co-ordinator JR warned of the problems with social friendships in a work environment, when citing,

*"...But the friends that you have from a work setting, it's like ... 'ok, we have met together in a work setting because we need to do this work. We're friends and we have this openness about it...but ideally we are here to talk about work' ... and that's the main purpose that we're here" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

To JR, a work friendship should have remained just that, viz: "but ideally we are here to talk about work". He contended that social friendships were ineffective for work setting:

*"It's just the idea of the purpose of your friends. So these are social friends and you've met together for social purposes, you go out, you want to party, you've not met so that you can talk about work. So when you meet your friends here ... They want to talk about last night, they want to talk about the football" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR])*

JR found that social friendships hindered work output, perceiving that work and social friendships were mutually exclusive. This evidence came from JR's experience of failing to develop work friendships within his co-ordinators' team. As a domestic co-ordinator, JR pointed to his own dysfunctional, mainly domestic co-ordinators' group, as he cited,

*"...but I think because he [Simon] was nominated as the head co-ordinator ... And I think because most of them were friends... they would agree with him. I didn't know these guys ... So ... I would come up with some suggestions but then it will be almost like ... 'no, ok, it's a good point but we'll go with his idea because we know him ... he's kind of on the same wavelength as us' ... There was a dictatorship. It was like ... 'what's going to be the easiest idea to work with?' 'Right ... So we have an idea, ok, does everybody like it?' 'No, no'? But oh ... 'if we take some more time to come up with more ideas we're going to be in here for longer, let's just work with what we have and let's go home'" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*



**Table 4.1 Evidence of Barriers to Successful Boundary Spanning**

BARRIER	QUOTES
Social Barrier	<i>"I think that's how it works. So, yes, while you promote an openness and a friendship within a work setting, what remains at the core is the work. But while you have friendships outside the work setting on a more social basis, at the core of it is social, it's not work, work is secondary"</i> (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR])
Intimidation Barrier	<i>"You [YVONNE] put a lot into the tutorial groups. Because I think some of the other, I don't know whether it's intimidation or lack of interest, but some other international [non-domestic] students are very quiet and don't really say much, but YVONNE, she's good"</i> (R5 - FOCUS GROUP 1/3 OVERALL CO-ORDINATOR ROBERT [RT])
Confidence Barrier	<p>[From <b>co-ordinators'</b> standpoint]</p> <p><i>"I think it's important to be confident in your abilities because if you start doubting yourself and you're the co-ordinator and you start crumbling in front of your team, that's going to kind of leave them like ... 'ok, what do we do now'? Because they're obviously looking at you and they want to see confidence ... that you're under control of everything"</i>(R15 - INTERVIEW CO-ORDINATOR JORDAN [JR])</p> <p>[From <b>members'</b> standpoint]</p> <p><i>"... when we were discussing about the blue ocean idea ... I gave the idea of making it a 3D hologram. I was quite confident about it and I expressed it to my team co-ordinator and she discussed it with the other co-ordinators and we all agreed to do it"</i> (R12 - FOCUS GROUP 2/1 MEMBER JOHNNY [JOHNNY])</p>
Comprehension Barrier	<i>".. it's important that everybody in the team I think knows what you are working to. Especially with a group like this, we are all working to the same goal at the end of the day and we all want to perform as well as we could, so it's important that everybody understands exactly what they are doing..."</i> (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT])

Overall co-ordinator Simon presented JR with a social barrier where JR was not "on the same wavelength" as his peers. This curtailed the production of ideas, because Simon and friends were reluctant to participate for longer periods, preferring "the easiest idea to work with... and let's go home". Evidence from the focus groups suggested that it was more difficult for social friendships to return to work friendships. Different views to those of JR's regarding friendship occurred among

group members. Member CRAIG [CR] was touched by a social gesture from a female group member:

*"So it's me and Robert [RT] with two girls ... One of them we've really enjoyed working with [alias member Zoe] ... she came to me and Robert [CR's lead co-ordinator RT] and she said ... 'I just want to know when you're going to be in university next because I've got something to give to you two'. We were like ... 'what do you mean'? She was like... 'I feel like you two have done so much work ... not just our group but the whole class, and so I've just got a couple of vouchers for you for Nando's' ... we just couldn't believe it ... she was giving a lot of effort in so we just couldn't work out why she'd done it but, yes, it's brought us together even more" (R13 - FOCUS GROUP 2/2 MEMBER CRAIG [CR]).*

Member CR explained that Zoe's work friendship with him and Robert [CR's overall co-ordinator RT] developed beyond work matters. Zoe's gesture was particularly unexpected given that she had already impressed them with her work. CR's surprise over Zoe's gesture arose because he had not expected this in a work friendship. In this case, a work friendship developed into a social friendship.

Another barrier noted in the findings can be described as an intimidation barrier. Overall co-ordinator ROBERT [RT] noted the tendency for non-domestic members to feel intimidated when interacting in big groups.

*"So even if you did ask a question I didn't want to put anyone on the spot by asking a direct question" (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

RT recognised the likelihood of an intimidation barrier in communal work settings, and how spotlighting members with direct questions might exacerbate feelings of intimidation - particularly were they not able to answer them. This led RT to deem that such behaviour might make a non-domestic member feel excluded, and consciously avoided direct questioning.

#### **4.5.2 The Confidence Barrier**

The confidence barrier was generally attributed to team members. We have seen instances of low confidence being attributed to non-domestic team members in Section 4.2 above. Confidence was also important for co-ordinators. According to JR, members expected their co-ordinator to be confident ("Because they're obviously looking at you and they want to see confidence... that you're in control of

everything"). And what boosted members' confidence in their co-ordinator was a consistent "confidence in their abilities". JR explained that signs of a co-ordinator faltering or of losing control could sap members' confidence and could set back the work of team members so that they generally did not forgive a co-ordinator. Co-ordinator SHEL concurred with JR, adding that members' level of confidence depended upon "clear direction" from their co-ordinator in terms of "understanding" the meaning of tasks, as she cited

*"I think if people are happy, then and they've got direction and they understand and feel confident in what they're doing... I think that's really important for progress because if people don't understand and say ... 'oh I don't even feel confident. My team co-ordinator doesn't even know what she's talking about'. And so they're going to think...'oh my god I'm going to fail ... or something drastic' or 'this assignment's [task's] going to be really bad' and they're going to be fretting and worrying. And I don't want people to [fret and worry]" (R4 - FOCUS GROUP 1/4 CO-ORDINATOR SHEILAGH [SHEL]).*

SHEL pointed to two major factors that boosted members' confidence: clarity; and comprehension. With clarity, members "felt confident" when given a clear way forward by their co-ordinator. Looking at the confidence barrier in Table 4.1 above, non-domestic member Johnny had individual confidence to propose a blue ocean idea to his co-ordinator ("I gave the idea of making it a 3D hologram" and expressed it to my team co-ordinator"). His co-ordinator took this forward and his idea was subsequently accepted by "other co-ordinators" and all members ("and we all agreed to do it"). Given situations that normally contributed to lowered confidence, JO noted a situation where her non-domestic member Frederick [FR] could surmount lack of comprehension by using personal confidence to communicate with the groups:

*"Yes he would read it horribly wrong but he would still do it ... If ... I was in that situation ... I would get all shy and you just lose confidence... so he [FR] had read [the bungled task] in front of them [his peers]. When we had rehearsed our part of the script he still did it, even though he read words wrong ... everyone was so supportive of that as well with him. He so knew what he wanted" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).*

In this case, JO acknowledged that "If... I was in that situation" she would "just lose confidence". She admired FR's resilience. Instead of any avoidance behaviour,

member FR showed determination despite a bungled task rehearsal. This motivated his peers to strongly support him.

A contrasting instance of low confidence portrayed by an individual non-domestic co-ordinator was noted by lead co-ordinator MA. This concerned one of his co-ordinators [alias JAY] who was unable to take credit himself:

*"So they [JAY's members] would come to me and they would send a distress call up and I would have to speak to him. And what I realised was, the co-ordinator[JAY] never really had that much confidence because whenever he would do something they would always come back to us and credit us rather than credit himself. So we were telling him credit yourself first before crediting others, it's a team process. He would come and congratulate me or another member, and I used to tell him congratulate yourself because you did the work as well" (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [MA]).*

Jay's self-doubt with taking credit was also noted by his members who, putting this down to low confidence, discredited Jay by double-checking Jay's task explanations with MA. MA realised that JAY's avoidance of any credit had become a self-fulfilling prophecy and urged him to take credit directly.

Evidence of high confidence - this time from a group of all-non-domestic members - was explained by member KATHERINE [KT] as being forthright, as she cited,

*"So then everyone else didn't really ... want to be as assertive as us because they thought that once we'd done ours they can just work off what we'd done. Initially what we were trying to say to them ... is ... 'it's not really like that, it has to be a class product, we have to altogether be on the same type of page instead of all having different ideas' ... we find that quite difficult with our co-ordinator ... but after a while ... everything became a lot easier to do in terms of my team" (R8 - FOCUS GROUP 1/4 MEMBER KATHARINE [KT]).*

Member KT described her particular group of all Chinese members as really assertive, which was unusual and contrasted with less assertive groups. KT's group positively addressed their "confidence barrier" by asserting their high quality idea ("a class product") had to be built up for the whole project ("we have to altogether be on the same type of page instead of all having different ideas").

Earlier in Section 4.2, evidence of camouflaging of true English language capabilities was noted in some groups. Such camouflaging was avoidance behaviour that was

challenging for RT. RT accepted that shyness was a camouflage, but he felt a lot of frustration with low comprehending non-domestic members

*"...Because it was important, I didn't want, ok... 'if they are shy that's fine they will still take everything in'. But I didn't want people to be sat there not knowing what we were talking about" (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

Here, RT points to a dilemma in boundary spanning practice, the search for behaviours that can ensure that all non-domestic members comprehended tasks. SHEL also had doubts about the extent to which her non-domestic members understood tasks. She suspected that more than one barrier was involved in blocking these members' understanding, noting how both language and confidence blocked progress in early idea sharing tasks:

*I don't know ... 'if they're not confident enough to share their ideas with me'? 'But sometimes they just agree with me'. But I don't know if ... 'that's because of the language barrier'? Or because 'they don't want to share their ideas'?... Or I don't know or ... 'maybe they don't want to disagree with me'?... or they don't want to." (R4 - FOCUS GROUP 1/4 CO-ORDINATOR SHEILAGH [SHEL]).*

SHEL's doubt appeared when considering why non-domestic members just agreed with her and considered whether they really lacked confidence - or whether it was avoidance. Like other domestic co-ordinators, SHEL found it difficult to separate confidence from English language conversational difficulties, suggesting they were interlinked.

*"I would definitely agree with the language barrier and I find it's quite hard to communicate with the group as a whole ... I know that my group have said that... 'you talk too fast and we can't understand you'. I completely appreciate that... it's just...a force of habit because you don't think about it. (R4 - FOCUS GROUP 1/4 CO-ORDINATOR SHEILAGH [SHEL]).*

To SHEL, English language conversational difficulties were separate from written English capabilities (where non-domestics generally demonstrated more prowess). SHEL was referring to some non-domestics' difficulties with conversational speech patterns e.g. "talking too fast". SHEL acknowledged that this occurred unthinkingly and as a "force of habit" when she shared ideas.

As in any multicultural teams, comprehension difficulties occur. Female domestic co-ordinator JO emphasised the need to "put differences aside" for multicultural teams to understand team goals in order to perform well. She argued that

*" ... if you want the best you have got to put your differences aside, if you want to do really, really well you have got to put your differences aside and you have got to step in .. you have got to work together" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).*

It was notable that "putting differences aside" included working with members that she loathed. The prize for putting differences aside and tolerating all members was the opportunity to perform "really, really well". However, there was difficulty in practicing co-ordination - some exasperation occurred for JO and other co-ordinators when different task understanding occurred.

*"If you explained to them one thing one person would think one thing and another person would... another thing. It's difficult but it's rewarding. ... they [non-domestic members] were more focused on ... 'when are we going to build this'? And we were ... 'we are never going to build this, you can draw it, you can sketch it but we are never building this'"(R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).*

While co-ordinators and un-nominated bridgers engaged in different boundary spanning in practice mediation behaviours, the spanning practices that emerged were often experimental and adaptive to the context in each group. There was a gap between mediation and boundary spanning behaviours noted in prior literature (Aldrich and Herker, 1977; Ancona and Caldwell, 1992) and the generation of effective practices for breaking barriers. Some interesting barrier breaking actions emerged as the project developed.

#### 4.6 Innovative Barrier Breaking Strategies Adopted in Teams

Some key barrier breaking strategies occurred during the project and were explained well by co-ordinators in their interviews and in the focus groups. Overall co-ordinator RT explained his ongoing practice to break down barriers:

*"... I was conscious of if nobody took charge and nobody tried to break down these barriers... and make everyone understand, and help everybody work towards the*

*same goal, that we were all going to not achieve the high grade. I was unsure whether I would be able to achieve the grades that I have without helping everyone else do the same..."(R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

RT was setting the standard he wanted all intergroup members to achieve. But achieving this in practice would be difficult because members faced varying barriers that could adversely affect their performance. Some of those barriers have been outlined in Section 4.5 above. The next sections provide a detailed breakdown of how co-ordinators sought to overcome perceived barriers. See Table 4.2 for illustrative quotes on the nature of barrier breaking that was reported across teams.

**Table 4.2 Barrier Breaking Activities in Groups**

BARRIER BREAKING ACTIVITIES	BARRIER
<p><b>Obligated inclusion</b>  <i>"... if we had to do a script we would sit there together so if they got stuck they would tell us" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO])</i></p> <p><i>"Yes, we have a Face Book group ... everybody that's in our tutorial group is in that, it's a private group, and that sort of gets people talking a bit. But we have spoke about doing some sort of social activity together. The team co-ordinators wanted to do something before we all broke up for Christmas, with everybody getting together ... for a drink somewhere or some food together, just to get people talking and know each other more" (R5 - FOCUS GROUP1/3 OVERALL CO-ORDINATOR ROBERT [RT])</i></p>	Social Barrier
<p><b>Making Friends in Fun Meetings</b>  <i>"It might sound a bit cheesy, but I think I was always looking forward to having those meetings with the team ... it was so much fun ... I really enjoyed myself" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO])</i></p>	Social Barrier
<p><b>Cajoling appeals</b>  <i>"... And even when people are talking you are still having to stop them from talking and come on let's do this. We all have assignments to do we don't want to be in Uni until 10 o'clock in the evening, we want to get home. ... So then we are trying to get everybody ... involved, come on let's do this so we can all ... go home, we are all tired and hungry" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO])</i></p>	Social Barrier
<p><b>Minimising intimidation</b>  <i>"quite often ... in a big group I think the Chinese students may have felt intimidated. So even if you did ask a question I didn't want to put anyone on the spot by asking a direct question" (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT])</i></p>	Intimidation barrier
<p><b>Co-ordinator Seeks Ally's Support</b>  <i>"We just can't, they [some non-domestics] barely understand anything we are saying - it's so difficult. You can't change groups around how it's formed, let's just work together ... to the best of our ability and we will take their [non-domestics'] work into account. But it is really difficult, at the beginning it was so hard I was like. .. 'I don't know, I am not going to be able to do this'" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO])</i></p>	Confidence Barrier
<p><b>Working on Creative Tasks</b>  <i>...'Katherine, there is one thing I really need your help'. I said ... 'ok, what'? He said ... 'please draw a 5-D sonar system for me'. I was ... 'oh my god!' [Co-ordinator said]... 'Yes a 5-D sonar system'. And I said ... 'What? Are you so crazy or what'? He said ... 'this is the best way to show your group'. I told him that ... 'if I can draw a 5-D sonar system I can be a scientist!'" (R8 - FOCUS GROUP 1/4 KATHERINE [KATH])</i></p>	Confidence Barrier



<p><b>Face to Face consultation</b>  <i>So when we gave them their script they said .. 'oh is it ok if we put it in our own words'? And we said .. 'ok you are more than welcome to but we will check it just so it makes sense' (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO])</i></p> <p><b>Using Simple Words</b>  <i>" ... you use the most simplest terms. I probably don't speak proper English when I am speaking to them just so they understand. I don't want to sit there using all these big words, you just about understand it and imagine them, put yourself in that situation" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO])</i></p> <p><b>Slowing Speech Down</b>  <i>" ... you start talking a bit like them, like ... 'do you understand'? You really slow down how you are speaking" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO])</i></p> <p><b>Taking time out</b>  <i>"When you're thinking of ideas they all come out and so that's why I try to take time out with the group and let them know what we've spoken about because they don't always understand"  (R4 - FOCUS GROUP 1/4 CO-ORDINATOR SHEILAGH [SHEL])</i></p>	<p>Comprehension Barrier</p>
<p><b>Detecting Pretended Comprehension</b>  <i>"I think it depends on the student as well because YVONNE's quite proactive .. but some other students I think they are less likely to come forward and ask for help ... 'aren't they'?" So it's trying to get that balance of not repeating yourself loads and annoying everybody but making sure that everyone understands. It can be difficult sometimes" (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT])</i></p>	<p>Comprehension Barrier</p>
<p><b>Leaving Differences Aside</b>  <i>" ... We got straight to it so we put our culture differences aside... everyone could speak English ... but with the Chinese it was difficult to communicate with them" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO])</i></p>	<p>Confidence Barrier</p>
<p><b>Putting oneself in everybody's shoes</b>  <i>"And I was saying ... 'just put yourself in that situation, imagine if we were to go to China and we didn't understand a single word and they are trying to explain to us in Chinese and we would be like urgg'. So you have got to try and understand they know a little amount of English so you have got to try and put yourself in their shoes (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO])</i></p>	<p>Comprehension Barrier</p>

<p><b>Establishing Network Connections</b></p> <p><i>"... I really enjoyed ... learning about their culture as well because although we were there to do work, we'd also make sure that there is time to just talk and so we'd find out ok ... 'how is it in your country? And how is it over here? And especially with Karen she'd mention ... 'oh things are a lot different here' ... and stuff like that... I think I enjoyed definitely learning about the other peoples' culture" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR])</i></p> <p><i>"And I was coming back to my team and asking them, with the Chinese they were explaining to me their cultures in their weddings. That's how I came to decide what continents to roll it [the blue ocean project] out to. So I think the reason it worked so well was because we had all these different cultures and ideas and putting it all together" (R22 - INTERVIEW OVERALL CO-ORDINATOR ZAHRA [ZA])</i></p>	<p>Comprehension Barrier</p>
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#### 4.6.1 Communal Fun and Enjoyment Goals to Overcome Social Barriers

One of the interesting activities that dominated group efforts to overcome social barriers was to approach members in a less formal way and to generate communal fun. To SHEL, the social barrier arose from formal classrooms situations that made it difficult to socialise with non-domestic members. She made a point of asking her members friendly questions "outside of class", such as "'oh so where are you from?'" in order to encourage a more comfortable environment in the group:

*"... obviously, I don't know them outside of class. I do ask them questions and say ... 'oh so where are you from'? ... I think ... about asking people personal questions and trying to find out a little bit of information about people ... I think that's really important so people feel a bit more comfortable around me because ... sometimes it's a bit daunting meeting new people but I'm quite .. happy with it but some people aren't" (R4 - FOCUS GROUP 1/4 CO-ORDINATOR SHEILAGH [SHEL]).*

By sharing a "little bit of information about people", SHEL found that this helped her make her members feel more at ease. Other co-ordinator actions to overcome social barriers and help to generate communal fun were evident in Obligated Inclusion and Fun Meeting plans.

##### 4.6.1.1 Obligated Inclusion

Obligated Inclusion was employed by JO to co-ordinate the preparation of choreographed scripts for an inter-team task. Her intention was to support struggling non-domestic members unfamiliar with inter-team tasks, as she quoted: "if we had to

do a script we would sit there together". She used this strategy to create a comfortable informal atmosphere "so [that] if they [non-domestic members] got stuck they would tell us". The informal setting was intended to bolster struggling non-domestic members' confidence during inter-team tasks. It was anticipated that with more confidence, such members would find it easier to talk to JO if they were stuck. This activity also avoided the dangers of inter-team rivalry, as JO further cited:

*"Sometimes people are trying to outdo one another but in situations like this you have to work together because if you outdo one another ... it's only going to affect you. And it's true because ... 'if Team A tried to outdo Team B it's not only going to affect Team B'. These are the parts you are working together. It's one of those things where you have to work together regardless" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).*

The threat of inter-team rivalry was at its highest at early stages of inter-team formation. Co-ordinating interactions between Team A and Team B for the first time, JO was ready to spot early signs of rivalry that could escalate. For JO, her underpinning practice to prevent rivalry was to place herself in a central social position between both teams, namely as a social hub, to stimulate new inter-team work friendships by personally demonstrating the practice of working together regardless.

An equivalent virtual activity was the Facebook Group, set up by RT. Referring to the second quote in Table 4.2 above, the Face Book Group was designed as a virtual social hub in the form of a private group, that included all co-ordinators and members of their project. RT noted that a virtual social hub occasionally required augmenting by face to face social activity together: "that sort of [got] people talking a bit over some food together". Like JO, RT recognised the importance of the obligated inclusion strategy in an effort to strengthen network friendships through socialising. This helped to break through the social barrier.

Another aspect of Communal Fun centred on collective engagement (similar to the idea of collective advantage that was mooted in the work of Lingo and O'Mahony, 2010). Co-ordinator SHEL wanted to consult her own group members after her overall co-ordinator had decided upon their blue ocean concept of a "PDA wedding planner for different cultures".

*"And then we [lead co-ordinator and co-ordinators] decided on the PDA for the wedding planner and ... integrated like ... 'a 3D hologram in the device' ... So we discussed the potential to go into different cultures ... that is probably the best thing to go for and then ... we went to each of our teams to see if they were happy with that. And if they weren't we asked if they had any other ideas that they could choose from. They all agreed and said they were fine and they went away and did some research on it" (R4 - FOCUS GROUP 1/4 CO-ORDINATOR SHEILAGH [SHEL]).*

SHEL explained that all her peer co-ordinators consulted their respective group to "see if they were happy with" the wedding planner idea; she was particularly concerned that her own members "were happy" and anxious to listen to any alternative ideas. In SHEL's particular project, all group members appeared engaged with their wedding planner concept; their commitment to undertake research was evidence of their engagement.

#### 4.6.1.2 Focus on Enjoyment and Fun Meetings

We have seen how (Section 4.3 refers) co-ordinators made deliberate efforts to lighten group meetings and planning approaches with social banter, which involved deliberately embracing of a happier atmosphere designed to coax idea sharing. Co-ordinator WILLIAM [WIL] noted a need to break the ice in order to "let people know each other". He quoted that,

*"When we were allocated to each other ... I'm a funny guy, I like cracking jokes. I think once we were all put in together, I tend to crack jokes in the whole class to let people know each other and especially my group. We were sitting down and then, yes, they come and talk, let's do something, and that's where MARY [adjudicator] started picking me up like ... 'you are too bubbly'. I [said]... 'that's me, that is me. Because I find in a way that if you don't find a strategy to break the ice, the whole place will be quiet and you don't know where to start'. So just to break it you have to start from somewhere and I've found out that it works being a bit of a comedian just to make the place nice, make the environment good. So that's how I think we tried, that's what we did to get the groups together" (R6 - FOCUS GROUP 4/1 CO-ORDINATOR WILLIAM [WIL]).*

WIL viewed ice-breaking as part of a concerted strategy. WIL was using social banter and deliberate relaxation ("to make the place nice, make the environment good") to help members get to know each other. He wanted Fun Meetings ("I'm a funny guy") as a strategy for groups not knowing where to start ("the whole place will

be quiet"). Overall domestic co-ordinator ZAHRA also had a preference for introducing social aspects before work, in order to get to know members. She cited,

*" ... so in the first meeting [ZAHRA's own group] we had I tried to discuss not this topic but just general to try to get to know them. I would ask them how their life was, I would tell them about our culture. I would just create a general conversation to get to know each other. And I found that really helped because when we were carrying on with our task it wouldn't only be work, work, work. So they would be willing to spend extra time on this because they were having fun doing this task" (R22 - INTERVIEW OVERALL CO-ORDINATOR ZAHRA [ZA]).*

For ZAHRA, the key idea was getting to know non-domestic members in her own group through culture talk, namely by "tell(ing) them about our culture". She deemed that before early stage tasks, this was as important as task work, as she stated: "That really helped... it wouldn't only be work, work, work". Like JR, TA and MA, ZAHRA's prime intention was to generate fun during early tasks, "So they would be willing to spend extra time on this because they were having fun doing this task".

Whilst engagement in idea contributions was the end goal, a focus on enjoyment spurred engagement of members, as non-domestic member Johnny believed: "when we finished our presentations we feel happy". Johnny gained social recognition by his peers when his idea was communally taken forward as their blue ocean project. He sought group enjoyment with the process. Similarly, member AMANDA noted the focus on enjoyment during practice runs. Role play was something different from normal tasks that was "enjoyable" but led to engagement:

*" ... They are enjoyable. It is role play; it is something different from normal ... tasks. It is enjoyable, we enjoyed our role play by practising ... There is a guy ... the Chinese guy ... JUSTIN. He's really funny and while our role play he always used to crack jokes and our role play is about negotiations and we had a lot of fights in the role play ... it is part of the role play, and we were actually not fighting ... we were laughing and it is all a fun experience". (R11 - FOCUS GROUP 2/1 MEMBER AMANDA [AMDA]).*

SHEL also made a specific link between enjoyment and engagement, as she cited,

*"Yeah if they [SHEL's members] were to say that they weren't happy with it, we [coordinators] would have chosen something that the majority would have liked ... Because we didn't want to do something that they wouldn't enjoy because it's not fun for everyone then... if ... they didn't have any interest in or they didn't know about. Then it wouldn't have put them in good stead for the assignment ... They have no pleasure to do something, they'll be bored about that and when everybody feels*

*bored ... the quality of everything is just dead"(R4 - FOCUS GROUP 1/4 CO-ORDINATOR SHEILAGH [SHEL])*

The ice breaking theme was not the sole domain of co-ordinators. Member CA noted that "new ideas come with something fun" and set up brainstorming sessions. Domestic member AHMED endeared himself to KA's members as the group's "funny uncle". His jokes created a relaxed atmosphere that other non-domestic [Chinese] members quite liked, as KA quoted:

*"Yes. Because the last person I think he's maybe in his forties [member AHMED] so he's like an uncle in this group. And he's so funny, he always makes jokes and so makes the atmosphere like more relaxed so we quite liked him" (R14 - INTERVIEW CO-ORDINATOR KAREN [KA]).*

Akin to funny guy member JUSTIN, member AHMED saw how enjoyment helped members get to know each other. Non-domestic member CAREY [CA], a peer of AHMED's, cited:

*"Actually we just pick up ideas and brainstorm and I think our group is just picking up something fun I think. Yeah. Because new ideas come with something fun and something interesting I think" (R1 - FOCUS GROUP 1/1 MEMBER CAREY [CA]).*

Overall co-ordinator MA noted how members should feel that they could play around with, have fun with and relax with the boss. Preferring to be seen as a regular guy who laughed, MA had a different outlook on interaction patterns "I just made them realise that I am not a boss, I don't like to be called boss", as he cited

*"Even the cloud now is growing at a rate where ... 'how can the cloud be managed'? And this is how we get to this creativity, people bring in the new ideas. But if you had told someone ... 'imagine having a hard drive that's not a physical hard drive someone would have fired you for that because they would have thought you were crazy'. But it's happening now with the cloud. With the team we were bringing in their creative things, I just made them realise that I am not a boss, I don't like to be called boss because a boss is a sign of full respect, no playing around. I just like to be a regular guy who you can talk to and have fun with, relax with, and bring in ideas. And ... 'if I laugh at your idea then bring me a better idea', so it is like that. We created the right scenario" (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [MA]).*

MA argued that the generation of crazy ideas such as the cloud, would not have been possible with a boss expecting the normal 'co-ordinator to member' interaction pattern. He wished to "create the right scenario" that would avoid negative consequences of floating a crazy idea, viz: "if you had told someone ... 'imagine having a hard drive that's not a physical hard drive someone would have fired you for that .... would have thought you were crazy'". MA's response was to laugh at it in order to stimulate a better one. In effect MA was engaging in relational mediation behaviour with him as social hub. MAHMOUD [MA] rejected a "formal atmosphere" in favour of a "relaxed" one when citing,

*"Instead of coming into a formal atmosphere we thought let's just be laid back in these meetings. At first we were panicking because we were short of time and we thought... 'how are we going to do this'? But then we thought ... 'let's just be relaxed'" (R7 - FOCUS GROUP 1/2 OVERALL CO-ORDINATOR MAHMOUD [MA]).*

MA resisted a tendency to panic ("At first we were panicking because we were short of time") and remained relaxed despite tight time deadlines. MA realised that remaining relaxed against a deadline helped ("we thought let's just be laid back in these meetings").

A number of co-ordinators had noted substantial difficulties with generating engagement. For lead co-ordinator TA, her particular difficulty entailed three non-domestic group members who absented themselves from early meetings called by her. She found that it was jokes, mistakes and funny moments that helped her to gradually coax their engagement. JR tried to generate more involvement during a first meeting that became tiring for group members. He cited

*"I think it is the first meeting, everybody seemed tired and it is a bit of a dreary one ... they have never worked with each other so people are just thinking ... 'oh really'? 'What's going on? 'Let's just get this task' ... And so I decided to bring everybody some food. I ... got some hot water, made some teas and coffees and ...then I said like ... 'tuck in'. Then they were like ... 'no, no, it's fine, we're not that hungry'. I went out to go and find another kettle to boil some water, came back and all the food is gone. All the fruit, all the sandwiches, they were all gone. And people were just like ... 'oh my gosh, I'm so hungry, thank you, thank you, thank you'. I think that is quite fun" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

Akin to TA, JR had noted the central dimension of fun. Dimensions of fun included tucking in to food and beverages that members had initially declined ("no, no, it's fine, we're not that hungry"). It was the relaxed atmosphere that the group valued:

*But you'd find then after that, even the Chinese people started bringing in food for everybody, like ... 'McDonalds and stuff like that'. So I think that also helped in bonding the group together because it isn't all work focused now, there is a bit of a social aspect and socialising tends to make people relax a little bit more doesn't it? Anyone can bond over some food" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

Having set the trend of using food and beverages for Enjoyment, JR noted that non-domestic members subsequently followed his example ("even the Chinese people started bringing in food for everybody"). The symbolism of food as a form of bonding was interesting: "I think that [food] also helped in bonding the group together"; and that "Anyone can bond over some food". It was particularly noteworthy that JR's view of bonding was the inclusion of "a bit of a social aspect" alongside work. This was also evident with a non-domestic co-ordinator and members, when co-ordinator BRUNO [BR] was collecting work for his project from his members, they distracted him with dumpling tasting, as he explained:

*"Dumpling tasting, yes. I believe the social connection that happened outside tutorial and classes [formal project work], it's also very important for the relationship building. I have to collect some information or print materials from the students' accommodation and they just want me to have some taste and them making dumplings. Yes it is quite nice" (R16 - INTERVIEW CO-ORDINATOR BRUNO [BR]).*

BR also noted the importance of the social connection. He pointed to a Chinese version of relationship building through dumpling tasting. When visiting student accommodation to collect some information, his visit turned into a social connection driven by his members ("making dumplings"). This was a Chinese bonding approach from members, as BR exclaimed: "they just want me to taste ... Yes it is quite nice".

Linked to social barriers were intimidation barriers. To address this, an approach of Avoiding Singling Out was used by RT:

*"I would take someone aside. For example I think she was called THELMA she didn't understand very much English at all, and I would ask one of the other*



*Chinese students ... that could speak more [English]" (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

RT's motivation for helping THELMA was to ensure she maximised her performance:

*"...it's important that everybody in the team I think knows what you are working to. Especially with a [multicultural] group like this, we are all working to the same goal... we all want to perform as well as we could, so it's important that everybody understands exactly what they are doing" (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

Overall domestic co-ordinator ZAHRA's translator (JEREMY) did not always accurately translate her blue ocean concept of "weddings for different cultures". When this happened, she herself probed for non-domestic members' understanding, as she cited

*"Yes and sometimes we had You Tube videos so when they didn't understand I was trying to show them in action how the weddings and different cultures were. So I was showing them different cultural concepts and weddings on You Tube. And then what they would do is they use Google Translator and try and translate" (R22 - INTERVIEW OVERALL CO-ORDINATOR ZAHRA [ZA]).*

ZAHRA's use of visual technology was a practice that tacitly signalled to her non-domestic members that they might use Google Translate as their virtual help to understand their tasks.

#### **4.6.2 Working on Creative Tasks to Overcome Confidence Barriers**

Different boundary spanning actions were observable in the Fun Meetings. Some of the more successful meetings were a focus on face to face consultation and working on creative tasks. For instance, Face to Face Consultations over rehearsals enabled two non-domestic members with poor conversational English to write scripts that suited them:

*"...when we were rehearsing our role play... we were sorting out our scripts ... there were two students ... from China, in my team and they both couldn't speak English very well, and they couldn't write it either. So when we gave them their script they said ... 'oh is it ok if we put it in our own words'? And we said ... 'ok you are more than welcome to but we will check it just so it makes sense'" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).*

Face to face consultations offered an opportunity to instantly gauge their co-ordinator's feedback on their scripts. JO, who had adopted a social hub positioning could, in a relaxed atmosphere, provide friendly but constructive feedback.

Working on Creative Tasks was a central activity for many teams. The positive social connections that arose from Working on Creative Tasks surprised relational co-ordinator JO, who had been concerned with overcoming her own feelings of low confidence. For JO, her ability to mediate whilst focusing on creating tasks helped. Non-domestic member KATHERINE was asked by her domestic male co-ordinator to "draw" a picture of a "5-D sonar system". In her informal response KATH dropped the typical deference shown by non-domestic members towards a co-ordinator:

*"Yes, about the role play there is a funny thing. You know, my co-ordinator, I don't know why he knows that I have learned design for many years and he told me that the best way to show our role play, that we show them the picture what we are thinking about. And then I said ... 'ok' ... and he told me... 'Katherine, there is one thing I really need your help'. I said ... 'ok, what'? He said ... 'please draw a 5-D sonar system for me'. I was ... 'oh my god!' [Co-ordinator said]... 'Yes a 5-D sonar system'. And I said ... 'What? Are you so crazy or what'? He said ... 'this is the best way to show your group'. I told him that... 'if I can draw a 5-D sonar system I can be a scientist!'" R8 - FOCUS GROUP 1/4 MEMBER KATHERINE [KATH]).*

KATH did not show respect for her co-ordinator 'as boss' but the informal manner helped break down social barriers. In her statement "if I can draw a 5-D sonar system I can be a scientist!" showed how a good atmosphere enabled KATH to feel confident in sharing ideas.

Overall co-ordinator MA noted how a level of task creativity was linked to members' ability to remain "relaxed". Remaining relaxed required group members to trust each other enough to feel group inclusiveness ("a sense of trust"), as MA quoted,

*"It is the sense of trust that we had with each other in assignment two [intergroup tasks], it is built up from assignment one [blue ocean idea]. And it is a thing where people were more laid back and relaxed and we were making a lot of jokes and having fun as well... if you are relaxed you are going to get that creativity" (R7 - FOCUS GROUP 1/2 OVERALL CO-ORDINATOR MAHMOUD [MA]).*

MA linked members' enjoyment with "making a lot of jokes and having fun"; and it was enjoyment that enabled members to remain sufficiently relaxed to "get that

creativity" in intergroup tasks ("Assignment Two"). They felt included in their group due to working together on phase one. MA sought to employ fun and inclusiveness (namely Communal Fun) to get that creativity.

#### 4.6.2.1 Slowing Speech Down and Mixed Language Interaction

In addressing non-domestics' comprehension difficulties with conversational English, we have seen examples in Section 4.5 above where co-ordinators linked these with the confidence barrier. SHEL's approach to addressing the confidence barrier was by "taking time out":

*" ... and I do appreciate that they can't understand what we're saying. But then I find even if I'm having a discussion with the group on my own, there's four of us but I only feel that one of them really understands what I'm saying and I'm just kind of ... 'repeating what I'm saying'. I don't mind because it's better for them to understand ... rather than just to say it once. We're done with that now, we'll move onto the next thing, I don't want that to happen because they're not going to have a clue what's going on and that's not fair" (R4 - FOCUS GROUP 1/4 CO-ORDINATOR SHEILAGH [SHEL]).*

Extra time spent "repeating what I'm saying" seemed to assist with members' comprehension rather than "mov(ing) onto the next thing". She kept repeating task objectives – this acknowledgement of incomprehension was her response to overcoming the combined lingual and confidence barriers that members faced.

Whilst JO's practice was to "slow her speech down" during all her inclusive meetings, SHEL's barrier breaking action for the same ends as JO's was to "take time out". SHEL explained that she deliberately took "time out with the group [to] let them know what we've spoken about because they don't always understand".

Co-ordinator ZAHRA adopted a variation on Taking Time Out - which involved taking time out for members to explain or demonstrate a key task or idea in order for everyone to grasp it:

*"I think in my own team particularly what happened was when I was trying to explain one of the concepts so they [non-domestic members] understood something else, whereas what I was trying to explain to them wasn't what they understood. So after that I sort of ... 'had to act out what I wanted them to do, and that's when they understood what I was trying to say'" (R22 - INTERVIEW OVERALL CO-ORDINATOR ZAHRA [ZA]).*

To address some incomprehension, ZA also patiently proceeded to "take time out" (SHEL Table 4.2 refers) in order to "act out what I wanted them to do, and that's when they understood what I was trying to say". ZAHRA directly mediated with her members, and some of JO's boundary spanning actions were often similarly direct with her communal mediation process for sifting members' ideas (Section 4.3.3).

JO's aim was to sift for the optimal idea "for the good of the group". This helped the confidence of members and better mutual understanding through the practice of processes that put the group first. In summary, akin to TANIA's morale building practices, JO had identified practices for a group's mutual understanding, expressed as for the good of the group. This fits with the idea of collective advantage that operates in mediation behaviour, noted in the work of Lingo and O'Mahony (2010).

Mixed Language Interaction emerged as an unusual communication pattern that occurred during co-ordinator explanations whilst working on creative tasks. Lead co-ordinator MA realised that mixed language interaction was an integral dimension of work friendships. It acknowledged the necessity for tolerance between domestic and non-domestic members during earlier stages of intergroup task comprehension, as he quoted,

*"We let them speak Chinese because I realise you get work done faster. In our group there is one English speaker and the rest are all Chinese with the exception of two groups of one Lithuanian but the majority is Chinese ... So what we do is when we come up with ideas we tell it to the most English speaker of our group to translate to them. We let them go for about five minutes arguing while we are still talking, and once they have got a conclusion they come to us ... 'is it like this'? And that's when we are like ... 'yeah it is like that'. If you come at first and say ... 'speak English' ... you will be there forever. I have got one he can't speak, it's like ... 'if I was in China I wouldn't be able to speak Mandarin so how would they feel about me?'" (R7 - FOCUS GROUP 1/2 OVERALL CO-ORDINATOR MAHMOUD [MA]).*

To MA, mixed language interaction was an emergent process that preceded translator interventions in order to "get work done faster" ("If you come at first and say 'speak English', you will be there forever") in groups where there was a high proportion of non-domestic members ("majority is Chinese; one Lithuanian").

Rather than insist on all - English communication, MA had parallel conversations in English and Mandarin – an expedient practice that helped take viewpoints of

another, viz: "if I was in China I wouldn't be able to speak Mandarin so how would they feel about me"? Mixed language interaction was pragmatic, being a boundary spanning practice that took account of multicultural variations by finding a workable compromise to communication. For MA, this involved the adoption of essentially relational mediation behaviour, which tolerated translator interventions as a symbolic gesture to groups with majority non-domestic membership.

#### **4.6.3 Probing Translation to Address the Comprehension Barrier**

The comprehension barrier was addressed through a range of actions, notably, probing for comprehension, engaging a translator, tolerating incomprehension and mediating through scripting.

Non-domestic co-ordinator MIMI also approached the comprehension barrier by acting as a "social hub" (MA Section 4.3.2 refers) to help her group member CAROL understand a task, as she cited:

*"Just talking with them at first, sometimes she [alias CAROL] can't understand what they are talking about. I will explain it to her using Chinese and then she understands. But sometimes she can understand what they are talking about and I think I give her some confidence, I told her ... 'it's alright, it's not very hard' ... And she began talking with them more, more laughing, and so we can communicate after that" (R21 - INTERVIEW CO-ORDINATOR MIMI [MIMI]).*

Here, MIMI was in a central social hub position from which she could personally adopt the translator role for member CAROL. A key advantage of social hub positioning was that MIMI herself could instantly provide CAROL with Chinese explanations, which gave CAROL sufficient social reassurance to gradually engage. This helped CAROL to begin to understand the task directly from English conversations with peer domestic members. MIMI noted CAROL's increased confidence with understanding tasks in conversational English by talking with domestics; and the associated enjoyment she felt ("more laughing").

This incomprehension had also been noted by MA when he identified that the task context was as important as the task itself (see Section 4.3.2). In trying to overcome the comprehension barrier, RT employed covert probing and used one on one chats with a designated translator. He engaged a translator by means of a comprehension test, as he cited

*"...So [I tried] ... to talk to them on an individual basis ... to see whether they could understand me. You can tell by responses ... to gauge that ... and recognise who did understand and then they could translate to the other [Chinese] students" (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

RT probed for the level of comprehension on an individual basis, by gauging a non-domestic member's responses in order to recognise their translating ability. He deemed that individual probing was a lead co-ordinator's responsibility before delegating them to translate to the other students in Mandarin. He did this on a one to one basis so that individual non-domestic members were not singled out publicly for such checks. RT linked one on one probing with strategic goal setting that maximised the performance of his multicultural teams ("we all want to perform as well as we could"); through "everybody understand(ing) exactly what they are doing".

*"I found it easier as a co-ordinator to explain it to everybody... I would ask them [TRANSLATOR] to try and ensure even though they said they did, that everybody actually understood" (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

RT's determined focus on understanding the meaning of tasks was inherent in a strategy of quietly talking to those members who did understand, to re-emphasise this process and make sure that everyone understood.

Female domestic co-ordinator BIJNA chose a more indirect approach by engaging a translator.

*"I think I speak quite fast anyway... So I had to change it slightly, simplify it, not like that, but sometimes change the words or explain what I mean by something. And also because AMANDA was there as well sometimes if [non-domestic members] didn't quite get what I was saying she came up with a different way and that was really helpful". (R23 - INTERVIEW CO-ORDINATOR BIJNA [BIJNA]).*

BIJNA recognised that member AMANDA was better at tolerating incomprehension than she was ("I speak quite fast"). AMANDA was BIJNA's trusted ally, to whom she could delegate some explanation. BIJNA noted that tolerating incomprehension was only the first stage of comprehension checking. She also had to engage a translator from within her own team, as she cited,

*"Yes they were contributing ideas and then if they [non-domestic members] needed any clarity with ideas of our concept or their concept it was good that we had members in the team to translate and share so that was really good. AMANDA was very supportive... she was very fluent in English. And I allocated some roles she did come up with some sketch ideas so she was showing she was participating...AMANDA came out with really good ideas and she is non-domestic but she is from India which is really good. And JENNY translate[d] her [AMANDA's] ideas to the rest of the team" (R23 - INTERVIEW CO-ORDINATOR BIJNA [BIJNA]).*

Domestic co-ordinator BIJNA saw translation as an integral part of a broader mediation requirement, that of providing "clarity with ideas". Idea clarity came through her domestic member AMANDA ("she came out with really good ideas"); who in turn engaged with non-domestic member JENNY to translate her ideas to the rest of the team in Mandarin. This was a case where the trusted ally relied on the translator for accurate translation. BIJNA was satisfied with the efficacy of engaging a translator throughout all the stages of the project, although as we can see in Section 4.3 above, RT and JR found it insufficient for full task understanding in later stages of the project.

In contrast to BIJNA and ROBERT who engaged translators, female co-ordinator MARION [MARI] had also placed her group's interests before her own whilst implementing the inter-team tasks. Like JO, MARI had helped her group members to reach mutual understanding (Section 4.3.3 refers), viz: "you feel obliged to help struggling [members]" (R3 - FOCUS GROUP 1/2 CO-ORDINATOR MARION [MARI]).

#### 4.6.3.1 Mediation of the Comprehension Barrier through Scripts

Co-ordinators also approached their role by getting repeated work from each person and seeking the optimum approach - coded by the researcher as "Communal Pride for Perfection". In one group, a key technique was the preparation of scripts - akin to theatre actors' rehearsal lines - that pre-scripted members' task conversations. MIMI explained the script preparation process:

*"So we all wrote role plays ... and we combine this together and all the people gave their opinion ... to improve this script and we can do it together. I am the team co-ordinator... I had to tell my group member what ... to do" (R21 - INTERVIEW CO-ORDINATOR MIMI [MIMI]).*

Non-domestic co-ordinator MIMI's proactive approach led to her being an agreed co-ordinator of inter-team tasks (12 members). Her focus on inclusiveness ("So we all wrote role plays"); allied with communal improvement processes ("people gave their opinion to improve this script"); was mediation as part of her boundary spanning in practice. Whilst MIMI explained the script writing process, another co-ordinator articulated their purpose.

Domestic overall co-ordinator RT explained that scripts helped members to understand the context behind tasks, as he cited:

*"We thought ... it would be good to have script. Not that we would necessarily follow it but so everybody could read a story and fully understand what was going to happen" (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT]).*

For RT, the script was a contextual story for all members to "fully understand what was going to happen". Across groups, there were variations to the nature of scripts, from prescriptive rehearsal lines to open ended stories that kept members loosely on track.

Some co-ordinators were more task-focused as they tried to include members. Non-domestic co-ordinator KAREN [KA] used task roadmaps. These were logic diagrams (or templates) that mapped out task context pictorially. Designed to reduce member confusion, KA was somewhat surprised at members' wry feedback, as she reflected,

*"Yes, just to be logical and to think ... and think and change and change. And they were like ... 'laughing, joking about me' because the day before our role play I was changing all night. It was like making jokes on the Whats App, like ... 'you're always changing', but I know it was just jokes" (R14 - INTERVIEW CO-ORDINATOR KAREN [KA]).*

KA's roadmap alterations were well-intentioned updates for accuracy. Some online feedback to KA was softened by friendly jokes ("they were laughing - joking about me on the Whats App"); it also appeared as masked criticism ("you're always changing").

KA's co-ordination approaches contrasted with MIMI's and RT's. KA tended to prescriptive output - orientated performance, whereas MIMI and RT concentrated on



processes that enhanced understanding of task context. Evidence for this was KA's choice of: communication via Whats App; and logic - based roadmaps. Whereas JO and RT preferred face to face relationship building around a shared story; and writing scripts together. KA's behaviour might be regarded more as indirect brokering which was output focused, pictorial and mainly remotely online. Whereas MIMI's and RT's was process focused, namely relational, scripted face to face with a shared context.

#### 4.6.4 Addressing Variations in Comprehension – Changing Perspectives

Variations in comprehension were the norm for most multicultural teams. Several interesting boundary spanning in practice actions were evident in efforts to acknowledge such variations and then to move beyond them.

##### 4.6.4.1 Leaving Differences Aside and Putting Oneself in Others' Shoes

Changing Perspective describes a mediation behaviour where differences are suspended in order to appreciate variations in task comprehension between multicultural members. This occurred in this study through Setting Differences Aside and Taking the Viewpoint of Others.

Referring to Table 4.2, findings showed that in some groups, in response to comprehension barriers that had arisen, a deliberate effort to "Put Differences Aside" was visible as TA notes:

*"I think even though it was so difficult we wanted to ... get it done as quick as possible so as soon as we were given our task we met up ... what is our aim? ... We got straight to it so we put our culture differences aside... everyone could speak English ... but with the Chinese it was difficult to communicate with them" (R17- INTERVIEW OVERALL CO-ORDINATOR TANIA [TA]).*

Domestic co-ordinator JR suspended differences by learning about other cultures. JR learnt about Chinese culture from peer non-domestic co-ordinator KAREN [KA] ("especially with Karen she'd mention: 'oh things are a lot different here'"). KA helped JR appreciate how the UK and China differed:

*"I think, especially within... the big two teams I really enjoyed... learning about their culture as well because although we were there to do work, we'd also make sure that there is time to just talk and so we'd find out ok ... 'how is it in your country? And how is it over here? And especially with Karen she'd mention ... 'oh things are a lot different here' ... and stuff like that. So I enjoyed that and I learnt a few Chinese phrases, I've forgot those though, lack of practice. But, yes, I think I*

*enjoyed definitely learning about the other peoples' culture" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

JR's enjoyment in suspending differences was notable "I genuinely did enjoy that". In the same vein, in some instances, co-ordinators tried to take the viewpoint of others and to "Put oneself in Everybody's Shoes". JO imagined how she would cope as a visitor to China with no Mandarin ("just put yourself in that situation"). Imagining oneself in another's situation ("so you have got to try and put yourself in their shoes") was quite a sophisticated approach to boundary spanning in practice to understand the issues faced by the other - in this case "the little amount of English they know".

We saw, in Section 4.3 how MA could read his non-domestic members' preference for understanding task context through the virtual world rather than the real world. He was able to put himself in the shoes of non-domestic members when he realised that they did not understand the context of their blue ocean concept:

*"... we used visual aids because ... You Tube videos and examples and all of that.. You Tube helped because our concept is similar to the Samsung glasses, it's not glasses ... I was telling them you put something on and you go, they didn't understand what it meant. So when I showed them ... what you see from the glasses they kind of understood" (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [MA]).*

Here, MA sought an alternative means of communication with non-domestic members when there was lack of comprehension. He imagined how they might be able to understand and how he might react in a similar situation to his non-domestic members.

With respect to differences, domestic co-ordinator JR suspended his differences by "learning about the other peoples' culture", as he cited

*"I think, especially within... the big two teams I really enjoyed ... learning about their culture as well because although we were there to do work, we'd also make sure that there is time to just talk and so we'd find out ok ... 'how is it in your country? And how is it over here? And especially with Karen she'd mention ... 'oh things are a lot different here' ... and stuff like that. So I enjoyed that and I learnt a few Chinese phrases, I've forgot those though, lack of practice. But, yes, I think I enjoyed definitely learning about the other peoples' culture... but I genuinely did enjoy that" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

JR learnt about Chinese culture from peer non-domestic co-ordinator KAREN [KA] ("especially with Karen she'd mention: 'oh things are a lot different here'"). KA helped JR appreciate that things between UK and China were a lot different, an alternative perspective that JR noted would boost his future potential business prospects in China ("Because China is growing, it's becoming big on the world stage"). It was JR's enjoyment of suspending differences that was particularly notable, viz: "I genuinely did enjoy that"; "that is quite fun". This resonates with the fun associated with the mediation behaviour of Communal Fun.

#### 4.6.4.2 Moving Beyond the Comprehension Barrier and Establishing Network Connections

The work on creative tasks helped to generate work friendships. Work Friendships were noted as important in groups for their work benefits. At the beginning of the project, JO was concerned that it was "hard to make friends". To her surprise, this changed whilst she was involved in creative activities with her members, where she was able to build new friendships easily with group members:

*"I find it hard to make friends, and I felt like I got along ... like a house on fire ... it wasn't stressful ... [only] in the sense of we wanted to do well. It was creative, I made so many new friends" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).*

JO did not feel her expected stress of interacting with new members: instead, her experience in group tasks stimulated new work friendships with non-domestic members.

One recurring benefit was that of openness, with a purpose of getting together for talk about work. Overall domestic co-ordinator ZA was enthused by an invitation from her female non-domestic member's text invitation to taste national recipes of each others' food. ZA cited,

*"Yes, so I really enjoyed working with them [own team non-domestic members] and it was so interesting for me to learn about the Chinese culture and they were telling me about the different types of breakfast they have and teas. One of the girls texted me and said if you can cook your cultural food for me I will cook my cultural food for you" (R22 - INTERVIEW OVERALL CO-ORDINATOR ZAHRA [ZA]).*

ZA enjoyed learning about "Chinese culture and the different types of breakfast and teas". She noted that her work friendships with two non-domestic members had developed only "three meetings in", as she explained,

*"I really enjoyed working in my own group, three meetings in we had developed that friendship so it was talking about different topics and we were having conversations about all different things. So for me it wasn't just about getting the work done, we had created those friendships so we discussed other topics whilst we were doing the work. And for me I really enjoyed it and what I found was the two Chinese people they really helped me and my group, they didn't speak English but they all were like... 'what can we do'? 'What can we do'?...they were always there to help me" (R22 - INTERVIEW OVERALL CO-ORDINATOR ZAHRA [ZA]).*

These work friendships were language-independent, given that the two members were willing to help ZA despite their complete lack of conversational English ("they were always there to help me"). For ZA, openness included "other topics whilst we were doing the work" and "having conversations about all different things". In a similar way, when JR noted that as members left differences aside in his group, he became open to learning about the Chinese culture, and it helped him to change his perspective. This alternative perspective that JR noted led him to think about potential business networking prospects in China:

*I think it's a clichéd answer ... Because China is growing, it's becoming big on the world stage ... in terms of like ... 'business for myself in the future, learning a little bit more about that culture... has now become a bit more relevant', that is quite fun" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

Overall co-ordinator MA also cited the importance of openness:

*"I tried to ask where they are from and ... 'what school did they go to'? And ... 'what are they doing'? Are they going to do a Masters? ... It's all about, I believe in things like ... 'you need to go out of the project, if you only contact each other for the project then you are only project friends'. You are only friends because of the project" (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [MA]).*

For MA, work friendships could be broken down into "project friends" and "out of project friends". In particular, MA sought opportunities to develop out of project friends into networks for future work collaborations, as he quoted,

*"That's way beyond the project yes. And I have spoken to this person about the factory owner, that's beyond the project. I make sure that you have to utilise your*

*experience in more ways than just the degree and a grade, because it's all about networking. I believe you are not paying for a degree you are paying for the networks. Because a lot of businesses they stem from university, if it's not a marriage or something, because this is the focal point of life: university; there are many like - minded people so you get experiences. You may see a problem, two people come up with a solution a business is born. A lot of things happen at university more than just a degree but people don't understand that" (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [MA]).*

A potential work collaboration for MA involved a beyond-project work friendship that could link him to the owner of a factory he was interested in. He was anticipating opportunities beyond his degree, given that "I believe you are not paying for a degree you are paying for the networks". For MA, access to networks of "like-minded people" was a key aim of being at university, as he noted "things happen at university more than just a degree". Quite a few work friendships followed on from Working on Creative Tasks, as ZA explained,

*"Because we had the ideas, it was just putting it into a formal script. With both groups we are both very creative and coming up with the ideas. And because of the different cultures what happened was, I have got a lot of different cultures in my family so I have got Portuguese, Arab, Indian, Pakistani, Turkish, my mum's family is very multi cultural. So I was talking to my aunties and uncles from different cultures and they were telling me about weddings in their cultures. And I was coming back to my team and asking them, with the Chinese they were explaining to me their cultures in their weddings. That's how I came to decide what continents to roll it [the blue ocean project] out to. So I think the reason it worked so well was because we had all these different cultures and ideas and putting it all together. Because our team we all got along as well I think that contributed to the success (R22 - INTERVIEW OVERALL CO-ORDINATOR ZAHRA [ZA]).*

After consulting her own family network about "weddings in different cultures" she engaged in extensive face to face consultations with her non-domestic members. These consultations gave ZA the project's launch strategy for weddings in different cultures and helped to make it richer.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

## Chapter 5: Discussion of Findings

### 5.1 Introduction

When seeking to examine the nature of boundary spanning in practice in the multicultural teams at the start of this study, a strongly behavioural focus has been taken. Five interesting behavioural patterns that characterize boundary spanning in practice have emerged from the findings. Firstly, In Section 5.2, findings have illuminated patterns of early stage frustration at the outset of the study that have had a significant impact on initial co-ordination. Secondly, in the focus group research different levels of barrier breaking behaviour were reported and were observable in group interactions. These patterns are discussed in Section 5.3. Thirdly, key alliancing behaviours have emerged in this study that capture a range of both positional and relational co-ordination approaches and these are outlined in Section 5.4. Section 5.4 also considers the mixed brokerage processes that have typified the boundary spanning in practice efforts of co-ordinators, allies and bridgers. Section 5.5 explores key capital accrual processes by co-ordinators and capital conversions in bridging alliances.

Section 5.6 then summarises how our understanding of BSIP has been extended in this research, outlining the identification of mixed brokerage patterns in practice; the uncovering of varied forms of capital and those of social capital. These findings have characterised the boundary spanning process across a range of multicultural networks (each network representing five multicultural teams simulating an industry network) in this study. There is visible evidence of boundary spanning in practice as it occurs in intra- and inter-team bridging alliances; and of the informal social processes that underpin the evolving boundary spanning practices and routines in this study.

### 5.2 Behaviours that Demonstrate Early Stage Frustration - Evidence of a Social Vacuum

One interesting finding in the research was the level of frustration that was generated in all multicultural teams. In this research, co-ordinator frustration arose from fears of

poor explanations of project aims and tasks; appearing out of control; and losing the respect from their own team members (See section 4.2). This thesis has examined in detail a range of frustrations that co-ordinators experienced as part of their efforts to secure collaboration in the early stages of each multicultural project. Temporary frustration arose in the early stages, requiring some co-ordinators to camouflage their reactions e.g. swallowing annoyance or camouflaging temper. Such behaviours required a social effort at masking their annoyance. What was surprising in these short term episodes of frustration was the depth of feeling expressed by members. As co-ordinators experienced frustration, it was accompanied by plenty of self-monitoring (Ferris *et al*, 2005) and reflection on their own co-ordination practices. Stronger frustration was noted during the inter-team stage of the project, where co-ordinators experienced forms of affective frustration such as "in my head I was screaming" (R14 - INTERVIEW CO-ORDINATOR KAREN [KA] - Section 4.2.2 refers); "a very dilemma'd situation" and "we didn't have no clues" (R16 - INTERVIEW CO-ORDINATOR BRUNO [BR] - Section 4.2.2 refers). These findings echo the distrust cycle that was identified by Adams (1975) and Gray and Starke (1987).

Such patterns appear to indicate the need to endure unexpected frustration at early stages of co-ordination, that included some boundary spanning across the five newly forming multicultural teams making up the field of their multicultural network. For co-ordinators, this required a lot of personal self-reflection and sometimes the need to identify personal limitations. One interesting pattern was different social attributions within teams. Domestic members sometimes saw an issue with non-domestic members' lack of conversational English; and non-domestic members felt that domestic members undervalued their ideas. Here is an instance of involved members socially constructing an implicit boundary between themselves within their own team (Heracleous, 2004). Of note, Diamond *et al* (2004) point out that only the members concerned are aware of this boundary, being that it has developed in this case between its domestic and non-domestic team members. This boundary is therefore an internal construct. The lack of understanding from both sides of a boundary, as occurred here can lead to 'lowered confidence' on each side, as documented by Khan *et al* (1964: p 106). What is less documented is how masking behaviour (as in pretended incomprehension) was deliberately used to avoid



interactions and block co-ordinator efforts to ensure engagement (See Section 4.3). This is in line with conflict negotiation stances of Dyer and Song (1997), when they spoke of forcing and avoidance behaviour.

The findings generated a deeper understanding of the nature of frustration that co-ordinators would face when exposed to challenging social processes in multicultural teams. Strong distrust cycles (Dyer and Song, 1997) were observable in several multicultural teams. A case in point of an ongoing distrust cycle involved non-domestic member Jason who staged a public revolt against his domestic co-ordinator for not listening to his ideas. It took non-domestic co-ordinator Bruno's intervention as peacekeeper to diffuse an awkward situation that all five multicultural teams of that project became aware of (R16 - INTERVIEW CO-ORDINATOR BRUNO [BR] - Section 4.2 refers).

In Section 2.7.2.1, the researcher noted his intention to examine the nature of the field that could be observed in the context of the multicultural projects. One of the key findings in this study was the existence of a social vacuum at the early stages as teams formed. The notion of a social vacuum resonates with literature on weakly entrenched fields and the difficulties of developing social structure (Maguire, Hardy and Lawrence, 2004). In this case social vacuum occurred to some degree in newly constituted social groups (Bourdieu, 1989), contributed to by team members' avoidance behaviours towards their co-ordinator ranging from polite distancing to "dead end roads" (facial expressions of non co-operation) (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR] - Section 4.2.1 refers).

Avoidance behaviours in this study presented co-ordinators with obstacles to cooperation and were a key source of frustration. Obstacles included avoidance of task involvement and failure even by supportive members to deliver tasks. This reflects the presence of individual agents using opportunism and self-interest, as noted by Obstfeld (2005) to exploit the advantage of their structural position (Burt, 1992). This was observable on the one hand, where co-ordinators sought to ignore non-affiliate members' ideas in favour of their own or affiliates' ideas; and on the other, in the form of direct idea-blocking behaviour on the part of some teams (noted as fighting corners in Section 4.2).

As animosity arose between domestic and non-domestic members, other members made peacekeeping interventions in an effort to restore group harmony. In the early stages elements of the ambassador role were observable and buffering was present (Ancona and Caldwell, 1990). If one corner of a team were seen as non-affiliated to the main idea, then non-affiliates' ideas would typically equate to unwanted information that required filtering out through buffering behaviour, as noted by Ibarra, Kilduff and Tsai, (2005). In this study, buffering included both non-domestic and domestic co-ordinators neutralising political manoeuvres, more in line with Ancona and Caldwell (1992). Social network literature notes that ideas compete for status before a consensus emerges around an idea that sticks (Kilduff and Tsai, 2005). In this study, consensus making was fraught with early competing ideas and the findings point to considerable negotiation over them before final decisions on the optimum idea. In addition to the revolt over non-domestic member Jason's ideas being ignored by his domestic co-ordinator, the notable case of non-domestic Carey's overzealous generation of ideas and her competitive stance with her non-domestic co-ordinator (Karen) frustrated Karen who became concerned about the "nightmarish" lack of bonding in her team (R14 - INTERVIEW CO-ORDINATOR KAREN [KA] - Section 4.2 refers). Buffering behaviour was hence not always due to different affiliate corners.

### 5.3 Breaking Barriers

An important finding that informed this study with respect to Objective 4 - that of the search for boundary practices - was the existence of significant barriers to progress on key tasks. Findings showed that some barriers occurred in the early stages of the project as multicultural teams were developing their own blue ocean ideas. Previous boundary spanning literature on barriers mainly focused on those of cultural and language (Schotter, Mudambi, Doz and Gaur, 2017; Chen, Tjosvold, and Su, 2005; Schotter and Beamish, 2011; Rozkwitalska and Basinska 2015). In this study, respondents noted a broader range of barriers, as outlined in Table 4.1 in Section 4.5.1.

The barriers found in this study (social, intimidation, confidence and comprehension) led to frustration on the part of co-ordinators and members as they experimented

with practices to break these barriers. As an illustration, one female domestic overall co-ordinator with placement experience in China, noted how domestic members tended to stick together. This presented non-domestic members with a social barrier within their team that delayed the emergence of good work relationships (R3 - FOCUS GROUP 1/2 CO-ORDINATOR MARION [MARI] - Section 4.2.2.1 refers). Breaking this social barrier was regarded as a significant part of the boundary role of some co-ordinators. By examining the process of team interaction (intra- in early stages and inter-team in later stages of the project) significant co-ordinator reflections from frustration were uncovered in the later stages. In particular, reflections whilst helping non-domestic members understand the meaning of tasks (viz: identifying own personal limitations) were a key finding. In challenging final task preparations, barrier breaking practices involved not only understanding conversational English, but also the context behind them. In many interviews, co-ordinators perceived that the conversational difficulties in English also incorporated lack of comprehension: a crucial practice for breaking the comprehension barrier was that co-ordinators tolerated members' incomprehension. There are frustrations presented alongside the following two matrixes on barrier breaking practices.

### **5.3.1 Matrixes of Barrier Breaking Routines and Practices**

The narratives of barrier breaking routines of co-ordinators are now linked with their relevant practice in Figures 5.1 and 5.2. Adhering to practice literature by Whittington (2006) (Section 2.5.2.2.refers), it is noted that not all social activities develop into actual practices, with many remaining as routines. The practices are the boxed items in the charts of Appendix 3.6 (pages 254 to 260), and the routines are itemised activities making up the charts' fins. Practices are overarching and only one is generally featured per quadrant (top or bottom). Associated routines are listed in each quadrant under their associated practice.

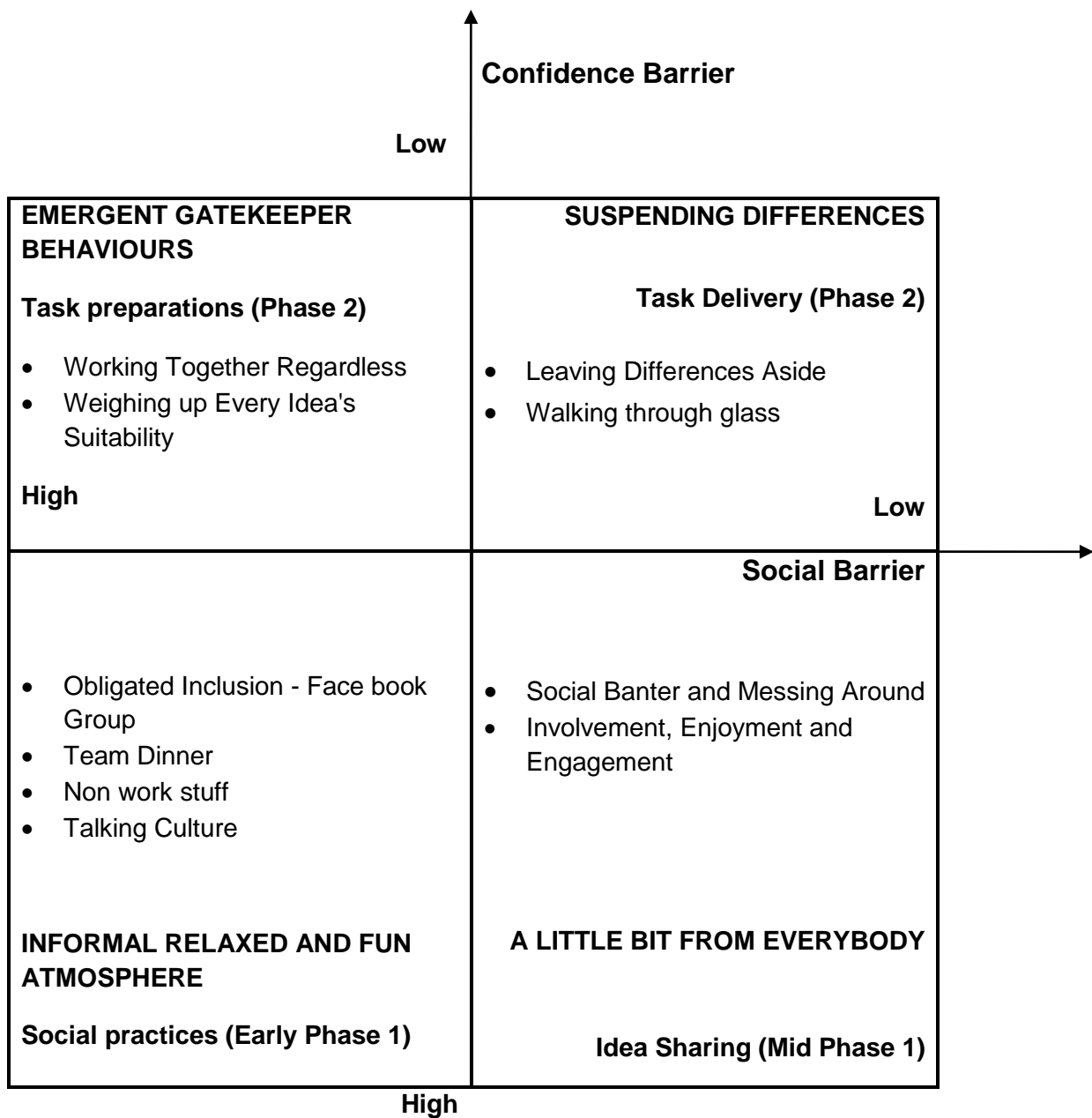
Figure 5.1 maps key practices relevant to social and confidence barriers; and those relevant to social and comprehension barriers are mapped in Figure 5.2. In both figures, the social barrier is the horizontal axis, given that narratives suggested that social practices were generally behind barrier breaking practices for both confidence and comprehension barriers (Table 4.2 Section 4.6 refers). Both barriers are continuous from High to Low, so that the High end of the Confidence Barrier depicts

maximum low confidence; and the Low end that of members having gained more confidence through relevant barrier breaking practices.

The focus of key barrier breaking practices in Figure 5.1 evolved from co-ordinators' various experiments with confidence-boosting social processes at different stages of the project. Table 4.2 (Section 4.6 refers) pointed to overall co-ordinator Robert's practice of "Obligated Inclusion" to invite his teams via Face book to dinner to "get people talking and know each other more" (R5 - FOCUS GROUP 1/3 OVERALL CO-ORDINATOR ROBERT [RT]).

The bottom left quadrant of Figure 5.1 includes key confidence-boosting social routines that were used to derive the practice of setting an "Informal Relaxed and Fun Atmosphere" (Appendix 3.6: "Emerging Process of Co-ordinator and Gatekeeper"). Some of these included social routines of "Team dinner", "Non work stuff" and "Talking Culture". In the bottom right hand corner, co-ordinators employed the routine of "Social Banter" to boost confidence through the enjoyment layer of the "Involvement, Enjoyment, Engagement" routine (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]) (Section 4.3.3 Layered Mediation refers). These routines contribute to the practice of "A Little Bit from Everybody" (Appendix 3.6: "Properties of Mediation Behaviour").

**Figure 5.1: Matrix of Barrier Breaking Practices and Routines for Social and Confidence Barriers**



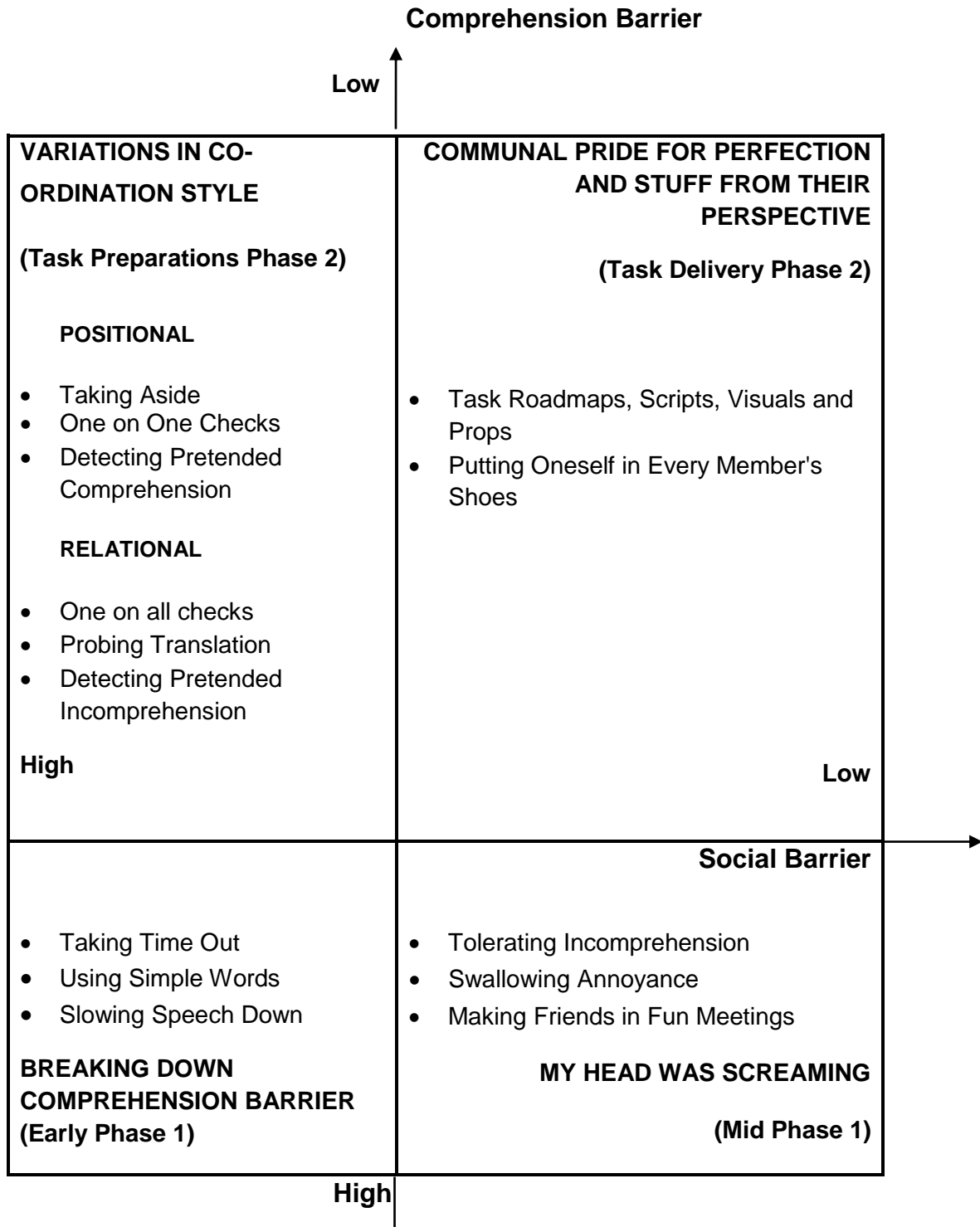
The top left hand quadrant commences with "Co-ordinator Seeks Ally's Support" - from Table 4.2 where co-ordinator Joshi relied on "Working Together Regardless" with her intra-team ally Nancy to boost her own low confidence over concerns that her non-domestics struggled to "understand anything" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]). This routine contributed to the practice of relying on "Emergent Gatekeeper Behaviours" (Appendix 3.6: "Properties of Gatekeeping

Behaviour" refers). The top right hand quadrant commences with the routine of "Leaving Differences Aside" from Table 4.2 (Section 4.6 refers) where co-ordinator Joshi felt it important to boost non-domestic members' confidence by taking the focus away from cultural differences to ease communication with them (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]). Whilst that routine felt like "Walking Through Glass" to Joshi, she perceived this worthwhile to boost non-domestic members' confidence for crucial Phase 2 tasks. These routines and accompanying high frustration contributed to the practice of "Suspending Differences" (Appendix 3.6: "Properties of Mediation Behaviour" refers).

The above discussions from Figure 5.1 pointed to several specific behaviours that co-ordinators and members reflected upon as they sought to overcome the confidence barrier and perform boundary routines and practices. In looking more closely at Figure 5.2 next, barrier breaking routines and practices focused on social and comprehension barriers that co-ordinators and their members faced during different stages of the project.

In Figure 5.2, both axes again remain continuous - from High to Low - where the High end of the Comprehension Barrier depicts maximum incomprehension - and the Low end that of sufficient task comprehension to optimise inter-team task performances. Relevant barrier breaking practices and associated routines are mapped across the four quadrants as explained next.

**Figure 5.2: Matrix of Barrier Breaking Practices and Routines for Social and Comprehension Barriers**



Co-ordinators generally found the need to experiment with different social practices to those for low confidence when addressing comprehension difficulties. Commencing with the bottom left quadrant - that of the practice of "Breaking Down Comprehension Barrier" (Appendix 3.6 - "Confidence and Comprehension Barriers" refers) - co-ordinators' employed helpful social routines of "Taking Time Out" (R4 - FOCUS GROUP 1/4 CO-ORDINATOR SHEILAGH [SHEL]) to reduce non-domestic members' frustration when not comprehending early phase idea generation processes or task direction. And the routines of "Slowing Speech Down" and "Using Simple Words" were typically used during Taking Time Out (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]). In looking at the bottom right hand of the matrix, the practice of absorbing the strong frustration of "My Head was Screaming" (Appendix 3.6 - "Properties of Co-ordination - Frustration" refers) was necessary for the three routines designed to build a tolerant atmosphere for idea comprehension. These included "Tolerating Incomprehension" and "Swallowing Annoyance", and the dividend that alleviated co-ordinators' frustration was that domestic and non-domestic members relaxed during the routine of "Making Friends in Fun Meetings". Fun meetings were an experimental routine by co-ordinators to continually motivate their team to garner effective idea contributions. Whilst this quadrant highlighted co-ordinator frustrations, it also led to the development of two distinct co-ordination styles for the third quadrant's practice of "Variations in Co-ordination Style" that supported Task Preparations for Phase 2. It is notable that each style developed different variations of the same routines. These variations are depicted by splitting this quadrant between "Positional" - and "Relational Co-ordination" (Appendix 3.6: "Variations in Co-ordination Style" refers). Of note, that of the positional includes routines of "Taking Aside" for "One on One" comprehension checks to "Detect Pretended Comprehension"; and in contrast that of relational co-ordination involved "One on All Checks" for "Detecting Pretended Incomprehension". Co-ordinators had deemed this a necessary step for improving performances during task preparations.

Routines for Phase 2 Task Deliveries centred on the social mechanisms of the top right quadrant - the practice of "Communal Pride for Perfection" supported by that of "Stuff from Their Perspective" (Appendices 3.6 - "Properties of Mediation" and "Other Properties of Co-ordination - High Self-Monitoring" refer). A range of routines including Task Roadmaps, Scripts, Visuals and Props were developed to boost inter-



team performances through communal pride. And the routine of "Putting Oneself in Every Member's Shoes" entailed a mental shoe-switching exercise as a comprehension aid, such as a domestic co-ordinator imagining what they would feel like in a non-domestic member's shoes. This sharpened routines to help the non-domestic member better understand the context behind complex tasks.

The matrices together summarise the key barriers and social experimentations that respondents attempted to move their project forward. The next section looks at the emergence of alliancing behaviours between co-ordinators and certain team members.

## 5.4 Essential Alliancing Behaviour

Seminal boundary spanning literature attributes representation behaviour to the ambassador role (Ancona and Caldwell, 1990) whereas feeding back to members is attributed to the role of task co-ordinator (Ancona and Caldwell, 1992). In this study, evidence showed the co-ordinator position as a dual role of task co-ordinator and ambassador. Each multicultural project was steered by a team co-ordinator prepared to volunteer additionally for overall co-ordination for the five teams in their project. Overall co-ordinators had to be credible both to members and peer co-ordinators and had to earn legitimacy (See Oakes *et al*, 1998 - Section 2.6.3.1 refers). In terms of each team's co-ordinator, when members trusted them this strengthened their intra-team social position. Turning to members within a team, situations where a co-ordinator felt that some members' credibility was lower than anticipated, this led to a variation in alliancing approaches being attempted by co-ordinators. These variations are explored in more detail next.

### 5.4.1 Co-ordination Styles and Experimentation

Overall, there was a lack of credibility in the translator position from co-ordinators' and members' perspectives. It has been established (Section 5.3.2 refers) that the typical positional co-ordinator recognised the initial need to adopt conduit brokerage (Obstfeld *et al*, 2014) themselves between the domestic and non-domestic corners of their own team. Positional co-ordinators then generally sought a replacement for themselves in the form of a translator as a conduit broker (Obstfeld, 2005)

nominated by that co-ordinator. The value of the translator was in facilitating culture talk and translating early intra-team tasks, but the limitation was a failure to clarify task meanings between English and Mandarin. This concerned co-ordinators who generally associated unclear task meaning with task performance below aspirations. Akin to Levina and Vaast's (2005) findings on the limitations of formally nominated boundary spanners, this study found that most translator positions did not evolve beyond Phase 1, given that they were not strong enough to be leveraged into a legitimate social position across the whole team. The translator position usually failed to develop into a bridging position in the projects undertaken.

In terms of co-ordination style, the findings demonstrated how a relational co-ordinator style was adopted in many teams, which included some oblique bridging (Anderson and Jack, 2002). Oblique bridging occurred in a novel way where relational co-ordinators of domestic origin encouraged relaxed processes during task preparations. Of note, such processes included "Mixed Language Interaction". Rather than nominating a conduit broker, a relational co-ordinator typically adopted the position of a social hub themselves (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [MA] - Section 4.3.2 refers) around which they encouraged mixed language interaction between their domestic and non-domestic corners (R7 - FOCUS GROUP 1/2 OVERALL CO-ORDINATOR MAHMOUD [MA] - Section 4.6.2.1 refers). By designing routines and practices for the collective advantage of the teams, in a non-opportunistic way, non-domestic members were encouraged to interact and contribute to the team effort.

As an alliancing alternative to the translator, the approach of mixed language interaction entailed near-simultaneous occurrence of joint Mandarin translation amongst non-domestic members, whilst the domestic co-ordinator spoke in English. As seen above, the co-ordinator as a social hub with a strong relational style tended to prepare for tasks on a communal basis, and gave members the advantage of practicing each other's tasks so that they could support each other more in final task implementation. This involved a more complex social inclusion process than positional co-ordination and its single translation link, and the advantage of relational co-ordination was more potential for directly linking domestic with non-domestic members. The role of oblique bridging in this more complex social inclusion process entailed several potential volunteer members with moderate English who had

emerged to gain the trust of other non-domestic members at helping them with previous task comprehension issues. By trial and error, the relational co-ordinator had a choice of non-domestic volunteer members with moderate English to brief; and by observation through their social hub position could approach the non-domestic member most preferred by non-domestic peers. In short, this was not a member nominated by the co-ordinator, but implicitly by non-domestic members.

#### **5.4.2 Alliances between Co-ordinators, Trusted Allies and Bridgers**

One key alliance was that of the co-ordinator and internal ally, where the ally became the third party between the co-ordinator and internal team members. As seen in Figure 5.3, this alliance tended to form midway (late Phase 1 to early Phase 2) through the projects and proved to be a form of alliance that could address some of the intra-team social engagement challenges. A potential ally was one with whom a co-ordinator shared ideas; had ideas questioned and bounced back; and received persistent support and involvement at meetings such as that between Jordan and Panos (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR] - Section 4.4.1 refers). Comfortable with confiding in each other, this co-ordinator - ally reciprocation accelerated rapidly into a strong tie of trust (Granovetter, 1985) around which other team interactions occurred. The alliance between overall co-ordinator Bijna and her ally Amanda in her own team was a case in point (R23 - INTERVIEW CO-ORDINATOR BIJNA [BIJNA] - Section 4.4.1 refers). It was important that co-ordinators, due to external pressures from peers in the co-ordinators' team, could communicate the team's concepts externally on a competitive basis. In overall domestic co-ordinator Bijna's case, non-domestic member Amanda was her trusted ally and given that Bijna co-ordinated five teams (as overall co-ordinator), she relied upon Amanda as de facto team co-ordinator who, unusually, also briefed non-domestic translator Jenny who had survived beyond Phase 1 of the project (R23 - INTERVIEW CO-ORDINATOR BIJNA [BIJNA] - Section 4.6.3 refers). In summary, the ally was trusted by the co-ordinator to focus on internal tasks and produce effective work while relieving the co-ordinator of internal co-ordination responsibilities. This permitted them to focus on representing their group to the other co-ordinators in the project and in Bijna's case, also co-ordinating four other co-ordinators as team ambassadors.

The identification of the nature of horizontal links to boundary spanning in practice was a key finding to emerge in the study. This horizontal link resonates with role disaggregation (Friedman and Podolny, 1992) in which external representation of the negotiation role was separated from the internal gatekeeping role as in the alliances of Joshi and Nancy; and Bijna and Amanda. A similar argument has been reiterated as recently as 2014 by Obstfeld *et al* on role disaggregation between social network structure and brokerage process, of note those of conduit and mediation brokerage processes in this study. Findings of this study point to similar role disaggregation which occurred organically in some groups.

This bridging behaviour can be regarded as classic boundary spanning in practice activity (see Levina and Vaast, 2005). Levina and Vaast's (*ibid*) study established that boundary spanners in practice emerged through their competence at negotiating the practices of a field between different departments in an organisation. This study has identified an internal bridger position demonstrating similar behaviour in a multicultural team working in an explorative multicultural project. It is argued that non-domestics as internal bridgers in this study impressed their domestic co-ordinators by neutralising their different demographic identity, in effect being re-categorised as fellow in-group members (Flynn and Chatman, 2001).

Linked to this pattern was a kind of assertiveness or confidence (Ang, Van Dyne and Koh, 2006), involving high self-monitoring on the part of these un-nominated bridgers. High self-monitoring suggests sensitivity to variation in social cues (Snyder 1974; Caldwell and O'Reilly, 1982). Such sensitivity to social cues enables the internal and external bridger to consider and question meaning from another's perspective, whilst adapting to the situation (Ferris *et al*, 2005). Some of these individual abilities as boundary spanners in practice enabled internal bridgers to compensate for their more limited conversational English. They had an internal bridging credibility that was gradually earned and they were usually un-nominated boundary spanners, as their competence was gained through practice (see Tushman and Scanlan, 1981).

Moreover, the evidence that external bridgers were viewed as "sub co-ordinators" - trusted by not one but several co-ordinators in inter-team tasks - points to them having a much elevated social position in a multicultural project to that of the internal

bridger. They were also in some cases attributed an elevated standing beyond the internal trusted ally, given their broader inter-team scope that they were prepared to take on voluntarily and altruistically, preferring to remain anonymous ("they were not formally assigned") as Mahmoud noted (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [MA] - Section 4.4.3 refers). Moreover, external bridgers were always non-domestic members attributed the trust of several co-ordinators - the majority of whom were of domestic origin.

Turning to the extent of - and variations in - relationships developed throughout the project, these can also be examined through forms of capital. Forms of capital associated with co-ordinators, allies and bridgers are examined next, along with variations in capital conversions that may inhere in the different alliances of these multicultural projects.

## 5.5 Forms of Capital and their Conversions over the Project

This thesis has addressed forms of capital and their convertibility over 30 weeks' continual duration of its multicultural projects. Its longitudinal approach has enabled research into variations in capital and their convertibility, of note: conversion trajectories occurring in early intra-team tasks; followed by those in later inter-team tasks. Existing respondents' citations from Findings Chapter 4 have been re-used in this section for the convenience of the reader, and for purposes of further data analyses on forms of capital accrued and their conversions to other forms of capital.

### 5.5.1 Overall Co-ordinator's Frustration with Absent Co-ordinator: Early Phase 1

During the formation stage of the five co-ordinators making up a co-ordinators' team, overall co-ordinator Mahmoud felt obliged to oust a twice-absent co-ordinator given that he was unaware of important decisions made by Mahmoud and his other three co-ordinators. He cited

*"With the co-ordinators there was a situation where one ... wasn't responding on Whats App and he never came to the first two meetings. It was worrying for us... oh right. I don't do three times ... I said it straight I want him out. Because if we are going to be helping each other ... if someone is not willing to put in the work. And now he never understood what he was supposed to do, we were really worried. And then someone said ok give him the third chance, three strikes and you are*

*out" (R7 - FOCUS GROUP 1/2 OVERALL CO-ORDINATOR MAHMOUD [MA].- Section 4.2.3: Managing Frustration – Recognising Own Limitations refers)*

Mahmoud's strong exclusionary stance ("I don't do three times") arose from his practice of overall co-ordination and his concern that the absentee co-ordinator's team members would lose confidence in him. Whilst Mahmoud had accrued the highest symbolic power in his field from representing all five teams in his project, he also had the power not to consecrate a co-ordinator's membership to the co-ordinators' team that he was leading, given that his other peer co-ordinators had authorised him to be their spokesperson (Bourdieu, 1989). He acquiesced to peer persuasion that he should endorse "three strikes and you are out", recognising that his peers were suggesting what should constitute fairness in their field. This was a demonstration of the conversion of Mahmoud's dominant Symbolic Capital to the Social Capital of Obligations and Expectations - that would inhere in his connections with his three co-ordinator peers.

In summary, looking at early-Phase 1, we see the following capital conversion process for Mahmoud:

From	To
Highest Symbolic Capital	Obligations and Expectations Social Capital

### 5.5.2 Co-ordinator Finds Trusted Ally: Mid-Phase 1

Prior to the formation of this intra-team alliance, domestic member Panos stood out from co-ordinator Jordan's perspective on two counts: he could be trusted with intra-team tasks; and he challenged Jordan's ideas by bouncing them back to him. Jordan cited

*"I knew that again I could trust him [Member Panos] with the work. I could trust him with the work that if... 'I give you this I know you're going to produce a good piece of work' ..." "... But in terms of now, with Panos, which I was really grateful for... because now I had someone who I could also bounce off ideas to ..." which left me then to focus on these other guys who might have needed a little bit more attention in making sure that the grade of work was up to standard..." (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR] - Section 4.4.1 refers)*

Agents who stand out accumulate symbolic capital, one that is convertible to other forms of capital within the network connections of a field (De Clercq and Voronov (2009) (Section 2.3.2.1 refers). Whilst Jordan accumulated symbolic capital due to his power to form a team (Bourdieu, *op cit*), for Panos symbolic capital began to emerge from the spill-over effect of Jordan's symbolic capital onto him (Reuber and Fischer, 2005). Panos's emerging symbolic capital was then noted by other team members through the obvious trust that Jordan had in Panos to co-ordinate their team internally. Given that trust is a key element associated with an agent's symbolic capital (Pret *et al*, 2011), Panos became Jordan's trusted ally.

Looking at mid-Phase 1 we see the following emerging capital for Panos:

Mid-Phase 1	
Jordan	Panos
Symbolic capital	Emerging symbolic capital (Spill-over from Jordan)

What transpired following this alliance was that Jordan rescinded much of his intra-team task co-ordination to Panos, attending only to more troublesome co-ordination matters himself.

From Phase 1 onwards, Panos became the intra-team sub-co-ordinator, seldom needing to refer internal members to Jordan. The nature of this alliance was that Panos became the trusted spokesperson for domestic members. As such, Panos converted his accrued symbolic capital into the social capital of Obligations and Expectations for his team through his own practices. Turning to Jordan, Nahapiet and Ghoshal (1998) would explain that a personal relationship of respect and friendship had developed with Panos (Section 4.4.1 refers). This relationship was not associated with the embeddedness of bonding social capital (that inheres across a network after Coleman, 1988) but was limited to a single tie of trust in an otherwise sparse network. Of note, it was unexpected that a single relationship based on sociability, approval, and prestige could kick start intra-team formation (Nahapiet and Ghoshal, *ibid*).

In summary, moving to post-Phase 1, the pathway of conversion had developed further between Jordan and Panos; and Panos and team members as follows:

Post-Phase 1			
Jordan to Panos		Panos to Team Members	
From	To	From	To
Symbolic capital	Relational social capital	Symbolic capital	Obligations and expectations social capital

### 5.5.3 Co-ordinator Finds Go-between Translator - Mid-phase 1

As a natural relational co-ordinator, Jordan was disappointed that he had twice failed as a social hub to build any direct relationship with his two non-domestic members. Both poor English conversationalists, he admitted defeat and looked for an alternative conduit to reach them indirectly, as he cited

*"The best possible way ... was to get one of the Chinese guys [non-domestic member Han] to ... talk to them. I would come up with tasks... and say [to him] please break it down to the girls in Chinese... he would go in between ... almost like the translator" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR]).*

AND

*"... 'and let me know if they ['the girls'] have ... questions' ... It did work to some extent but I doubt that it was that efficient because the work that was being produced still was not that great...that's a little bit of a downfall there" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR] - Section 4.4.2 refers)*

This attempted conduit involved tenuous, one-way interaction from Jordan to Han to the two non-domestics. Jordan received little feedback from Han so that this tie resembled a flimsy bridge (Anderson and Jack, 2002). Jordan felt isolated from this process and questioned how well it was working, viz: "the work that was being produced still was not that great". This instance presented the difficulties for co-ordinators in finding appropriate ways to convert their capital to specific experimental situations. For instance, despite Jordan's endowed power to form a team (Bourdieu, *ibid*) he could not build the direct tie he would have preferred with either of his two non-domestic members. Instead, he was restricted by the social structure (a non-



domestic corner isolated by a language barrier) to relying on Han as a one-way conduit to that corner.

As a natural relational co-ordinator Jordan had a preference for converting symbolic capital to relational social capital (as seen above), and appeared to behave out of character in this instance given his reliance on a conduit broker. In their recent conceptual paper, Obstfeld *et al* (2014) noted that social network structure can be disaggregated from brokerage process. Here we see Jordan disaggregating himself from his natural inclination of converting symbolic to relational social capital - evidenced by his social hub preference and inclusiveness practices ("a little bit from everybody" (Section 5.4 above refers) - and to behave in a less preferred manner as a positional co-ordinator through conduit Han. This pushed Jordan to convert symbolic capital to structural social capital as shown below. Meanwhile Han was nominated the translator by Jordan for his potential cultural capital of good conversational English, which he could only convert to information channel social capital given his lack of prowess at explaining the meaning of tasks between English and Mandarin.

Summarising the conversion trajectory at end-Phase 1, the respective capital conversions that applied to Jordan and Han were found as follows:

<b>Translator Position</b>			
End-Phase 1			
Co-ordinator Jordan		Translator Han	
From	To	From	To
Symbolic capital (Form of capital)	Structural social capital  (Dimension of social capital)	Cultural capital (Form of capital)	Information channel  (Form of social capital)

#### 5.5.4 Overall Co-ordinator Finds Internal Bridger - Mid-phase 1

Non-domestic member Yvonne stood out both with her own team co-ordinator Anthony as well as with her project's overall co-ordinator Robert. Robert's citations below come first from a focus group, and second from an individual interview.

*"I've heard from Anthony as well, Anthony says that she's [YVONNE] always very proactive in their individual group meetings and always puts her ideas across. I don't think she's giving herself enough credit" (R5 - FOCUS GROUP OVERALL CO-ORDINATOR ROBERT [RT]).*

AND

*"Because I know they [non-domestic members] were struggling and that was one of the problems Lena was having with her group ... surrounding the strategy canvas. I think ... Lena was having trouble with her group understanding. Now she said that ... 'they just didn't understand the whole concept of the strategy canvas: Why were we doing it? What it was for?'" (R5 - FOCUS GROUP OVERALL CO-ORDINATOR ROBERT [RT]).*

Despite her limited conversational English, non-domestic member Yvonne was nevertheless confident enough to query both her team co-ordinator, and overall co-ordinator with awkward questions. Given Yvonne's high reputation at confident questioning - first noted by her co-ordinator Anthony who reported this to Robert as overall co-ordinator - Robert felt secure enough with her comprehension skills to appoint her as a trouble shooter for another team in their project co-ordinated by Lena. Lena had struggled to get her non-domestic team members to comprehend Phase 1 tasks ("they just didn't understand the whole concept of the strategy canvas"). This is another example of symbolic capital spill-over, unusually from an overall co-ordinator as well as from Yvonne's own co-ordinator. Nahapiet and Ghoshal (1998) would refer to Yvonne as resourceful at providing a shared narrative for Lena and her non-domestic members. Levina and Vaast (2005) would describe this as the emergence of a boundary spanner in practice, in this case at an internal boundary within a multicultural team. Looking at mid-Phase 1, the respective capitals accrued to Robert, Anthony and Yvonne were found as follows:

Mid-Phase 1	
Robert (Overall Co-ordinator)	Yvonne
Highest symbolic capital	Emerging symbolic capital (Spill-over from Robert)
Anthony (Yvonne's Co-ordinator)	
Symbolic capital	Emerging symbolic capital (Spill-over from Anthony)

What this study has uncovered is that Yvonne's facilitation of shared narratives between two different languages was possible despite her limited conversational English. This is contrary to recent research by Pham and Tran (2015) on non-domestic tertiary students in an Australian university, who struggled for recognition from domestic students due to their poor conversational English. In their study, non-domestics were found to strive for better English as the power necessary to build their cultural capital and fit in with domestic students. In contrast to that study, Yvonne with limited English and poor cultural capital nevertheless stood out and confidently helped three domestic co-ordinators (Robert, Anthony and Lena) to increase her non-domestic compatriots' comprehension of a key business concept.

Pham and Tran's (*ibid*) finding that power could be gained by fitting in with domestics through English language fluency was not evident in Yvonne's case. Instead, Yvonne achieved this with faltering English language and low cultural capital - yet substituted by high confidence that earned her symbolic capital spill over from Robert and Anthony, as Robert further cites

*"I think it depends on the student as well because YVONNE's quite proactive .. but some other students I think they are less likely to come forward and ask for help ... 'aren't they'"? (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT])*

Turning next to Yvonne's interactions with Lena's non-domestic members for task comprehension, how did she gain the status of internal bridger? In summary, she did not start with high cultural capital (as in the case of translator Han above), but instead had accrued notable symbolic capital. It is now argued that she converted

this symbolic capital through the connections that she made with Lena's non-domestic members into cognitive social capital (Nahapiet and Ghoshal, *op cit*) .

<b>Internal Bridger</b>	
Yvonne's capital conversion process	
From (Mid-Phase 1)	To (End-Phase 1)
Yvonne: Accrued Symbolic Capital	Yvonne: Cognitive social capital

### 5.5.5 Gradual Emergence of Anonymous External Bridgers - Early-Phase 2

Overall co-ordinator Mahmoud (MA) noted an unusual process by which potential external bridgers emerged from a project's social space during inter-team tasks when the level of task difficulty increased. He cited

*"Some of them [non-domestic members] never knew they were sub - co-ordinators they just thought they had got a lot of responsibilities on them. It wasn't formally assigned" (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [MA])*

AND

*[Their English] was mainly moderate to moderately high ... Not only would they be able to connect to me but they had to connect to the other co-ordinators. So they need to be outgoing, friendly, it was kind of like a CV... 'do they match the criteria... needed'? Because they had to be as creative as you. It wasn't just about language ... we made sure... to get the best speaker and ... the best one that can communicate" (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [ MA] - Section 4.4.3 refers).*

MA recounts how certain non-domestic members had gradually been recognised in early-Phase 2 by other non-domestics as proficient at explaining difficult inter-team final tasks to them. Such non-domestics appeared to demonstrate altruistic motivations by helping their members and voluntarily took on "a lot of responsibilities" initially un-noticed by co-ordinators ("they never knew they were sub-co-ordinators. It wasn't formally assigned"). Such un-assigned non-domestic members remained anonymous given that they shunned standing out (symbolic capital) and were only adequate conversationalists in English ("mainly moderate to

moderately high"). The capital conversion pathway for early-Phase 2 for the potential external bridger is therefore driven by same-affiliate peer members as follows

<b>External Bridger</b>	
Initial capital conversion process	
From (Early-Phase 2)	To (Mid-Phase 2)
Consummative social capital (source of social capital)	Cognitive social capital

Potential external bridgers became formally assigned in late-Phase 2 in a similar fashion to Panos (Section 5.5.2 refers) when they became trusted as external sub-co-ordinators (bridgers) with final task deliveries - both by the overall co-ordinator and other project co-ordinators. The attributes of this external bridger weren't "just about language" but included the ability to "connect" with MA and other co-ordinators and to be "outgoing, friendly and as creative" as them. These attributes attracted extensive spill over of symbolic capital from overall and team co-ordinators (Reuber and Fischer, *op cit*) as the final conversion pathway shows next

<b>External Bridger</b>	
Final capital conversion process	
From (Mid-Phase 2)	To (End -Phase 2)
Cognitive social capital	Symbolic capital (spill over from overall and team co-ordinators)

### 5.5.6 Co-ordinator in Social Hub Position - Phase 2

Working on Creative Tasks was a central routine for many teams. The positive social connection that arose from it surprised relational domestic co-ordinator Joshi (JO), who was conscious of her own feelings of low confidence. Despite this, JO adopted a social hub position (Section 4.6.1.1 - Obligated Inclusion refers) in the centre of her team in order to generate a relaxed atmosphere for friendly and constructive feedback. This enabled JO to mediate (relational co-ordination), as she cited

"... if we had to do a script we would sit there together so if they got stuck they would tell us" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO] - Table 4.2 - Social Barrier: Obligated Inclusion - Section 4.6 refers)

and

"...when we were rehearsing our role play... we were sorting out our scripts ... there were two students ... from China, in my team and they both couldn't speak English very well, and they couldn't write it either. So when we gave them their script they said ... 'oh is it ok if we put it in our own words'? And we said ... 'ok you are more than welcome to but we will check it just so it makes sense'" (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO]).

Joshi's preference for social hub positioning was that if her non-domestic members "got stuck they would tell us" and if they struggled with written English, JO could "check it just so it makes sense". Here JO appears to be downplaying her symbolic capital (standing out) with her preference to fit in as a social hub. De Clercq and Voronov (*op cit*) refer to this as trading down a level of capital, in JO's case from symbolic to cultural capital. This is unexpected behaviour with respect to Pham and Tran's (*op cit*) findings that poor English language was used by domestic students to exclude non-domestic students and maintain their dominance. JO's conversion was the reverse of Pham and Tran's study, namely the sacrificing of dominance to fit in with non-domestics by down-trading her capital: from the enhanced status and reputation of symbolic capital (Bourdieu, 1986); to fitting in using cultural capital as follows:

<b>Social Hub</b>	
Joshi's capital - first conversion process	
From (Early-Phase 1)	To (Mid-Phase 2)
Accrued symbolic capital	Cultural capital

There were deep seated motivations behind JO's trading down of capital, as she cited next

"And I was saying ... 'just put yourself in that situation, imagine if we were to go to China and we didn't understand a single word and they are trying to explain to us in Chinese and we would be like urgg'. So you have got to try and understand

*they know a little amount of English so you have got to try and put yourself in their shoes (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO] - Section 4.6 Table 4.2 - Comprehension Barrier: Putting oneself in everybody's shoes refers)*

JO's motivations were based on considerable self-questioning as to what she would do in her non-domestics' situation, viz: "imagine if we were to go to China"; "they know a little amount of English"; and "put yourself in their shoes". Her drive to place herself in the centre of her circle was empathetic by imaging herself in China where she would not "understand a single word". Whilst more a symbolic than practical gesture, it was one of inclusiveness in contrast to Bourdieu's (*op cit*) notions of social space in a field defined by exclusionary struggles for power. Pret *et al* (*op cit*) would explain that Joshi exploited the high mutability of her symbolic capital by trading down to cultural capital. Unlike Jordan however, who traded his symbolic capital down to relational social capital in one alliance with trusted ally Panos, Joshi then appeared during late Phase 2 inter-team rehearsals to convert her cultural capital into consummative social capital. This resembled the development of a range of connections akin to the spokes of a wheel from her social hub position. Some evidence for this is that she managed to motivate two students from China to rehearse for final tasks who "both couldn't speak English very well, and they couldn't write it either". In summary, the final conversion pathway for JO was as follows:

<b>Social Hub</b>	
Joshi's capital - second conversion process	
From (Late-Phase 1) Cultural capital	To (End-Phase 2) Consummative social capital

### 5.5.7 Summary of Capital Conversion Trajectories

This section has examined findings on the forms of capital accrued and converted by key boundary roles of overall co-ordinators, co-ordinators, allies and bridgers. It has also tracked variations in conversion trajectories employed by these roles over the duration of the multicultural projects. In terms of Phase 1 capital conversion trajectories at intra-team level, it is of note that in several cases the process of an ally being pinpointing by a co-ordinator involves that member standing out socially in

the first instance. This process is then followed by a spill-over of symbolic capital from co-ordinator to ally. This suggests that capital spill-over is one trigger of preliminary social structure. Examples include Jordan and Panos's alliance (co-ordinator - trusted ally) (Section 5.5.2 refers) and that of Robert and Yvonne's (overall co-ordinator - internal bridger) (Section 5.5.4 refers).

In terms of Phase 2 conversions by boundary roles, another trigger for preliminary social structure - now at inter-team level - is that of consummative social capital associated with altruistic motivations. Such motivations were evident in both co-ordinators and members. A key example of this is noted by overall domestic co-ordinator Mahmoud (MA) concerning the emergent non-domestic external bridger's altruism, when assisting less-comprehending members with difficult task contexts. This is effective inter-team boundary spanning in practice behaviour as noted by Levina and Vaast (2005). Here we see this highly trusted altruistic external bridger being reluctantly pushed by grateful co-ordinators into a conversion trajectory of trading upwards from consummative; to cognitive social capital; and onwards to symbolic capital (Section 5.5.5 refers). Of particular note, as Mahmoud emphasised, the external bridger emerged through accidental altruism by initially maintaining anonymity.

In direct contrast to the external bridger's conversion trajectory, a reverse trajectory pathway is in evidence from co-ordinator Joshi's (JO) adoption of the difficult social hub role, where she sacrificed her symbolic capital by deliberately down-trading to cultural capital. She then deliberately further down-traded to consummative social capital as a demonstration of her commitment to multicultural inclusiveness (Section 5.5.6 refers). It is argued that JO displayed deliberate altruism in her quest for inter-team inclusiveness.

The next sections examine how findings will be taken forward in terms of the points of difference (Section 3.10 refers) and the theoretical framework (Section 3.11 refers).



## 5.6 How Findings Take Forward our Understanding of Boundary Spanning in Practice (BSIP)

Findings have highlighted some of the evolving behavioural patterns that characterised the boundary practices and routines of the teams in this study. In considering conclusions about BSIP, it is useful to look at what this research has achieved in terms of extending our understanding of BSIP:

5.6.1 Addressing the nature of longitudinal trajectories of brokerage processes that epitomise BSIP

5.6.2 Illuminating forms of capital accrued by boundary role adopters throughout the project

5.6.3 Illuminating the nature of intra- and inter-team capital conversions associated with bridging positions throughout the project

5.6.4 Illuminating implicit barriers in multicultural teams throughout the project

5.6.5 Articulating the development of informal social processes into practices and routines central to BSIP that break implicit barriers.

### 5.6.1 Addressing the Nature of Longitudinal Trajectories of Brokerage Processes that Epitomise BSIP

In their studies of experimental multicultural project networks with tertiary students, Di Marco, Taylor and Alin (2010) noted the need for future research a) on members without experience of working in the country of the project and b) gathering evidence of other emerging roles in multicultural project networks. This study of multicultural teams fulfils the first of these research gaps by identifying trajectories of conduit and mediation brokerage processes that non-domestic members visiting the UK for the first time underwent with domestic members - who in turn had no experience of the non-domestic members' countries. In terms of the second research gap, this study has identified how bridging positions gradually emerged in an explorative multicultural context.

There was evidence of associations between the conduit brokerage process and the positional co-ordination style at early stages in the project, with attempts to link both corners of a team through the co-ordinator. However, mediation driven by relational

co-ordination styles was the most observable brokerage process in later stages of the project. Seminal social network literature on the mediation form of brokering found that it correlates with low self - monitoring (Oh and Kilduff, 2008). Low self-monitors' communal disposition encourages their immediate acquaintances to connect with their acquaintances (Oh and Kilduff, *ibid*). In terms of the second research gap, this study has illuminated a particular brokerage process - that of the social hub adopted by a domestic mediator to help non-domestic members understand and perform tasks to a high level by sanctioning mixed language interaction (Mahmoud). Recent brokerage process concepts also help to illuminate the limitations of conduiting, such as Han's doubtful success at probing for comprehension in a one-way conduiting role between Jordan and his two non-domestic members. Furthermore, through this embedded study of multicultural teams, the findings have added to the ideas of Levina and Vaast (2005) on boundary spanning in practice. It emerged that boundary spanning efforts ranged from a) positional co-ordinators of domestic origin that linked indirectly through the Mandarin translator with each non-domestic member to b) English speaking non-domestic co-ordinators who probed directly in a communal fashion for their peer non-domestics' level of understanding. Positional co-ordinators also displayed communal motivations to share their high performance aspirations with their members (RT), thus echoing the altruistic form of negotiation identified by Portes (1998).

Obstfeld, Borgatti and Davis (2014) referred to the need to examine brokerage process where entrepreneurial collective action involves sequences of brokerage processes (Section 2.1.4.1 refers). A mix of brokerage processes have been found in this study, including a tendency towards conduit brokerage (indirect brokerage process) where co-ordinators nominated the translator role; and this role in turn gave way to un-nominated internal and external bridgers. These brokerage processes involved three separate and sequential alliance formations (Gulati, 1998; Parkhe, 2003; Kim and Parkhe, 2009) to break the comprehension barrier, and addresses Obstfeld *et al*'s (*ibid*) call for future research into brokerage process trajectories. Through its longitudinal methodology, this study has clearly identified sequenced trajectories of co-ordinator - translator alliance; graduating to co-ordinator internal bridger; followed by the external bridger alliance with several co-ordinators. Furthermore, disaggregation of brokerage process from social structure (Obstfeld *et*

al, *ibid*) was in evidence given that the co-ordinator with natural mediation tendencies could generally adapt to conduiting behaviour through a translator or bridger when necessary.

In particular, the extended influence of a lone external bridger legitimated by several co-ordinators was a notable finding from a brokerage process standpoint, given that one non-domestic member good at inter-team task comprehension could help up to twelve members perform well on difficult tasks. Similarly, despite poorer conversational English - yet better cognitive understanding of tasks - the internal bridger was able to perform on a smaller intra-team scale by contributing to better task performances (*viz*: Yvonne) by gaining legitimacy from her overall positional co-ordinator RT to help domestic co-ordinator Lena to clarify crucial early stage concepts for her non-domestics.

In contrast, relational co-ordinators tended towards mediation (direct brokerage process) and sought more communal buy-in to the tasks as social hubs. Ongoing social hub roles allowed non-domestics to understand inter team tasks directly through their co-ordinator (*viz*: Joshi). Evidence of brokers displaying arbitration-type behaviours has been established by Lingo and O'Mahony (2010) - *viz*: a mediator buffering a colleague from adverse information rather than the natural inclination to share that information. However, in this study we see a naturally inclined relational co-ordinator inadvertently exposing a member's pretended comprehension through communal (one on all) probing - with the associated humiliation for that member in front of peers (*viz*: JO). Normal expectations would be that communal probing would be more associated with impersonally orientated positional co-ordination. This study also provides further evidence of disaggregation-type behaviours proposed by Obstfeld *et al (op cit)*, by actually tracking switching trajectories as they emerge in practice, such as with overall co-ordinator Zahra (R22 - INTERVIEW OVERALL CO-ORDINATOR ZAHRA [ZA] - Section 4.6.1.1 refers). Here, ZA retained her translator for longer than most other co-ordinators (conduit brokerage), but also used YouTube videos herself to explain difficult concepts pictorially to less comprehending non-domestic members (mediation brokerage). Further examples included the positional co-ordinator (RT) uncharacteristically minimising intimidation by not singling out individual non-comprehending members (one on one probing); in

contrast, relational co-ordinators (such as JO) used out of character one on all probing that could intimidate a non-comprehending member in front of peers.

### **5.6.2 Illuminating Forms of Capital Accrued by Boundary Role Adopters throughout the Project**

This section examines the initial capital accrual process when fields were un-constituted (Bourdieu, 1989). Whilst much of the initial capital accruals went to volunteer co-ordinators in the form of symbolic capital, it was typically some weeks into projects before an overall co-ordinator emerged as a volunteer, or had the thirst for the position of highest symbolic power. This practice included the power to form teams and consecrate aspiring peer co-ordinators' positions. For example, as we saw with Mahmoud, he was unhappy with a twice absent co-ordinator and only temporarily consecrated this co-ordinator's position with one more chance (three strikes and you're out). But symbolic capital also spilled over from co-ordinators to certain members (viz: to internal ally Panos from co-ordinator Jordan; to internal bridger Yvonne from overall co-ordinator Robert and her own co-ordinator Anthony). There were also initial accruals of cultural capital such as by translator Han's; and of that of consummative by un-nominated external bridgers.

For the overall co-ordinator role (person who co-ordinated the 25 participants for the final presentation), respondents reported that the adoption of this difficult boundary spanning role resonated with ambassador behaviour, coupled with an adaptation disposition (Ancona and Caldwell, 1990). Their reports were also clear about positional and relational co-ordination styles, namely that the forms of capital perspective were linked with co-ordinator style, namely: the positional style with structural social capital; and the relational style with relational social capital (Nahapiet and Ghoshal, 1998).

### **5.6.3 Illuminating the Nature of Intra- and Inter-team Capital Conversions by Boundary Role Adopters throughout the Project**

Table 5.1 summarises findings on the various co-ordinator roles, the varying brokerage processes used during alliancing behaviours, the extents of legitimacy of co-ordinator and other boundary roles; and the capital they initially accrued and converted to other forms of capital/social capital. In particular, the table also summarises capital conversion trajectories discussed in detail in Section 5.5.

There was also evidence of the pattern found in Anderson and Jack's (2002) study, which identified the practice of oblique bridging - the oblique routes through more than one bridge before successful bridging occurred. Overall, a range of successive brokerage practices were required to achieve collaboration, as noted in Section 5.4.1, which outlines the experimentation with mixed language interactions. Some of the oblique bridging was due to limited deployment of social capital, as literature on fields (Oakes *et al*, 1998) corroborates with evidence that the evolution of a social position into a subject position of social prominence depends on the extent of social capital accrued. One such pattern that was clear in this research was the limited success of some co-ordinator-translator alliances, as Table 5.1 explains where member Han did possess cultural capital but was unable to convert it beyond the information channel form of social capital. As noted by Coleman (1988) this form of social capital is insufficient to generate team collective action. Findings suggested that when co-ordinators sought links, they were weighing up the possible value to them of a social position. When a social position did not become valuable to a co-ordinator, it represented a false start, where it remained only a position of possibility (see Bourdieu, 1990). For example, despite being hand-picked by positional co-ordinators for their potential cultural capital, findings have shown that translator positions did not always convert to an appropriate social capital (such as cognitive social capital - internal bridger alliance (Table 5.1 refers). This meant that the translator boundary role was not generally a socially earned position. Respondents reported that positional co-ordinators faced the dilemma that there were no obvious contenders to replace the translator position.

Respondents' reports also pointed to unusual capital conversions to suit particular alliances, of note the social hub position adopted by domestic relational co-ordinator Joshi who, in a three stage trajectory, traded down (De Clercq and Voronov, *op cit*) her symbolic capital to cultural capital in order to fit in with her non-domestic members; and down again to consummative social capital as their approachable social hub at the centre of their social circle (Sections 4.6.1.1 and 5.5.6 refer). In contrast, instances of trading up (De Clercq and Voronov, *ibid*) included the external bridger's three stage trajectory during phase 2: from consummative (source of) social capital trading down to cognitive (dimension) social capital; then sharply up to symbolic given the trust endowed in them by their overall and other co-ordinators

**Table 5.1 Position, Brokerage Process, Legitimacy, Capitals and Conversions**

Position and Brokerage Process	Nature of Position and Legitimacy intra- or inter team	Typical Capital Conversions	
		Phase 1	Phase 2
Overall Co-ordinator  Brokerage process disaggregation	Highest Symbolic Power by Trial  Right to form five teams, consecrate co-ordinators and inter-team practices (viz: Mixed Language Interaction)  Co-ordination (switching) styles: Positional/Relational	Symbolic capital to obligations and expectations (O & E) (Form of Social Capital)	Symbolic capital to structural/relational social capital
Positional Co-ordinator  Brokerage process disaggregation	High Legitimacy  <ul style="list-style-type: none"> <li>One on one comprehension checks</li> <li>Delegation of Inter-team tasks</li> </ul>		Symbolic capital To (mainly) structural social capital
Relational Co-ordinator (Social hub)  Brokerage process disaggregation	High Legitimacy  <ul style="list-style-type: none"> <li>One on all comprehension checks</li> <li>Shared inter-team tasks</li> </ul>		Symbolic to cultural capital to consummative social capital
Failed Alliance:  Co-ordinator - Translator (Nominated)	Low legitimacy  One way translation: Good English to Mandarin	Cultural capital To Information Channel (Form of social capital)	
Bridging Alliance:  Co-ordinator - Ally (Un - nominated)	Trusted Ally  Highest intra-team legitimacy	Symbolic capital to O & E	
Bridging Alliance:  Co-ordinator - Internal Bridger (Un – nominated)	Within-team Legitimacy  Two way negotiation: Switching between Poorer English and Mandarin	Symbolic capital To cognitive social capital	
Bridging Alliance:  'Co-ordinator - External Bridger' (Un – nominated)	Trusted Ally + 'Task Meaning'  Highest inter-team legitimacy  Two way negotiation: Switching between Mandarin and English		Consummative to cognitive social capital to symbolic capital

(Table 5.1 refers). In summary, these trajectories take forward previous concepts from literature on fields such as social and subject positions (Oakes et al, *op cit*), by following recent literature on capital conversions that has called for in depth longitudinal research (De Clercq and Voronov, *ibid*; Pret *et al*, *op cit*) into how individual agents gain social position by redeploying their initial forms of capital. In terms of the proposed examination of capital conversion trajectories that this study set out to carry out, this thesis has addressed the call for more research in considerable detail, specifically in an explorative multicultural context as summarised next.

#### 5.6.3.1 Revealing Capital Conversion Trajectories in Multicultural Teams

According to Rodgers, Vershinina and Theodoropoulos (2011) co-ordinators leverage symbolic capital within a team by alliancing with members that stand out in various ways. The trusted ally is perceived by other peer team members as also accruing symbolic power through a spill over effect from co-ordinator to the ally in the interactions of this alliance (Rueben and Fischer, *op cit*). A key point of difference with this study is that according to Pret *et al* (2016), their cross-sectional study of capital convertibility is limited to the context of entrepreneurs in creative industries (Section 2.33 refers). Further, the paucity of studies on capital conversion noted by Scott (2012) (Section 2.33 refers) is addressed in this study in two ways: it is longitudinal; and it allows for temporal examination on the nature of capital conversions in an explorative multicultural context. Again, a general paucity of knowledge on longitudinal studies with temporal examination of capital conversion trajectories is noted by De Clercq and Voronov (2009) (Section 2.33 refers).

#### 5.6.4 Illuminating Implicit Barriers in Multicultural Teams throughout the Project

Section 5.3 noted findings of significant barriers to progress on key tasks, where when some barriers emerged in the early project stages. For instance, overall co-ordinator Marion (Section 5.3 refers) noted that domestic members tended to stick together and this presented non-domestic members with a social barrier within their team that delayed the emergence of good work relationships. In this study, a broader range of barriers was found beyond those of language and cultural previously found in literature. This study has identified four new barriers, those of social, intimidation, confidence and comprehension. Respondents noted that they gradually became

aware of these barriers through the various frustrations that they experienced as tasks were delayed through distrust and avoidance behaviours.

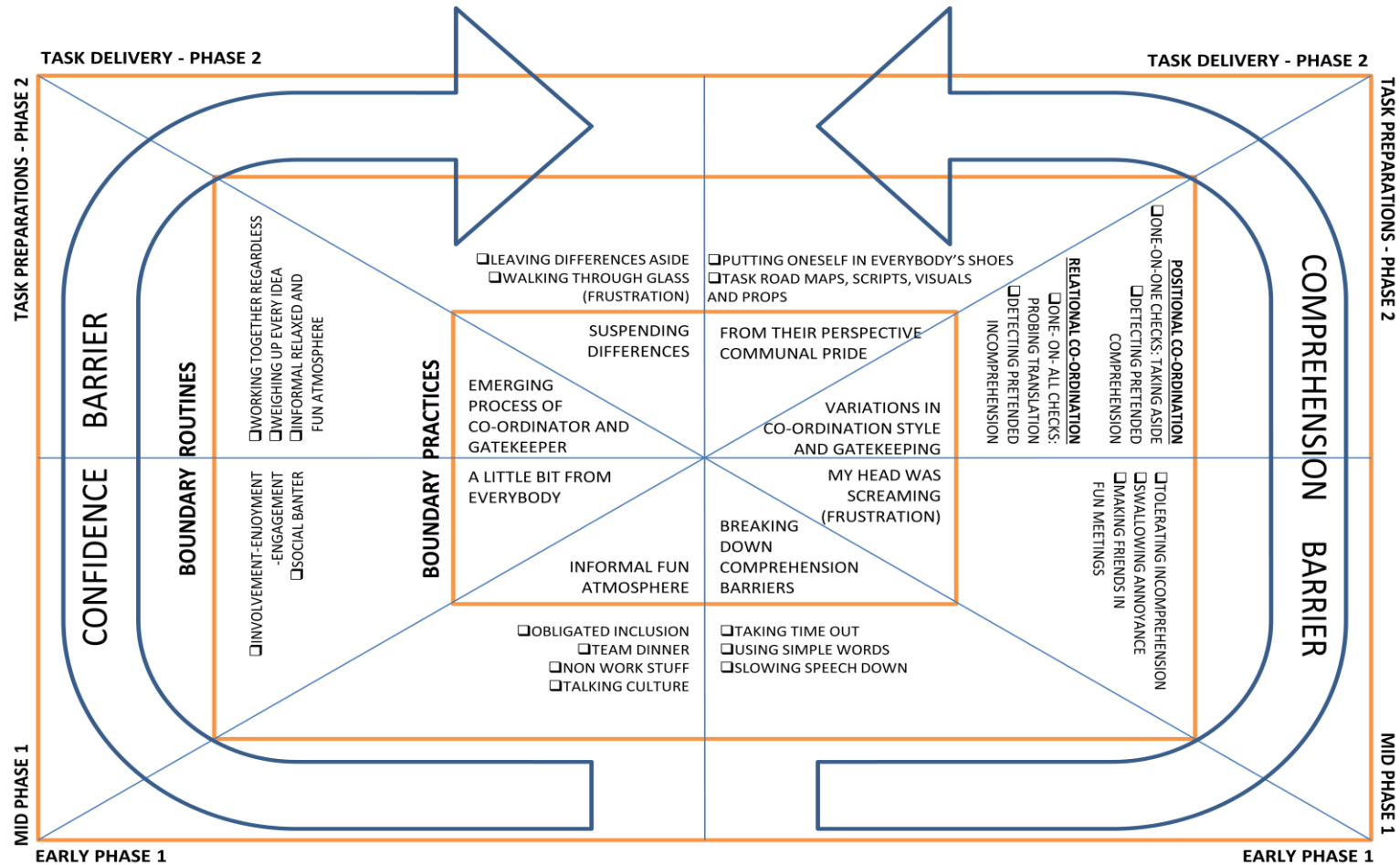
In particular, respondents noted the most frequent barriers that prevented progress throughout the project were those of confidence and comprehension. With each of these barriers, the underlying barrier involved social issues such as avoidance, so that this study in Figures 5.1 and 5.2 of Section 5.3.1 mapped the underlying social barrier against confidence and comprehension barriers in the two respective matrices. This mapping process demonstrated that the confidence and comprehension barriers prevailed substantially throughout the project, requiring various different activities in each phase of the project.

The summary of the confidence and comprehension barriers is provided in Figure 5.3, including the social practices that respondents report are required for each phase of their project. The next section examines the boundary practices and routines that respondents identified for breaking the confidence and comprehension barriers, with particular reference to the underpinning social mechanisms that respondents experimented with. Each of the four practices for the confidence barrier are placed in the centre left inside box in the same order as in the matrix of Figure 5.1 (Section 5.3.1 refers); with their associated routines in the peripheral section next to them. The same procedure is followed for the comprehension barrier. The sequence of practices and routines mirror those of matrices in Figures 5.1 and 5.2. By dividing the chart in two with the confidence barrier on the left and the comprehension barrier on the right hand side of Figure 5.3, this figure presents the dual challenges from these two barriers that respondents lived with throughout their project. By mapping the broad sequence of social patterns that developed for each barrier, it is possible to unravel the behaviours that co-ordinators and members exhibited at different stages of this longitudinal project.

Figure 5.3 shows that early in phase 1 for both barriers, co-ordinators are involved in sanctioning social time. For the confidence barrier, social time focuses on social mechanisms of inclusion, whereas for the comprehension barrier, taking time out is used to attend to the language barrier by using simple words and slowing speech down (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO] - Table 4.2 Section 4.6



Figure 5.3 Sequence of Boundary Practices and Routines for Confidence and Comprehension Barriers



refers). In both cases, recognising early task avoidance and failure, co-ordinators realise that implicit barriers are at work, and attempt to use informal social settings to soften task failures and begin to understand the subtle mechanisms of avoidance by some non-domestic members. Mid phase 1 for the confidence barrier continues with social themes, now focused on injecting enjoyment into tasks to stimulate engagement (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR] - Section 4.3.3 refers). Meanwhile for the comprehension barrier, co-ordinators engaged in aiding comprehension face their first instances of frustration ("My Head was Screaming" - R14 - INTERVIEW CO-ORDINATOR KAREN [KA] - Section 4.2.2.1 refers). Like JR's enjoyment for engagement with the confidence barrier, JO also uses enjoyment for the comprehension barrier - but now to enhance co-ordinators' toleration of incomprehension through making friends in fun meetings (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO] - Table 4.2 Section 4.6 refers).

For the Task Preparations stage of phase 2 and the comprehension barrier, co-ordinators of both relational and positional co-ordination styles have noted the effectiveness of fun meetings and enjoyable tasks in the previous phase, in that they helped non-domestic and domestic members develop social ties. This engagement in creative tasks, which generates face to face interaction, is taken forward to encourage collaboration and accelerate member engagement with key tasks in a collective manner. This is a classic boundary spanning action of engaging someone with expertise (in tolerating incomprehension) to undertake a specific task. Still on boundary spanning, the different co-ordination styles of co-ordinators has different effects on members, namely that the positional co-ordinator prefers one on one comprehension checks whereas the relational co-ordinator has a preference for one on all checks. Here are two forms of comprehension testing that depend on co-ordinators' preferred brokerage style and are deliberate experimental processes. On the one hand, the delegation of the translation role entails conduit brokerage as a third party prober; on the other the co-ordinator as social hub adopts direct brokerage (mediation) and mixed language interaction by loosely over-viewing comprehension checks from the middle of a circle surrounded by non-domestics interacting with an external bridger

The focus on the comprehension barrier becomes more acute in the final task delivery stage of phase 2, when accurate inter-team task understanding is more

crucial. It becomes crucial for effective inter-team delivery of final tasks that incomprehension is largely eliminated during the lead-up period to inter-team tasks. This lead-up entails intra-team preparations prior to final inter-team rehearsals of tasks. This means that both "pretended comprehension" and "pretended incomprehension" by any member requires detection at intra-team level. At this point, the efficacy of the intra-team probing translation function comes into question given that context - not just language - was being communicated (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR] - Section 4.4.2: Challenges in Translator Position refers). All co-ordinators attempted to alleviate the threat of poor performance by shoring up any remaining incomprehension with task road maps, scripts, visuals and props that members used for task rehearsals. At this point domestic co-ordinators also realise the need to place themselves in the shoes of their non-domestic members whilst designing rehearsal aids for maximum performance.

Turning to phase 2 of the confidence barrier, similarly to the gatekeeping behaviour of the trusted ally, the emergence of an "internal bridger" occurs in some teams (R18 - INTERVIEW OVERALL CO-ORDINATOR ROBERT [RT] and R5 - FOCUS GROUP OVERALL CO-ORDINATOR ROBERT [RT] - Section 4.4.3: The Central Importance of the Bridger Position refers). The internal bridger is often a poorer English conversationalist than are translators, but instead is more capable at explaining tasks accurately to less comprehending non-domestic members. Here there is some overlap in social patterns between comprehension and confidence barriers in the form of emergent behaviour by the external bridger. These non-domestic members preferred to remain anonymous as they help their compatriot members understand task context. As such, they performed a hidden, but valuable confidence-boosting service for their non-domestic peers that gradually become evident to their co-ordinators, as Mahmoud reported (Section 4.4.3 refers). At this stage, co-ordinators began to feel more confident with leaving their own team in the hands of emerging gatekeeping roles such as the trusted ally and internal bridger, whilst they concentrated at co-ordinator team level on maximising inter-team task performances. The considerable frustration that accompanies this (walking through glass) triggers feelings in co-ordinators of the need to leave differences aside.

As project requirements move towards the task conclusion it becomes more complex in the demands for negotiation and for mediation by more inter-team ambassadorial

boundary roles. At this point, real boundary spanners in practice emerge, notably the external bridger - that integrative boundary role as evidenced by the important label of sub-co-ordinator attributed to it by overall co-ordinator Mahmoud (R20 - INTERVIEW OVERALL CO-ORDINATOR MAHMOUD [MA] - Section 4.4.3 refers). This boundary role is reminiscent of intra-team gatekeeper behaviour - but transported to an inter-team position between some teams. This role also appears transformative, as evidenced in a) successful achievement of the task and b) strong confidence levels being expressed by co-ordinators and team members alike (Section 4.4.3 again refers). Where BSIP works most effectively is with that of "Putting Oneself in Everybody's Shoes", and leads to what Jordan (JR) describes as "Changing Perspective" (Section 4.6.4 refers). This transformative aspect can also be gleaned from the statements in Section 4.6.4.2 on the identification by Mahmoud (MA) of network connections beyond the project. Of further note, "Putting Oneself in Everybody's Shoes" is also a prime boundary spanning practice that Joshi JO exhibited when boosting her non-domestic members' confidence by fitting in with them as a social hub during task preparations.

#### 5.6.4.1 Sequences of Barrier Breaking Practices and Routines

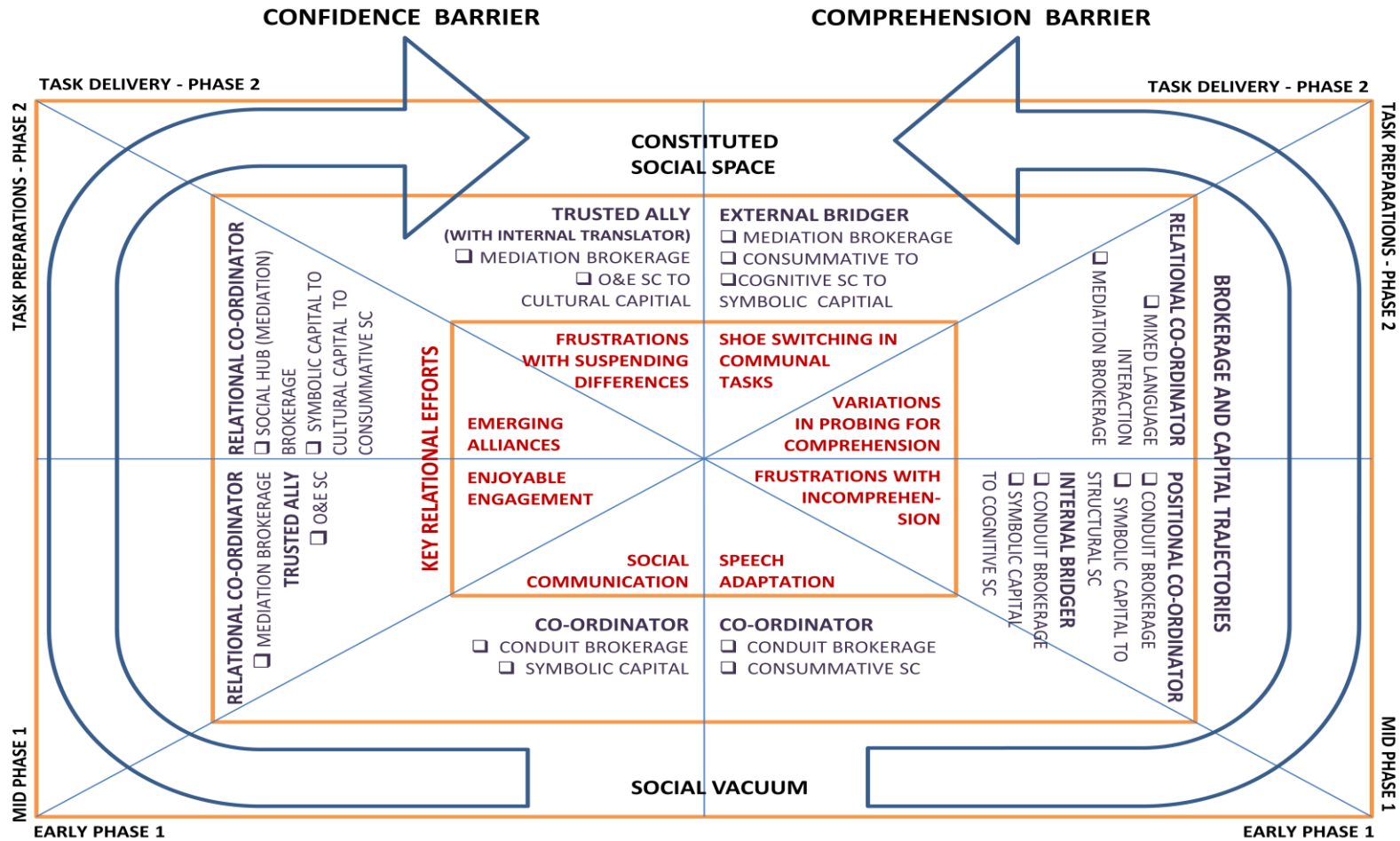
There is little evidence in prior boundary spanning literature of the barrier breaking practices and routines found in this study. In a more recent study of IT innovative practices, Vashist, MaKay and Marshall (2011) examined functional practices rather than social practices. Kim and Parkhe's (2009) quantitative study of levels of cooperation in established global alliances includes statistical analyses of relational efforts, and examines in particular communication (including informal) and mutual adaptation (Section 2.531 refers). Shen and Kram (2011) were the first to examine, in a different context, informal support for expatriate boundary spanners adapting to new overseas postings through their developmental network structures, which echoes the findings here of the importance of informal relationships. In this thesis, relational efforts are examined in newly constituted multicultural teams requiring participants to engage in considerable informal communication (viz: talking culture; non work stuff; social banter); and mutual adjustment (a little bit from everybody; involvement-enjoyment-engagement); in order to achieve the cooperation necessary to perform in intra- and inter-team tasks. This thesis takes previous work on relational efforts (Kim and Parkhe, 2009) further, with a clear articulation of key

social mechanisms that have emerged experimentally as part of the boundary practices and routines of the co-ordinators and un-nominated bridgers.

Potosky (2016) proposes that adjustment is a usual experience in multicultural teams for boundary spanners on a new task; and points to the failure of adaptation research to consider this process in sufficient detail. This study has addressed this failure by considering adaptation in explorative multicultural teams through a lens of barrier breaking practices (as illustrated by the mindsets of Leaving Differences Aside and Standing in Everyone's Shoes noted in Section 4.6.4). Findings so far show some patterns of social adaptation to address the confidence and comprehension barriers found in this study, based on respondents' lived experiences during their multicultural network experience.

**Figure 5.4 Conceptual Framework**

Legend: SC (Social Capital); O&E SC: Obligations and Expectations Social Capital



### **5.6.5 Articulating the Development of Informal Social Processes into Practices and Routines Central to BSIP that Break Implicit Barriers.**

Whilst Figure 5.3 maps differences and similarities in underlying social patterns between confidence and comprehension barriers, the conceptual framework presented in Figure 5.4 integrates relational efforts, key brokerage and capital conversion trajectories in order to understand how respondents addressed their confidence and comprehension barriers throughout their project. Through the integrative approach of this conceptual framework, the points of difference that this thesis set out to address can be discussed and taken forward. Figure 5.4 also allows for parallel discussion on both confidence and comprehension barriers in order to assess the different relational efforts that co-ordinators and their members experimented with across each phase of their project.

#### **5.6.5.1 Early phase 1**

Looking first at the confidence barrier and the relational effort of "social communication", this study adds to the communication constituent of relational efforts (Kim and Parkhe, 2009) (Section 2.5.3.1 refers) in terms of an explorative multicultural context. Interviews with co-ordinators reveal a major concern that delays confidence-building. This is the fear of "fighting between corners" within the same multicultural team that non-domestic member Jenny identified (R9 - FOCUS GROUP 2/1 MEMBER JENNY [JE] - Section 4.2.1 refers). To avoid this, co-ordinators instigated a big push for inclusiveness in order to link their members across this unexpected implicit intra-team boundary between domestic and non-domestic corners. From a micro-social perspective, this study illuminates how co-ordinators overcome the avoidance behaviour of members from both corners, by carrying out conduit brokerage (Obstfeld *et al*, 2014) as an ongoing process of "taking time out" (R4 - FOCUS GROUP 1/4 CO-ORDINATOR SHEILAGH [SHEL] - Table 4.2 refers). For instance, for the first six weeks of the project, SHEL herself brokers the practice that she labelled as taking time out, as the only conduit between her domestic and non-domestic corners to encourage exchanges of views by setting an informal atmosphere. As the sole conduit for communication SHEL also realises through practice that a confidence barrier prevents her from forging direct cross-corner links at this early stage. De Clercq and Voronov (2009) would explain that SHEL's success as a conduit was due to her being prepared to stand out between her two corners - where other co-ordinators might not - and points to her accrual of

sufficient symbolic capital from both corners by dint of her protracted experimentation to form her team. Some co-ordinators actually experienced failure when trying to use the alternative of online platforms to set up formal meeting venues and agendas (Face Book and We Chat) to help organise actions. The ineffectiveness of these functional approaches led a few volunteer co-ordinators to withdraw during the early phase 1 stage. More successful co-ordinators realise that their own personal conduit brokering is necessary before functional online approaches can subsequently work (Tania - Section 4.3.3 refers). It is notable and surprising that social media channels were insufficient on their own in early phase 1, and whilst De Clercq and Voronov (*ibid*) would explain that co-ordinators who withdrew had accrued insufficient symbolic capital, they also propose that agents who prefer to fit in with other agents (by sharing social media in this instance) accrue cultural capital instead. In this context of multicultural teams, evidence shows that co-ordinator attempts at building cultural capital through online initiatives are not effective at crucial early stage team formation.

Turning to the comprehension barrier in early phase 1, in the first instance most domestic co-ordinators again resort to conduit brokerage themselves. In addition they experiment with "speech adaptations" (Figure 5.4 refers) themselves, as early means of communicating tasks to their non-domestic members. Findings point to a range of sustained avoidance behaviours on the part of non-domestic members towards their domestic co-ordinator, including pretended comprehension (Robert), and pretended incomprehension (Joshi) that taxed co-ordinators with solutions well into phase 2 - task preparations (Figure 5.3 refers); and dead end roads (Jordan). Domestic co-ordinators' willingness to experiment with speech adaptations is argued as being consummative social capital given its association with altruism (Portes, 1998).

In contrast, non-domestic co-ordinators with limited conversational English employed various modified version of speech adaptation in English, with one using Google Translate whilst conduit brokering between her domestic and non-domestic corners to explain tasks (MIMI - Section 4.4.2 refers). Co-ordinator MIMI's high social confidence earned her admiration from both corners of her team for her altruistic commitment to her high risk fast track learning of English: this is argued again as the altruism linked with consummative social capital (Portes, *ibid*).



### 5.6.5.2 Mid phase 1

For the confidence barrier in mid phase 1, what emerges from interviews is a need for co-ordinator reflections of a social nature, and key insights from this study point to "enjoyable engagement" (Figure 5.4 refers) being necessary. Enjoyable engagement mirrors the mutual engagement constituent of relational efforts (Kim and Parkhe, *op cit*) (Section 2.5.3.2 refers). This thesis uncovers substantial micro level inclusiveness initiatives, notably (from Figure 5.3) "a little bit from everybody" (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR] - Section 4.3.3. refers). In particular, the thesis illuminates the underpinning element of mutual adjustment required before mutual engagement can occur (Kim and Parkhe, *op cit*) (Section 2.5.3.2 refers). Mutual adjustment social experiments include collective "enjoyment at meetings" (R17 - INTERVIEW OVERALL CO-ORDINATOR TANIA [TA]) - Section 4.3.3.refers) and those of "involvement-enjoyment-engagement" (Jordan - Figure 5.3 refers). Important illuminations of minor co-ordinator frustrations associated with phase 1 relational efforts (Sections 5.2 and 4.2 refer) are in evidence, such as swallowing annoyance and camouflaging temper. Such minor frustrations arise given that mutual adjustment involves mediation brokerage by co-ordinators predominantly of relational orientation; and who prefer to convert their symbolic capital to relational social capital (JR - Section 5.5.2 refers). What also boosts intra-team members' confidence is the emergence of an internal ally who becomes closer to them, given their co-ordinator's more frequent absences on ambassadorial representation duties to the co-ordinator team (JR and Panos - Section 5.5.2 refers). A case in point is trusted ally Panos who receives spill over symbolic capital from JR and converts it into the obligations and expectations form of social capital.

Turning to the comprehension barrier and another relational effort of mutual adjustment - those of "frustrations with incomprehension" (Figure 5.4 refers) - these frustrations are more severe and include an affective component. For example, "in my head I was screaming" (Section 5.2 refers) is an expression by non-domestic co-ordinator Karen resulting from sustained avoidance behaviours towards her by her own non-domestic team members. The predominant co-ordination style in mid phase 1 is that of positional, starting with the nomination by the co-ordinator of the intra-team translator and their insufficient social capital (Han - information channels - Section 5.5.3 refers). In contrast, following on from the translator, the internal bridger

(Figure 5.4 refers) is an un-nominated emergent role employing conduit brokerage (Yvonne) and converting her spill over symbolic capital from Robert and Anthony (from standing out as a confident explainer of context) into cognitive social capital (Section 5.5.4 refers) despite her limited conversational English. In this instance, Robert converts his high symbolic capital to cognitive social capital in his social tie with Yvonne (Figure 5.4 refers).

#### 5.6.5.3 Task Preparations - phase 2

With respect to the confidence barrier, the relational effort of "emerging alliances" (Figure 5.4 refers) depicts that co-ordinators recognise the need for further constitution of social space for the preparation stage of inter-team tasks. When a relational co-ordinator adopts a social hub position, the motivation for this is that all inter-team members get the chance to shine in front of their co-ordinator - for instance when having their preparatory work checked directly by the social hub. Social hub (mediation) brokerage hence dispenses with context intermediaries (external bridgers) in favour of all members rehearsing directly with their co-ordinator - such as Joshi (JO) (Section 5.5.6. refers). In terms of JO's capital conversion, Section 5.5.6 examines her conversion trajectory in detail for both task preparation and delivery stages of phase 2, which overlaps into the task delivery - phase 2 stage of Figure 5.4. Taking this forward, of particular note JO down-trades her symbolic capital to that of cultural, in an attempt to fit in with her inter-team non-domestic members and engender a communal altruistic atmosphere based on her final trajectory conversion to consummative social capital.

Turning to the comprehension barrier, the mutual adjustment constituent of relational effort - "variations in probing for comprehension" in Figure 5.4 actually hides a gradually increasing tendency towards mediation brokerage process by most co-ordinators - but with subtle variations of it. For instance, in contrast to JO, relational co-ordinator Mahmoud is still exhibiting social hub-type mediation brokerage yet also working through the external bridger (showing positional co-ordination tendencies) - given that he tolerates mixed language interaction during task preparation and delivery stages (Figure 5.4 refers). Here Mahmoud (MA) is exhibiting brokerage disaggregation behaviour (Obstfeld *et al*, *op cit* - Section 2.1.4.1 refers) which - whilst appearing more like conduiting brokerage process - is actually that of

mediation given that MA's probing for comprehension is largely un-necessary. This is subtly different to JO's version of social hub brokerage with high one on all probing,

The final section of the conceptual framework focuses on the additional constitution of social space that the alliances provide. In particular, the case of the external bridger is taken forward under the comprehension barrier, and that of the trusted ally under that of the confidence.

#### 5.6.5.4 Task Delivery - phase 2

Starting with the comprehension barrier, the focus now turns to the external bridger's established social position in the inter-team final task delivery. The relational effort of "shoe-switching in communal tasks" (Figure 5.4 refers) points to the non-domestic external bridger's disposition of putting themselves in domestic members' shoes. For example, high performances are due not only to the external bridger's ability to explain task context to non-domestic members, but also by encouraging their inter-team task collaboration with domestic members. The external bridger hence employs mediation brokerage as well (Obstfeld *et al*, *op cit*). MA's high trust in the external bridger is demonstrated by the considerable symbolic capital endowed in this bridger, and led to detailed analyses of this role's capital conversion trajectory (Section 5.5.5 refers). Of particular note, this role is emergent, un-nominated by co-ordinators, yet endowed with extensive consummative social capital (altruism) from members. The external bridger then converts that of consummative to cognitive social capital - having gained peer legitimacy from affiliate and non-affiliate members alike (yet still invisible to co-ordinators) (Section 5.5.5 refers). Eventually becoming recognised by several co-ordinators, this role is welcomed as crucial to constituting the inter-team social space necessary for optimal task performance - and gains considerable symbolic capital as a result through spill over from several co-ordinators.

With respect to the confidence barrier, several instances of trusted allies from phase 1 gained their co-ordinator's ongoing trust for phase 2 task preparations and their delivery. In particular, JO does not have an external non-domestic bridger, but does have trusted ally Nancy (Section 4.4.1 refers) who continues into an inter-team trusted ally: yet Nancy is of domestic origin. A similar trend that works in intra-team phases is followed by overall co-ordinator Bijna, where her trusted ally Amanda

performs a similar role to Nancy. However, in contrast to Nancy, Amanda is still assisted by translator Jenny whose role has survived, mainly due to Amanda's ability to simplify context for Jenny to translate effectively. Both Amanda and Nancy are domestic allies but both are capable of trading up their obligations and expectations form of social capital to cultural capital, through suspending their differences (Figure 5.4 refers). Evidence of this is their propensity to explain context for their non-domestic inter-team members. In contrast, to reach her non-domestic members, JO has traded down her symbolic capital (Section 5.6.5.3 refers). Intending to demonstrate an altruistic disposition that shuns symbolic power in favour of the relational effort of mutual adjustment - "frustrations with suspending differences" (Figure 5.4 refers) - we see that JO pays the price for this disposition through considerable personal frustration in the final task delivery stage. Whilst "walking through glass" (Figure 5.3 refers), JO was still adamant that this was a price worth paying, given her quote

*"If you want to do really really well, you have got to put your differences aside, you have got to step in, you have got to work together" "(R19 - INTERVIEW CO-ORDINATOR JOSHI [JO] - Section 4.5.2 refers).*

#### 5.6.5.5 Summarising Relational Efforts, Brokerage and Capital Trajectories in the Conceptual Framework

Respondents' reports point to experimentation throughout their project with social solutions for breaking the implicit confidence and comprehension barriers that they face on an ongoing basis. Experimentations mainly point to pre-occupations with the mutual adjustment element of relational efforts before mutual engagement (Kim and Parkhe, *op cit*) can follow to achieve tasks. Mutual adjustment in particular leads to co-ordinator frustrations early on for the comprehension barrier (mid phase 1); and at final inter-team tasks for the confidence barrier when suspending differences is crucial to optimal task performance. The role of enjoyment is a notable strong point in respondents' reports about the preliminary communication element of relational effort, given its key effectiveness for kick-starting engagement between domestic and non-domestic members.

In terms of brokerage trajectories (Obstfeld *et al*, *op cit* - Section 2.1.4.1 refers), the broad patterns appear clear for both barriers, graduating from conduit to mediation

brokerage process where the conduit pattern lasts longer for the comprehension barrier than for that of confidence. Looking more closely, the trajectories do not adhere to each co-ordinator throughout the project - they are a broad general pattern. This is particularly pertinent given that the underlying evidence points to considerable brokerage process disaggregation, where natural mediation brokers such as SHEL and JR have to undertake out of character conduit brokerage in early phase 1. In particular, JR continues with simultaneous switching between mediation brokerage with trusted ally Panos and conduit brokerage with translator Han. This is the general trend for the first half of the project for co-ordinators, until internal bridgers emerge with whom they can mediate on task context with a key non-domestic boundary role.

That the multicultural teams generally commence with an un-constituted social field is of particular note given that - other than two corners and an implicit intra-team boundary - social structure is largely lacking. It could be construed that this enables co-ordinators to switch brokerage process without fear of upsetting established social norms, yet evidence from this study is that forms of social capital did not graduate beyond norms and expectations. However, this is not a strong argument considering the frustration reported in the conceptual framework, and the larger evidence of it in the findings.

Lastly, the capital conversion discussions present surprising conversion trajectories, of note co-ordinators' dispositions such as by JO to trade down their symbolic capital as a means of boosting her non-domestic members' confidence; and the suspending of differences despite her considerable personal frustration. In marked contrast, the non-domestic external bridgers attempting to remain below the social radar are pushed into a prominent social position with symbolic power by several co-ordinators for their contribution to high final task performance. In this longitudinal study, whilst bridging positions contribute to alliancing behaviour, there is scant evidence of bridging social capital. Instead the capital accruals and their conversions over an extended duration of 30 weeks and shown in Table 5.1 - illuminate the various forms of capital and their conversions that really underpin bridging behaviour.

### 5.6.6 - Articulating Boundary Practices, Brokerage and Capital Conversion Trajectories that Underpin BSIP

In assessing what this thesis has uncovered about boundary spanning in practice and how it evolves throughout a multicultural project, it appears to be achievable only through difficult self-monitoring and reflection on the part of co-ordinators/external bridgers. BSIP is embedded in a set of complex social processes that range from individual feelings of frustration to intentional communal enjoyment practices at team level, for deliberate confidence-building practices and routines employed by the co-ordinator and their allies to prepare the team for task performance. If we wish to categorize some key practices and routines that might be seen to represent boundary spanning in practice in this study, some are set out in Figure 5.3 above, where intertwined sets of boundary practices and routines primarily involving social processes parallel each BSIP stage.

This study has found that successful BSIP is directly linked with the relational efforts in the form of informal social processes and mechanisms of mutual adjustment and engagement (Kim and Parkhe, *op cit*; Potosky, *op cit*). Researchers Schotter *et al* (2017: 408) pointed to informal boundaries due to social differences, which 'may often remain less visible, (but) are easily activated and can become a major source of conflict between subunits of global organizations'.

In this research, it was very clear that, recognizing and overcoming the initial social vacuum between members was a significant first step in the repertoire of boundary practices and routines. All co-ordinators went through a practice of distrusting others, part of the distrust cycle (noted by Friedman and Podolny, 1992). In the initial stage, members recognised the social vacuum and engage in a lot of avoidance behaviour, evidence of some reluctance on the part of some respondents.

Efforts to defuse this distrust are noted above. Some co-ordinators required a process where inclusiveness towards non-domestic members was visibly occurring and where some better contextual understanding of later tasks was achieved. Solutions to better contextual understanding emerged in the form of an internal bridger - who liaised with non-domestic members with poorer English; but had the confidence to pass on task meaning and contextual understanding. These relational efforts were approached in both structured and relational ways. One role that was

tried in teams was that of the translator position but these arrangements were thwarted when seeking to translate the context behind tasks. To compensate, coordinators employed visual aids including You Tube videos to demonstrate universal understandings of tasks, design aids to demonstrate conceptual points; and Google animations of complex task requirements (viz: Zahra).

As some enjoyable engagement (Figure 4 refers) within groups was gradually achieved, key barrier breaking practices were necessary (as shown in Figure 5.3). As the varied experiments in conduiting and mediation brokerage processes began to take effect, the key practice that emerged and that was important for BSIP was that of breaking barriers. We can see how this involved varying social interventions and ongoing social mechanisms of mutual adjustment (Kim and Parkhe, 2009) to the multicultural context. Confidence and comprehension barriers were prominent throughout all project stages as shown in Figures 5.3 and 5.4. Organising less formal fun meetings was found to be effective for breaking down confidence barriers (as noted by SHEL) and led to better alliances as the project evolved (See Table 4.2 and Figure 5.3 for other examples of emergent boundary practices or routines designed to break confidence and comprehension barriers). Barrier breaking behaviour was significant and continuous - ranging from deliberate co-ordinator efforts to take time out in a more informal atmosphere to encourage relational efforts such as using simple words and slowing speech down to facilitate non-domestic members' understanding of conversational English.

Once barriers were broken, a social space could emerge for alliancing. As part of this alliancing, a range of bridging orientations emerged. One position, that of the co-ordinator - ally bridge appeared to be significant to group cohesion, involving a trust that was based on an internal bridge consisting of a co-ordinator's symbolic capital and the spill over effect to a trusted ally (Section 5.5.2 refers). Once essential alliances were established, the ability of the boundary role to encourage development of inter-team and intra-team bridger positions appeared to be critical. Successful boundary spanning was linked to a number of key bridging positions, jointly defined by members in the social space of the multicultural projects that helped, over time to maximise performance. In comparison with past studies which are scant on the dynamic aspects of horizontal linking (Foss and Rodgers 2011: p 698), this study has identified three key un-nominated positions (ally, internal bridger

and external bridger) that were critical to multicultural team cohesion as they gained legitimacy among members. These emergent positions enabled the overall coordinator to manage the complex task of bringing the best from each team.

The progression to inter-team and intra-team bridger positions discussed in Section 5.6.5 and illustrated in Figure 5.4 - the Conceptual Framework - appeared to be critical to effective boundary spanning in practice enacted by co-ordinators. Co-ordinator-member bridges, when formed well became Simmelian ties (Tortoriello and Krackhardt, 2012) and developed into stronger social ties from which essential social space could grow and stimulate non-domestic collaboration intra- and inter-team. The aspect of constituting social space was significant in those teams that were more successful. Internal and external bridging positions were a key part of constituting social space.

Schotter, Mudambi, Doz and Gaur (2017: p 405) cited a need for more research that attends to 'edges, or channels' along which boundary spanning occurs. This thesis has gone some way to addressing this by identifying the social processes that underpin the alliancing that was achieved in multicultural teams.

In this multicultural team context, this study has provided more in-depth understanding of the processes of constituting social space whereby un-nominated boundary spanners in practice and other boundary roles emerge according to the social needs of a developing field of practice (Levina and Vaast, 2005; Zietsma and Lawrence, 2010). In this thesis, in a deeply embedded context, some further characteristics of multicultural boundary practices and routines have emerged, thus adding to the work of Di Marco and Taylor (2011). Beneath more explicit cultural and lingual barriers, three more fundamentally implicit barriers have been found that drive failure in multicultural teams, those of social, confidence and comprehension. There appears to be the need to overcome a social vacuum that typically exists at the start of these projects. Filling this social vacuum involves acknowledging the frustration that a new multicultural team carries with it; engaging members in intentional barrier breaking practices and routines; recognizing the importance of and mobilising key ally and emergent bridging roles by members and committing to a boundary spanner in practice mind-set that can continuously switch shoes. In particular, this thesis has also added to our understanding of forms of capital their conversion trajectories in a



multicultural context, an underexplored identified by Pret *et al* (2016). In terms of trajectories, it has also illuminated brokerage process trajectories and the high propensity of brokerage process disaggregation in a multicultural team context.

## **CHAPTER SIX**

### **CONCLUSIONS AND CONTRIBUTIONS**

## Chapter Six: Conclusions and Contribution of the Study

### 6.1 Introduction

This chapter outlines key conclusions from the study in Section 6.2, based on how the research objectives were met. Thereafter, in Section 6.3, the key contributions from this research are set out. The chapter then outlines some of the research implications to emerge from the research in Section 6.4. The research limitations of the study and some future research directions are also set out in Section 6.4.

#### **Objective 1**

To investigate the nature of brokerage processes (including mediation) occurring within and across multicultural teams

#### **Objective 2**

2a) To examine boundary spanning role adoption and how this relates to capitals accrued (symbolic or cultural) within and across multicultural teams

2b) To identify capital conversion processes of ambassadors, co-ordinators and gatekeepers within and across multicultural teams

#### **Objective 3**

To explore barriers to the achievement of boundary spanning within and across multicultural teams

#### **Objective 4**

To identify the boundary practices adopted to generate better team performance within and across multicultural teams

## 6.2 How Research Objectives will be Met in this Study

### **6.2.1 Investigating the Nature of Brokerage Processes (Including Mediation) Occurring within and across Multicultural Teams**

Initially some key ideas on brokerage process, in particular, conduiting and mediation were set out in the Literature Review (See Section 2.1.2.2). Thereafter, a

number of questions were asked in the interviews and in the focus groups on the kind of brokerage approaches that were used by team members and co-ordinators in their own project development. Findings demonstrated that many co-ordinators faced a lot of uncooperative behaviours in their multicultural team. Co-ordinators faced difficulties in communication and collective engagement within their teams, of note the evidence of avoidance behaviours by members (See Section 4.2). Several co-ordinators noted the importance of social solutions to address some of their communication difficulties. Examples included culture talk whilst taking time out, where members worked together in domestic and non-domestic corners with the co-ordinator employing mediating brokerage processes (*tertius iungens*) to encourage group flow of information between corners. The findings on specific adaptive behaviours associated with brokerage process take forward a concern of Schotter *et al* (2017) that edges or channels along which boundary spanning occur are understudied. These brokerage process behaviours have led to a range of boundary practices and routines specific to multicultural teams, that can address how early stage intra-team barriers can be spanned; as well as those inter-team channels between multicultural teams. Along with identifying the specific nature of intra-team alliances (co-ordinator - trusted ally; co-ordinator - internal bridger), the nature of inter-team alliances (co-ordinator - external bridger) has also been taken forward from a new perspective, that of the experimental organisational field representing the social space of a multicultural project. At project commencement that space is characterised more as a social vacuum or weakly entrenched field (Maguire *et al*, 2004) given the relative absence of ties and sparse network structures. As well as examining the emergence of alliances, the accrual of forms of capital within each field before alliance development has also enabled an examination of capital conversion processes throughout the project. Whilst capital itself accrues to the individual agent according to their level of recognition gained in a social space (Bourdieu, 1986), what is particularly useful is how such capital can be usefully shared whilst forging intra- and inter-team ties. This approach has, to the author's knowledge and research, only been attempted in creative industries as recently as 2016 (by Pret *et al*), so that this study can also make a valuable contribution to accruals of capital, and to its conversions to other forms, sources and dimensions of social capital that occurred during ongoing struggles for recognition by actors in the social spaces of the five multicultural teams.

It has to be underlined that this study unravelled three key implicit barriers overall in the experimental field of a domain of five organisations. The implicit barriers were those of social, confidence (including intimidation) and comprehension. The social barrier was deeper-seated as it pervaded across those of confidence and comprehension as found in the matrices of Figures 5.1 and 5.2 (Section 5.3.1 refers). In terms of the field, Zietsma and Lawrence (2010) note that implicit boundaries arise throughout the social space of a field. In effect, these barriers transcend the visible boundaries between the five teams, pervading during Phase 1 intra-team tasks within each individual multicultural team; and continue to pervade during Phase 2 inter-team tasks as shown in Figure 5.3 (Section 5.6.4 refers). This study has found that the alliances required for inter-team tasks are more complex than for those of intra-team, given that external bridgers were per se of non-domestic origin and emerged from the field's social space by being first identified by non-domestic members for their prowess at breaking the comprehension barrier. Thereafter co-ordinators realised their high cognitive social capital and forged co-ordinator - external bridger alliances with highly trusted sub-co-ordinators in final inter-team tasks both in the eyes of overall and other co-ordinators of the project (Section 4.4.3 refers).

These useful findings were achieved by illuminating members' lived experiences of their inter-subjective group interactions. Some negative behaviours were noted - such as distrust by domestic co-ordinators or pretended incomprehension as an avoidance behaviour on non-domestic members' part. These behaviours, as noted in Section 4.2, escalated to conflict at times. Findings pointed to the challenges in the co-ordination role, where respondents experienced fears over poor task explanations or appearing out of control (See Section 4.5.2). Yet, as the findings in Section 4.6 demonstrate, a range of adapted mediation behaviours were developed and many successfully implemented in the teams, notably social hub behaviour on the part of co-ordinators. Solutions also seemed to be found through experimenting with conduiting behaviours, ranging from peace-keeping interventions (e.g. Bruno - Section 4.2 refers) on members' part to translator positions.

### **6.2.2 Objectives 2a) and 2b)**

These two linked objectives involve examinations of capitals accrued and of capital conversions throughout the project. They are considered in Sections 6.2.2.1 (Objective 2a) and 6.2.2.2 (Objective 2b) below.

#### 6.2.2.1 Examining Boundary Spanning Role Adoption and how this Relates to Capitals Accrued (Symbolic or Cultural) within and across Multicultural Teams

Many of the probing elements in the qualitative semi-structured interviews centred on boundary role adoption (See interview schedule in Appendix 3.2). One aspect that was considered in terms of overall boundary spanning role adoption was the nature of capitals that emerged in the project as each role was adopted. The focus group interviews revealed that non-domestic members had been reticent to link with their co-ordinator in the early weeks of the project. Reports of false starts, lack of engagement, difficulties in finding allies, absent or weak social ties all pointed towards lack of un-constituted teams (as noted in the work Bourdieu, 1989). Whilst seminal literature points to weak ties that bind between different embedded networks (Granovetter, 1973), the difference with this study was the relative absence of ties, and the lack of embeddedness in each team over the initial six week period, and in some cases for longer periods. Difficulties in bridging across the different corners (domestic and non-domestic) within teams noted in Section 4.3, were directly linked to challenges in building any form of capital. Literature on weakly entrenched fields found that the accrual of forms of capital was challenging (Garud, Jain and Kuramaswamy, 2002) (Section 2.6.3.1 refers). Further consideration of capital patterns (Bourdieu, 1986; De Clercq and Voronov, 2009) have been outlined in Section 5.5. Volunteer team co-ordinators found that they struggled to obtain the confidence of members for the first six weeks at least of the project. At intra-team level, they found it difficult to call and run meetings about tasks, to the extent that they suspended task discussions in favour of culture talk - which the co-ordinator had to initiate (see SHEL and JR). Culture talk made successful co-ordinators stand out socially in the eyes of both their corners and gain symbolic capital. Focus group interviews pointed to successful co-ordinators being effective at kick-starting the building of social infrastructure in their own team. Co-ordinators realised however that - being the only conduit themselves at early stages - two essential factors were missing. These were the lack of will to collaborate on tasks and a significant language barrier (See Section 2.7.5) between domestic and non-domestic corners (Robert and Zahra). Recent authors Pham and Tran (2015) found that good

conversational English was a form of cultural capital (Section 2.3.1 refers). Inadvertently, co-ordinators had started searches to identify elusive cultural capital amongst non-domestic members hiding behind strong avoidance behaviours. Early accruals of capital in this study were accompanied by considerable frustration on the part of co-ordinators such as my head was screaming (Karen). Objective 2b) follows next on identifying different role adoptions (co-ordinator, ambassador and gatekeeper) and the capital conversions that they initiated to move their project forward.

#### 6.2.2.2 Identifying Capital Conversion Processes of Ambassadors, Co-ordinators and Gatekeepers within and across Multicultural Teams

The findings of this study demonstrate that the co-ordinator typically adopted a dual role of task co-ordinator and ambassador. The task co-ordinator role was more visible in the early stages of the project as the volunteer co-ordinators tried to get the task underway and used approaches such as obligated inclusion, working in creative tasks and checking for comprehension as deliberate actions to bring out key ideas from the members for the Phase 1 task (team presentations) after week 12. As ambassadors, team co-ordinators represented the position of their group to other co-ordinators in the later stages of the project and as task co-ordinator, they fed back project level decisions to their own team members. A key attribute of the ambassador role is that of adaptation to the external environment (Caldwell and O'Reilly, 1982). In this research, the ambassador role was more in evidence in the later stages of the project, when overall co-ordinators had to mesh ideas together from the five teams of their project. However, much more internal work was needed within teams than might have been foreseen at the beginning. Not many team co-ordinators adopted a full ambassador role. They often had to adopt conduit brokerage process themselves (See RT in Section 4.3.2) themselves. When the ambassador role worked well, it involved working with trusted allies (e.g, Panos for JR) to release themselves from intra-team tasks to attend to represent their team at co-ordinator meetings. Initially, the literature on gatekeeping was reviewed and ideas from Friedman and Podolny, 1992) were taken forward in to the focus group schedule (See Appendix 3.2). In order to capture some less formal gatekeeping positions, a snowball sampling strategy was used, to encourage un-nominated members to take part in the focus groups. From this, rich data emerged on the alliances formed. Findings pointed to an intra-team ally of a like-for-like disposition to

the co-ordinator. Comfortable with confiding in this ally, the co-ordinator bounced ideas back and forth and trusted that work would be effective without need for monitoring this ally (See JR in Section 4.4.1). This co-ordinator - ally bridge signified alliancing behaviour that was the only strong tie in some teams (JO in Section 2.4.1). The development of co-ordinator–ally bridges presented the first opportunity to examine capital conversion trajectories (De Clercq and Voronov, 2009) in an alliance, notably the spill over (Reuber and Fischer, 2005) of Jordan's symbolic capital to Panos, and the conversion of Jordan's symbolic capital to relational social capital in his bridge with Panos. Findings also identified an external bridger, often taken forward on a concealed voluntary basis (see MA's comment in Section 4.4.3) as significant, where an interesting trade up from cultural capital to symbolic capital was seen (De Clercq and Voronov, *ibid*). Boundary spanning literature (Marrone, 2010) has linked the gatekeeping role with that of the ambassador. This was true in the findings here as there were overlapping behaviours between the two. Marrone (*ibid*) found that a gatekeeper gained a structurally advantageous position when linking with an ambassador. In the findings in Section 4.4 and in the discussion in Section 5.6.5.4, the importance of the un-nominated external bridger emerged. Evidence pointed towards their boundary role as a gatekeeper being a conduit and between co-ordinators in the inter-team task and identified a pattern, also noted in Marrone (2010) where peer perceptions of them as a highly influential gatekeeper were observable.

### **6.2.3 Exploring barriers to the Achievement of Boundary Spanning within and across Multicultural Teams**

In the initial literature review in Section 2.7.5, it was noted that limited research had been undertaken on barriers to boundary spanning (Chen, Tjosvold, and Su, 2005: Contractor *et al*, 2015). This lack of research was taken forward in this study and respondents within the final focus groups and interviews were probed about the difficulties they encountered in achieving their tasks. In the reflective interviews that took place at the end of the project in Weeks 30 and 31, some rich reflections occurred on the key barriers to boundary spanning that had emerged. Table 4.1 shows specific barriers that were encountered in this research. Respondents identified four key barriers in this study; social, confidence, intimidation, and comprehension. Detailed examples of where these barriers were manifest are noted



in the findings in Section 4.5. What emerged in the findings was how the social barrier was often interlinked with confidence and comprehension barriers, and these barriers were most evident early in the process. Constant ongoing attention was required on the part of the role adopter.

In considering the barriers in the interviews, an interesting pattern not previously identified in prior research emerged: that of frustration. Data analyses included Ishikawa charting of data into first order codes in Appendix 3.6. These charts show evidence of individually experienced frustration dimensions that accompanied boundary spanning practices as they tried to address the barriers.

Where the findings take forward prior literature is in extending our understanding of the nature of barriers that are encountered in boundary spanning in practice. While literature on the language barrier appears to be reasonably developed (Schotter *et al*, 2017; Contractor *et al*, 2016; Tenzer and Pudelko, 2017) this study expands this to include other barriers (social, confidence, intimidation and comprehension). In considering the challenges in boundary spanning in multicultural teams, this offers a useful repertoire of implicit barriers found in a multicultural team context that may offer opportunities for future more in depth analysis of further implicit barriers in this context.

#### **6.2.4 Identifying the Boundary Practices Adopted to Generate Better Team Performance within and across Multicultural Teams**

Several points emerged in how we might define boundary practices and routines that had a bearing on better task performance at the end of the project. One of the more critical elements of boundary practices that emerged in this study was how barrier breaking became central to better group performance. Respondents identified key barrier breaking practices and routines in this study in the narratives they shared in their final interviews. These practices and routines could be associated with each of the barriers outlined in Section 4.6 of the findings. The range and scope of barrier breaking practices and routines are tabulated in Figures 5.1 and 5.2 in which the variation across barrier breaking practices are demonstrated along with their associated routines. In examining the range of barrier breaking practices, the researcher has noted some BSIP strategies as more task or routine-oriented coming from a deliberate mind-set, whereas other BSIP strategies, tied in strongly to

innovative mediation behaviours, occurred on an ongoing basis and were more socially oriented. This links with Whittington (2006) who differentiates practices as recognised by the social system, whereas routines are not generally that broadly recognised. In most cases, such efforts to improve performance were addressing at least two barriers (confidence and social; or comprehension and social) as evidenced in the matrices of Figures 5.1 and 5.2. Therefore, relatively straightforward routines such as slowing speech down and taking time out were part of the more fundamental practice of breaking down the comprehension barrier (Figure 5.2 refers). It is true that in the findings, the comprehension barrier led to earlier stage co-ordinator frustration than for the confidence as shown in Figure 5.3 which maps the practices and routines of both confidence and comprehension barriers on one diagram. However, the practices and routines to break such barriers were seen as worthwhile. Interestingly, the relational efforts (Kim and Parkhe, 2009) to break barriers were sometimes experienced as quite painful, leading to frustration and self-questioning (See Section 5.2). Breaking barriers was critical to better performance "if you want to do really, really well, you have got to leave your differences aside" (JO). However the frustration associated with leaving differences aside was described by JO as akin to walking through glass (Figure 5.3 Confidence Barrier - Task Delivery Phase 2 refers).

## 6.3 Research Contributions

### 6.3.1 Contribution 1: Identifying Barrier Breaking Practices as a Central Function of Boundary Spanning in Practice

This contribution arises from Points of Difference 4 and 5 (Table 3.4 refers). As can be seen in the Matrix of Barrier Breaking Practices and Routines in Figures 5.1 and 5.2, taking a behavioural perspective of how boundary spanning emerges in multicultural teams has clarified that the process of barrier breaking is a critical activity of boundary spanners in practice across all teams. Co-ordinators of multicultural teams spent significant effort and time on breaking difficult barriers. Findings extend prior work on the language barrier (Schotter *et al*, 2017). There has also been limited prior data on barrier breaking activity generally within boundary

spanning. While a few previous boundary spanning studies note the need for formal psychosocial support from mentors (Kammeyer-Mueller and Judge, 2008), the specific actions that occur in first identifying barriers before breaking them have not been addressed in prior literature on explorative educational multicultural team contexts.

Section 5.3 outlines in considerable detail the practices and routines that boundary roles developed during their project. Figures 5.1 and 5.2 consisted of matrices involving the social and confidence barrier; and the social and comprehension barrier respectively. They generally mapped one major practice per quadrant of a matrix using the major practices identified from second order analyses in the Ishikawa charts (Appendix 3.6), along with corresponding routines for each practice also from Appendix 3.6. From this study, comprehensive repertoires of practices and routines were derived separately for both confidence and comprehension barriers. These repertoires were then juxtaposed into one chart (Figure 5.3) in order to compare the different practices and routines throughout the project that respondents had reported upon.

In Figure 5.3 (Section 5.3.2 refers), the trajectories of social patterns for Phase 1 (early- and mid-phase) and likewise for Phase 2 of the project are mapped into a chart to reveal and understand the different practices and routines that boundary roles developed for breaking the confidence and comprehension barriers in parallel throughout the project. For the comprehension barrier (Mid-phase 1), earlier coordinator frustrations developed sooner than those for the confidence barrier (Task Delivery: mid-Phase 2) given the lack of task comprehension by some non-domestic members. The four stage trajectory of key practices for each barrier was then categorised into the elements of relational efforts (Kim and Parkhe, 2009) by taking the associated routines of each practice into account. These trajectories are seen in Figure 5.4 along with brokerage and capital trajectories corresponding to each relational effort.

### 6.3.1.1 Variations in Frustration Arising from the Mutual Adjustment Element of Relational Efforts

Linked to the barrier breaking behaviours which emerged as central to effective boundary spanning in this study is the emergence in the findings of a frustration dimension to boundary spanning in practice. This research has added to prior understanding of boundary spanning in practice by uncovering considerable detail on the frustration that respondents felt at early and late stages of the project. What this thesis has identified is that the frustration elements that co-ordinators experienced were linked strongly not just to team co-ordination concerns but also to personal frustration. Potosky (2016) has recently noted that adjusting to multicultural contexts requires adaptation. There is scant evidence in boundary practice literature of frustration. There is an acknowledgement concerning 'frustration with the conduit role' by Vashist *et al*, (2012: p 43), who noted this in just one code from their qualitative study of business analysts in an IT context. In their study, there were no detailed research findings on frustration. This thesis provides some illumination on the depth of frustration elements likely in exploratory multicultural contexts with respect to boundary roles. The frustration felt by the co-ordinators acting as BSIPs led to self-questioning and it was linked to a strong self-monitoring mind-set. For instance, co-ordinators felt a sense of failure when team cohesion did not materialise in the early weeks of team meetings.

What this study has also uncovered is that the responses to these feelings of inadequacy were to experiment not just as a task co-ordinator but also with relational efforts, in particular of mutual adaptation (Kim and Parkhe, 2009). Thus, boundary spanners in this case were operating at an early stage of their boundary practices and informal social mechanisms of adaptation were recognised to be necessary. Linked to the frustration dimension was evidence of strong self-monitoring activity on the part of some respondents, which extended our understanding of variations in self-monitoring and how that linked to indirect brokering (conducting) or direct brokering (mediation) styles. Contrary to past findings (Oh and Kilduff, 2008) that identified team leaders engaged in low self-monitoring as linked to direct brokering approaches - and those engaged in high self-monitoring as linked to indirect brokering patterns - respondents in this study switched brokering approaches. This study takes forward Obsfeld *et al*'s (2014) call - in a multicultural team context - for longitudinal research into brokerage process trajectories in their conceptual study of

disaggregating brokerage process from social structure. Team co-ordinators experimented with several conduiting and mediation techniques to help them break perceived barriers to team performance and regularly switched between conduit and mediation brokerage processes.

What was different about this study's findings was how respondents' lived experiences involved significant implicit or less visible barriers; and how the frustration dimension was very obvious in both early and later stages of the project. The identification of barrier breaking behaviours as a critical element in boundary practice illuminates the need to acknowledge that the frustration dimension is important to effective boundary spanning in practice.

### **6.3.2 Contribution 2: Identifying Capital and Capital Conversion Trajectories behind Social Infrastructure Development in Multicultural Fields**

This contribution is derived mainly from Points of Difference 2 and 3 from the Theoretical Framework (Table 3.4 refers). For JR and Panos, a detailed analysis of the capital conversion trajectories in their alliance over time was carried out (See Section 5.5.2). By studying the symbolic capital that an individual agent accrued, it was possible to illuminate how that agent deployed the trust element associated with symbolic capital in a single link with another agent (Pret *et al*, *op cit*). The capital conversions deployed by JR and Panos illuminated the initial birth and subsequent development of a Simmelian tie (Tortoriello and Krackhardt, 2012), and provided a deeper social explanation of its importance in helping to constitute the social space within of a team over an extended period of time. The main contribution of this thesis is that it has illuminated the generally understudied area of capital conversion noted by De Clercq and Voronov (2009) and Pret *et al* (*op cit*), in other than entrepreneurial contexts - in this case the context of multicultural teams. Through a lens of capital conversion, we saw clearly how the alliance between co-ordinator and internal ally subsequently pulled JR's group together, allowing JR to concentrate on making non-domestic members feel more included. The capital conversion trajectory for this alliance of co-ordinator - trusted ally is shown in Section 5.5.2.

Of particular note, this thesis has also illuminated the emergence of the key external bridger role through a capital conversion lens in Section 5.5.5 and in Figure 5.4 (see Section 5.6.5.4). Two further variations of brokerage process of note from this thesis

include social hub mediation and mixed language interaction. Both these processes were fundamental co-ordinator experimentation to encourage high inter-team task performances between domestic and non-domestic members (Sections 5.6.5.3 and 5.5.6 refer).

To summarise the considerable analyses in Section 5.5 on forms of capital and their conversion trajectories, the underpinning conversions of capital beneath the three bridging alliances uncovered in this study have been revealed. What is particularly of note as an important contribution is evidence of the spill over effect (Reuber and Fischer, 2005; Pret *et al*, 2016) in triggering alliances (JR with Panos; Robert with Yvonne). Referring to Adams and Roncevic (2003) (Section 2.3.3 refers), it is notable that JR used symbolic capital to form his team given that there was an absence of social capital for the first six weeks' of the project - hence the need for the lone conduit brokerage process performed by most co-ordinators at this preliminary stage (Section 5.5.2 refers). In JR's case, Adams and Roncevic's (*ibid*) contention with Bourdieu's notion that the constitution of early social space in a field involves fundamentally egocentric agents appears to hold weight. However, JO's disposition to use consummative social capital - with its altruistic component - also is clearly evident in kick starting the social space constitution of her project (Sections 5.5.6 and 5.5.7 refer). Adams and Roncevic (*ibid*) also note that social capital can trigger preliminary social infrastructure by socio-centric agents. In JO's case, she appears to have deployed a source of social capital identified by Portes (1998) for its communal altruism, and the evidence of her socio-centric disposition is clear in this study.

### **6.3.3 Contribution 3: Uncovering the Process of Constituting Social Space that Underpins Boundary Spanning in Practice**

This contribution as outlined in Table 3.4 originates from Point of Difference 2. In contrast to prior studies of boundary spanning, which have largely centred on more formal elements of boundary spanning (Schotter *et al*, 2017; Klueter and Monteiro, 2017; Ernst and Yip, 2009; Groves and Feyerherm, 2011; Reiche *et al*, 2016), this thesis by focusing more on horizontal boundary spanning behaviour, has identified less visible and implicit horizontal boundaries specific to multicultural teams. This study revealed the emergence of strong horizontal bridging among group members in key roles such as trusted ally; internal bridger and external bridger (See Table 5.1

and Figure 5.4). The adoption of these un-nominated roles emerged as a result of essential alliancing behaviour on the part of the team co-ordinators. In particular, the four implicit barriers found in multicultural teams: social, confidence, intimidation and comprehension all reinforce the less visible nature of the barriers found in this explorative multicultural context.

What this adds to past academic understanding of boundary spanning is that it highlights the significance of emergent horizontal boundary spanning activities in multicultural teams. By distinguishing the nature and significance of each of these bridging roles to team success, this study has offered clarity on the nature of horizontal alliancing that emerges as influential within and between multicultural teams. In addition, the uncovering of essential alliancing behaviour addresses the lack of studies on dynamic aspects of horizontal linking advocated by Foss and Rodgers (2011). By studying alliancing behaviours through detailed qualitative analysis over a 30 week period, the stop-start nature of alliancing has been revealed throughout the multicultural projects of this study. Some efforts at alliancing were false starts. For instance relying on a translator worked in the short term as a conduit for identifying levels of task comprehension for members, but it was less effective over time as it did not evolve into a successful bridging role.

This highly embedded study traced the accrual of various capitals by co-ordinators, and their conversions to other capitals or to social capital between them and their allies led to Simmelian ties when recognition and celebration of similar mind-sets occurred. The evolution of Simmelian ties was inconsistent across teams, of note non-domestic co-ordinator Karen could not work with aspiring non-domestic ally Carey. However, pairs such as JO and Nancy; JR and Panos acted in tandem, sharing boundary spanning responsibilities; one operating as a recognized team or inter-team co-ordinator, the other as an influential un-nominated bridger.

In representing bridging and brokering as a dynamic brokerage process, Obstfeld *et al* (*op cit*) highlighted the complexity of the micro processes underpinning bridging. The findings of this research, in illuminating these micro processes as they occurred in the lived experiences of members, have brought to the fore significant episodes of the practice of boundary spanning, in particular how the disaggregation of social structure from brokerage process made mixed language interaction a success (See

Section 6.3.2 - Contribution 2). Given the diverse nature of each multicultural team, it has to be acknowledged that there was a serendipitous quality and a certain lack of predictability in the microstructure of bridging that occurred. Nonetheless, whether engaging in deliberate experimental mediation brokerage such as obligated inclusion or thoughtful social mechanisms of adjustment (putting oneself in everybody's shoes - Figure 5.3 refers), the inexperienced team co-ordinators in this research demonstrated versatility in their boundary role practices. What encouraged effective boundary spanning in practice in the more successful teams was an ability to successfully engage in essential alliancing behaviour.

If we were to summarise where this study is different in terms of Contribution 3, a key variation is the deeper focus on the social mechanisms of adaptation that are important in boundary spanning. A set of literature to date (Aldrich and Herker, 1977; Friedman and Podolny, 1992; Ancona and Caldwell, 1992) has conceptualised boundary spanning behaviour from observable roles adopted that often overlap as Point of Difference 2 identifies (See Table 3.4) (ambassador or task co-ordinator or gatekeeper); through direct connecting processes of mediation, and indirect ones of conduiting. Such patterns have been found in this research and discussed in detail in Section 5.4. What previous studies have, however, failed to uncover to the same degree as this research is the importance of intangible social processes that must be accommodated within an academic understanding of BSIP. As outlined in the discussion, BSIP is socially enacted; it is experimental in practice; and it occurs through lived experience of a boundary role. Important to this process at team level is an evolutionary social pathway that shifts from an initial stage, characterised by difficulties in social engagement (epitomised by frustration outlined in Section 5.2) towards more integrated forms of connection (epitomised by intangible, social constituting mechanisms, as outlined in Section Figures 5.3 and 5.4). The identification of a social vacuum in this study resonated with literature that depicts un-constituted and weakly entrenched fields (Bourdieu, 1989; Garud *et al*, 2002). What is different about this study is that in the findings, teams have shown a relative lack of entrenchment up to mid-Phase 1 of the project or longer (initial six weeks or longer).

What this study has identified is the drive shown by co-ordinators and bridging alliances to manage the social space aspect of boundary spanning practice. Given



the need to overcome the initial social barrier, the individual boundary spanner in practice engages in a range of conduiting and mediation actions that centre on social solutions. Social solutions to initial lack of engagement often started with the encouragement of culture talk. Essential alliancing that BSIP set in motion occurred across groups through dynamic social bridging. The individual boundary spanner shaped the social space within the multicultural team and adjusted social mechanisms of group interaction to match the varied nature of multicultural teams. Linked to this intangible social pathway that boundary spanners have to walk are negotiated boundary roles.

In this multicultural team context, this thesis has provided more in-depth understanding of social constituting processes by which un-nominated boundary spanners in practice emerge (Levina and Vaast, 2005). In a deeply embedded context, some further characteristics of multicultural boundary spanning have emerged in this study, thus adding to the work of Di Marco and Taylor (2011). Beneath more explicit cultural and lingual barriers, more implicit barriers that drive failure in multicultural teams arise from a social vacuum that typically exists at the start of a project. Filling this social vacuum involves acknowledging the frustration that a new multicultural team carries with it and engaging members in barrier breaking activities. Filling the social vacuum further involves recognizing the importance of and mobilizing key ally and emergent bridging roles by members, and committing to a boundary spanner in practice mind-set that can continuously switch shoes.

## 6.4 Research Limitations, Implications and Future Research

### 6.4.1 Research Limitations and Scope of Research

Whilst every attempt was made to minimise limitations to this research study, inevitably limitations arise out of the processes of carrying out any study.

The first limitation of this longitudinal qualitative study involved the course - grained approach to multicultural teams that the sampling methods necessitated. Its findings referred to participants as either domestic or non-domestic in origin. The extent to which the teams were multicultural was in reality considerably more fine-grained than findings suggested. For example, domestic participants ranged from Continental Europeans of Eastern, Mediterranean, or Western origin; and UK participants

included ethnic minorities of second or third generation Indian, African and Afro-Caribbean origin. Non-domestic participants were of mainly Chinese, India and Nigeria origin but also of other origins. Whilst the purposive sampling method for Focus Group 1 entailed a co-ordinator nominating their closest member from another culture, not all co-ordinators brought a member from another culture to the focus group with them. In some cases, notably when co-ordinators were themselves non domestic, they misunderstood and brought another non-domestic participant. The practicalities of this limitation were that subtle finer grained cultural nuances between say two Mandarin speakers from different Chinese regions would not have been picked up through this study's sampling and research instruments.

Within this study, some interesting findings emerged in relation to self-monitoring and the self-efficacy of the boundary spanner in practice. There was insufficient time to address this fully within the research. This aspect could be taken further in future research to assess the skills development for graduates. The research focused on their lived experiences of boundary spanning in practice during the 30 week development and implementation period of a project that participants ran themselves. Given more time, the study might have examined the personal skills element of the boundary spanners further and sought to assess participants' own perception of their intercultural skills by preparing a framework around barriers and barrier breaking strategies for self-assessment by the participants before and after their multicultural experience. Such a framework could be taken further in future research.

#### **6.4.2 Academic Implications and Areas for Future Research**

Some varied research implications emerged from this study - both academic and educational.

##### **6.4.2.1 Identifying Further the Patterns of Capital Conversions that Emerged in the Project**

Firstly, in terms of academic research issues, variations in patterns of capital that emerged were different for Phases 1 and 2 of the project. The findings presented trajectories of capital conversions that varied over the project's 30 weeks duration and provide important preliminary patterns for future study. Table 5.1 summarised the key unpredictable characteristics of BSIP, and related capitals and changing conversion patterns were explored in detail in Section 5.5.2. The co-ordinator - ally

bridge included a trust element derived from the symbolic capital of the co-ordinator that then developed into relational social capital between co-ordinator and ally whereas that of co-ordinator - internal bridger also involved spill over symbolic capital and but its conversion was to cognitive social capital (Nahapiet and Ghoshal, 1998). Considered from the perspective of a field, it appears from this study that bridging positions are socially generated and derive from more than one form of capital. The implications from this qualitative study suggest that bridges are underpinned by different elements of capital; and altered by the different phases of multicultural projects. Of note, the spill over effects of symbolic capital that apparently kick start the bridging process were unexpected and an interesting subject for future research.

In addition, for some team co-ordinators in this project, unexpected capital conversions were evident around the social hub as the teams engaged in creative tasks associated with their project goals. Two unpredictable aspects were a) the domestic relational co-ordinator's altruistic trading down of symbolic capital to consummative social capital in order to fit in with non-domestic members for Phase 2 inter-team tasks; and b) the encouragement by some overall domestic co-ordinators to tolerate mixed language interaction (in Mandarin and English) for faster results. The efficacy of mixed language interaction in this study was unexpected and another area for future research in other language combinations in a multicultural context.

According to Foss and Rodgers (2011), there is a paucity of studies on horizontal linking in multicultural team literature which this study has addressed. Findings here showed that respondents had difficulties with establishing horizontal links but that social practices and routines were influential in achieving this. Organic socially mediated integration which was crucial to effective boundary spanning in this research involved the development of distinct alliances that met different agent demands, were triggered by varying group objectives and occurred in different phases of the project. In particular, the three alliances (co-ordinator-ally, internal and external bridgers) were crucial to the achievement of better group performance. Such bridging led to better understanding of dynamic aspects of horizontal linking, as advocated by Foss and Rodgers (*ibid*). It also offered more insight into boundary spanners' significant influence on cross-unit involvement. A key implication that arose as this bridging evolved in the project is the importance of organic social

processes to horizontal boundary spanning thinking. Findings in this study have also shown that organic social processes underpin negotiated positions and that such negotiated positions evolved slowly as key connectors in a multicultural team context. The need for more studies into such organic social processes in boundary spanning is echoed in the focus on early stage development of social architecture as advocated by Stringfellow, Shaw and Maclean (2014). Future studies can explore the nature of social architecture that occurs in other exploratory contexts, notably in entrepreneurship and innovation projects.

#### 6.4.2.2 Finer-grained Studies in a Multicultural Team Context

The key unexpected finding from this study was the range of frustrations experienced by co-ordinators in particular, but also by key boundary roles. In interviews predominantly, respondents identified such frustrations normally during probing questions. Whilst the academic lens that identified the general frustrations associated with boundary spanning in practice was mainly the mutual adjustment element of relational efforts (Kim and Parkhe, *op cit*), there is very little evidence of studies into general boundary spanning-related frustration. Potosky (*op cit*) also confirms this in a conceptual paper that adjustment literature has so far failed to examine intercultural adjustment in any depth. This thesis has pointed to an important pre-occupation with frustration by its respondents that is broad enough to warrant future studies in multicultural, and other contexts notable amongst tertiary students contemplating entrepreneurial ventures.

Whilst there is a developing body of knowledge in bi-cultural networked interaction (Kane and Levina, 2017; Di Marco and Taylor, 2011; Di Marco *et al*, 2010), less is known on multicultural interaction where actors are predominantly non bicultural (Di Marco and Taylor, 2011). This experimental study of multicultural teams found four barriers to boundary spanning in this particular context - a finer grained study of a field involving two collaborating bi-cultural groups, may provide useful comparative data on specific barriers that project managers operating in a bi-cultural context have found problematic. Hence, this study points the way to more narrowly focused studies on specific cultural combinations. Such studies could mirror the qualitative approach here and examine how different multicultural combinations may/may not verify the scope, nature and priority in barrier breaking that might occur as part of boundary roles.

When taking problem-solving into account, the whole project required both individual and group-based problem solving. Rather than a series of separate experiential games, participants took charge of the management of their whole multicultural project, including pitching for co-ordinator positions with team members, and managing collaborative tasks both intra- and inter-team. This was an integrated self-managed scenario-building experience over 30 weeks that incorporated successive problem-solving tasks and a need to generate collective sharing of ideas.

In considering multicultural interactions, we have seen significant adjustment on the part of the key co-ordinators of teams as they negotiated shared tasks and experienced first-hand the self-management difficulties of arranging out of class meetings in a multicultural team. Participants recognised that cultural awareness involved more than just intercultural awareness given the more acute challenges of low confidence and comprehension barriers that respondents had to contend with whilst developing effective barrier breaking activities to turn around avoidance behaviours that arose, to some extent, from perceived domestic and non-domestic differences.

In this study, in addition to exposure to social networking and project co-ordination, in a multicultural team context. During some of the interviews, respondents reflected on the process they had undergone. Those who had adopted co-ordinator roles in particular, commented that it had prepared them for team leadership, given their first-hand experiences of barrier breaking activities in such a challenging multicultural context. These simulated experiences could be undertaken in other educational contexts in order to identify the challenges of relational efforts in those contexts.

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## APPENDICES

## Appendix 3.1: Project Briefs

**Appendix 3.1.1      Brief for Assignment 1: Blue Ocean Conceptualisation**

**Appendix 3.1.2      Brief for Assignment 2: Project Launch**

## Appendix 3.1.1: Brief for Assignment 1 - Blue Ocean Conceptualisation

### PRESENTATION TITLE

Blue Ocean Critical Success Factors (CSFs), Sketches, Narratives and Business Culture Demonstration

Using your blue ocean concept, each team **demonstrates** their business culture as they present their particular critical success factors [CSFs]. Each team in addition uses sketches and a narrative to clearly present their particular areas of expertise which contribute to the blue ocean concept.

- Team X**      *Blue Ocean Customers – Identification of New Channels*
1. Explain how your three CSFs help to attract three new customer groups for your Blue Ocean concept. Demonstrate your business culture and provide practical examples of the strategy canvas from the customer perspective.
  2. As part of your presentation handouts, provide **sketches** of how your CSFs were derived in order to demonstrate the externalisation of tacit knowledge.
  3. Provide one sheet of A4 narrative with 11 point font explaining how your ideas developed. Was there boundary spanning with other groups involved? If so, who did this? Who (in the singular or plural) drove the ideas forward?
- Team A**      *Creative Marketers – Identification of New Customer Groups*
1. Explain how your three *new* CSFs make up the Tagline. What are the implications of your tagline for developing unique Customer Relationship Management (CRM) strategies for the three new customer groups identified by Team X. Demonstrate your business culture and provide practical examples of the strategy canvas from the CRM perspective.
  2. As part of your presentation handouts, provide **sketches** of how your CSFs were derived in order to demonstrate the externalisation of tacit knowledge.
  3. Provide one sheet of A4 narrative with 11 point font explaining how your ideas developed. Was there boundary spanning with other groups involved? If so, who did this? Who (in the singular or plural) drove the ideas forward?
- Team B**      *HQ Intrapreneurs - The Planning of the Blue Ocean Concept*
1. Explain how the elimination of your CSFs contributes to an unbeatably competitive blue ocean concept and pinpoint the scope for eliminating/taking over competitors. Demonstrate your business culture and provide practical examples of the strategy canvas in

terms of uncontested market space due to competition being eliminated.

2. As part of your presentation handouts, provide **sketches** of how your CSFs were derived in order to demonstrate the externalisation of tacit knowledge.
3. Provide one sheet of A4 narrative with 11 point font explaining how your ideas developed. Was there boundary spanning with other groups involved? If so, who did this? Who (in the singular or plural) drove the ideas forward?

**Team C**      *Process Innovators – The Manufacture of the Blue Ocean Concept*

1. Explain how the value reduction in your CSFs contributes to a contemporary blue ocean concept, and demonstrate the major process changes and scope for new collaborative relationships with supply networks: horizontal? Vertical? Partnerships? Outsourcing? Demonstrate your business culture and provide practical examples of the strategy canvas in terms of value reduction in collaboration with your supply chain.
2. As part of your presentation handouts, provide **sketches** of how your CSFs were derived in order to demonstrate the externalisation of tacit knowledge.
3. Provide one sheet of A4 narrative with 11 point font explaining how your ideas developed. Was there boundary spanning with other groups involved? If so, who did this? Who (in the singular or plural) drove the ideas forward?

**Team D**      *Technology Enablers – The Research of High Technology Components for the Blue Ocean Concept*

1. Explain how the raised value of your CSFs contributes to the funkiness of your blue ocean concept and demonstrate the major value raising components involved in making this 'blue ocean'. What are the three prime outsourcers making up your consortium of suppliers? Demonstrate your business culture and provide practical examples of the strategy canvas in terms of value raising funkiness.
2. As part of your presentation handouts, provide **sketches** of how your CSFs were derived in order to demonstrate the externalisation of tacit knowledge.
3. Provide one sheet of A4 narrative with 11 point font explaining how your ideas developed. Was there boundary spanning with other groups involved? If so, who did this? Who (in the singular or plural) drove the ideas forward?



### **General assessment criteria**

- The above guidelines are designed to be broad in scope.
- Define concepts and provide sources for them before applying them.
- Enrich your synthesis with illustrations to underpin theories and your arguments.
- Diagrams, Models Tables and Graphs can be used as already requested in briefings.

## Appendix 3.1.2

### Brief for Assignment 2 - Project Launch

#### PREPARING TO DEMONSTRATE NETWORKING BEHAVIOUR

Reshaping the industry network by creating new rules of the game  
Launch of the Project: Candidate - designed role play simulations

##### *Preparatory notes*

You are asked to prepare a seamless sequence of role plays with a combined duration of 15 minutes. The role play scenarios are based on developing **links** between your business cultures from your **Presentations** in Assignment. The areas of the world that you can choose from are laid out under **Networks 1 and 2** below.

The switching between sequences must be explained as part of the assessment process.

#### NETWORK 1

½ of **Group X, Group A and Group B** will **network** and **negotiate** together and this performance will be assessed together as a common mark. All group members must play at least **one role** in an organised sequence of role plays that demonstrate networking behaviour. Scenarios are likely to include informal networking attempts to set agendas to more quasi formal multicultural team type negotiations where new rules of collaboration are created. Important milestones in the demonstrations should be recorded in a *Hand Out of Scenarios*, which you give to your tutor at the **start** of the Assessment.

Choose from at least two areas of the world to roll out the downstream side of your project (HQ Entrepreneurs, Creative Marketers and their CRM strategies, and Customers) from the following list:

1. South Africa
2. NAFTA Canada, USA, Mexico
3. Pacific Rim – China and Hong Kong, Japan, Singapore, Australia
4. Middle East
5. South America – Brazil and Argentina
6. Russia
7. South Eastern Europe

This means that you need to expand your business culture implications to a national culture context, so that negotiations now need to be intercultural in nature.

#### NETWORK 2

½ of **Group X, Group C and Group D** will **network** and **negotiate** together and this performance will be assessed together as a common mark. All group members must play at least **one role** in an organised sequence of role plays that demonstrate networking behaviour. Scenarios are likely to include informal attempts networking to set agendas; to more quasi formal multicultural team type negotiations where new

rules of collaboration are created. Important milestones in the demonstrations should be recorded in a *Hand Out of Scenarios* which you give to your tutor at the **start** of the Assessment. Choose two areas of the world to roll out the upstream side of your project from suppliers from the following:

1. South Africa
2. China, Vietnam, Thailand, Malaysia
3. South Eastern Europe
4. Brazil
5. Scandinavia and Finland
6. North Africa

This means that you need to expand your business culture implications to the national contexts that you choose, so that negotiations now need to be intercultural in nature. You will hence need to identify cultural barriers during your role plays and a process for addressing these in your negotiations.

NOTE: It is not necessary for Network 1 to pick the same areas as Network 2, as offshore suppliers are likely to be in different areas than end markets.

### *Seamless scenarios*

You are expected to design a believable sequence of scenarios that demonstrate networking behaviour by means of negotiating agendas that create new industry rules of the game. You are encouraged to apply all reasonable technological props such as visual and audio aids, and to explain each scenario in an organised consistent manner. The latter may involve a brief one minute presentation or similar methodology before each scenario. Particularly **creative props** and explanatory **support mechanisms** will be rewarded.

Additional Marks will also be awarded for outstanding **individuals** who have contributed beyond the brief. See Tutorial 8 for detailed Assessment Criteria

## Appendix 3.2: Copy of Research Instruments

**3.2.1 Copy of Final Interview Schedule**

**3.2.2 Copy of Focus Group 1 Schedule**

**3.2.3 Copy of Focus Group 2 Schedule**

**Appendix 3.2.1:  
Copy of Final Interview Schedule**

# **INTERVIEW SCHEDULE**

## **INTERVIEW SCHEDULE AND QUESTIONS - PETER MCHARDY**

Intro me - I am interested in studying how people share ideas in networks.

Intro you

I have some questions I would like to ask you and would encourage stories and narratives. This interview is confidential and I will anonymise your name and also anonymise any further names you mention. The video is just for my own analyses. This should take about an hour.

Could you please introduce yourself and advise which group and blue ocean concept you were from.

LINK TO RESEARCH OBJECTIVE	QUESTIONS	LINKS TO LITERATURE
<p><b>OBJECTIVE 3</b></p> <ul style="list-style-type: none"> <li>○ [BOUNDARY SPANNING BEHAVIOUR]</li> <li>○ [Un - spanned boundary] <ul style="list-style-type: none"> <li>○ [Language barrier]</li> </ul> </li> </ul>	<p><b>Episode 1</b>  <b>Let's start with the blue ocean role play you recently completed in your combined team (yours and two other groups).</b></p> <p><b>Question 1</b></p> <p>Tell me your take on the term 'lost in translation'?</p> <p>(Prompts)</p>	<p>Fisher and Hutchings (2013)</p>
<ul style="list-style-type: none"> <li>○ [Language barrier]</li> <li>○ [Cultural Barrier]</li> </ul>	<p>a. Tell me, what went well when you communicated about the role play tasks with other leaders?</p> <p><b>a1. Why did it go well?</b></p> <p>b. And were there barriers to communication when you first formed your combined teams for the role play?</p> <p><b>b1. How did you help pull together sort this out?</b></p>	<p>Ancona and Caldwell (1992)</p> <p>Rozkwitalska and Basinska (2015)</p>

<ul style="list-style-type: none"> <li>○ [Multicultural Groups]</li> <li>○ [Divides Holes]</li> </ul>	<p>c. What was it like working with <b>leaders</b> from other cultures?</p> <p><b>c1. How many members could you not get to know?</b></p>	<p>Burt (1992, 2002); Braithwaite, 2010)</p>
<b>10 MINUTES</b>		
<p><b>OBJECTIVE 1</b></p> <ul style="list-style-type: none"> <li>○ <b>BROKERING</b></li> <li>○ <b>[Indirect Brokering]</b></li> <li>○ [Conflict brokering]</li> </ul>	<p><b>Question 2</b></p> <p>It's said that too many 'Belbin' Shapers in a group could lead to conflict! Can you think of a time when you had to intervene to diffuse conflict?</p> <p>(Prompts)</p>	<p>Dyer and Song (1997)</p>
<ul style="list-style-type: none"> <li>○ [Indirect Brokering]</li> </ul>	<p>a. And were there times when you intervened to ensure scenario tasks happened?</p> <p><b>a1. How did you make a difference?</b></p> <p><b>a2. Tell me more?</b></p>	<p>Simmel (1950); Obstfeld (2005)</p> <p>Kilduff and Tsai (2003); Oh and Kilduff (2008)</p>
<ul style="list-style-type: none"> <li>○ [Direct Brokering = [Mediation]</li> <li>○ Insider brokering -</li> </ul>	<p>b. How did you build common ground across your combined role play team?</p> <p><b>b1. How much did people confide in you?</b></p> <p><b>b2. What kind of difficulties were there in building common ground?</b></p>	<p>Lingo and O'Mahony (2010)</p>

arbitration]		
○ [Collective advantage]	c. How did your leader team build common ground?  c1. Was there a central player in this?	Kilduff and Tsai (2003); Oh and Kilduff (2008)
<b>12 MINUTES</b>		
<b>OBJECTIVE 4</b> ○ [BOUNDARY SPANNING IN PRACTICE - BSIP]          ○ [Field]	<b>Episode 2</b> Let's now think back to before the <i>Blue Ocean Concept Presentations</i> by each Group - A, B, C and so on – this was before you found common ground. This starts with co-ordination between you and your own team members and ends with your leader team.  <b>Question 3</b>  Mixed culture groups are often called multicultural rather than homogeneous groups. What was the make-up of the multicultural group that you led?  (Prompts)	Bourdieu (1990)          Maguire, Hardy and Lawrence (2004)
○ [Social Position - field]  ○ [Learning BSIP]  ○ [Aspirations for Subject Position]	a. How much did you alter your language to help your own group find common ground?  a1. Tell me a time where this was really hard to do  a2. Did you question your leadership style at that time?	Oakes and Townley and Cooper (1998)



<p><b>OBJECTIVE 2a)</b></p> <ul style="list-style-type: none"> <li>○ <b>[TASK CO-ORDINATOR ROLE]</b></li> <li>○ [Co-ordinating own group]</li> <li>○ [Obtaining Feedback for own team]</li> <li>○ [Managing Horizontal dependence]</li> </ul>	<p>b. How much did you enjoy working in your own group?</p> <p>b1. And your leader group <i>at that time</i>?</p> <p>b2. Tell me a story about something you really enjoyed socially in either group?</p>	<p>Ancona and Caldwell (1992)</p> <p>Ancona and Caldwell (1992)</p> <p>Ancona and Caldwell (1992)</p>
<p><b>OBJECTIVE 2a)</b></p> <ul style="list-style-type: none"> <li>● <b>[AMBASSADOR ROLE]</b></li> <li>○ [Adaptation]</li> <li>○ [Technology scouting]</li> <li>○ [Cultural Capital]</li> <li>○ [Adaptation]</li> </ul>	<p>c. How much was playing with ideas and imaginative thinking tolerated in your own team?</p> <p>c1. Were you heavily involved in initiating your blue ocean concept?</p> <p>c2. Who supported (from another culture) you the most in your own team?</p> <p>c3. How much was imaginative thinking about music, art, poetry or frontier technology tolerated in your leader team?</p>	<p>Aldrich and Herker (1977); Ancona and Caldwell (1992)</p> <p>Marrone, Tesluk and Carson, (2007); Marrone, 2010)</p> <p>Ryan and Cosliger (2011)</p>
<p><b>20 MINUTES</b></p>		

<p><b>OBJECTIVE 2a</b></p> <ul style="list-style-type: none"> <li>• [FORMS OF CAPITAL]</li> </ul> <ul style="list-style-type: none"> <li>○ [Forms of Capital and Social capital]</li> </ul>	<p><b>Episode 3</b>  <b>Let's now look right across your blue ocean experience: this applies to your leader team and/or your own team.</b></p> <p><b>Question 4</b></p> <p>It's often said that entrepreneurs prefer flimsy bridges to dense social clubs. What does bridge building mean to you in the context of your blue ocean experience?</p> <p>(Prompts)</p>	<p>Anderson and Jack ( 2002)</p>
<ul style="list-style-type: none"> <li>○ [Divides]</li> <li>○ [Oblique bridging]</li> </ul>	<p>a. Tell me about a time when you just couldn't build a bridge with another team member.</p> <p><b>a1. How did you get help to solve this?</b></p>	<p>Braithwaite (2010)</p> <p>Anderson et al ( 2002)</p>
<p><b>OBJECTIVE 2b)</b></p> <ul style="list-style-type: none"> <li>○ [GATEKEEPING BEHAVIOUR]</li> <li>○ [Emerging gatekeeper]</li> <li>○ [Forms of Capital]</li> <li>• [Forms/Sources/ Dimensions of Social capital]</li> </ul>	<p>b. Now tell me about a time when you just clicked straight away with a team member from another culture to your own.</p> <p><b>b1. What sort of common understandings did you develop with that team member?</b></p> <p><b>b2. Tell me more.</b></p>	<p>Tushman and Scanlan (1981); Ryan and Cosliger (2011); Long, Cunningham and Braithwaite (2013)</p> <p>Anderson et al (2002)</p> <p>Anderson et al (2002)</p>
<p><b>OBJECTIVE 4</b></p> <ul style="list-style-type: none"> <li>○ [FIELD PRACTICES]</li> <li>○ [Practices and Routines by Subject Position]</li> <li>○ [Theorisation:</li> </ul>	<p>c. Looking at your leader team, could you tell me about three to five common understandings that made your team gel</p> <p><b>c1. And were there any different common understandings in your own team?</b></p> <p><b>c2. Will these common understandings help you in your future?</b></p>	<p>Maguire, Hardy and Lawrence (2004)</p> <p>Maguire, Hardy and Lawrence (2004)</p>

Negotiating New Practices]  ○ Understanding [multicultural] New Practices		Maguire, Hardy and Lawrence (2004)
<b>18 MINUTES</b>		

## Appendix 3.2.2

### Copy of Focus Group 1 Schedule

# FOCUS GROUP 1 SCHEDULE

## FOCUS GROUP SCHEDULE AND QUESTIONS- PETER MCHARDY

**RESPONDENTS: LEADERS AND LEADERS' ALLIES FROM ANOTHER CULTURE**

**[INCLUDES 'LINKS TO OBJECTIVES' AND 'LINKS TO LITERATURE']**

Intro me - I am interested in studying how people share ideas in networks.

Intro you

I have some questions I would like to ask you and would encourage stories and narratives. The focus group is confidential and I will anonymise all your names and also change any further names you mention. The video is just for my own analyses.

Could you please introduce yourselves and advise which group and blue ocean concept you are from. **[5 MINUTES]**

LINK TO RESEARCH OBJECTIVE	QUESTIONS	LINKS TO LITERATURE
<b>OBJECTIVE 3</b> <ul style="list-style-type: none"> <li>○ [BARRIER BREAKING BEHAVIOUR]</li> <li>○ [Un - spanned boundary] <ul style="list-style-type: none"> <li>○ [Language barrier]</li> <li>○ [Language barrier]</li> </ul> </li> </ul>	<b>Episode 1</b> Let's start with your strategy canvas you have just completed  <b>Question 1</b>  When you formed your strategy canvas, how did your group manage to clarify what you needed to do?  (Prompts)  a. Were there barriers to understanding what you needed to do?	
<ul style="list-style-type: none"> <li>○ [Cultural barrier]</li> </ul>	b. How much did you jump in to clarify the task for those who didn't understand it?	Rozkwitalska and Basinska (2015)
<b>5 MINUTES</b>		
<b>OBJECTIVE 1</b> <ul style="list-style-type: none"> <li>○ [BROKERING]</li> <li>○ [Indirect Brokering]</li> </ul>	<b>Episode 2</b> Let's go back to the industry research for your strategy canvas  <b>Question 2</b> It is said that Critical Success Factors CSFs are important for a strategy canvas. Tell me, how difficult was it to co-ordinate the research for the CSFs?	Simmel (1950), Obstfeld (2005)

	(Prompts)	
	c. Were there times when you could not share the research details for the CSFs?	
<ul style="list-style-type: none"> <li>○ [Direct Brokering = Mediation]</li> </ul>	<p><b>Question 3</b></p> <p>How were important details ironed out to complete the strategy canvas?</p>	Simmel (1950); Obstfeld (2005)
<ul style="list-style-type: none"> <li>○ [Insider brokering - arbitration]</li> </ul>	d. Was there someone who helped you to understand the strategy canvas?	
<p><b>OBJECTIVE 2a)</b></p> <ul style="list-style-type: none"> <li>○ [TASK CO-ORDINATION]</li> <li>○ [Symbolic capital/Task negotiation]</li> </ul>	<p><b>Question 4</b></p> <p>How much did you jump in to clarify the task for those who didn't <b>know</b> each other?</p>	Ancona and Caldwell (1992)
<b>15 MINUTES</b>		
<p><b>OBJECTIVE 2a)</b></p> <ul style="list-style-type: none"> <li>○ [AMBASSADOR ROLE]</li> <li>○ [Symbolic capital/Adaptation]</li> </ul>	<p><b>Episode 3</b></p> <p><b>Let's go right back to when you were deciding your blue ocean idea</b></p> <p><b>Question 5</b></p> <p>How much did you enjoy solving problems?</p> <p>(Prompts)</p>	Ancona and Caldwell (1992)

<p><b>OBJECTIVE 2b)</b></p> <ul style="list-style-type: none"> <li>○ <b>[GATEKEEPING]</b></li> <li>○ [Cultural capital/Internal negotiator]</li> </ul>	<p>a. Some members have mentioned that they are nervous about confiding ideas: others are quite happy. How much did you confide your ideas in others?</p>	<p>Friedman and Podolny (1992)</p>
<p><b>OBJECTIVE 2a)</b></p> <ul style="list-style-type: none"> <li>○ <b>[AMBASSADOR ROLE]</b></li> <li>○ [Ambassadorial scouting]</li> </ul>	<p>b. How did you decide on the most credible ideas?</p> <p>b1. Was this hard?</p>	<p>Marrone, Tesluk and Carson (2007); Marrone (2010)</p>
<p><b>25 MINUTES</b></p>		
<p><b>OBJECTIVE 2a)</b></p> <ul style="list-style-type: none"> <li>○ <b>[CAPITAL CONVERSION]</b></li> <li>○ [Managing horizontal dependence]</li> </ul>	<p><b>Episode 4</b>  <b>Let's now go right back to the first tutorial - getting to know each other in your OWN Team</b></p> <p><b>Question 6</b></p> <p>How much did you help pull your own team together?</p> <p>(Prompts)</p>	
<p><b>OBJECTIVE 2a)</b></p> <ul style="list-style-type: none"> <li>○ <b>[TASK CO-ORDINATOR ROLE]</b></li> <li>○ [Managing horizontal dependence]</li> </ul>	<p>a. Were there any times when you felt that you didn't pull together?</p>	<p>Ancona and Caldwell (1992)</p>

<p><b>OBJECTIVE 2</b></p> <ul style="list-style-type: none"> <li>○ [CAPITAL CONVERSION] <ul style="list-style-type: none"> <li>○ [Oblique Bridging]</li> </ul> </li> </ul>	<p>b. How did you deal with this?</p>	<p>Anderson et al (2002)</p>
<p><b>OBJECTIVE 2b)</b></p> <ul style="list-style-type: none"> <li>○ [GATEKEEPING BEHAVIOUR] <ul style="list-style-type: none"> <li>○ [Internal gatekeeper]</li> </ul> </li> </ul>	<p>c. Did someone in your team enable you to communicate better?</p>	<p>Friedman and Podolny (1992)</p>
<p><b>OBJECTIVE 4</b></p> <ul style="list-style-type: none"> <li>○ [BOUNDARY SPANNING IN PRACTICE] <ul style="list-style-type: none"> <li>○ [Social position]</li> </ul> </li> </ul>	<p>Tell me incidents where you personally made communication easier?</p> <p>(Prompts)</p>	<p>Oakes, Townley and Cooper (1998)</p>
<ul style="list-style-type: none"> <li>○ [Technology gatekeeping]</li> </ul>	<p>a1. Do you recall any misunderstandings?</p>	<p>Tushman and Scanlan (1981)</p>
<p><b>40 MINUTES</b></p>		



### Appendix 3.2.3

#### Copy of Focus Group 2 Schedule

## FOCUS GROUP 2 SCHEDULE

### FOCUS GROUP SCHEDULE AND QUESTIONS- PETER MCHARDY

Intro me - I am interested in studying how people share ideas in networks.

Intro you

I have some questions I would like to ask you and would encourage stories and narratives. The focus group is confidential and I will anonymise all your names and also change anonymise any further names you mention. The video is just for my own analyses.

Could you please introduce yourselves and advise which group and blue ocean concept you are from. [5 MINUTES]

LINK TO RESEARCH OBJECTIVE	QUESTIONS	LINKS TO LITERATURE
<p><b>OBJECTIVE 1</b></p> <ul style="list-style-type: none"> <li>○ [BROKERING]</li> <li>○</li> <li>○ [Indirect Brokering]</li> </ul>	<p><b>Episode 1</b>  <b>Let's start with the role play you've just completed with two other groups</b></p> <p><b>Question 1</b></p> <p>Other than your leader, tell me, in your own group, how much did you co-ordinate your role play tasks with the other groups?</p> <p>(Prompts)</p>	<p>Simmel (1950); Obstfeld (2005)</p>
<ul style="list-style-type: none"> <li>○ [Direct brokering = Mediation]</li> <li>○ [Mediation]</li> </ul>	<p>a. How were important details in scenarios ironed out <b>between</b> your groups?</p> <p>a1. In other activities your group did, how did you sort things out</p>	<p>Simmel (1950); Obstfeld (2005)</p>
<p><b>OBJECTIVE 2a)</b></p> <ul style="list-style-type: none"> <li>○ [TASK CO-ORDINATOR ROLE]</li> <li>○ [Cross - boundary affiliation]</li> </ul>	<p>b. How much did you worry about the 'extra effort' for a top grade?</p>	<p>Ancona and Caldwell (1992)</p>
<ul style="list-style-type: none"> <li>○ [Task negotiation]</li> </ul>	<p>c1. Looking back to the beginning, how did your group manage to clarify what you needed to do?</p> <p>d. How much did you jump in to clarify roles and scripts for those who didn't know each other?</p>	<p>Ancona and Caldwell (1992)</p>

**13 MINUTES**

<p><b>OBJECTIVE 2)</b></p> <ul style="list-style-type: none"> <li>○ [FORMS OF CAPITAL]</li>            <li>○ [Capital conversion]</li> <li>○ [Flimsy Bridging]</li> </ul>	<p><b>Episode 2</b>  <b>Let's now think back to just after the <i>presentations</i> by each Group - A, B, C and so on – remember the Critical Success Factors?</b></p> <p><b>Question 2</b></p> <p>How much were you involved in developing your own group's critical success factors?</p> <p><b>a. Now tell me a little bit about your approach to the CSFs</b></p> <p>(Prompts)</p>	<p>Anderson et al (2005); Obstfeld (2005)</p> <p>Anderson et al (2005)</p>
<p><b>OBJECTIVE 2a)</b></p> <ul style="list-style-type: none"> <li>○ [AMBASSADOR ROLE]</li> <li>○ [Adaptation]</li> </ul>	<p>b. How much did you enjoy solving problems?</p>	<p>Ancona and Caldwell (1992)</p>
<p><b>OBJECTIVE 2b)</b></p> <ul style="list-style-type: none"> <li>• [GATEKEEPING]</li> <li>○ [Internal negotiator]</li> </ul>	<p>c. <b>Some members have mentioned that they are nervous about confiding ideas: others are quite happy.</b> How much did you confide your ideas in others?</p>	
<p><b>OBJECTIVE 2a)</b></p> <ul style="list-style-type: none"> <li>• [AMBASSADOR ROLE]</li> <li>○ [Ambassadorial scouting]</li> </ul>	<p>d. How did you decide on the most credible ideas?</p> <p><b>d1. Was this hard?</b></p>	<p>Marrone, Tesluk and Carson (2007); Marrone (2010)</p>

21 MINUTES

<p><b>OBJECTIVE 2</b></p> <ul style="list-style-type: none"> <li>○ [FORMS OF CAPITAL]</li> <li>○ [Bridge building]</li> </ul> <p><b>OBJECTIVE 2a)</b></p> <ul style="list-style-type: none"> <li>○ [TASK CO-ORDINATOR ROLE]</li> <li>○ [Managing horizontal dependence]</li> </ul> <p><b>OBJECTIVE 2</b></p> <ul style="list-style-type: none"> <li>○ [CAPITAL CONVERSION]</li> <li>○ [Oblique Bridging]</li> </ul>	<p><b>Episode 3</b>  <b>Let's now go right back to the first tutorial - getting to know each other</b></p> <p><b>Question 3</b></p> <p>How much did you help pull your team together?</p> <p>a1. Were there any times when you felt that you didn't pull together?</p> <p>a2. How did you deal with this?</p> <p>(Prompts)</p>	<p>Ancona and Caldwell (1992)</p> <p>Anderson et al (2002)</p>
<p><b>OBJECTIVE 2b</b></p> <ul style="list-style-type: none"> <li>○ [GATEKEEPING BEHAVIOUR]</li> <li>○ [Gatekeeping]</li> </ul>	<p>a. Did someone in your team enable you to communicate better?</p>	

<ul style="list-style-type: none"> <li>○ [Gatekeeping]</li> </ul>	<p>b. When did it become easier to talk to each other socially?</p>	
<ul style="list-style-type: none"> <li>○ [Team boundedness: gatekeeping]</li> </ul>	<p>c. Tell me about times when you felt really proud to belong to your group.</p>	<p>Ancona and Caldwell (1992)</p>
<p><b>29 MINUTES</b></p>		
<p><b>OBJECTIVE 4</b></p> <ul style="list-style-type: none"> <li>○ [Boundary Spanning in Practice]</li>   <li>○ [Unconstituted field]</li> </ul>	<p><b>Episode 4</b></p> <p><b>This concerns the whole module experience – key ‘United Nations’ moments of mutual understanding</b></p> <p><b>Question 4</b></p> <p>Most people see The United Nations as a symbol of global identity achieving an increasingly shared meaning. What does it mean for you?</p> <p>(Prompts)</p>	<p>Maguire et al (2004)</p>
<ul style="list-style-type: none"> <li>○ [Shared meaning]</li> </ul>	<p>a. Tell me a picture that would best describe your group’s identity?</p>	

<p><b>OBJECTIVE 3</b></p> <ul style="list-style-type: none"> <li>○ <b>[BOUNDARY SPANNING]</b> <ul style="list-style-type: none"> <li>○ [Language barrier]</li> <li>○ [Cultural barrier]</li> </ul> </li> </ul> <p><b>OBJECTIVE 4</b></p> <ul style="list-style-type: none"> <li>○ <b>[BOUNDARY SPANNING IN PRCTICE]</b> <ul style="list-style-type: none"> <li>○ [Bridging subject position]</li> <li>○ [Theorisation: Negotiating new practices]</li> </ul> </li> </ul>	<p>b. How easy was it to communicate within your group?</p> <ul style="list-style-type: none"> <li>i. For your presentation</li> <li>ii. For your role play</li> </ul> <p>b1. What kind of trigger behaviours that happened at any stage between a couple of you in the group, made you feel more together?</p> <p>b2. So how important in both these tasks was interfacing?</p> <p>b2i Really Important?</p> <p>b2ii Can you recall and example?</p> <p>b3. And like The United Nations, did these two tasks help you achieve greater shared meaning?</p>	<p>Hutchings et al (2013)</p> <p>Maguire et al (2004)</p>
<ul style="list-style-type: none"> <li>○ [Social position aspirations]</li> </ul>	<p>c. Tell me incidents where you personally made communication easier?</p>	<p>Oakes, Townley and Cooper (1998)</p>

○ [Understanding new practices]	ci. Do you recall any misunderstandings? d. How important is intercultural communication to your future?	Maguire et al (2004)
<b>37 MINUTES</b>		

## Appendix 3.3: Transcripts From Interview And Focus Group



## **Appendix 3.3.1: Transcript From Interview**

### **Interview 712\_0073**

**Welcome, let me tell you what this is all about, I am interested in studying how people share ideas and networks, that's what this research is about. I am going to ask you to introduce yourself in a minute. I have some questions to ask you and I would encourage stories and narratives. This interview is confidential, I will anonymise your name and any further names that you mention. Can I ask you to introduce yourself and let me know a bit about the blue ocean concept that you are from.**

So my name is Tonisha our blue ocean concept was a form of transportation, but mainly based on the experience that people were going to have within the form of transportation. And this was going to travel within space and any destination around the world of the capital of each and every country.

**So it was capital city links was it?**

Yes and we were going to have pod ports within the capitals, the reason why we didn't chose every location is because the capital is the exclusivity of it. And it could arrive at any other pod port which was based on top of a hotel so people could stay overnight. The form of transportation was purely about the experience and what it could do, because it was based around our three customer groups of astrophysicists, disabled people and risk takers. In which they could take part in various activities catered within their customer groups.

**This interview is in various episodes and the first episode is the blue ocean role play, so the assessment you completed just before the essay. So this was when your teams combined and you split your team in two. So these are general questions around what was going on. So question one, tell me your take on the term lost in translation?**

For me it was about communication, lost in communication where there are communication barriers, miscommunication and it was everywhere.

**Did that happen to you?**

Yes definitely.

**So how did you view all this?**

So this was a combination of same sex girls and I think if there was a mixture of opposite sexes it would have been different. And also it refers to what you and Edwina was saying about strong ties and weak ties. Because we have been working together and kind of knew each other that also affected us in having strong ties which affected our working. There were girls being girls and bitching and stuff like that. So I think if there were weak ties where we didn't know each other, no one had an opinion, we would just get down to it and do the work. But yes personalities, strong personalities of two as leaders, because there were three leaders, being girls, two personalities, all of us had strong personalities so therefore for it to work one had to take a step back. Technically two had to take a step back for one person to take control and let it be what it would be, but two were going at each other and therefore I had to take a step back and let it happen. But then when I was needed I stepped up. And I think that was kind of my role as Team X but at the same time I also maintained the structure, I stayed in the background but then I was like ok this is what needs to be done and we really need to do it.

**So were you with A and B or C and D?**

I was with A and B.

**So you are talking about the leaders of A and B?**

Was I with A and B, no I wasn't I was with C and D.

**So the whole of C and D were girls then?**

There was a mixture but the leaders were all girls because we were all fluent in English we chose to be leaders.

**So there was a lot of confusion you were saying?**

A lot of confusion yes.

**Tell me what went well when you communicated about the role play task with the other leaders?**

What went well (laughs). What went well about initiating ideas did you say?

**During the role play task when you were preparing the role plays it was quite a stressful fast moving time wasn't it and you only had two weeks to get the role plays together. What went well during that time?**

I think what went well was initially A was in the background so me and Jas, what went well was the ideas that were initiated were unique, we made it our own. Had it not been for the strong personalities I think we could have performed better and better organisation. Because we had other deadlines as well. What went well was we did work, I wasn't completely on my own, me and A? One of us had support. And what went well was that we did have other people within the group to assist us.

**So people were cooperating then?**

As much as they could.

**Were there barriers to communication when you first formed the combined teams for the role plays?**

Yes definitely, huge barriers of communication.

**Tell me a bit more about these barriers.**

This is one of the weaknesses of the module, there are a number of people within, because there are two people from, me and another person, so two people from each team, is that correct?

**It was only Team X that was split in half.**

So that was mine and Team C and ...

**D were the full teams.**

So that was a lot of people and as leaders they had to be put in the background because we couldn't just all manage each other. And we needed to know exactly what we needed to do, what had to be done and when, and then they had to come in at the last minute which wasn't quite fair. But the barriers to communication were so high that we couldn't waste time on communication, we had to spend our time on tasks that needed to be done that would have been more time consuming.

**When you say we, you mean the leaders?**

The leaders yes.

**So how did you help pull all this together and sort this out?**

I initiated the ideas and then I had to take a step back because it would have just been three girls clashing. And it was just going round in circles and then ...

**So your strategy was to step back and let them implement?**

Yes

**But at times you had to ...**

Yes when I was needed, when I felt like I had to step in I stepped up.

**Can you remember a time when you stepped in like that?**

It was the day before, and it was 10 o'clock at night and we were still here and it was the day before and that's the thing, me and Jas we had our ideas structured, A? was like no I don't want it like this, I don't want it like this, we should do this we should do that. Throughout the whole process of doing the presentation things were changing. And ok it's fine to change and implement better solutions but solutions weren't being generated. It was just like, no we need to change this we need to change that, Edwina said this we need to do that, Edwina said this. Ok Edwina is giving us guidance we can make it our own. But there is a stage where we can't change no more, we need to implement what we have and make it to the best we can.

**That's when you stepped in?**

That's when I stepped in because it got to the stage where the day before we hadn't had our scripts done, and the scripts needed to be written because what are the other group members going to say. Ok we are leaders but the other groups didn't have no idea what we were doing until the day before the presentation.

**Were the other groups with you at 10 o'clock that night?**

They were that night but we had to get them to come at 5 for them to stay, 5 til 10, and before 5 o'clock the scripts weren't done and it was the day before and that's when I had to step up. I was like ok guys we keep going round in circles about even what scripts we are going to say. Jas was like we are going to say this, we should say that, A? was like no, no we really need to say this. And I was like hold on it's not about the scripts that we have it's about how we perform; we are going to improvise that, so that's when I stepped up.

**So you stepped up to the plate and got them to tie things down?**

Yes and she wanted to change the ideas around as well, for example our play linked to the Gravity movie and I initiated the idea of having a red carpet and I also initiated having videos of the lecturers. And she didn't want that and I had to stand my ground and I was like no, we are going to have that because that's what is going to make our presentation, if we are not going to have that you implement a better idea but until you do that it's staying in the play. And it did stay in the play.

**So you were pretty adamant about that?**

Yes

**What was it like working with leaders from other cultures? Where there any leaders from other cultures?**

No we were all British.

**So with all British leaders how many members could you not get to know?**

That weren't leaders?

**That were leaders first of all.**

We got to know all of the leaders quite easily; I think that was a strength, that was definitely a strength. Because communication amongst leaders wasn't a barrier.

**And now other members?**

Other members there was definitely, it was very hard to get to know them. And it was when delegating tasks, although we thought they had their strengths in terms of their cultures, in terms of drawing and photography and so on, they didn't, they weren't. From when it was combined, admittedly one member did say I can do drawing so we got that done, but even that wasn't a member within our group it was done externally.

**So you are using other resources which is good. So the original question was: were there members you couldn't get to know?**

Sorry, yes there were.

**Were they from other cultures?**

Yes, I think communication barriers were so high that we just didn't have time to get to know them. Which would have been nice if we did because it would have built more of that relationship but we just didn't have time.

**So time was a ...**

Time definitely yes.

**Were there some members from other cultures that you did manage to get to know?**

Still when we are combined?

**Yes**

Yes the day before the presentation, and you get to know when we are delegating tasks how they do it, what their personality is like. And even then they were some more dominating than others. So we were like ok no it's the day before the presentation and it needs to be done this way.

**Can you remember a story where someone from another culture really worked with you on this?**

Wescot to be fair he was the other member of Team X with me and he didn't have good communication he was very quiet and didn't have any expression when he was acting, but if you told him what to do he would do it. And I think that was a strength and it is in terms of how you manage them, if you talk to people with respect they do do it. And I think it's that relationship that you have.

**Which culture was this person from?**

China.

**So you mentioned something about respect, tell me more about that?**

I think basic respect of people not putting in as much as others do, there needs to be that balance. In terms of leaders, one leader Jas was not spending nowhere near as much time as A? and I were. And that really was just like, that's the thing, if you all put in the same amount and we all were thinking in the same lines then it would be different. You had one person who wasn't as passionate, we had one person who was really ok Edwina said this, this needs to change, this needs to change. She wanted to get it right but she just didn't get down and do it. And then there was me who was like ok let's get it done and let's get it done this way. But we all had the same aim.

**It's said that too many Belbin shapers in a group could lead to conflict, could you think of a time when you had to intervene to defuse conflict?**

Yes the day before when they were just going around in circles. Jas was clashing with A?, A? was clashing with Jas about the script and about what was going to be said, I had to intervene. Importance wise, priority wise, the script was not important, once we had started rehearsing that was our main priority. We needed to get everybody together delegate who was going to act what and then rehearse it and put it into action. We weren't doing that, we were round the table on a laptop trying to write scripts that was not important. If people got into what was acting we could have spent that time acting, actioning and then people initiating ideas saying oh we can say this, we can say that. And that's how I work and that's what I thought and eventually it happened.

## **Appendix 3.3.2: Transcript From Focus Group**

### **Focus Group Transcript - 7120039**

Thanks for coming, I will to ask you to introduce yourself in a minute. So what's this about, first of all I am Peter McHardy and I am interested in studying how people share ideas and networks. So I will now ask you to introduce yourselves and the only thing I am recording is your team, so are you all from Team C?

(M) No I am from Team B. (F) I am from Team C.

**As you are as well. And A you are Team C. So I have some questions I would like to ask you, I am not after one word answers I am after some stories and narratives so feel free to tell us how it's really happening. The focus group is confidential, I will anonymise your names and I will change and anonymise any further names that you mention. So I will ask you to introduce yourself properly now so you all know each other.**

(M) I am P and I do business management enterprise.

**What blue ocean concept are you working on?**

(M) We are working on the themed leisure centres.

(M) I am A G I am also doing the same course, business management enterprise, and our blue ocean is a bed that can heal anything.

(M) My name is A and I am studying business and HRM and my blue ocean is to do with travel agents.

(F) My name is Y I am studying business management and my blue ocean strategy is about travel agencies.

**Most of you have just completed a strategy canvas well let's start with that, when you formed your strategy canvas how did your group manage to clarify what you needed to do?**

(M) Well we met up straight away, two weeks before the next tutorial, just to go over what we thought needed to be done and specifically for our team. And then after we got a few guidelines on what we thought we were doing I went off and spoke with other leaders. So I think a day or two later I set up a meeting with the other leaders just to see where everybody was. Two of the groups were alright with it and then two of them were a bit confused. After that, a week later, I met up with my group and we made our strategy canvas for our three points, our three CSFs. And then I met up with the leaders again just before the tutorial, so on the Friday, and then we put together what we had got. Only three members of the group turned up, somebody forgot their library card so they couldn't come. I put together the whole strategy canvas and presented it later on.

**So you put together the strategy canvas yourself?**

(M) Yes we hadn't got a co-ordinator but I just automatically took the role because out of all the leaders two of them are English speaking first language and they didn't want to do it. I just naturally took over and kept arranging all the meetings and stuff trying to get everything done at certain times.

**So you got the job then?**

(M) Pretty much yes.

**Is this typical of what happens?**

(M) I think ours was completely different, we met up with our group and we all thought of three critical success factors, and then I think we just brought them into the tutorial and then in the tutorial we got hold we had to do only one industry. So all the leaders stood up in front of the board and we started taking the critical factors for that

industry we listed 15 down. And then we appointed how important they are in the industry and the ones that we thought that could be add on we put as a complete edge, and from now we pretty much built a strategy canvas.

**So you were actually adding more critical success factors as you were ...**

(M) Yes we were asking people as we went along and people were coming up with new critical factors and then we just listed them down the bottom through the blue ocean or red ocean.

**Tell me more about that.**

(M) I thought that everyone has to do 15 for their industry, I think there were two groups and one of them was mine that did 15 for just our industry. And our industry was the insurance industry, it wasn't the leisure centre, and overall all the leaders decided to do leisure centre. I have got some working experience in leisure centres so I knew a bit about it so I was happy to go up there and the other leaders were as well, so that's the industry we went to. And we didn't actually have 15 critical factors for the leisure centre, we had three from that group that did leisure centre industry, so I think we just had to go with the flow and add them as we go. We did spend more than an hour of the tutorial so we did stay over an extra 15 minutes just to finish off.

**So you were quite comfortable about the fact that this was in the making all the time?**

(M) I think it probably worked out better because everyone was interacting in the tutorial, it wasn't just one group doing it and then everyone else trying to understand it. Understand the concept of making the strategy.

(M) I think it makes it easier because we had, we were planning on meeting as a class, so all five groups were meeting this week and next week, just to clarify what is going on and what is working. Without a tutor we were going to get a classroom and meet up so everyone gets an understanding of what is going on. Because there are quite a few people who are quite clueless to what is actually going on.

**What made you decide to do this?**

(M) At the last tutorial we were, we generally all talk across the classroom, everyone talks to each other, there is not much interaction between Andrew and the team, we just talk like a debate and stuff. So at one point I shouted across to one of the other leaders, called Mike who I probably get on best with out of everyone, that we should meet up as a class so we can proper understand what is going on now, and he was up for it. So I think as long as all five leaders are there then I think the majority of people will turn up.

**So they are all invited?**

(M) Yes

**That's great, this business of meeting in groups separately and all together, is that something that you have had to face as well?**

(M) We are completely different, the first tutorial we didn't know what we were doing so we decided to meet up as group leaders and go and see the tutor. And after that we got some idea of what we have got to do, and we went to have a coffee and decided there who is going to be the co-ordinator and all that. From then on for the next tutorial to come up with the 15 critical success factors, so what we decided was that we would tell everyone from their group to come and meet at a certain time. So beforehand we met all the class, we came up with 15 critical success factors so we did the second tutorial working beforehand, so when you (10.13).

**J from your point of view you work close to Andy but you are not a leader are you?**

(F) He is my leader.

**So what does it look like from your stand point?**

(F) The first time when we met we didn't know exactly what we had to do so with the strategy canvas at the first tutorial, we didn't wait for the second tutorial.

**That quickly?**

(F) Yes ?? on other hand we had finished. And what I noticed is there is not a lot of interaction, I agree with you.

**You felt that?**

(F) Yes, with the leader there is no problem, but when we are all in the class, when we met, we can't speak because there are leaders who are speaking and there is no interaction.

**So you were worried about this interaction issue weren't you?**

(M) To some extent yeah, because our groups are not, our teams are set out a bit different. Andrew let us pick our teams at the beginning and naturally all the English speaking people went together, so there are two teams of Chinese students. I get on well with one of the, Mike, he gets down and does his work, he his decent and I have said to him if you need a hand let me know because I get on really well with him. And then there is the other group which is the customer group and they don't really, the leaders talk, we have got a What's Up group, like a messaging group, and we talk there but other than that I don't even know the other group members. Obviously they ?? at the tutorial, so the leaders do talk in the tutorials. I directly speak to them and we get on pretty well in terms of the whole classroom so there is not actually that much of a problem. Pretty much everyone is happy to talk out loud in front of the whole class, there is no one who is shy, so I think we have got passed that. In the first tutorial everyone was a bit quiet and straight away from the second tutorial onwards we had a massive debate because we had two different ideas. So we all did the research prior to tutorial two for an idea which was a transport system in the UK which is instead of your buses and cars it's a pod that you get in and you just end up where you want. And we came up with that idea, we did all the research and everything, my group had references, we had everything. We came up with the idea as well and we did everything. And we got to the tutorial and one girl in team B I think she just went completely for the health care idea and she managed to convince everyone in the class, and we were like ok I think it's time to change and then we managed to change. And then after we were like oh we should have stuck with the transport and we were going to change as leaders back to the transport in the leaders meeting before the tutorial group, we were going to change straight back to the transport system. But I don't know what happened we just found a break through somewhere and we were like ok this might work and we managed to do it.

**So this is an example of leaders being taken to a new place by somebody in the team?**

(M) Yes

**You were talking a little bit about interaction issues and strange things happening in the early stages. Were there barriers to understanding what you needed to do?**

(M) Yes, my whole class group had to research a massive problem, he tutorial we met up with our tutor and we set our industry then straight away, so we came up with, he told every group to come up with a different idea. We wrote them down on the board and then voted and the top two were the health care idea and the transport system. And from then he told us to do some research and come back for tutorial two. So we weren't really working by the book but we were still doing everything that needed to be done. And then we came back for tutorial two and we all voted on what we were doing and no one actually did any research except for my group. We talked for like three minutes and then it was just a massive debate for 40 minutes and each team was going against the other team saying different points. And the last five minutes of that tutorial Andy came round with an example of strategy canvases that somebody else had made. He didn't let us take them and have a look he was like you are doing this part, team C is this part so you need to focus on the manufacturing aspect etc etc. And then we all went off and nobody understood what they were doing, we had quite a lot of issues as leaders. My group was alright in terms of what to do because me and my group get on really well and we socially meet as friends through the module. So we just got down and came up with three completely different steps that we thought it could be, so one of them was focused on manufacturing, and one was focused on hospital beds and stuff like that, and the other one was focused on something else. I met up with Andy before the tutorial for my group and he pretty much put me in the right direction, he said we were alright generally. And then that same day at night we got a syndicate room, our group did, and we just met up and did it there and then quite easily so it was alright.

## Appendix 3.4: Example of how the Researcher Derived First Order Categories From The Initial Data – For Gatekeeping Dimension



## DERIVED FIRST ORDER CATEGORIES FROM THE INITIAL DATA

<p>Emerging Gatekeepers ****</p>	<p><b>talking and getting together</b> Another boy or Carey from our group, one of the Chinese students, like those who are talking, that do the talking when we get together, sometimes they talk. ....</p> <p><b>Gatekeeper pulls small group together</b> ... But I think there will definitely be someone else talking but, yes, like small groups talking because they know each other from other connections. So, yes, it happens. (R14 - INTERVIEW CO-ORDINATOR KAREN [KA])</p>	<p><b>Technology Gatekeeping</b> The original meaning of this dimension is about how gatekeepers emerge from informal communication in high technology communities - so NOT within group brokerage</p> <p>How a gatekeeper emerges to support a co-ordinator</p> <p>... and talking/getting together happens in small groups</p>
<p>'Uncle' clown Used</p>	<p><b>'Uncle' generates fun atmosphere</b> (Older team member)</p> <p>Yes. Because the last person I think he's maybe in his forties so he's like an uncle in this group (Aslan Dermiz - anonymised). And he's so funny, he always makes jokes and so makes the atmosphere like more relaxed so we quite liked him.</p> <p><b>Having fun</b> ...we were introducing each other, like where are you from, what's your name. He said he was Japanese. I thought oh my god, really, konnichiwa, and I was greeting him with...</p> <p>A little bit. And then Carey says oh come on, he's not Japanese, I am more Japanese. Yes, this was quite funny.... (R14 - INTERVIEW CO-ORDINATOR KAREN [KA])</p>	<p><b>Technology Gatekeeping</b></p> <p>Again, this is informal process in action</p>

<p>Nice guy</p>	<p><b>Reserved team member</b></p> <p>... But the other guy from our group, he is more reserved but he was quite a nice person, just not that outgoing.</p> <p><b>hard working and valuable</b></p> <p>But he is hard working and he does everything he needs to do and at his pace.</p> <p><b>Working better together</b></p> <p>Yes quite important because you have to, like different characteristics would work together better....</p> <p>(R14 - INTERVIEW CO-ORDINATOR KAREN [KA])</p>	<p><b>Technology Gatekeeping</b></p> <p>Again, informal processes in action</p>
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<p>Constant co-ordinator emerges ***</p>	<p><b>Politics of self-appointment</b>  Yes because the team co-ordinator was like... I was thinking who will be our team co-ordinator then I asked the older guy and he said I'm ok, yes I can do that, but I can just do it at the early stage because after that I will work on something else.  ...  ... And I think no, no, we need someone who can constantly be the co-ordinator.  <b>Worrying about good team co-ordination</b>  And then the Cyprus guy he didn't want to be and then I asked Carey, she said that she is ok with both...  Yes like that. Ok I can't be constant, and no, and Carey is both ok, and then I will be it.  Yes I was just worried if we didn't get a good team co-ordinator then it's not good so I was just...  ...(R14 - INTERVIEW CO-ORDINATOR KAREN [KA])</p>	<p><b>Technology Gatekeeping</b>  Dilemma: this could equally be co-ordinator representation or gatekeeping associated with within-group brokering -  IT'S BOTH: as Friedman et al negotiation lit confirmed ambassador/gatekeeping  An example of a reluctant Chinese co-ordinator who – presumably as a strong self-monitor - takes control of the team to ensure a good performance through being a 'full time' co-ordinator having checked that the other candidates were not that committed</p>
<p>Clear tasks  - see note at side</p>	<p><b>Clear tasks do the job</b>  ... because as long as like everyone's tasks were clear then they do their job and by the time we get together everything worked out well...(R14 - INTERVIEW CO-ORDINATOR KAREN [KA])</p>	<p><b>Gatekeeping - task negotiation</b>  Link between clear task co-ordination and collective advantage proposed by Karen. This is an example of a member able to be both outward and inward orientated - hence able to represent outwards as co-</p>

		ordinator and inwards as gatekeeper (Tushman, 1977 - two way gatekeeper)
Informal gatekeeping	<p><b>Team dinner</b>  ... We really quite enjoyed the teamwork and we actually went to dinner together.</p> <p>I think it was before the presentation but it's quite new that time. Yes, it was after a meeting and everyone was I've not eaten anything, then we can have dinner together. And on the way back we met Stefania so it was quite funny.  ...  (R14 - INTERVIEW CO-ORDINATOR KAREN [KA])</p>	<b>Technology Gatekeeping</b>
Raising technological bar (Co-ordinator)	<p>Corralling team technology (Karen)  I chose our three critical success factors because it needs to be technology and it needs to be raised. So yes.</p> <p>...we need to decide which groups to go with which ones and then I chose mine. And I explained why so they agreed.</p> <p>Small groups and previous connections  ... But I think there will definitely be someone else talking but, yes, like small groups talking because they know each other from other connections. So, yes, it happens.</p>	<b>Technology gatekeeping</b>
... 'Breaking it down' in Chinese****	<p>Sub-gatekeeper best possible way (Han)  ...but no. But the time as a resource wasn't there to be able to do that.  [task and brokering process]</p> <p><b>Sub-gatekeeping Steps</b>  Yes so in terms of going down that route, we didn't go down that route.</p> <p><b>Breaking down task meanings</b></p>	<p><b>Gatekeeping - task negotiation</b></p> <p>This involves two gatekeepers: a main task gatekeeper and a separate translator to explain task meanings in another</p>

<p>Translator limitations</p>	<p>... The best possible way we could have done it was to get one of the Chinese guys to try to talk to them.</p> <p>... Yes, so essentially I guess that's the route that we took. I would come up with tasks for the group to do, then I'd communicate it to him, and I'd say please break it down to the girls in Chinese ...</p> <p>...Reporting back with questions and let me know if they have any questions...</p> <p>...And then he would report back to me and ...</p> <p>...as 'Go in between translator'</p> <p>... he would go in between. So he now became almost like the translator between...</p> <p>...Only 'worked to an extent' (1)</p> <p>It did work to some extent but I doubt that it was that efficient because the work that was being produced still was not that great.</p> <p>...Only 'worked to an extent' (2)</p> <p>So I think, yes, that's a little bit of a downfall there.</p> <p>(R15 - INTERVIEW CO-ORDINATOR JORDAN [JR])</p>	<p>language (verbal) and non-verbally via sketches and so on</p>
<p>Non-work stuff ****</p>	<p>Talking culture builds rapport [(Jordan) and Team Gatekeeper (Panos)]</p> <p>And then like with my group, Team C, the guy Panos from Cyprus, that was quite interesting because I only found out that there's like only just... I didn't realise how small Cyprus was, I thought it was quite big but I didn't realise it's as small as a population of 100,000. I was like really, oh my gosh. So that kind of stuff was interesting...</p> <p>(R15 - INTERVIEW CO-ORDINATOR JORDAN [JR])</p>	<p><b>Technology Gatekeeping</b></p> <p>Is there a cross-over here between gaining between-team legitimacy and within team?</p>

<p>Going crazy without gatekeepers ****</p>	<p>Socialising whilst working And at the meetings we would also talk about non-work stuff, like outside work stuff, personal stuff...</p> <p>... meeting the girlfriend I even met one of the guy's girlfriends and she even came along to one of the meetings, she kind of...</p> <p>...Catching up over a beer Yes, she kind of saw how everything went. It was almost like sometimes guys catching up over a beer than anything so it also helped in terms of I think getting people to know each other a bit more.</p> <p>Crucial role of gatekeeper [(Panos) to co-ordinator(Jordan)] Alone I would say Panos, the guy from Cyprus. I think if it wasn't for him I might have gone a little bit crazy.</p> <p>Yes. Because if I look on my past experience of groups...</p> <p>Groups without gatekeepers ...especially in a different module, co-developing enterprise, because it was just me and Chinese guys.</p> <p>Co-ordinator saddled with internal tasks ...So what happened there is I ended up doing most of the work, everything, I ended up doing everything because ... there was this communication barrier and there was not really this challenging and this whole coming up with ideas...</p> <p>...Led to poor quality work And if I gave them work to do, it wasn't the best grade of work. ..</p> <p>When co-ordinator turns gatekeeper</p>	<p>Specialist relationship again from Tushman and Scanlan 1981 <b>Gatekeeping</b></p>
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<p>Counting on the gatekeeper</p>	<p>And if I tried to communicate better then they'd struggle understanding that</p> <p>'Do It Yourself'</p> <p>...so at the end of the day it was like do you know what, if you want to get the job done, do it yourself. ....</p> <p>Bouncing ideas off gatekeeper</p> <p>... But in terms of now, with Panos, which I was really grateful for, it didn't work out like that because now I had someone who I could also bounce off ideas to ...</p> <p>Groups with gatekeepers and I knew I could count on him...</p> <p>I didn't have to keep an eye on him to make sure that the grade of work is up to scratch, ...</p> <p>(R15 - INTERVIEW CO-ORDINATOR JORDAN [JR])</p> <p>Trusting the gatekeeper</p> <p>I knew that again I could trust him with the work. I could trust him with the work that if I give you this I know you're going to produce a good piece of work, ...</p> <p>Allows co-ordinator attention to higher performance</p> <p>... which left me then to focus on these other guys who might have needed a little bit more attention in making sure that the grade of work was up to standard...</p>	
<p>Learning from dead end roads</p>	<p>Communication barrier</p> <p>.... Now I failed with the other two girls because there was a whole communication barrier... It doesn't annoy me as much because at the end of the day the task was complete and we did well on the task so that's just something in the past now...</p> <p>Turning dead ends into learning opportunities</p>	

	<p>... But it's something I could obviously learn from but in terms of... Ok, I wouldn't use the word failed with the girls, I think it was just, it's just something that happened naturally, it was a dead end road.</p> <p>Reaching out to learn Yes because I did try and reach out but it just wasn't working so I think failure would be the wrong term but I just didn't manage to create that communication. And I couldn't really trust them to produce the best grade of work.</p> <p>(R15 - INTERVIEW CO-ORDINATOR JORDAN [JR])</p>	
<p>Table arrangements</p>	<p>Arguments over table logistics Yes exactly. Like for example for the last role play we had the table arrangements, so we thought we had an idea meaning let's have a table at the front like this and let's move this like that. And everyone didn't just agree, everyone is like no maybe we should put it like this for this sort of reason, people won't be able to get through, how are we supposed to get there?</p> <p>Cross-team task pushes differences aside I think even though it was so difficult we wanted to try and get it done as quick as possible so as soon as we were given our task we met up. We introduced one another, what is our aim, what is Team Bs aim. So we got straight it to it so we put our culture differences aside ...</p> <p>...task communication difficulties ... although it was difficult because we had to come across, having to speak to one another it can be so difficult.</p> <p>And Sam so three, but everyone could speak English so we understood one another but with the Chinese it was difficult to communicate with them.</p> <p>(R19 - INTERVIEW CO-ORDINATOR JOSHI [JO])</p>	<p>Gatekeeping - Task Negotiation</p>



## CODING FROM INITIAL DATA, FIRST ORDER CATEGORIES AND NARRATIVE EXEMPLARS

### GATEKEEPING DIMENSION

FIRST ORDER CATAGORIES AND NARRATIVE EXEMPLARS	CODING FROM INITIAL DATA [WITH RELATED DATA EXTRACTS]	LINK TO LITERATURE
<p><b>Constant co-ordinator emerges</b></p> <p>Constant co-ordination depicts the motivation behind the politics of self-appointment which arose from worry that a constant co-ordinator was needed - rather than the caretaking offer from the mature member. Deeming the latter unsatisfactory, Karen's approach to Carey received an 'OK with both', meaning Carey was happy with either herself or Karen as co-ordinator. After deferring to three members, this opened the door for Karen to emerge as constant co-ordinator, as her quote confirms:</p> <p style="padding-left: 40px;"><i>"I asked the older guy and he said ... yes ... but ... just ... the early stage. And I think no, no, we need someone who can constantly be the co-ordinator. And then the Cyprus guy he didn't want to be and ... Carey she said that she is ok with both (but) I can't be constant ... and then I will be it. I was just worried if we didn't get a good team co-ordinator then it's not good.. " R1</i></p> <p>Deferring a position of team co-ordination to others is in contrast to the typical seizing of such a position by an ambitious member. It was thoughtfully done - possibly concealing veiled ambition - but for 'the good of the group' [Link to 'Mediation - Collective Advantage' Literature].</p> <p>Through constant co-ordination, Karen was subsequently able to raise the team's technological bar. She did this by defending her team's researched technological resources - rather like gatekeeping behaviour - that was attractive work to less prepared teams. She effectively</p> <p style="padding-left: 40px;"><i>'Corralled her team technology' R1.</i></p>	<p>Politics of self-appointment:</p> <p>Yes because the team co-ordinator was like... I was thinking who will be our team co-ordinator then I asked the older guy and he said I'm ok, yes I can do that, but I can just do it at the early stage because after that I will work on something else ... And I think no, no, we need someone who can constantly be the co-ordinator... [Concerned Chinese co-ordinator](R14 - INTERVIEW CO-ORDINATOR KAREN [KA])</p> <p>Worrying about good team co-ordination:</p> <p>And then the Cyprus guy he didn't want to be and then I asked Carey, she said that she is ok with both....Yes like that. Ok I can't be constant, and no, and Carey is both ok, and then I will be it. Yes I was just worried if we didn't get a good team co-ordinator then it's not good so I was just... (R14 - INTERVIEW CO-ORDINATOR KAREN [KA])</p>	<p><b>Technology Gatekeeping</b></p>

<p>This co-ordinator's behaviour was versatile, effectively representing her team in cross-team negotiations, yet also exhibiting gatekeeper protecting and ambassadorial buffering behaviours.</p> <p>This is in contradiction to Friedman and Podolny's work on splitting gatekeeping and representing in negotiation teams due to conflicts of interest between teams. But it mirrors Tushman and Scanlan's work on two way communication some 10% of gatekeepers are capable of.</p>	<p>Raising technological bar:</p> <p>I chose our three critical success factors because it needs to be technology and it needs to be raised. So yes...we need to decide which groups to go with which ones and then I chose mine. And I explained why so they agreed. (R14 - INTERVIEW CO-ORDINATOR KAREN [KA])</p>	
<p><b>Counting on the gatekeeper</b></p> <p>Counting on the gatekeeper is vital for co-ordinators on several counts: bouncing off ideas; trust in work that would be up to scratch; and freedom to concentrate on higher team performance. The multifaceted within-group work of the gatekeeper called Panos is noted and celebrated by a co-ordinator as follows:</p> <p><i>" ... with Panos, which I was really grateful for ... I had someone who I could also bounce off ideas to ... which left me ... to focus on these other guys who ... needed a little bit more attention in making sure ... the grade of work was up to standard..." R2</i></p> <p>The significance of a team with a trusted gatekeeper is that the co-ordinator can concentrate on cross-team work performance to get grades up to standard, without worrying about delivering a high standard from his/her own team.</p> <p>Co-ordinators concerned with cross-team performance take this on voluntarily as overall co-ordination. It is not in their brief to do so, they just naturally see the need for it. This may resemble representation behaviour</p>	<p>Bouncing ideas off gatekeeper:</p> <p>... But in terms of now, with Panos, which I was really grateful for, it didn't work out like that because now I had someone who I could also bounce off ideas to ... (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR])</p> <p>Co-ordinator attends to higher performance:</p> <p>... which left me then to focus on these other guys who might have needed a little bit more attention in making sure that the grade of work was up to standard... (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR])</p> <p>Trusting the gatekeeper:</p> <p>and I knew I could count on him... I didn't have to keep an eye on him to</p>	<p><b>Gatekeeping - within group brokerage</b></p>

<p>associated with the Ambassador - representation dimension.</p> <p>Female Ethnic British co-ordinator Joshi, being new to this role, asked her 'support system' in the form of her longterm friend to accompany her to a co-ordinator's meeting. The co-ordinator's meeting involved Joshi and four other co-ordinators - one of which was the Overall Co-ordinator. This particular meeting entailed the generation of ideas and Joshi wished to confide in her confidante during the meeting as she cited</p> <p><i>'Yes because it was one of the first times I was a co-ordinator ... I said to one of my team members [Nancy] come with me I wasn't very confident going on my own ... and she said are you sure? I asked the group leaders is it ok? And Beth [Overall Co-ordinator] said yes ... the more ideas we have the better.... Nancy ... and me ... have been friends forever ... she was my support system throughout the whole thing.... I would confide in her: is this is ok? Should I do this? And she was no do what you think is right or you are doing that fine. She was more supportive than anyone in the team; I think she appreciated it more than anyone did. She is Indian but... from Mauritius, she has been here for about ten years'. (Respondent 3 - JO)</i></p> <p>Unlike most gatekeeping behaviour so far - that arises first and foremost from working relationships that can develop later into friendships through non-work stuff - this instance contrasts in that it is an established friendship first that became a working relationship second. It is interesting that it was for emotional reasons rather than task reasons, given that it was a support system where NANCY was a confidante confirming that JO was on the right track by bolstering her confidence; rather than challenging Joshi's ideas as PANOS had done to JR; and CA to KA.</p> <p>Link to another Chapter: Whilst this section looks at gatekeepers the contextual backdrop includes the role of Co-ordinators.</p>	<p>make sure that the grade of work is up to scratch ...I knew that again I could trust him with the work. I could trust him with the work that if I give you this I know you're going to produce a good piece of work... (R15 - INTERVIEW CO-ORDINATOR JORDAN [JR])</p> <p>Trusting the gatekeeper (continued)</p> <p>Longterm friend asked to accompany co-ordinator to co-ordinators' meeting: (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO])</p> <p>Yes because it was one of the first times I was a co-ordinator and so I was ...For one of the few [co-ordinator] meetings I was like I said to one of my team members [NANCY] come with me I wasn't very confident going on my own, so I said come with me and she said are you sure. And I asked the group leaders ... is it ok if I bring someone with me? And the Overall Co-ordinator said yes of course you can the more the better, the more ideas we have the better.... (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO])</p> <p>A support system:</p> <p>... I think everyone did, from the other culture they were all supportive but I</p>	
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	<p>think ... NANCY in our team and me and her have been friends forever, so I think she was my support system throughout</p> <p>I would confide in her:</p> <p>... I would confide in her, is this is ok, should I be, should I do this? And she was no do what you think is right or you are doing that fine. ...</p> <p>more supportive than anyone:</p> <p>I think she was more supportive than anyone in the team, I think she appreciated it more than anyone did. She is Indian but she is from Mauritius, she has been here for about ten years. (R19 - INTERVIEW CO-ORDINATOR JOSHI [JO])</p>	
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## Appendix 3.5: List of Initial Coding and Derived First Order Categories

## FOR GATEKEEPING DIMENSION

### CODING LIST FROM INITIAL DATA AND FIRST ORDER CATEGORIES

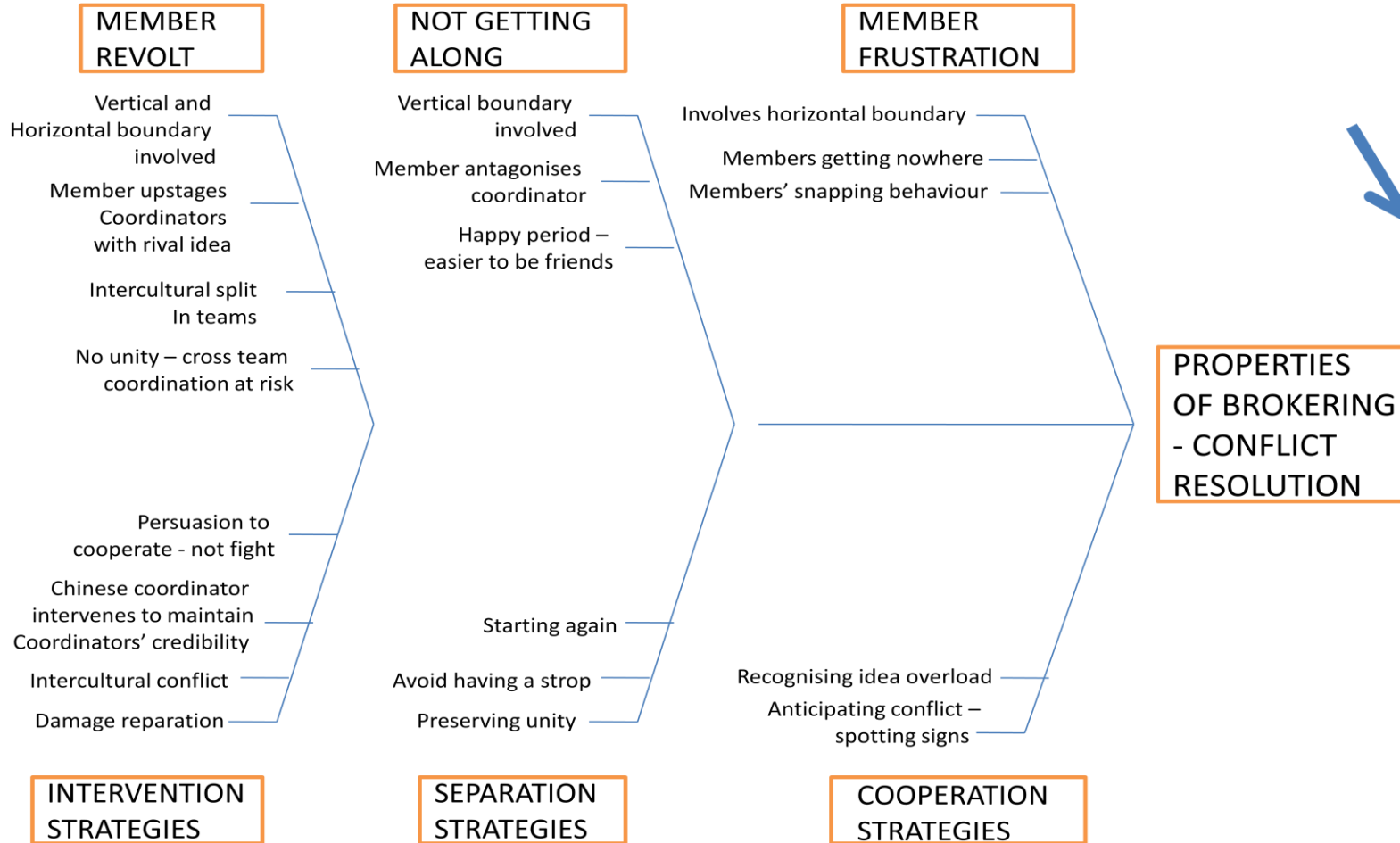
#### GATEKEEPING DIMENSION

FIRST ORDER CATEGORIES	CODING FROM INITIAL DATA	LINK TO LITERATURE
Emerging Gatekeepers	Gatekeeper pulls small group together Nice guy Previous connections matter Talking and getting together 'Uncle' clown	<b>Technology Gatekeeping</b>
Constant co-ordinator emerges  <b>** See Narrative above: Appendix 3.4</b>	Politics of self-appointment Worrying about good team co-ordination Raising technological bar  <b>*See Detailed derivations of open codes above: Appendix 3.4</b>	<b>Technology Gatekeeping</b>
Non-work stuff	Catching up over a beer Informal gatekeeping Meeting the girlfriend Socialising whilst working Talking culture builds rapport	<b>Technology Gatekeeping</b>
Counting on the gatekeeper  <b>** See Narrative above: Appendix 3.4</b>	Bouncing ideas off gatekeeper Co-ordinator attends to higher performance Groups with gatekeepers  <b>*See Detailed derivations of open codes above: Appendix 3.4</b>	<b>Gatekeeping - within group brokerage</b>
Going crazy without gatekeepers	Co-ordinator saddled with internal tasks Crucial role of gatekeeper	<b>Gatekeeping - within group brokerage</b>

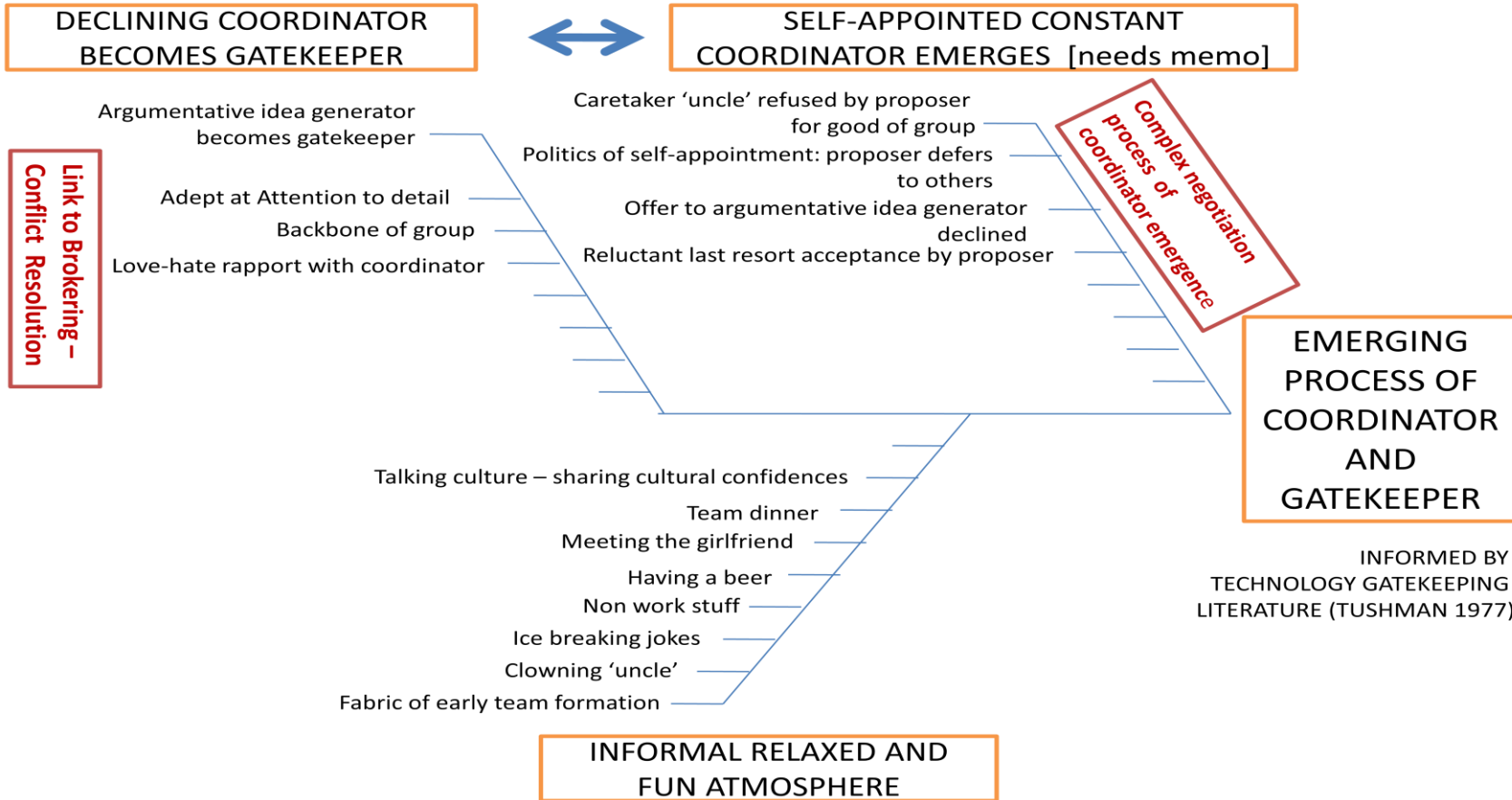
	Groups without gatekeepers When co-ordinator turns gatekeeper	
'Breaking it down' in Chinese	Learning from dead end roads Sub-gatekeeper best possible way Sub-gatekeeping steps Task communication difficulties Translator limitations	<b>Gatekeeping - task negotiation</b>
Table arrangements	Arguments over table logistics Clear tasks do the job Cross-team task pushes differences aside	<b>Gatekeeping - task negotiation</b>

## Appendix 3.6: Second Order Coding using Ishikawa Charts

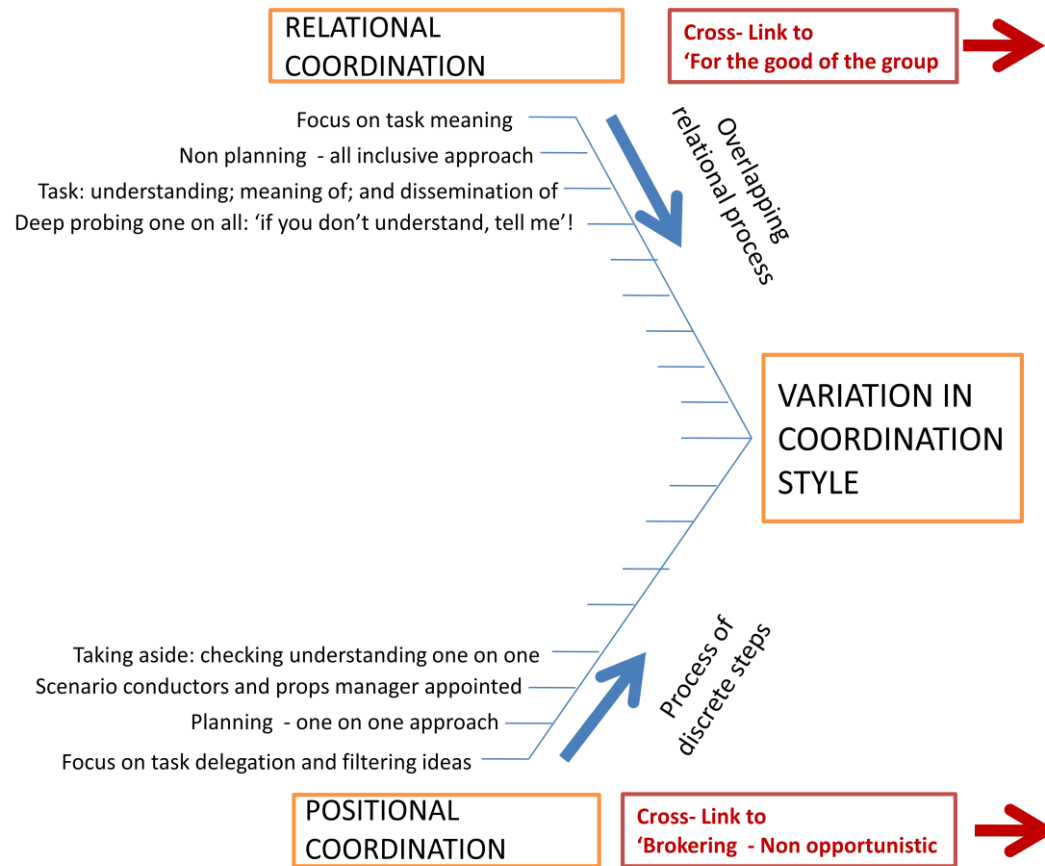




**DOUBLE ACT OF EMERGENCE**



McHardy, P (2016)



**CONFIDENCE BARRIER TO UNDERSTANDING**

Bewildered non-contributors : Shyness or incomprehension?  
Non-contributing: beware of mistaken assumption of freewheeling  
Feigning/pretending comprehension

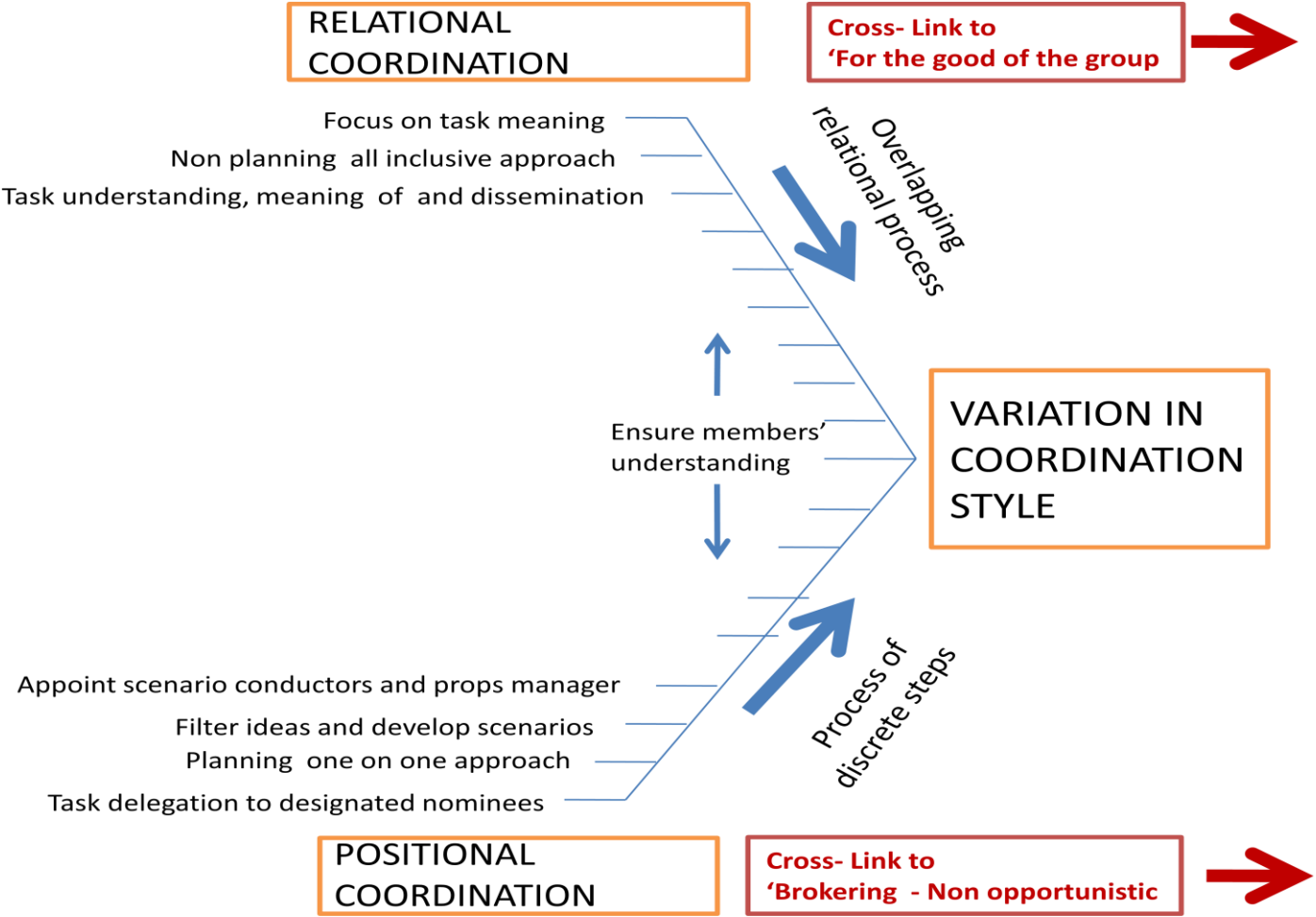
**Opposite to exclusion for deliberate Freewheeling**

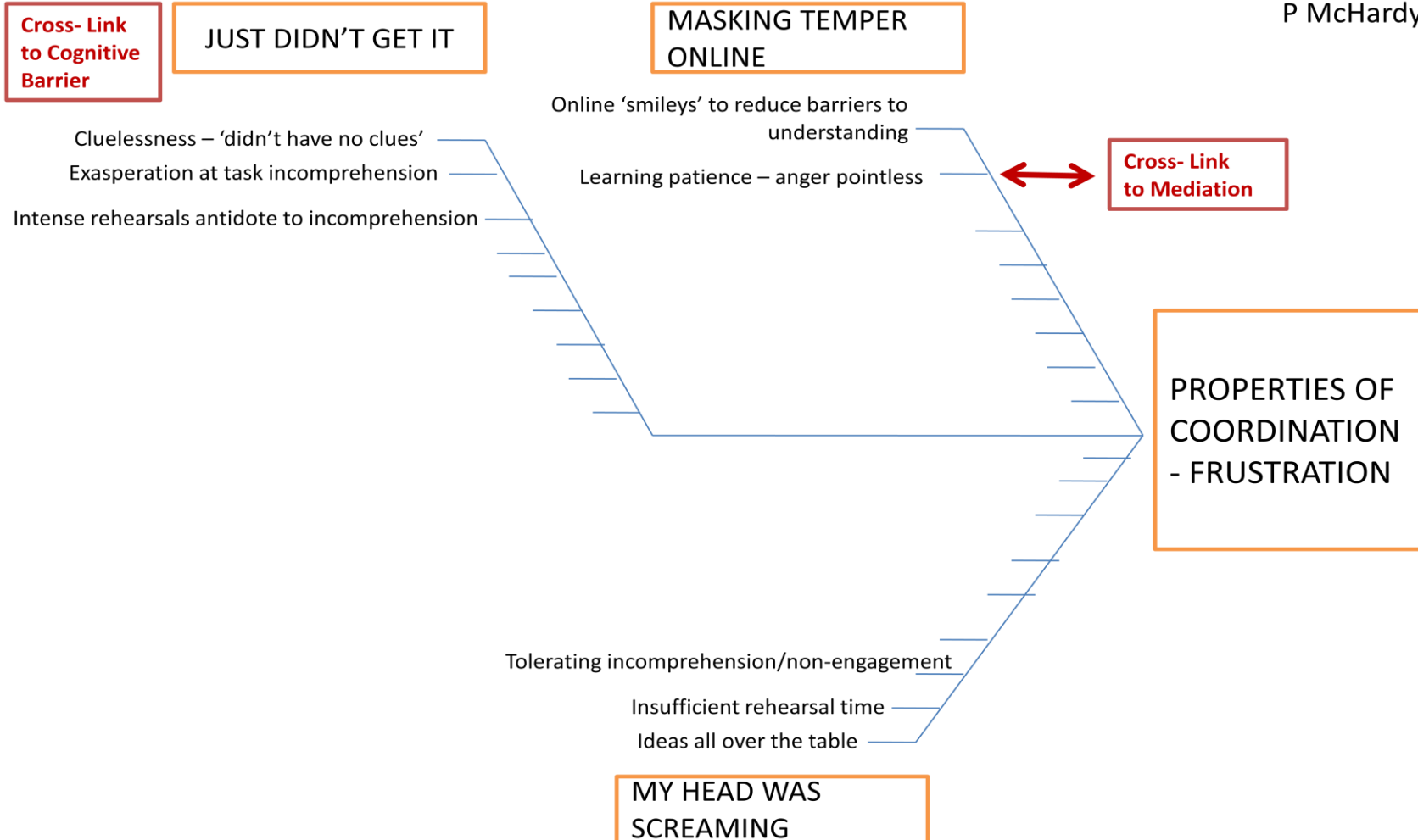
**Contrast with Frustration: Mediation**

**CONFIDENCE AND COMPREHENSION BARRIERS**

Taking time out  
Slowing speech down  
Using simple words  
Probing /rectifying feigned comprehension  
Making friends in Fun meetings  
Obligated inclusion : working on tasks face to face  
Approachable mediator

**BREAKING DOWN COMPREHENSION BARRIER**





**A LITTLE BIT FROM EVERYBODY**

**COMMUNAL PRIDE FOR PERFECTION**

All-inclusiveness - task implementation  
Virtuous circle: involvement, enjoyment, engagement  
Happy period – easier to be friends  
Downsides:  
Social banter and messing around

- Quest for perfection: 8 step process
- 1) Understanding
  - 2) Scripting
  - 3) Rehearsing
  - 4) Team pride
  - 5) Roadmaps: tasks in logical steps
  - 6) Templates : structure for scripts
  - 7) Visuals
  - 8) Props

**PROPERTIES OF MEDIATION BEHAVIOUR**

Cutting opportunist off from Face Book/We Chat  
Putting the foot down on opportunism – sensitively in private

Explaining suitability of each  
Taking each into account  
Listening to every idea  
High inclusion with 3 step idea  
sharing process  
Roadmaps and Templates reduce diverse members' confusion

**Cross- Link to 'sub-gatekeeper emerges'**

Patience  
Putting differences aside

Stepping in when hating someone's guts  
Walking through glass  
Reluctance to cut off freewheelers

Working together regardless  
Protection from opportunism/outdoing  
Swallowing annoyance

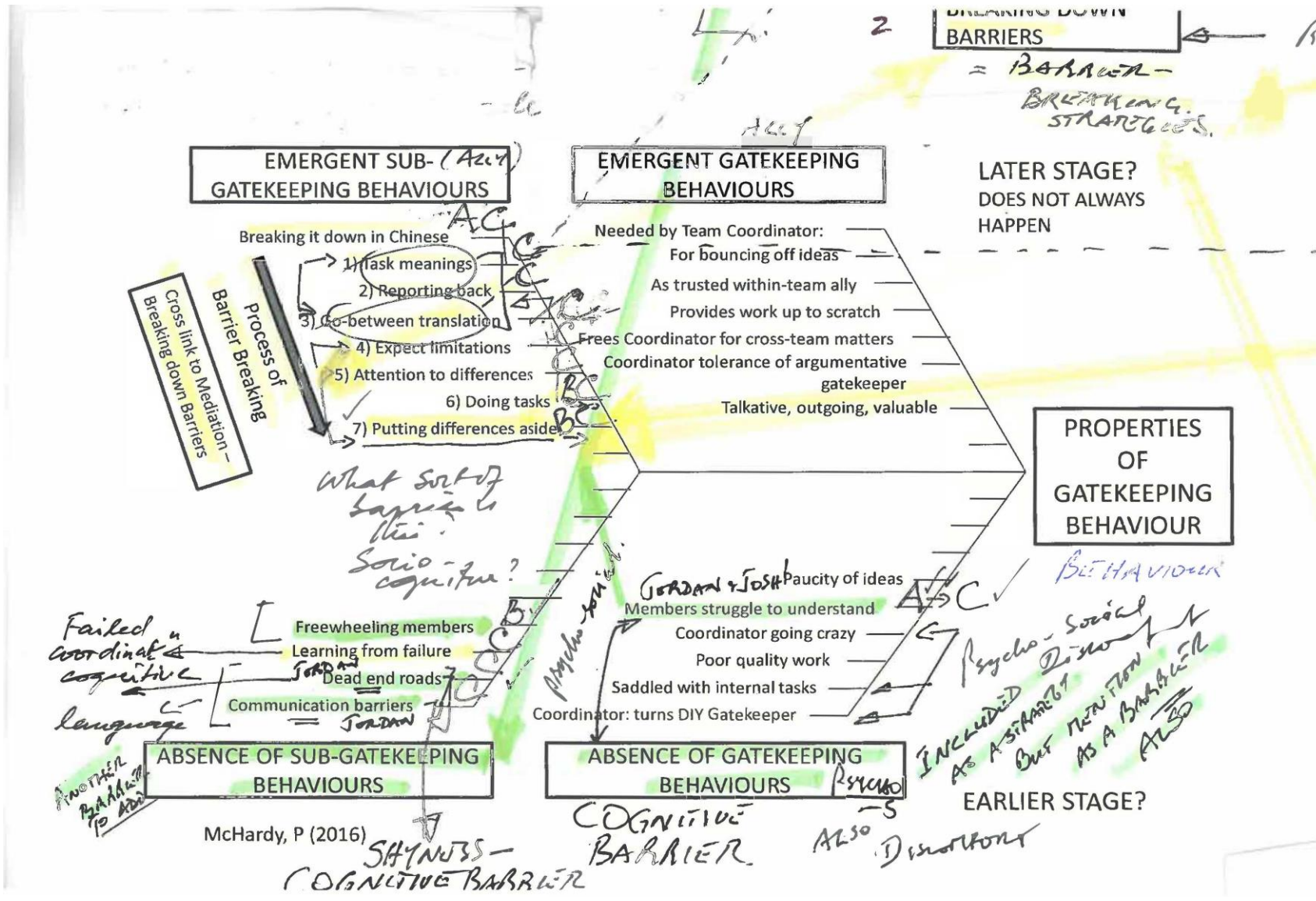
**FRUSTRATION**

**FOR THE GOOD OF THE GROUP**

Cross-Link to Cognitive Barrier

JUST D

Cluelessness – 'didn't know'  
Exasperation at task incompletion  
Intense rehearsals antidote to



McHardy, P (2016)

SHYNESS - COGNITIVE BARRIER

COGNITIVE BARRIER

ALSO Disruption

EARLIER STAGE?

INCLUDED AS A STRATEGY BUT NEW FLOW AS A BARRIER ALSO

BEHAVIOUR

PSYCHO-SOCIAL

Failed in coordination & cognitive language

Freewheeling members Learning from failure Dead end roads Communication barriers

Jordan & Josh Paucity of ideas Members struggle to understand Coordinator going crazy Poor quality work Saddled with internal tasks Coordinator: turns DIY Gatekeeper

Process of Barrier Breaking Cross link to Mediation - Breaking down Barriers

What sort of barriers is this? Socio-cognitive?

LATER STAGE? DOES NOT ALWAYS HAPPEN

EMERGENT SUB-GATEKEEPING BEHAVIOURS

EMERGENT GATEKEEPING BEHAVIOURS

PROPERTY OF GATEKEEPING BEHAVIOUR

ABSENCE OF SUB-GATEKEEPING BEHAVIOURS

ABSENCE OF GATEKEEPING BEHAVIOURS



## Appendix 3.7: Ethics Form

**3.7.1 Ethics Form De Montfort University**

**3.7.2 Code of Ethics British Academy of Management**

Tracking No:
Date approved:
Initials:

**Faculty of Business and Law**  
**Application to Gain Ethics Approval for Research Activities**

All research activity conducted by members of staff or students within the Faculty of Business and Law requires ethics approval. To gain ethics approval this form should be completed and submitted to the appropriate designated officer (see below). Students should complete this form in consultation with their supervisors.

<b>Applicant</b>	
Last Name: McHardy	First Name: Peter
DMU Email Address: pmchardy@dmu.ac.uk	Staff/student no. p11037159

**SECTION 1. The Research**

**Title:** Illuminating Boundary Spanning Behaviour in a Group Context: Case of Higher Education Students

**Aims of the research:**

This investigation examines boundary spanning behaviours by business higher education students. The research objectives are: 1) To identify boundary spanning attitudes and behaviour; 2) In heterogeneous groups to examine social capital's a) bonding dimension and b) bridging dimension; 3) To examine a) brokering characteristics within and across heterogeneous groups, and explore mediating behaviours that broker relationships b) within heterogeneous groups and c) between heterogeneous groups; 4) To identify how cross-cultural factors may mediate boundary spanning behaviour.

**Principal data collection methods (delete as applicable)**

- |  |       |
|--|-------|
| a) Interviews                              | yes   |
| b) Questionnaires                          | yes   |
| c) Observation                             | no    |
| d) Documents/archives (inc. doctrinal law) | no    |
| e) Other (please specify)                  | _____ |

**Participants**

Will your research involve human participants? If **YES** then proceed to section B. If **NO** then proceed to section A.

**A – No human participants**

I confirm that my data collection technique is documentary and will not involve human participation:

Signature of Researcher: P. McHardy Date: 10/01/2014

In these circumstances you can omit the remaining sections of the form. Please forward to the appropriate designated officer for approval

**B – Human Participants**

What is the research population?

The research population is Higher Education business students engaged in a pre-defined context entailing

a lived learning experience based on a networking to share ideas in a module over a 30 week period. Respondents are males and females from diverse backgrounds organised into groups of composite cultural backgrounds, including top up students from international DMU partnerships. The research is based on a social constructionist interpretive paradigm using in depth interviews – both a focus group and individual levels.

How will participants be selected?

Overall selection for this qualitative study is purposive sampling - including maximum variation and snowball sampling, the latter for inviting respondents to focus groups. Selection is by own - and peer tutor - observations of social influence skills exhibited by students during their lived experience of networking processes over 30 weeks. Invites to focus groups and individual interviews are in writing as per that in the supporting ethical statement attached.

**SECTION 2. Research ethics and the protection of participants' interests.**

*NB. Participants should suffer no harm as a result of participation in the research*

**Please confirm the following by deleting as applicable.**

*[If you are not able to confirm any of the statements please provide further information in the section below].*

Participation in the research will be:

Voluntary yes  
Based on informed consent yes

Participants' identities will be protected via:

Confidentiality with respect to the data yes  
Anonymity in terms of any reported findings from the research yes

The research process will:

Respect the privacy of individuals and avoid undue intrusion yes  
Avoid emotional harm or upset to those taking part yes

Data from the research will:

Be stored securely in line with data protection principles yes  
Not passed on to third parties yes

The research be conducted with integrity including:

Fair and honest treatment of the data yes  
Open dealing with participants yes  
Declaring any sponsorship or vested interests yes  
Avoiding any plagiarism yes

The research complies with the law in all relevant respects

yes

Further comments relating to the checklist above

<b>SECTION 3. Additional Codes of Ethics</b>	
Which Code of Research Ethics will be adhered to during the course of your research? Examples of Codes can be found at <a href="http://www.dmu.ac.uk/research/ethics-and-governance/regulatory-codes-and-legislation.aspx">http://www.dmu.ac.uk/research/ethics-and-governance/regulatory-codes-and-legislation.aspx</a>	
Name: British Academy of Management	Web address: bam.ac.uk pdf attached
Some types of research activity require additional advance ethical approval to be given from the relevant governing body. For example, advance NHS approval is required where participants include NHS patients or social care users. It is the responsibility of the researcher to ascertain whether such approval is required and to obtain this where necessary.	
My study requires additional approval <i>no</i>	
I have obtained additional approval from	
Reference number:	Date of approval:
<b>SECTION 4. Declaration and Signatures</b>	
I have read <i>the Responsibilities of the Researcher</i> guidelines at <a href="http://www.dmu.ac.uk/research/ethics-and-governance/responsibilities-of-the-researcher.aspx">http://www.dmu.ac.uk/research/ethics-and-governance/responsibilities-of-the-researcher.aspx</a> and I will comply with them.	
Signature of Researcher: <i>[Signature]</i>	Date: <i>10/01/2017</i>
<b>Students Only:</b> This form <b>must</b> be agreed with your Supervisor prior to authorisation by the Designated Officer and a copy of the research proposal (Application for Registration (RDC:R) form) must be attached to this application.	
Programme of Study: <i>PLD</i>	
Name of Supervisor: <i>ANNE T. BRODERICK</i>	
Signature of Supervisor: <i>Anne T. Broderick</i>	Date: <i>11/01/17</i>

Signature of Designated Officer: *[Signature]* Date: *27/11/17*

**Designated officers:**

- |   |  |
|---|--|
| <b>Staff:</b><br>Head of Research   | Dr Steven Griggs                               |
| <b>Research Students:</b><br>Faculty Head of Research Students              | Prof Gavin Dingwall                            |
| <b>LBPG 5017 Dissertation Module Students:</b><br>Module Leader             | Dr Hulya Oztel                                 |
| <b>Other Masters Students:</b><br>Marketing (MARK5020, MARK5056, MARK5073): | Dissertation Module Leaders:<br>Anne Broderick |

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Public policy (POPP5026):  
Law (PLAV5612):  
Law (LLMP5272):  
Accounting (ACF15027):  
HRM (HRMG5060):  
Housing (BEHS5923, BEHS5410)  
GDL Project:

**Undergraduate Students:**  
Accounting  
Economics  
Enterprise  
Human Resource Management  
Law  
Marketing  
Politics and Public Policy  
Retail Management  
Strategy and Management

Rob Baggott  
Caroline Coles  
Ian Kilbey  
Michelle David  
Julia Pinton  
Peter King  
Graham Hipwell

**Module Leaders:**  
Lisa Wakefield  
Ashley Carreras  
Edwina Goodwin  
Phil Almond  
Ian Kilbey  
Lynn Stainsby  
Chris Goldsmith  
Anne Broderick  
Martin Beckinsale

# British Academy of Management



Additionally, individuals warrant that the information provided is accurate. This represents a binding contract between the member and BAM.

The Membership Year is a twelve-month period that begins immediately on the day the member has joined BAM and paid for their membership. The membership fees must be paid in full and are non-refundable. Non-payment of membership fees constitutes a breach of the membership contract and will result in immediate cancellation of membership. **Please note that BAM Membership is not transferable to anyone else.**

#### Renewing BAM Membership

All Student and Ordinary Members are given a two week reminder, informing them that their membership is due for renewal and will expire in two weeks.

All Ordinary Members paying by Direct Debit are given a one month advance notification that their membership is due for renewal and the next membership payment will be taken from their bank account on or after the Fifth of the following month.

#### Cancellation and Termination BAM Membership

The reasons for cancelling or terminating BAM membership are:

- The member retires;
- The member does not wish to renew their membership at the end of their membership year;
- The member fails to pay their membership fees within 30 days since joining BAM or renewing their membership;
- The member has breached/violated any of the principles stated in this guide.

If a breach has occurred, the member's membership will be terminated, following consultation with the BAM Executive and Academy Manager. A resolution to remove a member from membership may only be passed if:

- the member has been given at least twenty-one days notice in writing of the date of a meeting of the BAM Executive at which the resolution will be proposed,
- The member or the member's representative has been allowed to attend and present their case why their membership should not be terminated.

#### The Principles of the Code of Ethics and Best Practice Policy

The principles outlined in the document are described in a statement of values, reflecting the fundamental beliefs that should guide the ethical reasoning, decision-making and behaviour of all BAM members.

All members are expected to act in accordance with the principles outlined in the document.

The code is based on seven key principles outlined below.

- **Responsibility and Accountability:** All members are aware of their ethical, legal and professional responsibilities incumbent to the specific communities in which they work and also to BAM. All individuals should avoid any misconduct that might bring BAM or the reputation of the profession into disrepute.

A wide range of ethical codes, membership policies and guidelines were consulted in the compilation of this guide. A full list of these sources is contained in the Bibliography. Additionally, a working committee was also set-up to look into producing the Code of Ethics and Best Practice Policy, in order to prevent instances occurring that breached unethical behaviour and what should be done if a breach has occurred.

This guide will be reviewed on an annual basis and BAM reserves the right to update and amend the contents of this guide at any time.

## Appendix 4.1: List of Respondents - Focus Groups and Interviews



## Appendix 4.1.1 - Focus Groups 1 and 2 - List of Respondents

FOCUS GROUP 1	NAME ANONYMISED	NAME ABBREVN	GENDER	ORIGIN	ADOPTED ROLE
R1, FG 1/1	CAREY	CA	F	Chinese	Team D Member & Gatekeeper
R2, FG 1/2	HELEN	HE	F	British	Team X and Overall Co-ordinator
R3, FG 1/2	MARION	MARI	F	Ethnic British - Caribbean	Team A and Overall Co-ordinator
R4, FG1/1	SHEILAGH	SHEL	F	Ethnic British - Caribbean	Team B Co-ordinator
R5, FG1/3	ROBERT	RT	M	British	Team B Overall Co-ordinator
R6, FG1/4	WILLIAM	WIL	M	British	Co-ordinator Team A
R7 FG1/2	MAHMOOD	MA	M	Ethnic British - Indian	Team A and Overall Co-ordinator
R8, FG1/4	KATHERINE	KATH	F	Chinese	Team X Member
[FOCUS GROUP 2]	NAME ANONYMISED	NAME ABBREVN	GENDER	ORIGIN	ADOPTED ROLE
R9, FG2/1	JENNY	JE	F	Chinese	Team C Member
R10, FG2/1	JASON	JA	M	Chinese	Team D Member
R11, FG2/1	AMANDA	AMDA	F	Indian	Team C Gatekeeper
R12, FG2/1	JOHNNY	JOHNNY	M	Chinese	Team B Member
R13, FG2/2	CRAIG	CR	M	British	Team B Gatekeeper

## Appendix 4.1.2 - Interviews - List of Respondents

INTERVIEW	NAME ANONYMISED	NAME ABBREVN	GENDER	ORIGIN	ADOPTED ROLE
R14, INT	KAREN	KA	F	Chinese	Team D Co-ordinator
R15, INT	JORDAN	JR	M	Ethnic British - Caribbean	Team C Co-ordinator
R16, INT	BRUNO	BR	M	Chinese	Team B Co-ordinator
R17, INT	TANIA	TA	F	Ethnic British - Indian	Team X Overall Co-ordinator
R18, INT	ROBERT	RT	M	British	Team B Overall Co-ordinator
R19, INT	JOSHI	JO	F	Ethnic British - Indian	Team B Co-ordinator
R20, INT	MAHMOOD	MA	M	Ethnic British - Indian	Team A Overall Co-ordinator
R21, INT	MIMI	MIMI	F	Chinese	Team X Co-ordinator
R22, INT	ZAHRA	ZA	F	Ethnic British - South African	Team A Overall Co-ordinator
R23, INT	BIJNA	BIJNA	F	Ethnic British - Indian	Team C and Co-ordinator