

MASTER THESIS

**Faultlines in an infrastructural project;
Identifying the role of trigger events during change and the effects of
faultlines activation on behavioral integration within a project team**

An exploratory study

**University of Groningen
Faculty of Economics & Business
MSc. Business Administration - Change Management**

January 2015

Olga Poliakova
Student number: 1858432
Eldersingel 42a-d
9726 Groningen
T: 06-26844863
E: o.poliakova@student.rug.nl

Supervisor:

Dr. J. Rupert

Co-assessor:

Dr. H. Grutterink

ABSTRACT

This research explores previous faultline research by investigating and identifying trigger events within the faultline activation process. Moreover, the effect of activated faultlines on behavioral integration within a project team was examined. Qualitative research was conducted next to quantitative tools. Results indicated that faultlines were activated when different interests occurred because of the change impact between project and line organization. Faultlines between project and line organization were present within all the cases. These were mainly based on function and interest, which were triggered by change related events and non-change related events. The activation of these faultlines had a high impact on the behavioral integration within the project team.

Keywords: Change; Infrastructural Project; Faultlines; Trigger events; Behavioral Integration
Words count: 21.883 (Excluding appendices)

Acknowledgements

I would like to take this opportunity to express my gratitude to a number of people who supported me throughout this process. First of all I would like to thank my thesis supervisor dr. Joyce Rupert, for her feedback, her guidance and not to forget her moral support in this journey. Second I want to thank Maarten Kraneveld for using his network in order to conduct this research. Third, I want to thank my family and friends for supporting me during this journey and try to plan everything around my thesis agenda. And last but not least, I want to thank Admir for his emotional support, understanding and keeping me calm throughout this journey.

TABLE OF CONTENT

ABSTRACT	2
TABLE OF CONTENT	3
INTRODUCTION	5
1.1 RESEARCH QUESTION	7
LITERATURE REVIEW	8
2.1 DIVERSITY	8
2.2 DIVERSITY: FEELING CONNECTED	9
2.3 BEHAVIORAL INTEGRATION	10
2.4 FAULTLINE BASES	11
2.5 DORMANT VS. ACTIVATED TYPES OF FAULTLINES	13
2.6 FAULTLINE TRIGGER	14
2.7 CHANGE AS FAULTLINE TRIGGER	15
METHODOLOGY	16
3.1 RESEARCH METHOD	16
3.2 SELECTION CRITERIA	17
3.3 CASE DESCRIPTION	17
3.5 SAMPLE	19
3.6 MEASURES	20
3.6.1 INTERVIEWS	20
3.6.2 QUESTIONNAIRES	22
3.7 DATA ANALYSIS	22
RESULTS	24
4.1 CASE 1: PROJECT A & LINE ORGANIZATION A	24
4.1.1 NON - CHANGE FAULTLINE TRIGGERS	25
4.1.2 CHANGE FAULTLINE TRIGGERS	26
4.1.3 FAULTLINES BASES	27
4.1.4 BEHAVIORAL INTEGRATION	29
4.1.5 CONCLUSION CASE 1	30
4.2 CASE 2: PROJECT S AND LINE ORGANIZATION S	30
4.2.1 CHANGE FAULTLINE TRIGGERS	31
4.2.2 FAULTLINE BASES	32
4.2.3 BEHAVIORAL INTEGRATION	34
4.2.4 CONCLUSION CASE 2	35
4.3 CASE 3: PROJECT D AND LINE ORGANIZATION D	35
4.3.1 NON- CHANGE FAULTLINE TRIGGERS	36
4.3.2 FAULTLINE BASES	37
4.3.3 BEHAVIORAL INTEGRATION	38
4.3.4 CONCLUSION CASE 3	39
4.4 CASE 4: PROJECT Z AND LINE ORGANIZATION Z	40
4.4.1 CHANGE FAULTLINE TRIGGER	40
4.4.2 FAULTLINE BASES	41
4.4.3 BEHAVIORAL INTEGRATION	42
4.4.4 CONCLUSION CASE 4	43
4.5 CROSS-CASE ANALYSIS	43
4.5.1 FAULTLINE TRIGGERS	43

4.5.2 FAULTLINE BASES	45
4.5.3 BEHAVIORAL INTEGRATION	46
<u>CONCLUSION AND DISCUSSION</u>	<u>47</u>
THEORETICAL IMPLICATIONS & FUTURE RESEARCH DIRECTIONS	50
MANAGERIAL IMPLICATIONS	51
LIMITATIONS	52
<u>REFERENCES</u>	<u>54</u>
<u>APPENDICES</u>	<u>62</u>
APPENDIX A – INTERVIEW START-UP	62
APPENDIX B – QUESTIONS PROJECT TEAM	63
APPENDIX C – QUESTIONS LINE ORGANIZATION	65
APPENDIX D – QUESTIONNAIRE	67
APPENDIX E -CODING SCHEME	70

INTRODUCTION

Over the years a lot of money is wasted on infrastructural projects, because of costs overrun and the delay of the projects. A newspaper mentioned: *‘‘ 100 milliard euro has been wasted since 1980 on infrastructural projects, because of costs overrun’’* (Telegraaf, 2013). This was a news article from the Telegraaf, a daily newspaper of the Netherlands, which was written by the professor B. van Wee of the Technical University in Delft. Also serious are the results of the KPMG global survey on project management (2012), which identify lower than average success rates of projects in the government sectors. These are all serious figures because of the fact that projects and project management have grown into competitive advantages, which is now recognized by many organizations. Over time, more and more project management will be applied as a strategic tool to guide change and achieve business goals (Pricewaterhouseandcoopers, 2007). This shows that the importance of project success for the continuity of organizations is increasing where the failure rate of projects is not reducing.

This study focuses on infrastructural projects. One of the key success factors of infrastructural projects is to work together and come up with innovative solutions, which are based on trust and transparency (Dusseldorp, van der Put & Rupert, 2012). Unfortunately, in practice the good intentions are being overtaken by the issues, which are dealt with in every day life, where self-interest and project interest play a big part. Partly it is the pressure of the European legislation and social trends, which affects the entire project chain. This creates the distrust between the parties that are involved. This tension contributes to the fact that a lot of unnecessary social money (tax) is lost, while the project targets are not met (Dusseldorp et al., 2012).

Much research is being conducted on the tendering process within the projects. Under pressure from social trends towards specialization and professionalism, the chain becomes more fragmented (Pries & Kuhlman, 2010). However, this research is focusing on the relationship between the line organization and the project team. The line organization is part of the infrastructural project. The line organization is responsible for arranging the workforce for a project and is also held accountable for the result of the project. This gives them a controlling function to make sure that the project is holding time, scope and money in the right margins. The project has to report to the line organization (Neerlands diep, 2013). If the line organization and project team are part of the same infrastructural project, will there be any differences between the two parties? Or is this relationship based on the principle of collaboration, where parties work together towards the common goal of the project

(Osarenkhoe, 2010, Love; Irani & Cheng, 2002)? These questions challenge diversity management in creating an environment where two needs have to be satisfied; an environment in which everyone is seen as equal members of the organization and at the same time each individual has a unique contribution (Rupert, 2012). Thatcher and Patel (2012) mention that working with diverse teams is crucial in adapting to the challenging environment and to the new trends. Williams and O'Reilly (1998) argue that because of the globalizing of the world and the demographic changes, teams have become more diverse. Rupert (2012) mentions that managing diversity is a complex question. To clarify the phenomena of diversity the concept of faultlines has been introduced (Lau & Murnighan, 1998).

The concept of faultlines is relatively new within studies regarding diversity and change. This, together with the possibility of making more accurate predictions about the dynamics within the teams of infrastructural projects makes the subject interesting for further research. Faultline theory describes the process of subgroup formation within teams and it also makes possible to make predictions based on characteristics about subgroup interactions within a team. Additionally, faultlines can stay dormant for a long time within teams, which entails that team members do not experience them. Nevertheless, what is recognized as a critical factor of faultlines is that they can be changed from dormant into active through so called trigger events. This shows that it is important to expose trigger events of faultlines in order to prevent damaging situations in organizations. Chrobot – Mason, Ruderman, Weber and Ernst (2009) were one of the forerunners who focused on trigger identification and eventually identified five trigger events within their study. As an extension of their work, this study focuses on expanding on the trigger events as proposed by them and on identifying new trigger events within a change during an infrastructural project. This will be further explained in the next chapter.

Finally, this research focuses on different types of faultline bases (social-category & informational) in order to create more clarity within the activation process. Additionally, it explores the effect of faultline activation on behavioral integration within the project team. Behavioral integration is introduced as a way to describe a team's overall degree of mutual and collective interaction (Li & Hambrick, 2005). Till now, demographic faultline bases have been mostly subject to research (Lau & Murnighan, 2005). However, by including the effect of faultline activation on behavioral integration within a project team, the aim of this study is to keep a broad scope and to create new insights within a rather unexplored field.

1.1 Research Question

Little is known about events that trigger faultlines in an infrastructural project and behavioral integration within a project team. Therefore, the focus of this study is on faultline bases within the relationship of the line organization and project team, identifying trigger events that cause faultlines, and behavioral integration within the project team. In doing so, previous work of Lau & Murnighan (1998) and Chrobot-Mason et al. (2009) is extended. In sum, the goal is to provide more clarity about faultline bases within an infrastructural project by; 1) Identifying (change) trigger events, 2) Examining faultline activation alongside different faultline bases and 3) Identifying the effect of faultline activation on behavioral integration within the project team. This will be conducted by qualitative theory refinement research, using four case studies that show the richness of understanding (Cooper & Schindler, 2008) and are suitable for providing freshness of perspectives (Eisenhardt, 1989). The complemented research question is therefore as follows:

Research Question:

How does change trigger faultlines between project and line-organization and what are the effects of such faultlines on the behavioral integration within the project team?

Figure 1 graphically represents the research question that will be addressed in this thesis. In the next chapter the theoretical framework will be developed through a literature review. Here, all the significant variables will be addressed.

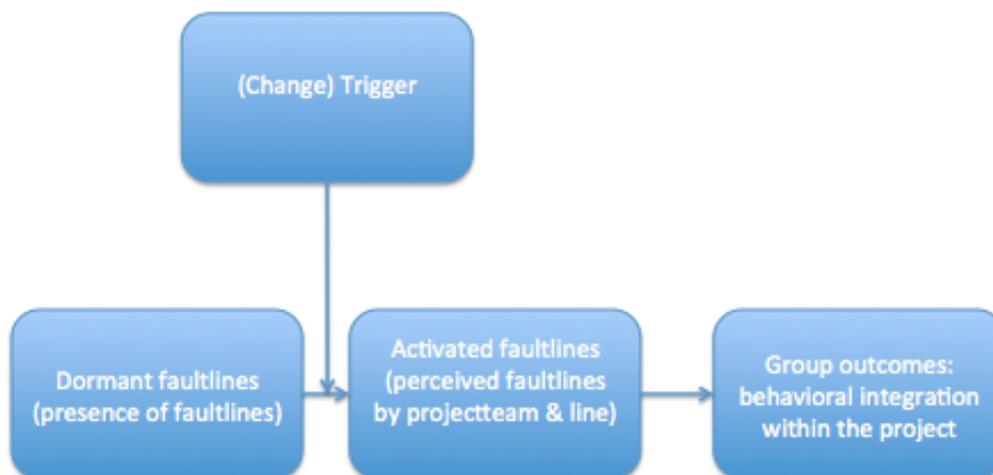


Figure 1: Conceptual Model

LITERATURE REVIEW

2.1 Diversity

Looking at the relationship between the line organization and the project team, as mentioned in the previous paragraph, there are differences that can be addressed between these groups. Diversity is becoming an increasingly interesting subject for organizations. As a result of globalization and growing market competition, organizations are today relying on diverse teams with, for example, differences in educational levels or experience (Horowitz & Horowitz, 2007). The concept diversity will be addressed in this section.

In this research the definition of diversity can be generally described as visible and subjective differences between people (Wagner & Sepehri, 1999). Visible aspects refer for instance to ethnicity or related symbols. Subjective differences, on the other side, are different values, attitudes or experiences (Böhm, 2013). According to Aretz and Hansen (2003: p14) diversity aspects are 'variety, individuality and dissimilarity that appears from various differences between people'. When it comes to a diverse team, Fleury (1999) argues that it is a 'mixture of people with different group identities within the same social system'. Egan (2005) mentions more specifically, that diverse teams can be described as the 'collection of individuals whose unique characteristics provide a variety of perspectives aimed at the problem or task that the team is undertaking'. Different authors specified the aspect 'diversity' by outlining numerous perspectives.

Thatcher and Patel (2012) argue that in the past three decades group diversity has been studied over and over again, most of the researches were focusing on the role of group composition in considering group-level outcomes. Lau and Murnighan (1998) have researched diversity in a different way. They concentrated on the alignment of several attributes and provided insights to understand the cumulative effects of group member attributes on group outcomes (Thatcher & Patel, 2012). This perspective of Lau and Murnighan (1998) is identified as the faultline theory. Lau & Murnighan (1998: p328) define a faultline as 'a hypothetical dividing line that splits a group into relatively homogeneous subgroups based on group members demographic alignment among different attributes'. This definition will be used during the research. In the other paragraph the faultline literature will be explained more.

The perception of diversity doesn't need to correspond to the objective reality, but can be crucial when it comes to interaction between people (Zellmer- Bruhn et al., 2008; Straus, Barrick & Connerly, 2001). Diversity can create interventions where people with for example

the same educational level come together, but too much emphasis on diversity can also cause threats (Rupert, 2012). This will be further explained in the next paragraph.

2.2 Diversity: Feeling connected

Diversity between people often entails tension. Because of the need to feel connected with others, we seek people who are similar to us (Byrne, 1971). According to social identity and self-categorization theory (Tajfel, 1982; Turner, 1987), the social group to which we count our self in is an important power source for our self-esteem and a positive self-image, this will be more explained in the next chapter.

From this point of view, diversity is seen as threatening (Mannix & Neale, 2006). Diversity can affect the sense of belonging and threaten the social group to which people identify with. At the same time, we as human beings have the need to be unique, by differentiating ourselves from others (Rupert, 2012). As a unique individual we have to contribute to the greater whole of a team or an organization, but to do this, we often have to take risks, for example, the need to be connected with others may be at odds with the need to deliver our unique contribution (Rupert, 2012). After all, taking risks can go at the expense of the relationship we have with others. The one requirement seems to be to the detriment of the other (Rupert, 2012).

It is a tension that individuals can experience for themselves (intrapersonal level), but it can also manifest in interpersonal, intergroup- or organizational level (Rupert, 2012). On the interpersonal and intergroup level, it becomes visible when for example people who are similar to each other and are in need to feel connected, are being drawn together to form homogenous (sub) groups (Rupert, 2012). Unique knowledge and beliefs can be lost easily in the comfort that a group is congenial (Argote, Gruenfeld & Naquin, 2001; Wittenbaum & Stasser, 1996). This comfort leads to conformism. At the same time another movement can arise, that of competition and conflict (Tajfel & Turner, 1979). But this will not be addressed in this research.

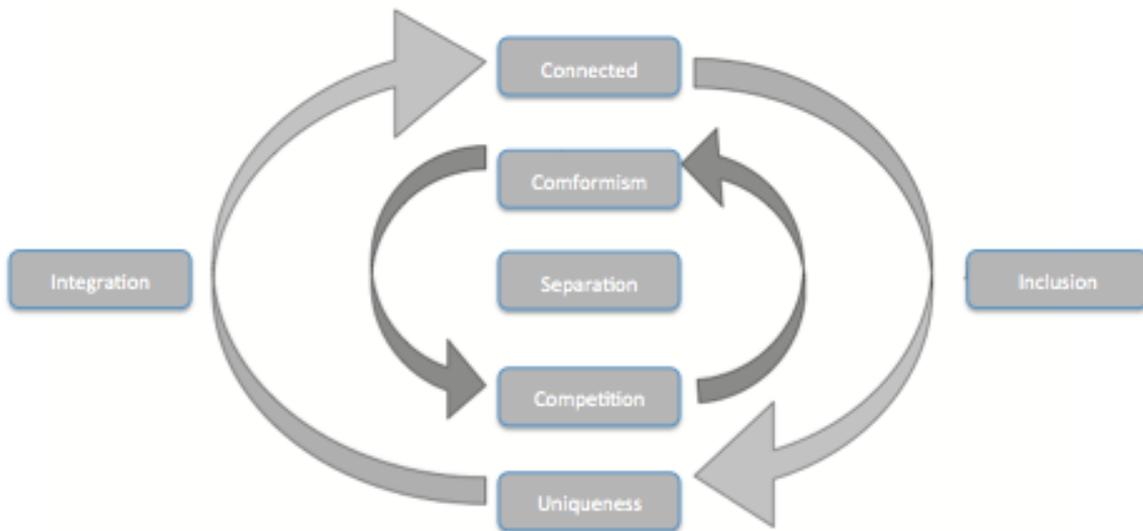


Figure 2 Tension between being unique and being connected (Rupert, J. 2012)

In figure 1 the tension area between being connected and being unique is drawn. These two movements can go against each other. In the outer circle the two needs are standing opposed to each other. If the environment can be set up to meet both of the needs, people will feel as a unique individual that is recognized by the group and/or organization (inclusion) and they will feel connected to people who are different from them (integration) (Rupert, 2012). Natural flow arises, in which both the needs need to be in balance. However, if one of the two needs become dominant an opposite movement can arise (inner circle). Connectedness can lead to conformism and the movement for uniqueness, which can move in competition (Rupert, 2012). In both cases people get removed from each other, creating separation. However, in this research the focus will be on the integration within the project team. This will be further explained in the next chapter.

2.3 Behavioral integration

Like mentioned in the section above, people could have the feeling that they are connected to people who are different from them (integration) (Rupert, 2012). This research will focus on the behavioral integration within the project team of the infrastructural project and how the activated faultlines with the line organization have an effect on the behavioral integration within the project team. Behavioral integration can be described as the project team's overall degree of cooperative integration and the degree of cohesiveness within the team (Li & Hambrick, 2005).

Hambrick (1944: p188) defined the concept of behavioral integration as 'the degree to which mutual and collective interaction exists within the group'. Within this research the

focus will be on behavioral integration within the project team. Behavioral integration has three main indicators: information exchange, collaborative behavior and at last joint decision making within the group (Li & Hambrick, 2005). Information exchange within behavioral integration can be defined when a group exchanges information easily and efficiently (Shaw, 1981). Further collaborative behavior is defined when there is cohesiveness within a group and at last joint decision-making is defined within behavioral integration, when a group makes effective key decision together (Li & Hambrick, 2005). Behavioral integration comes from social integration, which places more emphasis on member's sense group cohesiveness or team spirit (Seashore, 1977; Shaw, 1981; Smith et al., 1944). Social psychologists have long noticed the positive effects on group performance because of the main elements of behavioral integration (Cartwright & Zander, 1968; Shaw, 1981). The following sub question will be employed in order to find out if perceived faultlines with the line organization can affect the behavioral integration within the project team.

Sub question 1: How do the perceived faultlines between line organization and project team affect behavioral integration within the project team?

2.4 Faultline Bases

Based on previous research on the subject of diversity and as a reaction to these mixed findings, like mentioned in the introduction, Lau and Murnighan (1998) were the first to introduce the concept of 'faultlines'. This phenomenon of faultlines presents a different perspective on diversity within groups/teams.

Nowadays more and more researchers recognize that diversity is a dynamic concept and that a group's dynamic that is resulting from this, cannot be understood if we only look at one or two specific characteristics of diversity (Rupert, 2012). Attributes can interact with each other, which in turn creates a certain dynamic within teams. In recent years, more attention has risen for this concept in the form of 'faultlines'. As mentioned in the previous paragraph the definition of the faultlines will be interpreted as the definition of Lau and Murnighan (1998). The definition mentions the homogenous subgroups. A subgroup can be defined as a group of members of the same work team; in this research the infrastructural project consists of the project team that is one subgroup and the line organization that is the other subgroup.

The tasks and memberships of the subgroup members are formally recognized by the organization (Cohen & Bailey, 1997). Another aspect of a subgroup is that all members in a work team have some basic level of interdependence. It can only be considered as a subgroup

if it is characterized by a form of interdependence that is unique when compared to that of other subgroup members. For instance, a subgroup exists if a set of members interacts differently with each other than with other members of the team, this may be because these members share a knowledge frame or a cultural value that is unique from shared by other members. So in sum, subgroups are based on having the same aim in a team and having a basic level of interdependence.

Lau and Murnighan (1998) also mention in the definition that there should be a demographic alignment (social categorical, informational) among different attributes. Faultlines that are formed along the social category are based on visible aspects; these could be demographic attributes as for example race, sex, age etc. (Thatcher & Patel, 2012). It is likely that individuals perceive these differences much quicker, because they are more visible compared to informational differences. Informational faultlines are based on less observable attributions compared with faultlines which are shaped along the social category. Members of informational diverse teams tend to rely on work methods particular to for example their educational level, organizational contract and functional background (Jehn & Bezrukova, 2009; Thatcher & Patel, 2012). Therefore informational attributed are significant to the tasks that is performed and are expected to be a source of different perspectives or interests on tasks and information within a team. Lau and Murnighan (1998) also mention non – demographic attributes where the faultlines could also be based on, for instance personality type.

Research shows that the formation of subgroups upsets team functioning and leads to more conflict, poor integration (see fig. 2), less team learning and poor team performance (Li & Hambrick, 2005; Sawyer, Houlette & Yeagley, 2005; Lau & Murnighan, 2005). However, there are studies that show that faultlines may be positive for decision-making, satisfaction and team learning (Philips et al., 2004; Rupert, 2010; Lau & Murnighan, 2005). At moderate levels of subgroup formation the faultlines have also positive effects on e.g. learning and performance (Gibson & Vermeulen, 2003; Thatcher, Jehn, & Zanutto, 2003).

The faultline theory is based on different theoretical mechanisms (Lau & Murnighan, 1988). The different mechanisms are: similarity attraction (Byrne, 1971), self-categorization (Turner, 1985) and social identity (Taifel & Turner, 1986). These mechanisms explain how faultlines are created within a group. The self-categorization theory explains how team members categorize themselves and other team members based on salient characteristics (Thatcher & Patel, 2012). Moreover, self-categorization motivates people to develop positive opinions about their own team and negative opinions about other groups, which may have an effect on organizational performance (Hogg & Terry, 2000). Social identity is about team

members, who have expectations to which social group, with the same emotional and value significance, they belong (Tajfel & Turner, 1986). Finally, the similarity attraction (Byrene, 1971) explains that team members that share the similar characteristics are attracted to each other in which they will form a subgroup within a team. Research has shown that demographic attributes accommodate the means for determining identification, classification and similarity (Harrison, Price, & Bell, 1998; Horwitz & Horowitz, 2007; Tsui, Egan & O'Reilly, 1992). The following sub question will be employed in order to find out which faultline bases are experienced the most between project and line organization.

Sub question 2: Which faultline bases affect the relation between line organization and project the most?

2.5 Dormant vs. activated types of faultlines

Numerous potential bases, on which differences between groups can be made, exists when depending on the similarity and salience of diversity characteristics (Van Knippenberg, Dreu & Homan, 2004), however when these differences on a specific characteristic are unnoticed by the members then it will be unlikely to influence the team behavior (Zellmer – Bruhn et al., 2008). Groups may have many potential faultlines, which may activate the potential formation for a particular subgroup (Lau & Murnighan, 1998). Faultlines in groups can be unnoticed, that's why it is significant to distinguish between dormant faultlines and activated faultlines (Jehn & Bezrukova, 2010).

First, dormant faultlines are potential faultlines that are based on some set of attributes (Thatcher & Patel, 2012). These faultlines do not necessarily cause group members to perceive subgroups; nevertheless they are a prerequisite for the existence of activated faultlines (Jehn & Bezrukova, 2010). Second, the activated faultlines are a subjective understanding of diversity that a team member gives to a particular social identity (Garcia – Prieto, Bellard, & Schneider, 2003) and only exist when team members actually perceive subgroups based on the set of attributes (Thatcher & Patel, 2012). It is more important to consider which categories the team members feel they fit in, rather than to determine in which categories team members objectively belong (Garcia-Prieto et al., 2003), this because a prerequisite for the salience of social categories is the extent to which observed similarities and differences between team members or their actions are observed (Meyer, Schemla, & Schermuly, 2011). Subjective diversity is therefore considered to be a significant causal variable that has a more immediate causal importance in shaping group dynamics and performance outcomes than objective diversity (Bodenhausen, 2010). The reason for this is

because actual diversity only has an indirect effect with perceptions as a facilitating concept (Harrison, Price, Gavin & Florey, 2002). Presence of perceptual measures as indicators of the salience of actual totals of diversity can help in determining which elements of diversity are important to participants (Harrison et al., 2002). So, when group members fail to notice any salience to objective differences than the differences will not affect their behavior (Zellmer – Bruhn, et al., 2008).

2.6 Faultline trigger

Chorbot – Mason et al. (2009) noted that until 2009, not many studies were conducted on the types of events or situations that might trigger faultlines. This can be valuable for organizations, because when team-leaders know which type of events result in activated faultlines, they can take into account the effects of an event or take action before the event can take place (Chorbot-Mason et al., 2009).

Chorbot – Mason et al., (2009) have linked the social- identity theory that was described in the previous paragraph to triggering faultlines. They stated that an event makes group members cautious about the influence on behavior concerning the social identity of other group members. One of those events can be the trigger for dormant faultlines to become activated. The trigger or the activation of the faultlines depends on the task framework a team is in (Hall, 2013).

There are specifically five trigger events that were identified: differential treatment, assimilation, differential values, simple contact or humiliating actions and insult. First, differential treatment arises when one group or team is treated differently or receives unequal treatment in contrast to another group. This frequently has to do with an allocation of resources, which can generate dissatisfaction within and between teams. This trigger event is the most stated in the research of Chorbot-Mason et al. (2009). Second assimilation occurs when the minority of a group declines to assimilate the present dominant culture and in this way will emphasize the differences between and within a team (Chrobot-Mason et al. 2009). Thirdly, different values is a trigger event which activated faultlines founded on a difference in values, beliefs or interests (Chrobot-Mason et al, 2009). When values between people in a team or between teams are fundamentally different it can trigger faultlines, which can result in social identity conflict. Fourthly, simple contact is acknowledged when anxiety between teams is high and can generate awareness of differences in groups with less contact and a certain distance, which finally can end in faultline activation (Chrobot-Mason, et al, 2009). At last the fifth trigger event insult or humiliating actions is described as ‘‘comments or behaviors that devalue one group relative to the other’’ (Chrobot-Mason et al., 2009, p 1775).

This can contain gossiping, offensive comments or humiliation. One can imagine that this can manifest in a strong faultline, since it is quite an explicit action regarding the other person or team. These trigger events as mentioned above are included within this research, in order to determine their possible activation for different faultline bases within the relationship of project and line organization. Also this study will focus on identifying new trigger events of faultlines and change triggers events, the last one will be described in the next paragraph.

2.7 Change as faultline trigger

The effect of change on the activation of faultlines is an even more undiscovered field. Gover & Duxbury (2012) led an explorative study on how organizational change could activate dormant faultlines. In this study they tried to discover the connection between organizational change and the faultline theory.

Their research showed that changes in work locations and work processes operated as a trigger for the activation of dormant social identity faultlines. They discovered that two professional identity groups did not realize the interpersonal differences until they relocated into new locations, which were dramatically different. Here a dormant faultline was activated and faultlines were strongly noticed by both the subgroups. Once activated, these faultlines had a negative effect on the organization as well as its members (Lau & Murnighan, 1998; Jehn & Bezrukova, 2010). This research will examine how particular change events occurring during the duration of a project can trigger the activation of dormant faultlines.

In order to not become overwhelmed by the information from qualitative data and to maintain a well defined focus, this research will only make a distinction between planned change and emergent change that can occur during the duration of a project. Planned does not mean that someone sits down in advance and writes a detailed plan stating what will take place, and when and how it will be achieved. It means that the organization pro-actively identifies an area where it believes change is required and undertakes a process to evaluate and, if necessary, bring about change (Lewin, 1939). Emergent change starts from the assumption that change is not a linear process or a one-off isolated event but is a continuous, open-ended, cumulative and unpredictable process of aligning and re-aligning an organization to its changing environment (Burnes, 2014). There will be a division made between a planned change within a project (e.g. change that is been proposed from the government) and an emergent change within a project (e.g. a scope change). These change events are conceptualized as the trigger for faultline activation within the infrastructural project, because these factors can cause a potential faultline to become activated.

Thus, change can be considered as an exogenous factor to project groups (Lau & Murnighan, 1998), which can make diversity noticeable and result in the activation of the faultlines. The following sub question will be employed in order to find out which change and non-change related trigger events activate faultlines between project and line organization.

Sub question 3: Which (change) events activate faultlines between project and line organization?

METHODOLOGY

In this chapter the methods are addressed that are used for conducting this study. First, the research method and selection criteria of the cases are explained, a description is given of the cases that are studied. Then, the procedure, sample and measures will be discussed. The measures part is accompanied by 2 sub paragraphs about data analysis, in which the analysis, reliability and validity of this thesis will be discussed.

3.1 Research Method

This research addresses the literature gap that is found in the introduction and literature review. As mentioned in the introduction, there is very little research on how change can trigger faultlines between project and line organization and what kind of effects these faultlines have on the behavioral integration within the project. Chrobot-Mason et al. (2009) mentioned that this required methods that can obtain detailed description about events that have occurred in the work environment of these individuals. Van Aken, Berends & van der Bij (2012) state that this is an excellent starting point for theory development since the field of literature deals with many unsolved issues. Theory development typically answers questions that address ‘‘how’’ and ‘‘why’’ in unexplored research areas. In this research the question is ‘‘how’’ change events can trigger faultlines within the cooperation between the line organization and the project team. Van Aken et al. (2012) described that theory development is based on the first part of the empirical cycle and it is closely linked with the case study that is approached by Eisenhardt (1989). A main purpose for the popularity and relevance of theory building from case studies is that it is one of the finest bridges from rich qualitative evidence to mainstream inductive research (Eisenhardt & Grabner, 2007, p25). This approach will allow the researcher to focus on studying the diversity in the natural set and permits an

in-depth analysis of the dynamics of diversity processes and outcomes (Yin, 2009) which also has the purpose to capture the depth and breath of participants understandings.

The business phenomenon was firstly addressed by analyzing academic literature. In doing so, the following keywords were used: faultlines, faultlines activation, planned change, emergent change and behavioral integration. Qualitative research based on theory was then conducted, supported by qualitative questionnaires in order to obtain detailed descriptions about events that occurred within the individual's work environment.

3.2 Selection Criteria

The cases selected had to meet certain criteria in order to suit this research. First, a case had to be an infrastructural project with a line organization as the main organization. Second, it had to be subject to change, since this study aims to identify faultline triggers of change. Third, the model is studied within a team context. In order to define a team, Hackman's (1987) definition of teams is followed. Hackman (1987) stated that a team is defined as a work group if it meets these three criteria; first, a group is called a work group if it has clear boundaries and differentiated roles between its members. Second, the jobs that are performed by the group result in measurable products and three a group has to operate in an organizational framework. Finally, in order to be able to measure noticeable effects, it is important that the project team uses the IPM system, which means that the project members are all divided into separate functional roles (e.g. technical manager, financial manager etc.).

3.3 Case Description

For this study a multiple case study is conducted. In total five projects were designated by Neerlands Diep. Neerlands Diep is an academy that ensures that the knowledge about public building and infrastructure projects will surface and remain. It is a combination of the strengths of Knowledge In Big (KING) and the National Academy for Project Management (RPA). Two programs were created five years ago by ProRail, Rijksvastgoedstaat, Rijkswaterstaat and the four largest municipalities to increase the quality of project management of construction- and infrastructure projects. The aim is better projects, through enhancing and sharing knowledge.

Neerlands Diep provides five projects, which meet the requirements mentioned above. The focus in this research is on four different projects. Because the projects treat all data anonymously, information on the projects will not mention names. The first project consists of building an underground garage in the west of Netherlands. The second project is working on building a better train station in the North of Netherlands. The third project is building a

tunnel in between two cities for a better infrastructural connection, which is located in the west of Netherlands. The fourth project for this research is focusing on building a better rail plan for whole of the Netherlands and is located in the middle of the Netherlands. At last, the fifth project is focusing on improving the enclosing dyke in the north of the Netherlands. All of these projects are infrastructural projects, which is needed to make a clear cross case analysis between the projects. Like mentioned in the selection criteria, all of the projects experience some changes during the project, these changes can be planned or emergent. The projects are studied as being different cases with a different relation with their line organization.

3.4 Procedure

First, background information about the projects was obtained through a first meeting with the project manager of each project. This was done in order to be able to elaborate more on situations and events that were later described by participants in the interview and to be able to better understand the content of the projects. Eventually, this provided the researchers with a more in-depth knowledge about the events and change events happening during a project and with more information how to reach the other project and line organization members.

Semi-structured one-on-one interviews were then conducted with 18 project and 11 line organization members within five projects. In every project about 3 to 5 project members and 2 to 3 line organization members were interviewed. These interviews were done most of the time by 2 investigators and sometimes 1 investigator, in total we were with 3 investigators. This was done because all three of the investigators conducted a research about the project and line organization, but all three with a different research question. Like mentioned before, all research participants, including the line organization, were chosen by the project managers of different projects due the fact that the project manager knew which members were available within the short amount of time, and based on their function in the project team and their relation with the line organization. The project manager informed the interviewees beforehand about this research. For the final interviews the 3 investigators mailed and called to make the appointments. This was a rough process because of the busy period at the end of the year. In the interview, the interviewees were told that the information conducted from these interviews would remain confidential and anonymous. Furthermore, before an interview the participants were informed about the goal, background of the research, procedure and confidentiality. An overview of the interview start-up can be found in

Appendix A. These actions were taken in order to assured reliability of the results (van Aken et al., 2012). Finally, before the interview it was made clear for the project, which line organization was taken into account and vice versa, to remove possible confusion with the interviewee.

After the interviews, interviewees were asked to fill in a questionnaire. Sometimes, because of time pressure, the interviewees were asked to fill the questionnaire and send it through post, they were given an envelop and postage stamp. The questionnaire was aimed at measuring faultline bases that were difficult to identify by participants themselves, but also at gathering data of participants. Furthermore, Yin (2003) stated that using multiple research instruments could enhance construct validity. Faultline bases are difficult to measure within interviews; this limitation was remedied by using questionnaires. Therefore, the questionnaire can be regarded as being a supportive tool within this research, which also enhances reliability by means of multi-method.

3.5 Sample

Five different projects participated within this explorative case study. Not all five projects were used, because the fifth project didn't met all the criteria that was mentioned above. The actual sample was focused on four cases, which resulted in total of 22 participants. In total this resulted in a sample of 10 line organization members and 11 project members. Their functions varied from being a controller to project manager to only organize the capacity for the projects. The level of education ranged from HBO till a Master Degree. Furthermore, the tenure within the team was varied, because some of the project members were externs. Finally, because the line organization is only a part of the whole infrastructural project and not a part of the project team, they didn't fill in the tenure of the project team. Table 1 displays the information of all participants per case. A detailed description per case can be found in the corresponding results section.

Respondents:	Function	Gender	Age	Level of education	Field of education	Tenure in months (project team)	Work experience in years	
Case 1: A	P1	Project advisor	Man	32	MSc/Ma	Civil engineering	5	7
	P2	Project manager	Man	57	MSc/Ma	Civil engineering	12	30
	P3	Surroundings	Man	40	MSc/Ma	Geography	8	10

		manager						
	L4	Team leader	Man	61	MSc/Ma	Economics	-	30
	L5	Department manager	Man	55	MSc/Ma	Physical Geography	-	30
	L6	Capacity manager	Woman	63	MSc/Ma	Cultural anthropology	-	30
Case 2: S	P1	Controller	Woman	43	HBO	International Business	15	20
	P2	System Engineer	Man	43	MSc/Ma	Civil engineering	6	20
	L3	Manager	Man	56	MSc/Ma	Civil engineering	-	20
	L4	Manager	Man	56	HBO	Civil engineering	-	-
Case 3: D	P1	Director	Man	55	MSc/Ma	-	420	35
	P2	Project controller	Man	52	HBO	Biology	24	20
	P3	Quality manager	Man	44	MSc/Ma	Business economy	32	19
	P4	Project controller	Man	42	HBO	Business economy	72	24
	L5	Head of projects	Man	35	HBO	MER	-	10,5
	L6	Head of projects	Woman	41	MSc/Ma	Economy	-	17
Case 4: Z	P1	Project controller	Woman	44	HBO	Documentarian information	24	20
	P2	Manager	Man	41	MSc/Ma	Technical	35	12
	P3	Program controller	Man	54	HBO	Economy	48	28
	P4	Region director	Man	51	HBO	Electro Technical	24	28
	L5	Program manager	Man	51	MSc/Ma	Industrial automation	48	25
	L6	Department manager	Man	49	HBO	Business administration	12	29

Table 1: Information respondents per case

3.6 Measures

3.6.1 Interviews

Semi-structured interviews are considered to be the main source of data within this research. The interview protocol can be found in Appendix B. There were two interviews protocols, one for the project team and one for the line organization. This semi-structured protocol compared to a structured protocol is proposed to reduce redundancy, and guide the interview

along the variables of this study and in this way confirm comprehensiveness. Also the semi-structured interview allows for the researcher to remain flexible, which contain that there is space to elaborate on more interesting reactions of the participants. The interview formats that were used are self-developed and reflect the following main variables of this research: Faultline bases, faultline triggers, change, behavioral integration.

Faultline bases were assessed by examining, which differences team members became aware of during their relationship with the line organization (and vice versa). These questions were asked to identify the bases of faultlines that possibly could be activated by change events or other events during the cooperation between the project and line organization. Examples of such questions were *'Of which differences did you became aware of in your relation to the line organization?'* and *'Where there also clear personal differences between yourself and a line organization member?'* For the line organization the questions were similar only they were asked in relation to the project team.

Faultline triggers were assessed through applying 'the critical incident method' as proposed by Chrobot-Mason et al. (2009), the researcher asked about a situation that had taken place in order to identify events that eventually could lead to faultline formation. Also the interviewees were asked about a change event, which had happened during the project and made them more aware of the differences for example: *'did a situation happen that made you aware of the differences with the line organization?'* Or *'did a change event which happened not long ago, made you be more aware of the differences between your team and the line organization?'*

Behavioral Integration was assessed by first, asking if the project members felt an integrated cooperation within the project team. Second, asking if there was a relationship between the behavioral integration within a project team and the faultlines between the project and the line organization. Here the mechanisms were being asked. For example: *'in what way does the differences with the line organization of which you became aware of, had influences on the interaction/cooperation within the project team?'* Additionally, these questions were asked in a different way to the line organization in order to find out how the line organization members saw behavioral integration within the project team. For example they were asked: *'Do you think that the project team cooperate in a cohesive matter?'* or *'do you know how the information is being exchanged within the project team?'* The questions about behavioral integration were assessed on the work of Li & Hambrick (2005)

Finally, the participants were asked to describe their cooperation and interaction with the line organization (and vice versa). This was done in order to identify the relationship the

project team had with the line organization. An example was: *'how does your relationship with the line organization (or project team) look like in real life?'*

3.6.2 Questionnaires

As mentioned above, in order to gather demographic data on respondents and quantify potential faultline bases, a questionnaire was employed (Appendix D). Since behavioral interaction is regarded as one of the main variables in this research, the questionnaire entailed statements and questions about the cooperation within the project team.

Performance project team has been administered through 7-point Likert scale items that measure how effective and efficient a team performs, the effectiveness refers to the quality of the outcome (Hoegl & Gemuenden, 2001; Guzzo & Dickson, 1996). For example the one of the questions that were used: *'my team works efficient'*.

Learn ability project team has been administered through 7-point Likert scale items that measure the project team ability to learn, which also indicates the quality of the outcome (Hoegl & Gemuenden, 2001; Guzzo & Dickson, 1996). For example one of the questions that were used: *'my team members and I are critically questioning each other about our work, in order to learn'*.

Locus of control is a control variable, which measures the faultline base in how line organization members and project members cope with events within their environment. Team members whom see the world as a result of their actions and feel like they have control over their life are named internals. On the other side, externals feel like they have no control over events and tend to feel like they are helpless in a world, which actions are out of their own control. The scale of Levenson (1974) is adopted within this study in order to evaluate an individuals' locus of control. For example the questions that were used: *'my life is determined as a result of my own actions'*. Each item was filled in on a seven-point Likert scale ranging from *'totally agree'* to *'totally disagree'*.

Finally, the questionnaire is meant to check construct validity of the research model (van Aken et al, 2012). That is, construct validity was secured by using the questionnaire as a check of the data that is gained from the interviews.

3.7 Data Analysis

All of the interviews were recorded and transcribed literally afterwards, some of the interviews were held by telephone and email due the fact that the respondents didn't had time for us to come over. Three researchers, which all three conducted a study on the project and

line organization relationship, held the interviews. However, the 33 interviews were analysed independently in order to remove the possibility of bias and to be able to create a consistent data set. All interview transcripts were analysed by using Microsoft Word.

In order to determine the validity of a trigger event, the method as offered by Chrobot-Mason et al (2009) was followed. It is discussed in their study, that a trigger event can be qualified as such when it meets three conditions. First, a trigger event can be qualified as such, when an occasion makes two or more individuals conscious of their differences. Thus, an occasion is no trigger event if it only has an effect on a personal level. Second, an event should influence group activity. That is, without the specific trigger event, a group activity within a team (in this research in between line organization and project team) should not have been disturbed. At last, an event is named a trigger event, if participants were able to describe it detailed so that it could be precisely analysed and compared with other data.

For this study the researcher created a deductive template of codes for data driven inductive coding and deductive coding that allowed the researcher to switch between emerging concepts and the frame that acted as a base for this research (Miles & Huberman, 1994). This approach allowed adaptable, yet structured and severe analysis. Boyatis (1998) composed the coding scheme as following (Appendix E). The variables were first defined independently, and then turned into codes with concepts, description and examples. Additionally, encoded data creates the possibility to structure it and identify patterns through the data set. When each event and faultline base was described the analysis followed it. Data was analysed by using the codes that were described in the coding scheme (Appendix E) and in this way it was structured per event or faultline base. Later on, a study colleague checked the encoded data in order to enhance inter-subjectivity within the coding process and to eventually enhance reliability and validity (van Aken et al., 2012).

All four cases were first handled independently in order to determine patterns within the teams, a within-case analysis for each case. In doing so, connections between labels within one case were showed, by identifying patterns of codes in the transcripts. This caused that the researcher could reveal differences in how project members or line organization members experienced change within the team. Afterward, cross-case analysis was conducted in which findings within the cases could be compared between the cases. When comparing the four different cases, situational factors and resemblances between the cases were included of which finally conclusions could be deducted. Meanwhile a cross-case analysis forced the researcher to look beyond initial impressions and diverse perspectives were included, internal validity of the study was enhanced (van Aken et al., 2012).

Lastly, the quantitative data was enhanced to the analysis in order to strengthen and support underlying relationships. Specifically, team cooperation within the project and demographic factors exposed how project members experience behavioural integration within the project team and the locus of control, which showed how project members and line organization members dealt with change on a personal level that eventually clarified the dynamics within and across teams.

RESULTS

In this part results of this study are showed and each of the four cases are discussed separately. First a case description with information about the cooperation between the project and line organization is given and the key characteristics of each case. Then faultlines triggers, faultlines bases and behavioral integration per case are being discussed. Furthermore an overview of demographic information is given within tables for every case. The chapter then ends with a cross-case analysis in which found results are compared.

4.1 Case 1: Project A & Line organization A

Project A represents a project, which is building a parking garage in a city in the centrum of the Netherlands. Within this project there is not just one line organization that is facilitating this project, there are a few stakeholders who have a say in this. Within this project three participants were interviewed en three line organization members where interviewed.

When assessing the division of the responsibilities between the line organization and the project, which can also be called their cooperation in this infrastructural project, it was noticed that the line-organization is only there to facilitate the project and help the project manager to collect the amount of team members for his project. Like all of the line respondents mentioned: *'I'm not responsible for the project content, only for facilitating the workforce for the project'*. It is also made clear that the line organization only facilitates the project, when it is asked to do so. Which means that, when the project is in need for help of the line organization, they will ask, when not, the line organization is not involved in the project much. One line organization member mentioned: *'When I don't hear any signal from the project team, than I suppose everything is going good and they don't need my help'*. The line organization is only involved at the beginning of the project when the team members have to be put together and at the end of the year, when there is a meeting to see in which phase the project is now.

When considering change during the course of this project there seems ambiguity regarding the types of changes the project is involved with. Three of the six members mentioned the scope of the project as an emergent change, which involved a scooter-parking place on top of the garage. They mentioned this as an emergent change, because the members of the project didn't expect the scope of the garage to change, they felt like the announcement came out of the blue. One of the six members mentioned about planned change that contained reorganization, which influenced the project team. At last there was one member, he said that the garage is just a container made of concrete, which doesn't involve much change during the project. In sum, this is a project, which contains emergent change as well as planned change and where the division of the responsibilities between the project and line organization are clearly defined. In the next paragraph the faultline triggers will be addressed.

4.1.1 Non - Change Faultline triggers

Within the project and the line organization of project A, members reflected on differences of which they became aware during the change events and other non-change related events. This paragraph will discuss the triggers in non-change related events. All mentioned non-change triggers fitted comfortably within the boundaries proposed by Chrobot-Mason et al. (2009).

Differential interests was mentioned by three out of three project members and two out of three line organization members. Different values regarding to the process of selecting members for the project had activated faultlines between the line and project. The manager from the line organization mentioned: *'I felt tension, because the project manager wanted to have people in his team with a lot of experience and a lot of knowledge, because this would be good for the project, (...) I think it is important that every member from the organization gets the opportunity to get experience in a project (...) The project manager didn't share my opinion, he said I need to deliver a successful project, I'm not waiting for a project member who is still in a learning process I need people who have experience.'* This example of what the project manager said to the line could also be a trigger for differential treatment, but this will come in the next section.

This example shows, that when it comes to the recruitment of new members for the project team, the interests of the line organization and project are different. Another example from a member from the line organization, about these different interests between them, was: *'the project team have especially more short-term interests, so to get from a to b. And I have more long-term interests, so to make sure that my employees develop.'* In sum, the project wants members with a lot of project knowledge and experience, and the line needs to make sure that every member gets the chance to develop their skills and working experience.

Different interests are a strong faultline trigger event in this case. These different interests strongly activate the experienced faultlines between the project and the line organization.

Differential treatment was only mentioned by one project member of the three project members and by one member of the line organization. Like mentioned here above, the project manager wanted only experienced workers in his team. This triggered the faultline between the line and project, because the line organization didn't agree with this differential treatment. Another example is when the project member tried to get different treatment from the manager, which was hierarchical above the line organization. The one project member said: *'I've looked for back up of my decision from someone above the line organization. I didn't change my ways of working. I just made sure the boss of the line organization had my support. But that doesn't makes you popular, you could imagine'*.

4.1.2 Change Faultline triggers

In this project it was mentioned that change also could activate the differences between the line organization and the project team. In this case planned and emergent change only activated different change interests of the project and line organization.

Differential change interests were mentioned by two of the three project members and by no one of the line organization members. Planned change in form of reorganization was the faultline trigger, which activated the different interests between the project and line organization. One project member said about the planned change: *'look, I perceive during this reorganization, that the line organization just has others values and interests than we do. They sit in their own groups talking and creating their own reality, and the people in the project team, because they are working so much together, are doing the same. This way you get two streams'*. Not only planned change (the reorganization) was mentioned as a faultline trigger, emergent change in form of changes in responsibilities for the project, which came unexpected for the project team, was also mentioned by two of the three project members and no one of the line organization members. The different change interests were activated, because for the project team it was not in their interest to order the administration, they found that this is the interest of the line organization and they should also keep doing it. One of the project members mentioned: *'that happened with the capacity manager, I told her that the client is oké with that, why are you complaining? She said no you have to do this administration it has to be covered. So I said well, that's not my role, so you need to handle it yourself (...) this is not my problem.'* She said but this also influence you, I said this is in your interest you take care of it.

4.1.3 Faultlines Bases

All the project members experienced faultlines with the line organization. But not all of the line organization members experienced faultlines with the project team. Only two out of three line organization members experienced faultlines with the project team. When interviewing the members of the line and project no one perceived social category faultlines (age, race etc.) The relationship with other potential faultline bases collected through the survey will be addressed in table 2.

Competence was reported by two of the three project members and only by one line organization member out of three, as an important faultline base. One member of the project team said: *'It's difficult for them to keep the technical issues in tact (...) the line is still in the modus that they do not know how to make choices in that aspect'*. A line organization member said: *'if you think about competencies, than you can say that every function has its own competencies. And the competencies of a project manager are different from that of the line organization manager, which makes us different'*. It was emphasized that the competence was a clear competence faultline base, which caused a social division between the project and line.

Function was perceived as a strong faultline base between the line organization and project team. Function reflects the project and line members' position and responsibilities within the project, which also entails a different aim. Two out of three project members perceived this as a strong faultline. One member mentioned that because of their functions their aim was different: *'the project has the project aim as priority (...) but the people in the line organization don't have the project aim high in priority. They are focusing on the development of their employers'*. Two out of three line organization members also perceived this as a strong faultline. One member mentioned: *'The project is more of the content of the project and I'm more of the organization'*.

Interests were indicated by all of the project members and two out of three line organization members. It was an important faultline base in this project, because it brought tension between the project and the line organization. One member of the line organization mentioned: *'Tension in the way that the project manager wants to arrange his team with employees whom are experienced, and can pick up their work a la minute, but my interests of the line organization are to give everyone the work experience they need to be able to grow in this organization'*. A project member mentioned: *'we already had like two or three sessions to explain to the line, that we do it differently from them, because we have our own priorities'*.

Organization Tenure was indicated by one out of three project members and two out of three line organization members. The faultline base was perceived here as the amount of

years working together for this project or other projects together. The project team member mentioned: 'when you work together for a long period of time it is easier to know which type of person you are, your strengths and weaknesses and I worked with her already six years'. It is an important faultline base, because the amount of years working for the same organization causes them to see each other differences.

The faultlines that were not mentioned with a lot of frequency are showed in table 2. Table 2 shows the differences between the line organization members and project members. It gives an indication how the infrastructural project splits in two subgroups. The faultlines showed in table 2 are (1) demographic, (2) how the project and line organization members perceived the performance and the ability to learn in the project, (3) the locus of control. The project members perceived their team performance and ability to learn high, the line organization only indicated the performance as high. Both of the groups scored average on internal locus of control, the project team a little higher than the line organization.

Respondent	A-P1	A-P2	A-P3	A-L4	A-L5	A-L6
Function	Project Advisor	Project Manager	Area manager	Team leader	Department manager	Capacity manager
Age	32	57	40	61	55	63
Tenure*	5	12	8	-	-	-
Educational background	WO	WO	WO	WO	WO	WO
Performance Project Team		6,25**			5,75	
Learn Ability Project Team		5,38			-	
Locus of control (internal)***		6			5,38	
Locus of control (external)****		3,13			2,63	

Table 2: Information Case A

*)= Months in the project team

**) Italics = average of the whole subgroup

***)=Team expects to have control over their life, Scale (1-7)

****)= Team expects luck to have control over their life, Scale (1-7)

4.1.4 Behavioral Integration

The findings indicate that in project A there is a high behavioral integration. Which indicates that the experienced faultlines with the line have a relationship with the behavioral integration within the project team. The behavioral integration is defined by the definitions of Li & Hambrick (2005). Hambrick (1944: p188) defined the concept of behavioral integration as ‘the degree to which mutual and collective interaction exists within the group’. In this research the relation between the experienced faultlines and the behavioral integration within the project team was investigated.

Joint decision-making in relation to the experienced faultlines with the line organization was indicated high. Two of the three project members mentioned that when decisions needed to be made in the project team, because of the different interests with the line organization, the project manager asked all project members for their opinion. One mentioned: *‘we make the decisions together (...), but someone has to be stuck between the line and the project then we make the decisions together’*. This shows that when the different interests become activated, the project team members are joining in the decision making process. Also the line members were asked if they feel that the project team is making key decisions together. Only one of the three line organization members had an insight to it. She said: *‘it think that is the case, there is enough discussion going on there, but of course at the end the project manager will have the last say in it’*.

Information exchange was indicated by all of the three members of the project as open and honest. One of the project members mentioned: *‘everything we think of and which is important to communicate, we communicate tightly. This way we can say you already was informed when we decided to paint the walls red’*. Between the members of the line organization only, one of the three had an insight to the communication in the project team. He mentioned: *‘when I talk to the project manager and than I go an talk to the other project team members, they all say the same story, so I guess when all of us tell the same story, everything is alright’*.

Collaborative cooperation in relation to the experienced faultlines with the line organization is high in this project team. All three members of the project team agreed that the differences with the line organization only made them as project team stronger. As one team member mentioned: *‘when you have the same enemy you will have the effect of drawing more to each other’*. Also one of the three line organization members mentioned about the project team being integrated: *‘well I guess they are, or else we would already heard something and had to intervene’*. To conclude the differences between the line organization and project team

helped make the project team feel more integrated, but the members of the line organization didn't see this integration within the project team. The fact that the line organization didn't know much about the behavioral integration within the project team, was because they weren't always in the picture during the project only when asked, like mentioned in the beginning.

4.1.5 Conclusion Case 1

To conclude it could be said that on the one hand the cooperation between the line organization and the project in this case was not very close, but at the other hand their responsibilities concerning this project were clearly defined. The line facilitated when needed and the project made the decisions when it came to project content. The faultlines bases were all information focused and none of them were social. The faultline triggers were both change related and none change related. Not all of the faultlines triggers, which were defined by Chrobot-Mason, et al. (2009), were mentioned in this case, only the different interests and different treatment for the non- change and change related cases. The project was triggered by both planned change (reorganization) and emergent change (changes in responsibilities). The relationship between faultlines and behavioral integration was high. Because, the differences the project team perceived with the line organization helped the project team to feel cohesive and integrated and made them take the decisions together. They got the feeling that it is they against the outside world (the line organization), which made them more integrated as a project team.

4.2 Case 2: Project S and Line Organization S

Project S represents a project in the north of Netherlands building an improved train station for a city in the north of Netherlands. This organization is calling itself a matrix organization, which contains that this project has more than just one stakeholder. The responsibilities between the line and the project are clear. The line is only involved in the project when needed and quarterly per year they have their functioning's meeting with the project team members. But one project member mentioned that the line is also checking in sometimes to see if the project member is still happy at the project he is working on. The project member mentioned: *'they are checking in sometimes to make sure it is going well, not only with me but also with the project manager. To know if I'm functioning well as a person, so to say it simple, make sure I'm still happy at this project.'* So the line organization is also taking their own initiative to make sure their employees are still functioning well.

The changes within this project are not clearly defined, but most of the changes are emergent. One of line members mentioned: *'most of the changes are still not defined at the front of the organization, they happen during the project. The project is taking a few years to succeed, so in all of these years there are government changes, which influence the scope of the project.'* The other line member mentioned a planned change, he was the only one in this case to mention a planned change. He mentioned a reducing of costs in the line organization, which also contained a costs reduce within the project. In sum, this is a project that has a clear division in their responsibilities with the line organization, but where the line is still trying to be more involved in the project team members experience in the project. And where the most of the changes are emergent. In the next paragraph the faultline triggers will be addressed.

4.2.1 Change Faultline triggers

Within this project and line organization of project S, members reflected on differences of which they became aware during the change events of the project. In this case there were no clear triggers of non-change events. One of the two project members said: *'there was no event, which emphasized the differences between the line organization and us. I was always aware of these differences, I think they are always there.'* In this case the faultline triggers were only change related. Not all triggers that were defined activated the faultlines between the project and line organization, this was because the participants did not describe them as a trigger.

Different change interest is indicated by two out of two project members and by one out of two line members. This is considered as an important trigger event in this case, because this is the only one trigger, which activates the differences between line and project organization. In this project one of the line organization members mentioned: *'well at the time the project wants to enter a change because it is in their interest to do so, (...) of course the project does know better when a change is needed because they know the content (...). But still next to the interests we have in common, we also see in this particular matter that we also share different interests, this comes better to light in a change situation. (...) But still at that moment the line organization will have the last say in it.'* Here it is clear that these different change interests event made them aware of their differences in this situation.

One project member mentioned the other way, that when the line is trying to implement a change that the project doesn't see the significance of the change, which makes them aware of their differences. The project member said: *'(...) when the line organization considers something to be important, like new procedures or new safety rules, which they*

want to implement. Than I think ach really? Do we really need to do this right now? (...) When such changes come, than the line see it as very important and everyone has to do it right now, while I don't see why it has to be done right now. But well, they also have their own boss, where they have to justify their selves.' In this case you can see that when the project wants to implement a change the line organization doesn't always agree with their change interests and also the other way around. This change event makes them aware of their differences. Another project member mentioned: 'in such event it is the interests of the project against the interests of the line organization.' She mentioned that she became aware of these differences in times of change.

4.2.2 Faultline bases

All project members and all line organization member's experienced activated faultlines due to the change events. However, all of the project and line members also mentioned that they experienced the differences also without a particular change event. The faultline bases that are recognized by the project and line organization members will be discussed here below. Finally the relationship with other potential faultline bases collected through the survey will be addressed in table 3.

Function is highlighted by two out of two project members and by none of the line organization members. The project perceived function as an important faultline, which divided them from the line organization. One project member mentioned the experienced differences with the line: *'I work in a project environment that means that my function focuses on a specific dynamic and is results-oriented, which they obviously don't have. They have their own specific environment in which they are working in.'* This project member also mentioned that the function of the project members is their identity to divide them selves from the line organization members. He said: *'people in the project feel very connected to the project, they often put it beneath every email they send. (...) I think that says enough, that's their space, their identity.'* The other project member also mentioned that the function base is an important activated faultline between them and the line organization. She said: *'the project team works in a very direct environment, that's a very different kind of dynamic. The project team members are especially busy with, how to get things done as good as possible within time and within the project process. And the line has a function to make sure that the structural long-term goals are achieved. Their function is also more focused on the department; they have a different way of planning and organizing their daily activities'.*

Interests were also indicated as an important faultline base, it was recognized by all of the project members and all of the line organization members. It is clear that the different

interests are an important faultline where both of the subgroups are aware. A line organization member said: *‘the differences I see, is that a project is often, well, looking pure at the interests of the project, while we have our interests at a larger and wider status. So the project is actually looking blindly and has less attention for the wider interest of the organization, and we at the line organization have more attention for the whole organization not only for the interests of the project. This is a difference that decides how people are thinking about certain problems.’* Another line organization member mentioned that when there is a change event happening during a project, like mentioned at the faultline line triggers, the different interests become activated. He said: *‘when a change which comes from the line organization gives tension to the workforce of the project, the project manager has to be creative into figuring out how to sort his team with the people he has, this annoys the project manager, he doesn’t agree with our interest to make this change happen. But we need to do it.’*

Furthermore, table 3 gives an indication about how the project and line organization splits into two subgroups. The project members perceived their team performance and ability to learn moderate, the line organization only indicated the performance as high. Both of the groups scored high on internal locus of control, the line organization a little higher than the line organization. However, the project team in this case indicated a higher external locus of control than the line organization.

Respondent	S-P1	S-P2	S-L3	S-L4
Function	Controll er	System engineer	Manager	Manager
Age	43	43	56	56
Tenure*	20	20	20	-
Educational background	WO	WO	WO	WO
Performance Project team	4,83**		6	
Learn Ability Project team	5,17		-	
Locus of control (internal)***	5,5		5,67	
Locus of control (external)****	4		3	

Table 3: Information Case S

*)= Months in the project team

**) Italics = average of the whole subgroup

***)=Team expects to have control over their life, Scale (1-7)

****)= Team expects luck to have control over their life, Scale (1-7)

4.2.3 Behavioral integration

The findings indicate that in project S there is a high level of behavioral integration. In this case the participants also experienced faultlines that have a relationship with the behavioral integration within the project team. In this case it was clear that the line organization members didn't really know if the project team had a high level of behavioral integration. One line organization member answered that he had no clue. And the other said: *'it's hard for me to answer this question, I really don't know. Only thing I can say is that the results, which the project team has to accomplish are good and always on time, so I guess they are working good together or else I would have seen other results.'* On the other side one of the project members mentioned the high level of behavioral integration. He said: *'well what you sometimes see is when the line is asking us again to do something, like hand in our holiday planning, than you start building sociality with you other project team members and start to grumble like.. oh look the line organization is again asking us to do something, you are always looking for support at the other team members'.*

Joint decision-making in relation to the experienced faultlines was indicated high. Two of the two project members mentioned that they try to always consultate with the other project members when it comes to making decisions that concerns the line organization. One project member said: *'sometimes what happens is when a colleague from the finance has to do something for the line organization, but the line organization has sharpened some rules, so he asks our help to look if he is doing it right and if do we have any suggestions. So we communicate very openly. That's also because we see each other much more often I think that is also very important to function well as a group.'* So because of the experienced faultline with the line organization, the project member is always consulting with his project members before making his decision. Here the project member also mentions the fact that they are communicating very openly. Which indicates that the **information exchange** is also very high. The other project member said: *'well that's a little dependent on the person, but I'm very open in that. When I noticed that there is an interest from the line what is in contradiction to the interest of the project, I will not hide it from the other project members.'*

Here it is clear that the experienced faultline is in relation with a high level of behavioral integration within the project team.

Collaborative cooperation is also indicated as high in this project. Both of the two project members indicated that they always help each other out. One project member said: *'in general we always speak what's on our minds and then picking up the pieces together.'* To conclude the differences between the project and line organization helped make the project team feel integrated, but also the fact that the project is placed together in one location makes the step to ask each other for help a lot easier. The line organization is placed much further from the project team, this makes it harder for the line organization to know if the project team is integrated.

4.2.4 Conclusion Case 2

To conclude it could be said that the cooperation between the line and project is organized well. The responsibilities are divided, but the line organization is still trying to be more involved in their functioning at this project. The only faultline trigger that was activated was different change interest and it was only change related. Furthermore, the most important faultlines bases were function and interests, these were the activated faultlines between project and line organization. At last, the relationship between the activated faultlines and behavioral integration can be indicated high. The differences with the line organization made the project team feel more integrated.

4.3 Case 3: Project D and Line Organization D

Project D represents a project that is building a tunnel in between two cities in the western of Netherlands. The cooperation between the project team and line organization can be described as very organized, because the responsibilities of every line and project member are defined in their 'project manual'. The line organization members mentioned that the project team is very autonomous, they don't ask for much help, because all members are very experienced in their work field. In their 'project manual' you can find the organogram between the two and all the rules and margins concerning the project. Here you can also find how to report an emergent change, like for example a scope change. Because this project is just in the preparation and tendering phase, there are not very big changes, which occurred yet during the project. All the scope changes that they could think of in this project are being taken into the contracts, so they wouldn't stand for surprises. However, all the project and line organization members did mention that there is a planned change coming because they are heading into the executive phase, which means that their line organization will be changing.

4.3.1 Non- Change Faultline triggers

Within this case, members reflected on differences of which they became aware during an event. These trigger events are indicated by Chrobot-Mason et al. (2009) and fits neatly within the proposed boundaries. In this case there was only one out of two line organization members and no one out of four project members, which mentioned an emergent change trigger that activated the different functions between line and project, that's why this trigger will be mentioned in this section. She said: *'the differences in roles between line and project are being activated when the project is asking for a change in the tendering contract (...) first it was for 4 years, but then they come and ask if they could make it 15 years. (...) The project says without the money they cannot make a contract, the line respond that they don't have the money for that. In this way there is a difference in functions.'*

Simple contact is indicated by two out of four project members and by one of the line organization. He mentioned that when a line manager came in contact with the project and the project members, she didn't stay for long but went back to her comfort zone in the line organization, which implies that this event activated the faultline base of function. He said: *'it's funny how X didn't manage to cope with the project functions but went back to her line organization environment, so she had a taste of what it takes to be in an project'*. Other project member mentioned: *'I experience differences in every situation when the line and project is coming together'*.

Differential treatment is mentioned by one out of two line organization members and no one out of the project team. He said: *'a project team has also a lot of extern members, they work maybe 80 hours a week to make sure their work is finished. Well, maybe I cannot say it like this, but they are getting 150/200 euro per hour for this, well of course you are going to run than to finish your work. That's different if you are just getting a monthly salary (...) so this makes you run differently.'* Here the different treatment in pay is activating the way they perceive over hours of working.

Differential interests are indicated by two out of the four project members and no one out of the line organization. One project member mentioned that different interests considering a deadline activate the interest's faultline base between line and project. He said: *'when we have to deal with deadlines, you can see that we are staying up late to still do some work and are cancelling meetings, because we have to finish it. That is not something you see at the line organization, they are going home at 4 o'clock if something is not finished, well than they will just do it tomorrow. So their interests are very different, when deadlines are coming you see the project team work harder than the line organization.'*

4.3.2 Faultline bases

All line organization members and project members experienced faultline bases. The faultline bases that were reported by the project and line organization members will be reported below. The relationship with other potential faultline bases collected through the survey will be addressed in table 3.

Interests were indicated by two out of two line organization members and two out of four project members as a strong faultline base. A line organization member said: *'the focus is very different. The focus of the line organization is to make sure that the whole budget is running right (...). The project has a more project interest, to make sure the project is done successfully. If this is done with a bigger budget or time scope is not that important to them, that is more for the line interest.'*

Competence was indicated by two out of the four project members and no one of the line as a faultline base. The project members mentioned that they perceived their competence very different from the line organization members. One project member said: *'within a project there is so much expertise and specialism, they know exactly what to do. And you actually cannot blame the line organization for not having the same competence. So the line organization is depend on the project team in that situation.'*

Organizational Culture is indicated by only two out of four project members as an important faultline base between line and project. One project member mentioned: *'the culture of the project is result oriented and the culture of the line organization is control oriented. That's a big difference'*.

Organizational Tenure was indicated by only one out of four project members. He perceived the faultline of organizational tenure as the amount of years you are working for the project. He perceived an activated faultline between members that were working for the project for a few years and members of the line organization, which were sliding in promotion and leaving the project every year. He said: *'(...) when we are working for five years together in a project, you become to know each other very well and we are able to make quick decisions together. But in the line organization the people are rotating in their function for the company, so you can get a different account manager every year, which you have to explain everything again (...).'*

Status was the last faultline base, which was only mentioned by one project member out of four. He perceived status as a faultline base between line and project, because the line had the status to approve the decision of the project team. He said: *'we can chew the decisions*

for them, but we cannot take them. (...) The project manager has a lot of freedom to make decisions but he will always need support from the line to actually make it.'

Furthermore, table 4 gives an indication about how the project and line organization splits into two subgroups. The project members perceived their team performance higher than their ability to learn, the line organization also indicated the performance of the project team as higher than their ability to learn. Remarkable is that both of the teams didn't score high on internal or external locus of control, but even though the line scored higher on internal locus of control in this case.

Respondent	D-P1	D-P2	D-P3	D-P4	D-L5	D-L6
Function	Project Manager	Area Manager	Risk Manager	Controller	Team leader	Head of Projects
Age	55	52	44	42	35	41
Tenure*	420	24	32	72	12	-
Educational background	WO	HBO	WO	HBO	HBO	WO
Performance Project Team	<i>6,25**</i>				<i>5,5</i>	
Learn Ability Project Team	<i>5,38</i>				<i>4,75</i>	
Locus of control (internal)***	<i>4,15</i>				<i>4,88</i>	
Locus of control (external)****	<i>2,13</i>				<i>3,36</i>	

Table 4: Information Case D

*)= Months in the project team

**) *Italics* = average of the whole subgroup

***)=Team expects to have control over their life, Scale (1-7)

****)= Team expects luck to have control over their life, Scale (1-7)

4.3.3 Behavioral integration

Behavioral integration is perceived high within this project team, but every project member does not perceive the relation with the perceived faultlines high. Both of the line organization members in this case reported that they think that the integration within the project team is high. One line organization member mentioned: 'what I think is very strong of the project manager is that he invites everyone for a drink afterwards. From the cleaning woman to the

alderman, I think that is very strong. This creates a team spirit, which mentions come on guys this project is ours and we are going to fix it together.'

Joint decision-making is indicated high in relation to the experienced faultlines by two out of four project members. The other two didn't think the relation was high. One project member said: *'there can be a tension with the line organization because of the differences, but you have to make sure it doesn't affect your team or how they make decisions.'* Another project member considered the relation high. He said: *'due to the speed of making decisions, the project starts to decide more and more within the project without the line. Also because the knowledge of the project members is growing so fast, the line organization remains behind.'* Here the project member indicated an experienced faultline with the line organization, which causes the project team to decide within their team.

Information exchange is being indicated as open and effective by all of the project members. One member said: *'communication is one of our critic success points. Without the same communication and same direction we are not going to make it here.'*

Collaborative cooperation is indicated high in relation to the experiences faultlines by two out of four project members. One project member mentioned: *'these differences generate a 'we' and 'them' feeling. Within the project we have one goal, and by realizing this goal gives us as strong groups feeling!'* Another project member didn't see the relationship as high and mentioned that the experienced faultlines didn't affect their cooperation within the group.

4.3.4 Conclusion Case 3

To conclude it can be said that the responsibilities and hierarchy is organized well within this project. Not only by just saying so, but also in a manual where everything is written down. There was only one member of the line organization member, who mentioned a change trigger, for the rest the respondents only mentioned non-change event triggers. In this case the respondents perceived more different sorts of faultlines bases, interests and competence where the strongest perceived faultline bases. Furthermore, behavioral integration within the project team was perceived high, but in relation to the perceived faultlines two out of four project members didn't indicate it as high. At last, it was remarkable to see that the line organization members seem to know that the integration within the project team was high, especially because the geographic distance between the line and project team was far.

4.4 Case 4: Project Z and Line Organization Z

Project Z represents a project in middle of the Netherlands, which is focusing in making better train stations and a clear defined rail plan. The responsibilities are clear between the line organization and project. The members mentioned that their contact is not that often, one project member said: *'we only need the line organization when we come across deviations'*. They only speak each other quarterly to see how the project is functioning. The changes in the project are being called risks. They try to anticipate on every change that could occur, which contains time, scope and money and sometimes they just 'put a lock' on the changes to protect the project. But in time they have to deal with emergent changes, which have to do with getting a license or the procedure.

4.4.1 Change Faultline trigger

Within this case members reflected on differences of which they became aware during an event. In this case there was only one project member out of four and no one from the line organization, which mentioned a non-change trigger. Because of the low frequency it will be mentioned in this section. He mentioned the different interests concerning starting a project, as a trigger to activate the faultlines between the project a line organization. He said: *'People who lived surrounded this project, were not very happy that we wanted to start this project. But the interest of the project was; getting finished in time. We had already all the licenses we needed. But the line organization didn't want us to just go ahead and start in this matter. Their interest was the image of the project, so they couldn't just do it. (...) So I had to intervene and think about both interests (...).'*

Differential change interests were mentioned as a change trigger event, by two project members out of four and one line organization member out of two. The trigger was different interest concerning a planned change. The planned change entailed reducing costs planned by the line organization, this activated the different interest between the line organization and project team. One project member said: *'when reduction has to be made, which is decided by the line, that hits the project enormously. (...) You see the interest of the line, at that moment, is to make sure they say a careful goodbye to the people, while the interest of the project is to keep those people on board because they have so much knowledge.'* There was also one project member, which mentioned a different planned change as a trigger to activate different interests. He mentioned that at the moment durability is very important for the line, so every project had to incorporate durability in their projects. He said: *'every project had to incorporate durability, but I felt like that is just not relevant for my project, why do I have to do it now. So that causes discussion.'*

4.4.2 Faultline bases

All line organization members and project members experienced faultline bases. The faultline bases that were reported by the project and line organization members will be reported below. After this, the relationship with other potential faultline bases collected through the survey will be addressed in table 5.

Interests were indicated as the strongest and only perceived faultline base in this case. Four out of four project members and two out of two line organization members indicated this as a perceived faultline base. One project member said: *‘the project is has the project results as biggest interest, and that is not always the interest of the line organization. (...) The line has their focus on the total business goals of the company. Yes, that gives tension sometimes.’* Another project member said: *‘ (...) the project has a start and an end date. (...) Their interest is what do I need to realize these goals to finish the project. And the line organization has much more than that. They have in their interest, next to realizing the goals of the project also the interest to have a happy outside world.’* At last another project member said: *‘the project is the priority and it has to be finished. But the line can say, no we are not going to do it, because we are missing still another signature. This makes you aware that the interests of the project and line organization appear to be different.’* The line organization members also perceived interests between line and project as a faultline base. One line organization member mention: *‘I’m aware that the project has appointments with their environment, which are leading for finalizing the project, I think also of them as leading. But I also have the interests of the whole organization (...). These interests of them can stand in the way with our organization goals.’*

Furthermore, table 5 shows the two subgroups. Both the project team as well as the line organization indicates the performance of the project team and the learning ability high. The locus of control internal is much higher of the project team than it is of the line organization. And they both score low on locus of control external.

Respondent	Z-P1	Z-P2	Z-P3	Z-P4	Z-L5	Z-L6
Function	Area Manager	Manager	Program Controller	Region Director	Program Manager	Department Manager
Age	44	41	54	51	51	49
Tenure*	24	36	48	24	48	12
Educational background	HBO	WO	HBO	HBO	WO	HBO
Performance	5,38**				6	

project team		
Learn Ability	5	5,25
Project Team		
Locus of control (internal)***	5,69	4,25
Locus of control (external)****	3,06	3,13

Table 5: Information Case Z

*)= Months in the project team

**) Italics = average of the whole subgroup

***)=Team expects to have control over their life, Scale (1-7)

****)= Team expects luck to have control over their life, Scale (1-7)

4.4.3 Behavioral integration

The level of behavioral integration is perceived high within this project, but two out of four project members didn't perceived the relation with the perceived faultlines and behavioral integration as high. One out of the two line organization members mentioned that he felt that the integration within the project team was high. He said: *' I think that is very good. But the project manager had a little of bad luck (...). Because there was a period when he had not enough facilitation of the line organization. Because a lot of members in the project were away, some were sick. (...) So that gives struggles within the project team. So the integration is good, but there is also need for enough facilitation from the line organization.'*

Joint decision-making was indicated high in relation to the perceived faultlines by three out of four project members. One project member didn't saw behavioral integration in relation to the perceived faultlines, only in relation to joint decision-making. She said: *'Yes that is very clear, because you have to anticipate on what the line organization is probably going to do. That could have the influence that the joint-decision making within our project team will be different. So that has a clear influence.'*

Information exchange was indicated high in the whole project team. One project member mentioned: *'With our clear project agreements, we can easily communicate open within the project team.'* Another project member mentioned: *'I think the differences how they are between us, that we know that we have clear agreements and that helps us to communicate with each other. (...) not all of the agreements are always clear in the line organization, (...) but when we have our clear agreements than everything will be just fine.'*

Collaborative cooperation is indicated high in relation with the perceived faultlines, but only by two out of four project members. One project member mentioned: *'Well I don't*

see the relation with these two concepts.’ Another project member said: ‘it gives you the feeling that you have an enemy in common, and that always help. When the project has something in their process, which the line organization only makes harder. This helps building cohesiveness within our group.’

4.4.4 Conclusion Case 4

To conclude it can be said that the responsibilities between the line organization and project are well organized. They are not that often in contact, only when the project comes across deviations and once per quarter year. The most experienced change in this case, was a planned change, which contained reducing of the costs of the whole organization. This brought a faultline trigger of different change interests. The only faultline base in this case were the perceived interests between line and project. Everyone perceived this faultline base in this case. At last, not everyone in the project team saw the relation between the behavioral integration and the experienced faultlines between project and line. However, everyone in the project had indicated the behavioral integration within the project as high and also by one out of the two organizational members.

4.5 Cross-case analysis

Within this section, the findings of the four cases will be discussed and compared in order to integrate results, appoint patterns and point out the differences and similarities across cases.

4.5.1 Faultline triggers

When analyzing and comparing the four cases, it is apparent that there are differences. In total, the participants from the line and project of all four cases mentioned 9 instances of change related faultline triggers and 14 non-change related trigger events. Change-related triggers were actions or occurrences directly related to a planned or emergent change that resulted in faultline activation, whereas non-change related triggers hold no relation with the change itself but did result in faultlines. It is apparent that changes within the project can increase awareness of faultlines between project and line organization. Within case 1 there were 7 non-change related triggers and 2 change related triggers reported, within case 2 there were only 3 change related triggers reported and no non-change related triggers, within case 3 there were 6 non-change related triggers and 1 change related trigger reported and at last in case 4 there was 1 non-change related trigger and 3 change related triggers reported. Every project had their own phase they were occurring in. This influenced the fact if the project had

to anticipate with a lot of changes or not. Like in case 3, the respondents mentioned they were still in the preparation phase, which explained why there was only 1 change trigger and 6 non-change triggers. Only case 2 appeared to have only change related triggers, the participants noticed that change triggered the faultlines between line organization and project team. In overall, there were more non-change related triggers than change related triggers, which made the participants aware of their differences. This was due to the fact that most of the participants mentioned that when a situation occurred where the interests of the project and line organization came together, it made them aware of the fact that they both had another functional interest.

As can be viewed in table 6 the most frequently reported change trigger event was differential interest (8) and the most frequently non-change trigger event was also differential interest (8). The change related trigger with the less frequency was differential function (1). When comparing the cases, it stands out that case 1 represents most faultline triggers. In this case the project and line organization members had experienced more situations in which they became aware of the differences between each other. Case 2 represents the least faultline triggers, because they mentioned that there were no particular situations, which made them aware of their differences. They were always aware of the differences they had. Furthermore, it is clear that the most mentioned trigger is differential interest. This is due to the fact that in all of the cases it was mentioned that, when there was a situation when the interests of the line organization and project team came together, it was clear that these interests were different from each other.

To conclude, non-change and change related triggers can both cause awareness of faultlines between project and line organization. It is clear that the triggers are more non-change related that activated the faultlines between the line organization and project team in these cases.

<i>Change related faultline trigger</i>	Frequency per case (in number of project members and line organization members that have reported the trigger).				
	Case 1: A	Case 2: S	Case 3: D	Case 4: Z	Total:
Differential interests	2	3		3	8
Differential function			1		1
Total	2	3	1	3	9
<i>Non-change related faultline trigger</i>	Case 1: A	Case 2: S	Case 3: D	Case 4: Z	Total:
Differential interests	5		2	1	8

Differential treatment	2	1		3
Simple contact		3		3
Total	7	6	1	14

Table 6: Faultline trigger occurrences throughout all cases.

4.5.2 Faultline bases

Data showed that different faultline bases were perceived by the project team and line organization. Some as a result of faultline triggers others without a trigger. A total of 9 line and 13 project members reported a total of 37 faultline bases. The most important faultline base that was indicated by the line and project members was interest (19). It was clear that the interest of the line organization was perceived as very different from the interest of the project team and vice versa. The interest between the line organization and project team, which was often mentioned, was that the line organization was control oriented and project was result oriented. These two interests were often indicated as a contradiction between the line and project, it brought tension between the two. One thing that the project members made clear is that they don't like too much rules and control upon them. Some project members said that it is in their interest to finish the project within the margins of scope, time and money. Where the line organization members mentioned that it was in their interest to control if the project team did abide these margins, because in the end it will be the line organization that will be held responsible for the result of the infrastructural project.

The faultline base that was indicated with less frequency was status (1). This was a faultline base where almost none of the participants were aware. Case 1 perceived the most frequency of faultline bases (15) and cases 3 and 4 both less frequency of faultlines (6). There were no social category faultline bases, which were noticed by the participants, this only became visible in the surveys. All the faultline bases, which the participants were aware, were information faultline bases.

<i>Faultline bases</i>	Frequency per case (in number of line and project members whom reported)				
	Case 1: A	Case 2: S	Case 3: D	Case 4: Z	Total:
Competence	3		2		5
Function	4	2			6
Interests	5	4	4	6	19
Organization tenure	3		1		4

Organization culture			2		2
Status			1		1
Total:	15	6	10	6	37

Table 7: Overview faultline bases per case

4.5.3 Behavioral integration

In all of the cases the level of behavioral integration within the project team was indicated as high. Project members in every project felt that their group had a high level of behavioral integration. But not everyone mentioned that the level of behavioral integration had a relationship with the perceived faultline bases with the line organization. Total of the three concepts that indicated behavioral integration in relationship to the perceived faultlines were 31. The most frequency of project team members saw information exchange in relation to the experienced faultlines. They felt that because of the experienced faultlines, they had the need to communicate open and effective with each other. The project members mentioned both joint decision-making and collaborative cooperation in relationship to the experienced faultlines in equal frequency (9). In overall, it was remarkable to see that the perceived faultlines with the line organization could also bring positive influence to the project team. Like mentioned in case 1 and case 4, the perceived faultlines with the line organization gave them the feeling that the project team had an enemy (line organization) in common, which caused an even more integrated project team.

<i>Behavioral integration within the project team</i>	Frequency per case (in number of line and project members whom reported)				
	Case 1: A	Case 2: S	Case 3: D	Case 4: Z	
Impact	High	High	High	High	Total:
<i>Behavioral integration within the project team in relation with the activated faultline bases</i>	Case 1: A	Case 2: S	Case 3: D	Case 4: Z	
Joint decision-making	2	2	2	3	9
Information exchange	3	2	4	4	13

Collaborative cooperation	3	2	2	2	9
Total:	8	6	8	9	31

Table 8: Overview behavioral integration per case

CONCLUSION AND DISCUSSION

First of all, the research question, its corresponding sub-questions and their theoretical implications will be addressed. Second, managerial implications and limitations will be discussed. Finally some suggestions will be given for future research.

Sub question 1: How do perceived faultlines between line organization and project team affect behavioral integration within a project team?

In this research the behavioral integration is defined by Hambrick (1944: p188) as ‘‘the degree to which mutual and collective interaction exists within the group’’. Li & Hambrick (2005) added three main indicators to it: information exchange, collaborative behavior and at last joint decision making within the group. As it is already indicated in the result section, the level of behavioral integration within each project team was indicated as high. In every case the project team mentioned that they feel that their team is integrated, even though everyone in a project team has its own function, they still feel connected to each other (Rupert, 2012). When it comes to the experienced faultlines with the line organization affecting the behavioral integration within the project team, it can be said that most of the project team members did saw this relationship. It was made clear that a few of the project members mentioned that the differences with the line organization helped to create cohesiveness within the project team. Like mentioned in the results section, they got the feeling that they have a ‘common enemy’ or that it is ‘our’ interests against ‘their’ interests. This creates behavioral integration within the project team, which indicated that they tried to make decisions, which are concerning the line organization, together. This makes them have a high level of joint decision-making and an open and effective information exchange. Joint decision-making is a project team task process in which information and influence over decision-making are shared, and there is a high level of interaction among the individuals of the project team (West, 2002). Without a high information exchange in the project team, they wouldn’t

achieve their project goals, but also with a negative relationship with the line organization achieving these goals would be difficult.

Sub question 2: Which faultline bases affect the relation between line organization and project the most?

Faultline bases, which were discussed in the literature review, were not all mentioned by the participants in this research. The social category faultline bases like age or race, were not mentioned by the project and line organization members. The project and line organization members mention only perceive informational faultlines (Jehn & Bezrukova, 2009). It was remarkable because these faultlines are based on less observable attributions compared to faultlines which are shaped along social category. The faultline base, which had the most frequency in this research, was functional interest. A lot of project members and line organization members became aware of their different interests. They had their own goal and focus in the projects, which sometimes led to conflict between the members (Jehn et al, 2009). The project members mentioned that they are not fond of the rules that the line organization is giving them. This could negatively affect the relationship between project and line organization. When the line organization starts to control the project team more than it should, the project team will distance themselves more from the line organization. On the other side, some of the project and line organization members mentioned that it could also influence it positively, by making them aware of their differences and let them agree on disagreeing.

One faultline base, which was not always mentioned frequently by the participants, but was perceived by the investigator of this thesis, was the geographic faultline. Polzer, Crisp, Jarvenpaa & Kim (2006) proposed that team members may use differences in geographic location, just as they are using differences in demographic categories or information categories as a basis for self-categorization. The investigator of this thesis perceived that the fact that the relationship was very formal and clear organized between the project and line organization, was because they had different geographic locations. This made the contact between the two less face-to-face and made them contact each other less often. Polzer et al. (2006) found that members had better relations with their collocated peers than with distant peers. They mentioned that people at different sites have fewer chances for social contact and face-to-face communication, whereas people at the same site which have enough social interaction. This is also a reason why the most line organization members couldn't answer the

question if the project team was integrated as a team. It was because their geographic locations were different; they didn't see each other often.

In conclusion, participants indicated functional interests as the most important faultline base; geographic location can also be indicated as an important faultline base between the two subgroups (Polzer et al.).

Sub question 3: Which (change) events activate faultlines between project and line organization?

Planned and emergent change shows clear faultline triggering properties in some cases. But also non-change events are indicated as triggering faultlines between project and line organization. In this research non-change events are mentioned more frequently than change related events. The most important trigger that activated the faultlines, were differential interests. When interests of project and line organization come together, participants mentioned that it made them aware of their different interests. The faultline triggers as proposed by Chrobot- Mason et al. (2009) are not all mentioned in high frequency by project and line organization members. Changes that trigger activated faultlines can be both planned as emergent change. Most of emergent changes within the projects are named risks. The projects tried to map all of the emergent changes so they wouldn't be surprised, but as mentioned in case 1 with the scooter parking place, they cannot always forecast everything. Most of the planned change, which were indicated as a trigger in these cases, come from line organization in form of reorganization or cutting the costs. Especially cutting in the costs wasn't easy for the project team in case 4, because they had to miss a lot of team members that had a lot of knowledge.

Research Question: How does change trigger faultlines between project and line-organization and what are the effects of such faultlines on the behavioral integration within the infrastructural project team?

Within the project team and line organization, change related faultline triggers occurred mainly through different change interest in result of planned change or emergent change. Also non-change triggers played a big role in activating dormant faultlines. The faultline base that is activated in the most of the cases is interest. The effect of experienced faultlines with the line organization on the behavioral integration within the project team is indicated as high.

The results show that the experienced faultlines with the line organization has positive effect on the behavioral integration within the project team. The differences with the line organization made the project team feel more integrated with each other; them as a team against the outside world (line organization).

Theoretical implications & Future research directions

As originally mentioned by Lau & Murnighan (1998), faultlines can be made along different diversity attributes. To that extent, the range of faultline bases or diversity attributes presented in this research are in line with earlier findings within the faultlines theory. However, what tends to be ignored by previous research on faultlines is the impact of change that members perceived during an infrastructural project. This research shows that in situations where there are planned or emergent changes during a project, trigger events and resulting faultlines become noticeable. This implicates importance of how change can activate dormant faultlines between project and line organization (Gover & Duxbury 2012). So, besides considering different diversity attributes between line organization and project team as proposed by the faultline theory, it also shows importance of change as a faultline trigger between project and line organization. Additionally, it is argued that studies regarding organizational change often ignore the impact of change in terms of demands, increased workloads and adaption that is required from a project team and what this can do to the relationship between line and project team (Judge, Thoresen, Pucik & Welbourne, 1999). Considering this, future research should focus on the impact of change and how it can be reduced in order to prevent faultlines from getting activated.

Secondly, events as proposed by Chrobot-Mason et al. (2009) are also recognizable within this research. Different faultlines bases are activated by for example differential treatment, simple contact or differential interests. However, beside the events of Chrobot-Mason et al. (2009), the role of geographic location and its impact on the relationship between line organization and project team brought new insights into this research. This is in line with suggestions of Polzer et al. (2006), who found that members had better relations with their collocated peers (project team) than with their distant peers (line organization). By emphasizing location, differential interests or simple contact as a likely source for triggering faultlines, this study provides empirical support that these events activated faultlines between project and line organization, which causes them to become more separated from each other. Although this result is also consistent with the faultline model (Lau & Murnighan, 1998), it stands in contrast to empirical studies that have found beneficial effects (learning and

performance) for groups (Thather, Jehn & Zanutto, 2003). So, more research is needed to explain when activated faultlines can be beneficial and when they can be harmful.

Finally, as Hambrick (1994) introduced behavioral integration as a way to describe a group's overall degree of mutual and collective interaction, which is manifested in information sharing, joint decision-making and cooperative collaboration. However, this research provides a more nuanced understanding of the roles of behavioral integration dimensions in the project team. Previous studies on behavioral integration have dominantly been limited to top management teams (e.g., Hambrick, 1998; Simsek et al., 2005). They tended to recast the three dimensions of behavioral integration into an all-encompassing construct (Liu, Chen & Tao, 2014). Controversy, this research focused on whether each dimension independently had a relationship with the activated faultlines in infrastructural projects. The results show that 'common enemy' (line organization) made the project team more integrated with each other. This comes with the question what the effect of the 'common enemy' is on the relationship between line organization and project team. So, more research is needed to explain what can cause behavioral integration within the relationship of the whole infrastructural project.

Managerial implications

Since faultline activation and resulting subgroups (line organization and project team) can cause conflict in the relationship between line organization and project team and can harm project performance (Mannix et al, 2005), exposing the underlying mechanisms provides valuable information for line organizations and project teams. When implementing a planned change, members of the line organization, have to carefully consider their approach. This will also influence the project team. Considering different interests regarding change of the project team and facilitating them during change seem to be desirable in order to prevent faultlines from getting activated in early stages of a change. Importantly, this study shows that change holds an important relation with faultline activation between project and line organization. Besides change events also differential interests activated most faultlines between line organization and project. So, preparing members of the project and line organization to deal with changes during a project and making sure compromises are made between the two when addressing change, should therefore be priority for the whole line organization in order to come with a successful infrastructural project.

Furthermore, differences in informational attributes are mostly a result of held functions between project and line organization, which enhanced the possibility of faultline

formation based on these attributes. As was indicated by Gover & Duxbury (2012), forcing the line organization and project team to collaborate will only activate faultlines. The line organization should therefore consider having a mediator, which will take both interests in mind during a change, and let them cooperate without letting faultlines be activated. Furthermore, managers should determine to which social identities the members belong prior to the launch of change and assess the impact of the initiative on social identity groups (Shah & Shah, 2010). Managers can use the diagnostic tool that is presented by Gover & Duxbury (2012: p 68). In order to assess whether strong faultlines between identity groups exist.

Finally, this research shows that the level of behavioral integration within the project team is high. This manifested in information exchange, joint decision-making and cooperative collaboration (Li & Hambrick, 2005). To help smoothing the relationship between project and line organization and activate less faultlines between them, members of the project and line organization should hold their level of behavioral integration high. This could be done, by bringing their geographic locations more closely together (Polzer et al. 2006), which will help improve the level of behavioral integration within the relationship of project and line organization. To conclude, by creating a common goal or vision that applies to the interests of the two subgroups, group members are less likely to perceive differences and feel more group cohesion in the infrastructural project (Gover & Duxbury, 2012; Chrobot-Mason et al, 2009). According to Cawsey, Deszca & Ingols (2012) bottom-up visioning is a useful instrument that can be used to involve group members in the process of vision formation.

Limitations

This research encompasses a number of limitations that should be noted. First, the sample of this study is limited. As only four infrastructural projects have been studied. Applying this research across more infrastructural projects can lead to a better assessment of results and patterns found within this research. Eventually, this can lead to a more diverse or constant picture regarding faultline activation.

Second, due to availability of project members, the project team didn't consist of all members of the IPM team, which means that not all perspectives of every function in the project team is considered. For future research asking every IPM member can lead to more consistent and divers answers.

Third, with respect to the respondents, answer bias is a plausible limitation as the participants might provide socially viable answers, as opposed to their personal truth. For example, some project team members tried not to provide the investigators with too negative answers about the line organization. In order to prevent this, the researchers kept on probing

questions in order to obtain answers that were not socially desirable and assure the participants that this will be held anonymously and no names will be visible. Also, because some participants had to leave at the last moment because of personal issues and some had limited time because the interviews were held at the end of the year, the researchers had to do the interview on the phone or send an email. Here the possibility of response bias should not be excluded.

Fourth, the project managers due availability and time pressure chose participants of this study within the different cases. Consequently, the possibility of selection bias cannot be ignored. Randomly selecting participants and cases will prevent bias in qualitative research (Van Aken et al., 2012), but this was not possible within these cases. Future research would benefit from selecting all of the participants randomly.

Finally, another limitation of this study is researcher bias, because it was difficult in some cases to make a distinction between a faultline and a faultline base. Although the researcher tried to minimize this, by involving a study colleague in the data analysis, it was unfortunately not practicable due to the broad size of the transcripts. The researcher has tried to overcome this by coding all transcripts for a second time, to integrate learning effects and question the statements underlying certain codes. Nevertheless, it remains extremely hard to eliminate researcher bias when conducting research by oneself. I do not have the misconception that other scholars would not have deducted different conclusions from the same dataset, or admission to the same cases for that matter; therefore the results must be interpreted with caution.

REFERENCES

Aken, van, J.E., Berends, H., & Bij, H. van der (2012). Problem solving in organizations: A methodological handbook for business and management students, 2nd edition. Cambridge University Press.

Aretz, H.-J., & Hansen, K. (2003). Erfolgreiches Management von Diversity. Die multikulturelle Organisation als Strategie zur Verbesserung einer nachhaltigen Wettbewerbsfähigkeit. *Zeitschrift für Personalforschung*, 17(1), 9–36

Argote, L., Gruenfeld, D., & Naquin, C. (2001). Group learning in organizations. In: M.E. Turner (ed.), *Groups at work: Advances in theory and research*. New York: Erlbaum, p. 369-411.

Armenakis, A. A., & Bedeian, A. G. (1999). Organizational change: A review of theory and research in the 1990s. *Journal of Management*. Vol. 25(3): 293-315.

Baarda, D.B., de Goede, M.P.M., & Teunissen, J. (2005). Basisboek kwalitatief onderzoek: Handleiding voor het opzetten en uitvoeren van kwalitatief onderzoek. Wolters-Noordhoff, Groningen

Balogun, J., & Johnson, G. (2005). From intended strategies to unintended outcomes: The impact of change recipient sensemaking. *Organization Studies*. Vol. 26(11): 1573-1601.

Bodenhausen, G. V. (2010). Diversity in the person, diversity in the group: Challenges of identity complexity for social perception and social interaction. *European Journal of Social Psychology*. Vol. 40(1): 1-16.

Bouckenooghe, D. (2010). Positioning change recipients' attitudes toward change in the organizational change literature. *Journal of Applied Behavioral Science*. Vol. 46(4): 500-531

Boyatzis, R.E. (1998). Transforming qualitative information: Thematic analysis and code development. Thousand Oaks, C.A.: Sage.

Burnes, B. (2014). *Managing Change (Sixth.)*. Essex, UK: Pearson Education Limited.

Byrne, D. E. 1971. *The Attraction Paradigm*. San Diego, CA: Academic Press.

Carton, A. M., & Cummings, J. N. (2012). A theory of subgroups in work teams. *Academy of Management Review*. Vol. 37(3): 441-470.

Cartwright, D., & Zander, A. 1968. *Group dynamics: Research and theory* (3rd ed.). New York: Harper & Row.

Cawsey, TF., Deszca, G., & Ingols, C. (2012). *Organizational change: an action-oriented toolkit* (2nd edition), SAGE Publications Inc: United States of America.

Chrobot-Mason, D., Ruderman, M. N., Weber, T. J., & Ernst, C. 2009. The challenge of leading on unstable ground: Triggers that activate social identity faultlines. *Human Relations*, 62(11): 1763- 1794.

Cohen, S. G., & Bailey, D. E. 1997. What Makes Teams Work: Group Effectiveness Research From the Shop Floor to the Executive Suite. *Journal Of Management*, 23(3): 239-248.

Cooper, D.R., & Schindler, P.S (2008) *Business Research Methods*. 10th edition. New York, United States: McGraw-Hill.

Creswell, J. W. (1998). *Qualitative inquiry and research design; Choosing among five traditions*. California, United States: SAGE Publications Inc.

Doody, O., & Noonan, M. (2013). Preparing and conducting interviews to collect data. *Nurse Researcher*. Vol. 20(5): 28-32.

Dutton, J.E., Roberts, L.M., Bednar, J., (2009), “Positive identities and organizations: an introduction and invitation”, in Roberts, J.M., Dutton J.E. (Eds.), *Exploring Positive Identities and Organizations*, pg. 3-20, New-York, Psychology Press.

Egan, T. M. (2005). Creativity in the context of team diversity: Team leader perspectives. *Advances in Developing Human Resources*, 7(2), 207–225.

Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review*. Vol. 14(4): 532-550.

Eisenhardt, K. M., Graebner, M. E. (2007). Theory Building from Cases: Opportunities and Challenges. *Academy of Management Journal*, 50 (1), 25-32.

- Fiol, M. (2002). "Capitalizing on Paradox: The Role of Language in Transforming Organizational Identities", *Organizational Science*, 13 (6), pg. 653-666.
- Fleury, M. T. L. (1999). The management of culture diversity. *Industrial Management & Data Systems*, 99(3), 109–114.
- Garcia-Prieto, P., Bellard, E., & Schneider, S. C. (2003). Experiencing diversity, conflict, and emotions in teams. *Applied Psychology: An International Review*. Vol. 52(3): 413-440.
- Gibson, C., & Vermeulen, F. (2003). A healthy divide: Subgroups as a stimulus for team learning behavior. *Administrative Science Quarterly*, 28, p. 202-239.
- Gover, L., & Duxbury, L. (2012). Organizational faultlines: Social identity dynamics and organizational change. *Journal of Change Management*, 12 (1), 53-75.
- Gratton, L., Voigt, A., & Erickson, T. 2007. Bridging Faultlines in Diverse Teams. *MIT Sloan Management Review*, 48(4): 22-29.
- Guzzo, R. A., & Dickson, M. W. (1996). Teams in organizations: Recent research on performance and effectiveness. *Annual Review of Psychology*, 47(1), 307.
- Hackman, J.R. (1987). The design of work teams. *Handbook of Organizational Behaviour*, 315-342.
- Hall, J. L. 2013. Managing Teams With Diverse Compositions: Implications For Managers From Research on the Faultline Model. *SAM Advanced Management Journal*, 78(1): 4-10.
- Hall, A. L., & Rist, R. C. (1999). Integrating multiple qualitative research methods (or avoiding the precariousness of a one-legged stool). *Psychology & Marketing*. Vol. 16(4): 291-304.
- Hambrick, D. C. 1994. Top management groups: A conceptual integration and reconsideration of the "team" label. In B. M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior*, vol. 16: 171– 213. Greenwich, CT: JAI Press.

Harrison, D. A., Price, K. H., & Bell, M. P. 1998. Beyond relational demography: Time and the effects of surface- and deep-level diversity on work group cohesion. *Academy of Management Journal*, 41: 96–107.

Harrison, D. A., Price, K. H., Gavin, J. H. & Florey, A. T. (2002). Time, teams, and task performance: Changing effects of surface- and deep-level diversity on group functioning. *The Academy of Management Journal*. Vol. 45(5): 1029-1045.

Haslam, S. A. (2004) *Psychology in organizations: The social identity approach* (2nd ed.). London: Sage.

Houghton, C., Casey, D., Shaw, D. & Murphy, K. (2013). Rigour in qualitative case-study research. *Nurse Researcher*. Vol. 20(4): 12-17.

Hoegl, M., & Gemuenden, H. G. (2001). Teamwork quality and the success of innovative projects: A theoretical concept and empirical evidence. *Organization Science*, 12(4), 435-449.

Horwitz, S. K., & Horwitz, I. B. 2007. The effects of team diversity on team outcomes: A meta-analytic review of team demography. *Journal of Management*, 33: 987-1015

Jackson, S. E., & Ruderman, M. N. (Eds.). (1996). *Diversity in workteams: Research paradigms for a changing workplace*. Washington, DC: *American Psychological Association*.

Jehn, K. A., & Bezrukova, K. (2010). The faultline activation process and the effects of activated faultlines on coalition formation, conflict, and group outcomes. *Organizational Behavior and Human Decision Processes*. Vol. 112(1): 24-42.

Judge, T. A., Thoresen, C. J., Pucik, V. & Welbourne, T. M. (1999). Managerial coping with organizational change: A dispositional perspective. *Journal of Applied Psychology*, 84, 107–122.

Knippenberg van, D., De Dreu, C. K. W., & Homan, A. C. (2004). Work group diversity and group performance: An integrative model and research agenda. *Journal of Applied Psychology*. Vol. 89(6): 1008-1022.

Knippenberg van, D., van Schie, E.C.M., (2000), “Foci and correlates of organizational identification”, *Journal of Occupational and Organizational Psychology*, Vol. 73, pg. 137-147.

Kovoor-Misra, S. (2009), “Understanding perceived organizational identity during crisis and change: A threat/opportunity framework”, *Journal of Organizational Change Management*, 22 (5), pg. 494-510.

KPMG Advisory, 2013 Project management survey report

KPMG (2013) 25 Global Program Management Survey - A UK Perspective, online at: www.kpmg.ie/clientseminars7/GlobalSurvey.pdf

Lau, D., & Murnighan, J. K. (1998). Demographic diversity and faultlines: The compositional dynamics of organizational groups. *Academy of Management Review*, 23: 325–340.

Lau, D. C., & Murnighan, J. K. (2005). Interactions within groups and subgroups: The effects of demographic faultlines. *Academy of Management Journal*, 48 (4), 645-659.

Lewin, K. (1939). ‘When facing danger’. In Lewin, G. W. (Ed.), *Resolving Social Conflict*. London: Harper & Row.

Li, J., & Hambrick, D.C. (2005). Factional groups: A new vantage on demographic faultlines, conflict and disintegration in work teams. *Academy of Management Journal*, 48, p. 794-813.

Loden, M., Rosener, J. B., & Rosener, J. (1991). *Workforce America managing diversity as a vital resource*. Homewood, IL: Irwin/Mcgraw Hill.

Love, P.E.D., Irani, Z., Cheng, E., & Li, H. (2002). A model for supporting inter-organizational relations in the supply chain. *Engineering, Construction and Architectural Management*, 9, p. 2-15.

Mannix, E.A., & Neale, M.A. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. *Psychological Science in the Public Interest*, 6 (2), p. 31-55.

Marvasti, A. B. (2004). *Qualitative research in sociology*. London: SAGE publications Ltd.

Meyer, B., Shemla, M., & Schermuly, C. C. (2011). Social category salience moderates the effect of diversity faultlines on information elaboration. *Small Group Research*. Vol. 42(3): 257-282.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*, 2nd edition. United States: SAGE Publications.

Osarenkhoe, A. (2010). A study of inter-firm dynamics between competition and cooperation: A cooperation strategy. *Database Marketing & Customer Strategy Management*, 17, p. 201-221.

Pettigrew, A. M. (1987). Context and action in the transformation of the firm. *Journal of Management Studies*. Vol. 24(6): 649-670.

Pettigrew, A. M., Woodman, R. W., & Cameron, K. S. (2001). Studying organizational change and development: Challenges for future research. *Academy of Management Journal*. Vol. 44(4): 697-713.

Phillips, K.W., Mannix, E.A., Neale, M.A., & Gruenfeld, D.H. (2004). Diverse groups and information sharing: The effects of congruent ties. *Journal of Experimental Social Psychology*, 40, p. 497-510.

PriceWaterhouseCoopers (2007) *Project Success Through Project Risk Management* by D. Tilk

Pries, F., & Kuhlman, M. (2010). Hoe fragmentatie onze grootste vijand is geworden. *Building business*, juni/juli, p. 24-26.

Rowley, J. (2012). Conducting research interviews. *Management Research Review*. Vol. 35(3/4): 260-271.

Rupert, J. (2010). *Diversity faultlines and team learning*. Proefschrift. Leiden: Universiteit Leiden.

Rupert, J. (2012). De spanning van het verschil: Diversiteit productief maken (pp.147-165). In: Van Muijen, J., Rupert, J., & Tours, H. (Red). *Spanningen in en rondom organisaties*. Kluwer: Deventer.

Ruspini, E. (1999). Longitudinal research and the analysis of social change. *Quality and Quantity*. Vol. 33(1): 219-227.

Sapsford, R., & Jupp, V. (2006). Data collection and analysis. *England: SAGE Publications Inc.*

Seashore, S. E. 1977. Group cohesiveness in the industrial work group. New York: Arno.

Sawyer, J.E., Houlette, M.A. & Yeagley, E.L. (2006). Decision performance and diversity structure: Comparing faultlines in convergent, crosscut, and racially homogeneous groups. *Organizational Behavior and Human Decision Processes*, 99, p. 1-15.

Self, D. R., Armenakis, A. A., & Schraeder, M. (2007). Organizational change content, process, and context: A simultaneous analysis of employee reactions. *Journal of Change Management*. Vol. 7(2): 211-229.

Shaw, M. E. 1981. Group dynamics. New York: McGraw- Hill.

Simsek, Z. J. F., Veiga, M., Lubatkin, and R. N. Dino. 2005. Modeling the multilevel determinants of top management team behavioral integration. *Academy of Management Journal* 48: 69–84.

Smidts, A., Pruyn, A.H., van Riel, C.B.M., (2001), “The impact of employee communication and perceived external prestige on organizational identification”, *Academy of Management Journal*, Vol. 49 (5), pg. 1051-1062.

Smith, K. G., Smith, K. A., Olian, J. D., Sims, H. P., O’Bannon, D. P., & Scully, J. A. 1994. Top management team demography and process: The role of social integration and communication. *Administrative Science Quarterly*, 39: 412–438.

Strauss, J.P., Barrick, M.R. & Connerley, M.L. (2001). An investigation of relational personality effects on peer and supervisor ratings and the impact of familiarity. *Journal of Occupational and Organizational Psychology*, 74, p. 637-57.

Tajfel, H. (1982). Social psychology of intergroup relations. *Annual Review of Psychology*, 33, p. 1-39.

Tajfel, H., & Turner, J.C. (1979). An integrative theory of intergroup conflict. In: W.G. Austin & S. Worchel (eds.), *The social psychology of intergroup relations* (pp. 33–47). Monterey, CA: Brooks/Cole.

Tajfel, H., & Turner, J.C. 1986. The Social Identity Theory of Intergroup Behavior. *Psychology of Intergroup Relations*. Chicago, IL: Nelson-Hall

Thatcher, S.M.B., Jehn, K.A., & Zanutto, E. (2003). Cracks in diversity research: The effects of faultlines on conflict and performance. *Group Decision and Negotiation*, 12, p. 217-241.

Thatcher, S. M. B., Patel, T. P., 2012. Group Faultlines: A review, Integration, and Guide to Future Research. *Journal of Management*, 38 (4): 969-1009.

Tsui, A. S., Egan, T. D., & O'Reilly, C. A., III. 1992. Being different: Relational demography and organizational attachment. *Administrative Science Quarterly*, 37: 549-579.

Turner, J.C. (1987). *Rediscovering the Social Group*. Oxford: Basil Blackwell.

Wagner, D., & Sepehri, P. (1999). Managing Diversity: alter Wein in neuen Schlauchen? *Zeitschrift Personalführung*, 5, 18–21.

Wee van, B Universiteit Delft , (2013), geraadpleegd 01-10-2014,
http://www.telegraaf.nl/binnenland/21667474/___Honderd_miljard_verspild___html

Williams, K. Y., & O'Reilly III, C.A. 1998. Demography and diversity in organizations: A review of 40 years of research. *Organizational Behavior*, 20: 77-140.

Wittenbaum, G.M., & Stasser, G. (1996). Management of information in small groups. In: J.L. Nye & A.M Brower (eds.), *What's Social about Social Cognition? Social Cognition Research in Small Groups*. Thousand Oaks, CA: Sage, p. 3-28.

Yin, R. K. (2009). *Case study research: Design and methods*. Los Angeles, CA: SAGE Publications.

Zellmer-Bruhn, M.E., Maloney, M.M., Bhappu, A.D. & Salvador, R. (2008). When and how do differences matter? An exploration of perceived similarity in teams. *Organizational Behavior and Human Decision Processes*, 107, p. 41-59.

APPENDICES

Appendix A – Interview Start-up

PROJECT TEAM + LIJN ORGANISATIE

Allereerst willen wij u hartelijk bedanken voor de mogelijkheid om u te interviewen, zoals u weet zal dit interview ongeveer één tot anderhalf uur duren. Om de interviews later uit te kunnen werken vragen wij u of wij de **interviews mogen opnemen**, uiteraard is uw **anonimiteit** hierbij gewaarborgd (er zullen geen namen in onze scripties worden vermeld, ook niet die van uw organisatie). Verder zullen deze met uiterste **discretie en in alle vertrouwelijkheid** behandeld worden.

Wij willen dit laatste graag extra benadrukken; deze interviews nemen wij binnen meerdere projecten om **naar patronen in de samenwerking van projectteams te kunnen kijken**. Naderhand zullen onze bevindingen teruggekoppeld worden in de vorm van aanbevelingen voor projecten en naar Neerlands Diep. In deze terugkoppeling zullen algemene patronen worden beschreven die wij vonden in de relatie lijn- en projectorganisatie die **niet herleidbaar zullen zijn tot bepaalde projecten..**

Zoals eerder aan u is medegedeeld voeren wij in het kader van ons afstuderen een onderzoek uit dat betrekking heeft op de relatie tussen lijn en project, die vanuit verschillende invalshoeken wordt benaderd. Daarbij zijn we geïnteresseerd in de vraag hoe dit de teamsamenwerking van het projectteam beïnvloedt en hoe en het omgaan met veranderingen tijdens een project. Tevens zullen wij na het interview graag een **korte vragenlijst** bij u af willen nemen, dit zal ongeveer 5 tot 10 minuten in beslag nemen.

- ⇒ Uur
- ⇒ Vraag interviews opnemen [i.v.m. data-analyse]
- ⇒ Anonimiteit, discretie en vertrouwelijk
- ⇒ Niet herleidbaar
- ⇒ (vragenlijst)

Appendix B – Questions Project team

1: Algemene relatie lijn organisatie - project team

Eerst willen we u een paar vragen stellen over de relatie van uw project team met de lijn organisatie. In ons onderzoek bedoelen we met ‘de lijn’: **(naam)**

Vermeld: over ‘wie’ (lijn) ze vragen moeten beantwoorden.

Vermeld: alle leden van het projectteam beantwoorden vragen over dezelfde mensen.

0. Kunt u in het kort een beschrijving geven van uw functie?

0.a Hoelang bent u al werkzaam in deze functie?

1.a Heeft u helder voor ogen welke personen voor uw projectteam ‘de lijn’ vertegenwoordigen?

1b. Kunt u in het kort vertellen hoe de relatie tussen de lijn en uw projectteam eruit ziet?

1c. Hoe verloopt de samenwerking tussen de lijn en het projectteam in de praktijk?

Kunt u hiervan een voorbeeld geven?

2: Veranderingen

Projecten hebben vaak te maken met veranderingen die worden geïmplementeerd.

Twee soorten verandering: ene verandering is voorzien (dus gepland) en je hebt veranderingen die plotseling op komen zetten en waarop je niet kan anticiperen. (zij-invliegers)

We zijn benieuwd hoe de lijn en het projectteam hiermee omgaan.

1. Krijgt het projectteam veel met veranderingen te maken tijdens het verloop van het project?

Kunt u een recent voorbeeld geven

2. Hoe gaat uw projectteam om met veranderingen binnen het project?

Kunt u dit beargumenteren aan de hand van een voorbeeld?

Wat gaat goed?

Wat kan beter?

3: Relatie lijn-projectorganisatie, in termen van autonomie en vertrouwen

De volgende vragen gaan over hoe u de samenwerking ervaart in uw projectteam, in relatie tot de lijnorganisatie.

Ervaren faultlines

1. Van welke verschillen tussen uw projectteam leden en de lijn leden bent u zich bewust?
2. Kunt u de verschillen opnoemen?
3. Zijn er ook duidelijke persoonlijke verschillen tussen het projectteam en de lijn waar u bewust van bent?
4. Heeft er een situatie plaatsgevonden die u bewust heeft gemaakt van deze verschillen (van de vorige vraag)? (fau trigger)
Heeft u hier een voorbeeld van?
5. Zorgde deze situatie dat de bewuste verschillen tussen project en lijn (van de vorige vraag) versterkten? (fau trigger)
Heeft u hier een voorbeeld van?

4: Effect op de teamsamenwerking, ervaren faultlines

1. In hoeverre kan een verandering ervoor zorgen dat u bewust wordt van de ervaren verschillen (van de vorige vraag) met de lijn? (activeren van een faultline)
Heeft u hier een voorbeeld van?
2. Zijn er ook andere (bewuste) verschillen met de lijn die worden ervaren door een verandering?
Zo ja, heeft u hier een voorbeeld van?
3. In hoeverre versterkt een verandering de verschillen met de lijn? (change trigger)
Waar uit zich dit uit?
Kunt u dit toelichten met een voorbeeld?

5: Mechanismen die dit verklaren : Behavioral Integration

1. Op welk manier hebben de ervaren verschillen met de lijn invloed op de onderlinge interactie/samenwerking binnen het project?
Heeft dit überhaupt wel invloed op?
Kunt u dit nader toelichten met een voorbeeld?
2. Op welk manier hebben de ervaren verschillen met de lijn invloed op een open en effectieve manier van communiceren binnen het project?
Kunt u dit nader toelichten met een voorbeeld?
3. Op welk manier hebben de ervaren verschillen met de lijn invloed op het nemen van gezamenlijk beslissingen (beslissingen die impact hebben binnen het project) binnen het project?
Kunt u dit nader toelichten met een voorbeeld?

AFRONDEN

1. Vragenlijst

Appendix C – Questions Line Organization

Algemene informatie:

- Wat is in het kort uw functie?
- Hoelang bent u al betrokken bij het project?

1: Algemeen relatie lijn-project organisatie

1. Kunt u in het kort vertellen hoe een project doorgaans verloopt?
2. Kunt u beknopt een beschrijving geven hoe de relatie tussen de lijn en het projectteam eruit ziet?
3. Hoe ervaart u de samenwerking tussen de lijn en het projectteam in de praktijk?
En wat is kenmerkend voor de relatie met het projectteam?

2: Veranderingen

Projecten hebben vaak te maken met veranderingen die worden geïmplementeerd.

Twee soorten verandering: ene verandering is voorzien (dus gepland) en je hebt veranderingen die plotseling op komen zetten en waarop je niet kan anticiperen (zij-invliegers). We zijn benieuwd hoe de lijn en het projectteam hiermee omgaan.

1. Krijgt de lijn veel met veranderingen te maken tijdens het verloop van een project?
Kunt u een recent voorbeeld geven?
2. Hoe vindt de lijn dat het projectteam omgaat met de veranderingen binnen het project?
Kunt u dit beargumenteren aan de hand van een voorbeeld?
3. Wat is de rol van de lijn tijdens een verandering?
Voorbeeld?

3: Relatie lijn-projectorganisatie

De volgende vragen gaan over hoe u de samenwerking ervaart tussen de lijn en het project team.

Ervaren faultlines

1. Van welke verschillen tussen lijn en project bent u zich bewust?
Kunt u de verschillen opnoemen?
Zijn er ook duidelijke persoonlijke verschillen tussen het projectteam en de lijn waar u bewust van bent?
2. Heeft er een situatie plaatsgevonden die u bewust heeft gemaakt van deze verschillen met het project (van de vorige vraag)? (fau trigger)
Heeft u hier een voorbeeld van?
3. Zorgde deze situatie dat de bewuste verschillen tussen project en lijn (van de vorige vraag) versterkten? (fau trigger) Heeft u hier een voorbeeld van?

4: Effect op de teamsamenwerking

1. In hoeverre kan een verandering ervoor zorgen dat u bewust wordt van de ervaren verschillen met de lijn? (activeren van een faultline)
Heeft u hier een voorbeeld van?
Ontstaan er andere verschillen waar u bewust van wordt met het project door een verandering?
2. In hoeverre versterkt de verandering de verschillen met het project team? (trigger)
Kunt u dit nader toelichten met een voorbeeld?

5: Mechanismen die dit verklaren, behavioral integration binnen projectteam

1. Als u naar het project kijkt, in hoeverre vindt u dat de communicatie binnen het projectteam op een open en effectief manier gebeurt?
Kunt u hiervan een voorbeeld geven?
Waar uit zich dit uit?
2. Als u naar het project kijkt, in hoeverre vindt u dat er binnen het projectteam gezamenlijke beslissingen worden genomen?
Kunt u hiervan een voorbeeld geven?
Waar uit zich dit uit?
3. Als u naar het project kijkt, in hoeverre vindt u dat er binnen het projectteam goed wordt samengewerkt?
Kunt u hiervan een voorbeeld geven?
Waar uit zich dit uit?
4. Welke factoren zorgen volgens u voor een goede integratie/samenwerking binnen het projectteam?
Waar uit zich dit uit?

AFRONDEN

1. Vragenlijst

Appendix D – Questionnaire

Aanvullende vragenlijst interview teamsamenwerking Project team / Lijn organisatie

Ter aanvulling op het interview wil ik u vragen de volgende vragenlijst in te vullen. Het invullen zal 5-10 minuten duren.

De antwoorden zullen strikt vertrouwelijk worden verwerkt.

We vragen uw naam in te vullen om de gegevens aan uw teamleden te kunnen koppelen.

Na de koppeling van de gegevens zal uw naam echter worden verwijderd en zullen uw gegevens verder anoniem worden verwerkt.

Het onderzoek is uitsluitend gericht op algemene patronen in de teamsamenwerking van verschillende teams bij elkaar

en niet in de resultaten of kenmerken van individuen en/of specifieke teams.

Invulinstructie

De vragenlijst is geen test, er zijn geen goede of foute antwoorden. Vul in wat u vindt.

Als u twijfelt over een antwoord, vul dan het antwoord in dat voor uw gevoel het meest klopt.

Vul hier uw naam in:

Deel A: Teamsamenwerking (De vragenlijst van de lijn vroeg of ze wisten hoe de samenwerking in het project team was)

	Volstrekt mee oneens					Volstrekt mee eens		
1	De volgende vragen gaan over het functioneren van uw team:							
1	Mijn team presteert goed	1	2	3	4	5	6	7
2	Mijn team werkt effectief	1	2	3	4	5	6	7
3	Mijn teamleden en ik bevragen elkaar kritisch over elkaars werk om ons functioneren te verbeteren.	1	2	3	4	5	6	7
4	Mijn teamleden en ik zijn erop ingesteld om te reflecteren op ons eigen functioneren.	1	2	3	4	5	6	7
5	Mijn teamleden en ik evalueren onze zwakke punten om tot verbetering te komen.	1	2	3	4	5	6	7
6	Ons team maakt vaak gebruik van de verschillende visies om tot optimale uitkomsten te komen.	1	2	3	4	5	6	7

Tijdens het werk trekken sommige teamleden weleens meer naar elkaar toe dan anderen. Geef in de volgende vragen aan in hoeverre dit het geval is in uw team.

7	Tijdens het werk splitst mijn team zich vaak op in subgroepen.	1	2	3	4	5	6	7
8	Tijdens het werk verdeelt het team zich in verschillende deelgroepjes.	1	2	3	4	5	6	7
9	Tijdens bijeenkomsten van ons team zitten subgroepen vaak bij elkaar.	1	2	3	4	5	6	7
10	Tijdens het werk ontstaan er subgroepen binnen het gehele team.	1	2	3	4	5	6	7
11	Wat hebben de mensen die een subgroep vormen met elkaar gemeen? Geef aan welk gemeenschappelijk kenmerk zij hebben:							

Deel B: Vragen over uzelf

		Volstrekt mee oneens					Vols trekt mee eens	
1	Meestal word ik een beetje ongemakkelijk van veranderingen, zelfs als die de potentie hebben mijn leven te verbeteren	1	2	3	4	5	6	7
2	Wanneer iemand mij onder druk zet om iets te veranderen, ben ik geneigd weerstand te bieden, zelfs als ik verwacht er uiteindelijk baat bij te hebben	1	2	3	4	5	6	7

3	Over het algemeen zie ik veranderingen als iets negatiefs	1	2	3	4	5	6	7
4	Wanneer mijn leven een stabiele routine heeft, zoek ik naar manieren om dat te veranderen	1	2	3	4	5	6	7
5	Ik heb veel invloed op wat er gebeurt in mijn leven.	1	2	3	4	5	6	7
6	Ik kan mijn persoonlijke belangen gewoonlijk goed beschermen.	1	2	3	4	5	6	7
7	Wanneer ik krijg wat ik wil komt dat meestal doordat ik er hard voor heb gewerkt.	1	2	3	4	5	6	7
8	Mijn leven wordt bepaald door mijn eigen acties.	1	2	3	4	5	6	7
9	Ik heb vaak ondervonden dat wat er gaat gebeuren uiteindelijk ook zal gebeuren.	1	2	3	4	5	6	7
10	Wanneer ik krijg wat ik wil, komt dat meestal omdat ik geluk heb.	1	2	3	4	5	6	7
11	Het heeft niet altijd zin om ver vooruit te plannen, want veel dingen zijn toch uiteindelijk een kwestie van geluk of niet.	1	2	3	4	5	6	7
12	Mijn leven wordt voor een groot deel bepaald door toevalligheden.	1	2	3	4	5	6	7
13	In contacten met anderen ben ik meer toeschouwer dan deelnemer.	1	2	3	4	5	6	7
14	Als anderen veel aan het woord zijn trek ik me in mezelf terug.	1	2	3	4	5	6	7
15	Ergens in mijn hoofd ben ik altijd wel bezig met iets uit te denken.	1	2	3	4	5	6	7
16	In een groep mensen merken anderen vaak niet dat ik er ook ben.	1	2	3	4	5	6	7
17	Ik ben het liefst op mezelf.	1	2	3	4	5	6	7
18	Als er een stilte valt, vul ik graag de leegte.	1	2	3	4	5	6	7
19	Ik vraag gemakkelijk aan een ander of hij/zij iets voor mij kan doen	1	2	3	4	5	6	7
20	Ik ben vaak open over wat ik nodig heb.	1	2	3	4	5	6	7
21	Ik weet altijd wel iets te zeggen als er een stilte valt.	1	2	3	4	5	6	7
22	Ik ben altijd wel in voor een praatje met iemand.	1	2	3	4	5	6	7
23	In moeilijke situaties neem ik vaak de leiding	1	2	3	4	5	6	7
24	Ik inspireer anderen met mijn ideeën en visie.	1	2	3	4	5	6	7
25	Als er iets moet gebeuren neem ik vaak het initiatief	1	2	3	4	5	6	7
26	Anderen bewonderen mij vanwege mijn daadkracht	1	2	3	4	5	6	7
27	Ik ben vaak degene die voorstelt wat we gaan doen	1	2	3	4	5	6	7
28	Ik ben erg loyaal aan anderen.	1	2	3	4	5	6	7
29	Ik zet mezelf gauw op de tweede plaats	1	2	3	4	5	6	7
30	Ik offer mezelf vaak op om iets te doen als niemand anders wil.	1	2	3	4	5	6	7
		Volstrekt mee oneens						Volstrekt mee eens
31	Ik voel me vaak verantwoordelijk voor het lot van anderen	1	2	3	4	5	6	7

32	Ik cijfer mezelf gemakkelijk weg voor een ander	1	2	3	4	5	6	7
33	Ik vind het belangrijk om uitmuntend te presteren.	1	2	3	4	5	6	7
34	Ik heb het vaak bij het rechte eind.	1	2	3	4	5	6	7
35	Ik heb vaak een uitgesproken idee over wat goed en niet goed is.	1	2	3	4	5	6	7
36	Ik wil graag beter zijn dan anderen.	1	2	3	4	5	6	7
37	Ik kan pas tevreden zijn als mijn werk in mijn ogen perfect is.	1	2	3	4	5	6	7

Enkele korte vragen over uzelf:

- 38 Geslacht: _____
- 39 Leeftijd _____
- 40 Nationaliteit: _____
- 41 Hoe lang bent u werkzaam in deze organisatie (jaren, maanden)? _____
- 42 Wat is uw functie? _____
- 43 Hoe lang bent u werkzaam in deze functie (jaren, maanden)? _____
- 44 Sinds wanneer bent u lid van dit team (jaren, maanden)? _____
- 45 Hoeveel relevante werkervaring heeft u (jaren, maanden)? _____
- 46 Wat is uw hoogst genoten opleidingsniveau?
-) Middelbare school HBO
-) LBO WO of hoger
-) MBO Anders, nl.
- 47 Wat was uw studierichting? _____

Appendix E - Coding Scheme	Subcategory	Sub code I= Inductive D= Deductive	Definition	Example	Source
Category					
Perceived/ Activated Faultlines bases	Perceived informational faultlines	Competence (D)	Informational diversity mentions to differences in knowledge bases and perspectives that members bring to the group and are likely to appear as a function of differentiations among groups in competence.	<p><i>Project lid:</i> ‘binnen zo'n projectteam zitten zoveel deskundigheid en specialisme dat die precies weten wanneer ze welk schotje even iets moeten bijzetten. En je kunt het 'de lijn' in dit soort situaties eigenlijk niet aanrekenen of kwalijk nemen, dat ze die competenties niet hebben ontwikkeld. Dus er is een afhankelijkheidsrelatie van ‘de lijn’, die van ‘de lijn’ naar de projectorganisatie in dat opzicht. Maar andersom ook, want wij hebben hier gaan wandaad en we moeten de lijnorganisatie zo ver en zo positief weten te beïnvloeden dat zij durven oversteken.’</p>	Jehn, K.A., Northcraft, G.B. & Neale M.A. (1999). Why differences make a difference: A field study of diversity, conflict and performance in workgroups. <i>Administrative Science Quarterly</i> , 44, 741-763
		Status (D)	Informational diversity mentions to differences in hierarchy that members bring to the group and are likely to appear as a function of differentiations among groups in status	<p><i>Lijn lid:</i> ‘Op het moment dat je je positie gebruikt in de organisatie dan ontstaat er een contrast in de organisatie tussen ons en het project.</p> <p><i>Project lid:</i> ‘hij heeft wel de vrijheid om die beslissing te nemen en ook met het project team om allerlei zaken voor te bereiden en onderhandelen, maar daarin heeft ie wel ruggenspraak nodig tot bepaalde hoogte met de lijn’.</p>	Jehn, K.A., Northcraft, G.B. & Neale M.A. (1999). Why differences make a difference: A field study of diversity, conflict and performance in workgroups. <i>Administrative Science Quarterly</i> , 44, 741-763

		Function (D)	Informational diversity mentions to differences in knowledge bases and responsibilities that members bring to the group and are likely to appear as an outcome of differentiations in function	<p><i>Project lid:</i> ‘ In principe heeft zoals de opdrachtgever hier, het project heeft georganiseerd hebben we binnen bepaalde kaders heel veel verantwoordelijkheid, maar uiteindelijk ligt de bekrachtiging hier en het mandaat in de lijn. En dat is wel een wezenlijk verschil hoor. Want we kunnen wel alle beslissingen voorkauwen en voorbereiden, maar we kunnen ze feitelijk gezien niet nemen.’</p>	‘Jehn, K.A., Northcraft, G.B. & Neale M.A. (1999). Why differences make a difference: A field study of diversity, conflict and performance in workgroups. <i>Administrative Science Quarterly</i> , 44, 741-763
		Interests (I)	Informational diversity mentions to differences in knowledge bases and perspectives that members bring to the group and are likely to appear as an outcome of differentiations in the key interests.	<p><i>Project lid over lijn:</i> ‘Het team heeft het project op het oog voor een heel groot deel. Verder hebben de lijn mensen natuurlijk hun eigen loopbaan op het oog. Positief vertaald: Hun ontwikkeling. De mensen van de lijn kijken maar in zeer bescheiden mate naar een projectdoel‘</p> <p><i>Project lid:</i> ‘ Dan krijg je een effect dat het team naar elkaar toe trekt. Dan is er een gemeenschappelijke vijand, zal ik maar zeggen’</p>	Poliakova, O. (2015). Faultlines in an infrastructural project; Identifying the role of trigger events during change and the effects of faultlines activation on behavioral integration within a project team.
		Organizational tenure (D)	Informational diversity mentions to differences in knowledge bases and perspectives that members bring to the group and are likely to appear as an outcome of differentiations in organizational tenure, which can also mean the time they are working together for the same organization.	<p><i>Project lid over een lijn lid:</i> ‘Tegelijkertijd, omdat we ook al 6 jaar samenwerken, zijn we ook een beetje klaar met elkaar, dat merk je. Het is gewoon goed dat ik een andere leidinggevende krijg, dan kan ik wat anders gaan doen.’</p>	Jehn, K.A., Northcraft, G.B. & Neale M.A. (1999). Why differences make a difference: A field study of diversity, conflict and performance in workgroups. <i>Administrative Science Quarterly</i> , 44, 741-763.

		Organizational Culture (D)	Informational diversity mentions to differences in knowledge bases and perspectives that members bring to the group and are likely to appear as an outcome of differentiations in organizational culture.	<i>Project lid over lijn:</i> 'Cultuur van de lijn is controlegericht en de cultuur van het project is resultaatgericht'.	Jehn, K.A., Northcraft, G.B. & Neale M.A. (1999). Why differences make a difference: A field study of diversity, conflict and performance in workgroups. <i>Administrative Science Quarterly</i> , 44, 741-763.
Faultline triggers	Change related triggers: Planned Change	Different Change Interests (I)	The organization pro-actively identifies an area where it believes change is required and undertakes a process to evaluate and, if necessary, bring about change. Which causes to activate dormant faultlines. When interests between people in a team or between teams are fundamentally different it can trigger faultlines, which can result in social identity conflict.	<i>Project lid:</i> 'Kijk, ik merk wel dat tijdens zo'n reorganisatie, dan heeft zo'n lijnmanagement gewoon andere belangen. Die zitten in hun groepjes, die praten daarover en die creëren hun eigen realiteit. Die ontwikkelen hun eigen discours en die krijgen hun eigen manier van er naar kijken. En de mensen binnen de projecten, die natuurlijk ook heel veel samenwerken, die krijgen dat ook.	Lewin, K. (1939). 'When facing danger'. In Lewin, G. W. (Ed.), <i>Resolving Social Conflict</i> . London: Harper & Row. Poliakova, O. (2015). Faultlines in an infrastructural project; Identifying the role of trigger events during change and the effects of faultlines activation on behavioral integration within a project team.
	Change related triggers: Emergent change	Different Change Interests (I)	Emergent change is a change that is not a linear process or a one-off isolated event but is a continuous, open-ended, cumulative and unpredictable process of aligning and re-aligning an organization to its changing environment. Which causes to activate dormant faultlines. When interests between people in a team or between teams are fundamentally different it can trigger faultlines, which can result in social identity conflict.	<i>Project lid over de lijn:</i> 'Nou ja, dat is dus dat gebeuren met die capaciteitsmanager en die administratie. Van ja maar, de administratie is niet ingevoerd, ja maar En weet je, dan zeg ik, de opdrachtgever vindt het goed, wat zeur je nou. Nee, daar moet dekking voor komen. Dus ik: Nou ja, dat is de rol van de opdrachtgever en hij gaat dat regelen. Nee, dit kan niet. Dan zeg ik: Als ik wist dat het niet kan dan is het zijn probleem, niet mijn probleem. Dus laten we hem dat wel oplossen. Nee, maar daar heb jij ook last van. Ik zeg dan: Daar heb ik helemaal geen last van. Los jij het maar op'	Burnes, B. (2014). <i>Managing Change</i> (Sixth.). Essex, UK: Pearson Education Limited. Poliakova, O. (2015). Faultlines in an infrastructural project; Identifying the role of trigger events during change and the effects of faultlines activation on behavioral integration within a project team. 62(11), 1763–1794

	Non change related triggers	Differential treatment (D)	Group division can occur when groups obtain unequal opportunities in the workplace or receive unequal treatment. The treatment may have to do with distribution of resources such as promotions, opportunities or workforce (capacity people).	<p><i>Project lid:</i> ‘ ik heb dus in feite rugdekking gezocht hogerop. Ik heb niet mijn werkwijze aangepast maar gewoon gezorgd dat de lijn hun baas mij steunde. Dit maakt je niet populairder. Dat snap je wel.’</p> <p><i>Lijn over projectmanager:</i> ‘ de projectmanager zei vervolgens dat hij niet zat te wachten op iemand die nog in een leertraject zat, hij wilt alleen mensen met ervaring’’.</p>	Chrobot-Mason, D., Ruderman, M., Weber, T.J. & Ernst, C. (2009). The challenge of leading on unstable ground: triggers that activate social identity faultlines, <i>Human Relations</i> , 62(11), 1763–1794
		Simple contact (D)	When intergroup anxiety is high, simple contact between these groups can be dividing. Simply bringing these group members together can trigger a faultline.	<i>Project lid over contact met de lijn:</i> ‘Bij lijnorganisatie zijn die afstanden al groter, dus je ziet dat soms iemand daar een vraag stelt en houdt zich niet aan de lijn, ja die krijgt van mij toch een antwoord. Dus het is voor de lijnorganisatie moeilijk om zich aan die stappen te houden. Waarom, omdat dan is er weer eentje er niet en dan is er weer dit of dat.’	Chrobot-Mason, D., Ruderman, M., Weber, T.J. & Ernst, C. (2009). The challenge of leading on unstable ground: triggers that activate social identity faultlines, <i>Human Relations</i> , 62(11), 1763–1794
		Differential Interests (I)	When interests between people in a team or between teams are fundamentally different it can trigger faultlines, which can result in social identity conflict.	<i>Project lid over lijn:</i> ‘Voor de lijn die moet tientallen garages open en beschikbaar houden. En daarvoor is het handig als er een mannetje , of een klein groep mannetjes van parkeergarage naar parkeergarage rijdt als er wat mee aan de hand is. Dus over alle parkeergarages breed wordt georganiseerd. Voor het projectteam is het handig om met niks en niemand rekening te houden’’	Poliakova, O. (2015). Faultlines in an infrastructural project; Identifying the role of trigger events during change and the effects of faultlines activation on behavioral integration within a project team.
Integration (mechanism)	Behavioral integration	Joint-decision making high (D)	A high participatory of the communication process, which allows the group members to participate in effective joint decision-making.	<i>Project lid:</i> ‘. Ik kan mij wel voorstellen dat we gezamenlijk beslissen dat dat ontstaat maar dan moet er iemand klem zitten. Dan moet er één van de mensen	Li, J & Hambrick, D. C. 2005. Factional groups: a new vantage on demographic faultlines , conflict and disintegration in work teams, <i>Academy of Management Journals</i> ,

				bijvoorbeeld klem zitten tussen zijn lijn en het project. De rest niet. Dan zou dit kunnen.'	48(5), 794-813.
		Joint-decision making low (D)	A low participatory of the communication process, which allows the group members to participate in effective joint decision-making.	<i>Project lid:</i> 'Maar ik heb toch meer het idee dat de projectmanager X daar actief sturend in is, wat hij ook zou moeten doen, dat vind ik alleen maar goed, dan mijn lijnmanager. Hij neemt uiteindelijk de beslissing, niet wij met z'n allen.'	Li, J & Hambrick, D. C. 2005. Factional groups: a new vantage on demographic faultlines, conflict and disintegration in work teams, <i>Academy of Management Journals</i> , 48(5), 794-813.
		Information exchange (D)	When in a group or team information is exchanged open, qualitative and efficiently.	<i>Project lid:</i> 'Al die dingen die wij bedenken en ook echt van belang is, daar communiceren we wat meer mee om het straks netjes over te dragen. En te kunnen zeggen jij (lijn) was er zojuist zelf bij toen de wanden rood moesten worden.'	Shaw, M. E. 1981. <i>Group dynamics</i> . New York: McGraw- Hill.
		Collaborative behavior high (D)	When there is high cohesiveness/ team spirit within the group or team.	<i>Project lid:</i> 'Dit soort verschillen werkt een "wij en zij" gevoel in de hand. Binnen het project is er 1 doel, gemarkeerd door een aantal tussenmijlpalen. Het realiseren hiervan zorgt voor een sterk groepsgevoel!'	Li, J & Hambrick, D. C. 2005. Factional groups: a new vantage on demographic faultlines, conflict and disintegration in work teams, <i>Academy of Management Journals</i> , 48(5), 794-813.