North Sea Link

The “One Team” approach – an evaluation of the North Sea Link project organization

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1 Preface

This project has been drafted as part of the subject “Prosjektforum - leadership and organization” which is a mandatory course in the master program Organization, Leadership and Work life (OLA) at the University of Oslo. During this case study we have evaluated the “One Team” project organization of North Sea Link (NSL).

We want to thank the NSL project organization for the opportunity to dig deeper into this interesting project organization. Especially we want to thank our contact person at the NSL project organization, Hilde Horgen Thorstad, for always being positive and supportive of our project. We would also like to thank all of the informants that took of their time to answer our questions. This project would not have been possible without you. Also, we would like to thank our supervisor Anne Live Vaagaasar for valuable feedback and input, as well as encouragement throughout the whole project.

Furthermore, we want to thank each other for an exciting, but also challenging semester. We have learned a lot about collaboration. This has been especially interesting as we have kept on studying the collaboration of National Grid and Statnett in the NSL project organization. The “One Team” approach has given us motivation to work together as an integrated team and learn from each other’s strengths and weaknesses.

Hope this report will give some new and useful insight into the NSL project organization!

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2 Executive summary

The NSL project organization was approached by the University of Oslo, Faculty of Social Sciences, Department of Sociology and Human Geography to participate in “Prosjektforum - leadership and organization” – a program for Master students where students practically learn how to research and write reports by way of small research projects in the public or private sectors. The purpose of this project is to describe and evaluate the NSL “One Team” approach to project structure and project culture (Thorstad, 2017), and we wish to explore salient issues often present in dispersed teams and give feedback on how to best handle these obstacles. To do this we have conducted several interviews with informants from the NSL project organization, and we present the findings in this complete project report.

In total, we conducted 16 interviews during the project. We wanted to cover all the different teams in the organization by interviewing a manager and an employee from each team. Also, since the NSL project organization has 50/50 contributions between Statnett and National Grid, we wanted half of the informants to be from National Grid, and half from Statnett. This gaves us a representable sample to be able to generalize the results from the study to the NSL project organization as a whole (Maxwell, 1996).

To be able to analyze the empirical findings from the interviews we have developed a theoretical framework. First, we define the concept of relational project delivery arrangements (RPDAs) as a way to understand the formal and structural arrangements of the project organization and its dispersed teams and how this can facilitate or hinder a collaborative culture. The model shows how a project organization like the NSL can deal with the inherent opportunistic behaviour in multi-party contractual arrangements drawing upon different features that contribute to a collaborative culture (Lahdenperä, 2012). Then we include theory of organizational culture where we focus on subcultures and try to understand the premises of the informal parts of the RPDA model and understand why one develops mutual positive distinctiveness and intergroup learning. Further, we include theory of decision making and communication to describe the context and conditions for teamwork and collaboration in dispered teams as well as pointing out how to deal with the problems that can arise in this context for teamwork. Lastly, we include theory on trust and commitment as this is argued to contribute to a collaborative culture that is at the heart of the RPDA model and the goal of the NSL “One Team” philosophy. Finally, we point out how these aforementioned formal and informal aspects of the NSL project organization constitutes control and trust mechanisms that together contribute to establishing confidence in the NSL project organization and how this contributes to the project’s success.

An immediate observation is that the findings describing the organizational structure in many aspects is similar and equal to what is stated in the Project Management Plan (NSL, 2017). This is evidence that implies that employees from the different teams and organizational level have a common perception of the organizational structure that is in accordance with what is stated in paper. Theory has become project practices. We also find that the NSL project

organization is built around an integrated structure which forces collaboration between Statnett and National Grid and which leads to good use of the project resources. Further, we find that the NSL project organization have a culture of openness based on dialog and relationship building, nurturing trust. Also, we find that communication, in particular virtual communication, is important for decision making and minimizing the gap between Statnett and National Grid.

Throughout our analysis we argue that the NSL project organization is well suited for being defined as an RPDA arguing that the formal structures and procedures of the project do support a cooperative culture that enables an integrated project delivery. We find evidence that the culture is indeed a cooperative one supporting mutual respect and good faith through trust building and commitment as well as the NSL project organization is characterized by an open and active communication.

We find two rather uncommon characteristics of the NSL project organization that have positive implications. The first one is the choice to operate with two project directors. We argue that this works well because the project directors have established identification-based trust. Also, rather uncommon, is the active use of the Project Charter. We argue that the active use of the Project charter is successful because the two companies have no earlier history together, making the Project Charter one of their only common values. In summary, we find that the NSL “One Team” approach works well. However, is it flawless?

From our analysis, we unveil different issues that we argue stems from lack of availability, transparency and information sharing. We find that the VC facilities are not being used as often as one might predict, when considering that it seems like most of the informants agree that the VC tends to work well. We also find that they do not always contact the correct person if it entails virtual communication, instead they ask colleagues in close proximity to themself. We also know that the two companies do not share the same calendar. We then wonder if the lack of a common calendar creates a threshold for booking VC rooms and the use of VC facilities, increasing the attractiveness of asking the person in the same room. This implies that the NSL project organization is in lack of a system where project members have an updated status that lets other employees know if they are available for VC. Still, many of the informants talk about IT and VC facilities not being good enough and we discuss whether this might be an excuse for something else. We also detect a lack of transparency as many of the informants states that not knowing what other teams have planned for the next months makes it difficult for them to understand the project as a whole. This lack of transparency also results in making it harder for many of the informants to understand how their own contribution influence the project as an entity. We discuss the question whether more information sharing really is wanted or is it fine that members sometimes work by themselves secluded from the rest of the project?

In conclusion, it is difficult to say whether the time and resources it takes to establish new procedures and build an own culture is worth the while in the long run. Still, what we can say is that establishing an integrated project structure in the manner that NSL project organization have done, has brought with it more positive than negative effects. This indicating that NSL can be an example to follow when establishing confidence and a collaborative culture in relational multi-party contracting. All in all, our conclusion is that after our evaluation we are left with the impression that the NSL project organization has successfully created a “One Team” based structure and culture.

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3 Introduction

3.1 Short about the North Sea Link Project

North Sea Link (NSL) is a collaborative project between Statnett and National Grid, constructing the world's longest subsea electricity link between Norway and the United Kingdom. This will be the first direct connection between the Norwegian and British electricity systems and will be connected through high voltage subsea cables between Kvilldal in Rogaland and Blyth in Northumberland, England. The construction project was initiated in 2013 and has an estimated finish in 2021. The finished subsea cable will provide significant benefits for both countries regarding shared use of renewable energy, achieve climate change targets, increased security and economic growth for both countries (North Sea Link, 2018).

3.2 The structure of the NSL project organization

The NSL project organization is organized as a matrix organization with two delivery teams (Converter and Cable), and four support teams (SHEQ, PMO, CCM and Finance). The two organizations National Grid and Statnett is a joint venture. They work together collaboratively and act as one integrated team without duplications of roles as far as possible. Being located in two countries, the project organization tries to avoid an "us and them" culture and is working to achieve integration on all levels in the organization to build trust and collaboration. To manage this, the NSL project organization is following a "One Team" approach to structure their project organization (NSL, 2017).

Some of the preconditions for making the "One Team" approach work is to establish a well-managed project underpinned by exceptional teamwork (NSL, 2017). The project organization needs to have an effective and transparent governance with equal control mechanisms and reporting structure. All the procedures are similar in both countries, and the project is working after its own NSL way, and not a Statnett or National Grid way.

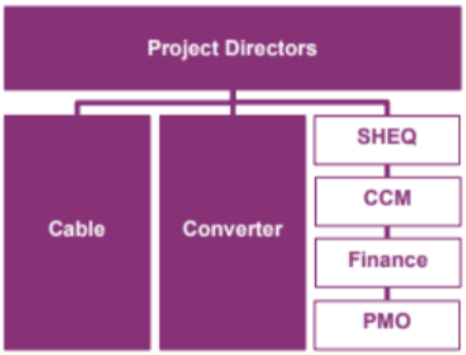


Figure 1 - Simple organizational chart (NSL, 2017)

3.3 Short description of the project report

The NSL project organization was approached by the University of Oslo, Faculty of Social Sciences, Department of Sociology and Human Geography to participate in "Prosjektforum" – a program for Master students where students practically learn how to research and write reports by way of small research projects in the public or private sectors (Thorstad, 2017). In this project report we evaluate the organizational model and performance of the NSL “One Team” project organization.

4 Theoretical Framework

This part of the report will clarify the theoretical concepts that we will use to analyse and describe the NSL “One Team” project organization and its culture. First, we will define the concept of relational project delivery arrangements (RPDAs) (Lahdenperä, 2012) as a way to understand the formal and structural arrangements of the project organization and its dispersed teams and how this can facilitate or hinder a collaborative culture. Then we include theory of organizational culture where we focus on subcultures and try to understand the premises of the informal parts of the RPDA model and understand why one develops mutual positive distinctiveness and intergroup learning. Further, we include theory of decision making and communication to describe the context and conditions for teamwork and collaboration in dispersed teams as well as pointing out how to deal with the problems that can arise in this context for teamwork. Lastly, we include theory on trust and commitment as this is argued to contribute to a collaborative culture that is at the heart of the RPDA model and the goal of the NSL “One Team” philosophy. Finally, we point out how these aforementioned formal and informal aspects of the NSL project organization constitutes control and trust mechanisms that together contribute to establishing confidence in the NSL project organization and how this contributes to the project’s success.

4.1 Relational project delivery arrangements (RDPA)

The NSL project delivery is executed through a multi-party collaboration where they strive to increase project performance through enabling integrated delivery. Moreover, the project is organized in a project matrix as earlier explained in the introduction. Lahdenperä (2012) argues that the main problem for multi-party contractual arrangements is the disintegration of the construction project process and dealing with opportunism inherent in traditional contracting. One needs to find a way that provides a holistic understanding of a relational production arrangement through the establishment of procedural and organizational means that fosters collaboration and integration of the project team, which is beneficial for the project. The performance in demanding risky projects could be improved by joint risk management. Doing so shifts the traditional focus from the transactional aspect of the contractual arrangement to the relational aspect. The relational aspect is based upon a relationship of trust between the parties where responsibilities and benefits are apportioned fairly and transparently. In practice,

relational and contractual mechanisms are complementary parts of the governance continuum of a project. The explicit contract is needed to reduce uncertainty and minimize opportunism. However, they can only cover foreseeable contingencies. Also, specifying everything would increase transaction costs and prevent a flexible and quick response to unforeseen events. Here, the relational part, with its socially complex routines, comes into play in interorganizational relationships that Lahdenperä (2012) identifies as RPDAs. According to Lahdenperä (2012) three main multi-party contractual arrangements can be defined as RPDAs within construction projects: Project partnering (PP), Project alliancing (PA) and Integrated project delivery (IPD).

PP has the longest traceable history and dates to 1988. It is the only arrangement where partnering principles are taken into the agreement itself and are not only optional or in an additional agreement. Trust and commitment stand at the core of this arrangement. Tools like the Partnering Charter were important elements of the early PP approach as a means for improving cooperation thus minimizing the likelihood of detrimental disagreements. An important point to be made is that such elements as the Partnering Charter are not legally binding to establish the relational mechanism, hence they function as a promise rather than a contract (Lahdenperä, 2012).

The PA had its breakthrough during the second half of the 2000s and has the alliance agreement separate from the works contract. It is based on a multi-party contract with joint liability, supplemented by joint organization and joint decision-making to improve performance (Lahdenperä, 2012).

The IPD became more common in the early 2000s. Its specific trait is that the price is set later so that companies share the financial gain or pain from the project. It focuses on early involvement and integration of versatile expertise, systems and business practices. The purpose is to be cooperative through intense early design between the key parties as an “integrated practice”. IPD practice seems to merge and exploit beneficial features and ideas from various sources and earlier experiences (Lahdenperä, 2012).

Lahdenperä (2012) distinguishes six key features of the three aforementioned RPDAs that he divides into 18 specific, structural traits. Each arrangement type (PP, PA or IPD) is represented by its own line and the closer the line is to the specific trait the stronger its presence in the specific arrangement. For example, IPD scores high on the trait “Intensified early planning” under the feature “Planning emphasis”. A point to be made is that the arrangements are not mutually exclusive, and one can draw upon all the different 18 traits of the three arrangements to identify an arrangement in real life, as for example the NSL project organization project organization. The aim should be to analyse which structural features that is present and how it contributes to a cooperative culture.

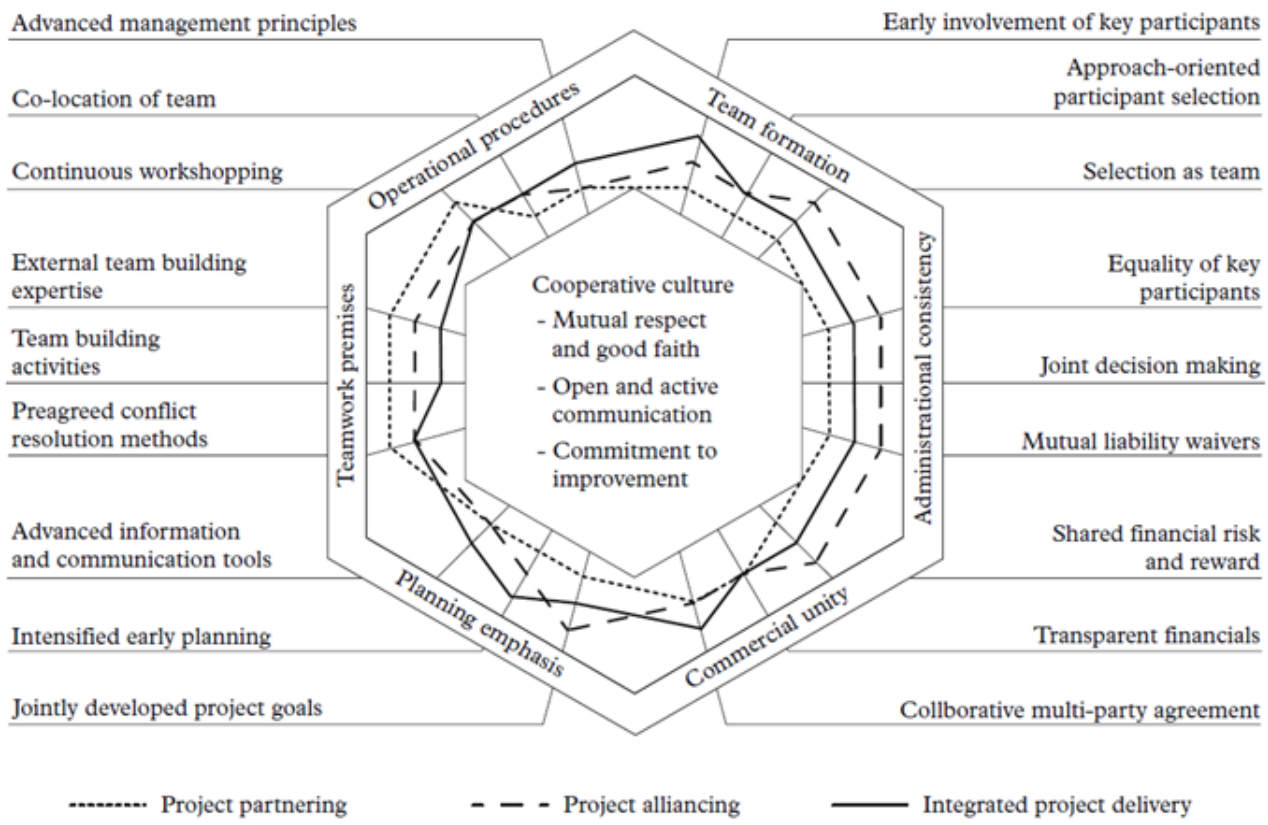


Figure 2 - Relational project delivery arrangements model (Lahdenperä, 2012)

First, the main goal for an RPDA is to establish a cooperative culture that generates a cooperative and trustful climate for implementations in the project. This requires honest and open communication. It is only then that the parties can respect each other and establish a trustful relationship. Other key elements of the cooperative culture are commitment to collaboration targeted at continuous improvements and that the individuals recruited for the project have a positive attitude towards teamwork. Cooperative culture is an aim rather than a means, placed in the center as a reminder of its significance, underpinning its importance regardless of the type of arrangement (Lahdenperä, 2012).

Second, team formation in a RPDA should focus on early involvement of key participants and early involvement of the contractor. The aim is to integrate a versatile expertise in the critical design phase of the project (Lahdenperä, 2012).

Third, administrational consistency that define all participants as equals support collaboration and consensus-based decisions. When parties to an RPDA contract are equal, they also have a say on issues that would be out of

their reach in traditional projects. In practice, this leads to collaborative, joint decision-making by various management bodies including representation of each collaborating party. Jointly made decisions, again, increase commitment to the no-dispute role and, furthermore, to mutual liability waivers among key participants (Lahdenperä, 2012).

Fourthly, commercial unity is about the adoption of a shared financial risk and reward principle because of the integrated project organization and joint decision-making. If key parties bear risk jointly and gets rewarded based on the success of the overall project, it encourages actors to consider each other's views and to cooperate effectively. Integrated "know-hows" also creates a basis for innovation. A model where risks are borne jointly requires transparent financials (Lahdenperä, 2012).

Fifthly, one needs planning emphasis, meaning jointly developed project goals. The contemplation of joint objectives seems to refer to mutual understanding and respect for each other's interests. Early planning is intensified by exploiting the means offered by advanced information and communication tools that multiple parties can utilize (Lahdenperä, 2012).

Sixthly, one need to identify and agree upon teamwork premises. There is a fundamental need to avoid disputes and litigation between contracting parties. An RPDA considers an agreed problem solution method as a key component to avoid disputes. A startup workshop is commonly used to establish a conflict resolution system such as a decision-hierarchy, as well as producing a partnering charter that embodies the mutual objectives of the parties. Team building activities are intended for key personnel representing the contracting parties so they can get to know each other and strengthen the team spirit in a neutral location (Lahdenperä, 2012).

Lastly, common operational procedures are viewed as key in the co-location of the team. This entails establishing common management principles. It varies if one prefers doing it in advance of the project or leave it to the team for later to find the best way to attain the objectives of the project. If it is not possible to relocate or establish separate integrated offices, as is the case for NSL project organization where one operates in dispersed teams in Norway and UK, the focus should be on continuous workshopping throughout the project to create and maintain a trustful relationship between relatively independent organizations (Lahdenperä, 2012).

To sum up, the RPDA model explains how the projects formal structure and procedures functions as a framework where a collaborative culture can evolve. This can be observed through mutual respect and good faith, open and active communication and also through commitment to improvement. These features of project culture go well together with what is stated in the NSL Project Management Plan and hence gives a meaningful basis for the interpretation of the NSL project organization in practice (NSL, 2017).

An important point to be made is that all the RPDAs are temporary in nature, existing only for as long as the construction is ongoing. Once the goals of the project is accomplished the organization dissolves and ceases to exist. Grabher (2004) argues that temporary organizational forms should be regarded "as inextricably interwoven with an organizational and social context which provides key resources of expertise, reputation, and legitimization" (Grabher 2004, p.1492). In other words, a temporary organization such as the NSL project organization consist of a cultural blend between two companies that make up the organizational and social context. This is the basis for key resources such as expertise, reputation, and legitimization during the construction process and functions as the context where the different characteristics of the RPDA comes into play. In addition, the NSL project organization is made up of dispersed teams that consist of team members who carry out interdependent tasks in multiple locations, with heavy reliance on computer-mediated communication (Cramton, 2001; Maznevski & Chudoba, 2000). This again is part of the context where the NSL project organization exist and operates and is a premise for how the RPDA characteristics unfolds and for the management of the project, as well as the everyday life of the project employees.

To understand the NSL project organization as an RPDA we need to describe their organizational structure as well as formal and informal processes which are in accordance with our project mandate (Thorstad, 2017). To identify the formal structures elements of the project organization, we apply the aforementioned RPDA theory. To lay the premise for how we can understand the informal process we include theory on organizational culture.

4.2 Organizational culture

For today's project-based organization, it is important to understand organizational culture (Yazici, 2011). According to (Schein, 2010), culture is not only all around us, but within us as well. Culture is the deepest, often unconscious part of the team. Culture implies some level of structural stability in the team and contributes to defining them (Schein, 2010). Some of the most important elements of an organizational culture are the shared basic assumptions about "how things should be done, how the mission is to be achieved, and how goals are to be met" (Schein, 2010 p. 80). The culture formation process is in most parts identical to the process of team formation in that the "team identity" – the shared thought patterns, beliefs, feelings and values that result from shared experience and common learning – result in the pattern of shared basic assumptions that is the teams' culture. After it is developed, the culture covers all of the team's functioning and influence all aspects of a tasks (Schein, 2010):

"*The culture of a group can […] be defined as a pattern of shared basic assumptions learned by a group as it solves its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (Schein, 2010, p. 18).*

4.2.1 Subculture formation and dispersed teams

Much of what is happening inside an organization can be understood as a set of interactions between subcultures operating within the larger context of the organizational culture (Schein, 2010). The subcultures share many of the assumptions of the total organization, but also has assumptions that reflect their functional tasks, the employees' occupation or their experiences. Shared assumptions that create subcultures often form around the functional units of the organization. The subcultures are often based on similar educational background, a shared task, and/or similar organizational experience, often called "silos" (Schein, 2010) or subgroups (Cramton & Hinds, 2004). Subcultural "silos" or subgroups also stems from fault lines, which are "hypothetical dividing lines that may split a group into subgroups based on one or more attributes" (Lau & Murnighan, 1998, p. 328 in Cramton & Hinds, 2004).

According to Cramton & Hinds (2004), geographic location is a strong fault line in dispersed teams as the people in the same location share both context and experiences which in turn influence preferences and behavior. This implies that it is likely that subgroups will form at geographical boundaries in cross-national collaborations. Getting cross-functional teams to work well and efficient is difficult because the members bring their functional cultures into the project and can therefore have problems communicating with each other and implementing decisions (Schein, 2010).

However, Cramton & Hinds (2004) argues that mutual positive distinctiveness, where teams can see how their similarities and differences in competencies, views and approaches contribute to achievement of common goals, can lead to a successful collaboration across subgroups formed in the organization. According to Cramton & Hinds (2004), certain conditions are necessary in order to facilitate mutual positive distinctiveness and intergroup learning. Firstly, cooperative interdependence within the overall team motivates individuals to engage across differences. Common goals and cooperative activity are important factors that strengthen interdependence and are therefore likely to contribute towards mutual positive distinctiveness. Secondly, equal status in work teams facilitates cooperation rather than competition. When individuals do not feel threatened they are more likely to be open to what someone else has to offer as well as increasing their motivation to contribute themselves. Thirdly, institutional and social support is of great help if it facilitates positive engagement between the teams. When organizational norms provide opportunities for subgroups to learn from each other, it fosters intergroup learning and mutual positive distinctiveness (Cramton & Hinds, 2004).

To further understand the collaborative culture, as defined by the RPDA model (Lahdenperä, 2012), we can try and observe mutual respect and good faith, open and active communication and commitment to improvement. To identify open and active communication, we include theory on decision making in dispersed teams and virtual communication. We try to explain how successful virtual communication is dependent on trust. To understand the presence of mutual respect and good faith, we include theory on trust and the basis for trust building in the project.

To understand the commitment to improvement within the project, we include theory on commitment and how this is linked to trust. To sum up our endeavours in characterising the project organization and its collaborative culture, we include theory on confidence in projects with multiple parties defining trust and control-mechanisms that contribute to the establishment of confidence in the cooperation.

4.3 Decision making in teams

The RPDA model emphasizes that open and active communication is an essential part of the cooperative culture and that the planning emphasis is dependent on advanced information and communication tools. One way to examine these traits is looking at how decision making happens in the NSL project organization project and how they communicate in dispersed teams by virtual communication. To do this, we include theory on decision making in teams, virtual communication and explain how communication in dispersed teams is dependent on trust.

Decision making in teams can be risky knowing that a team of people can, like any individual, make bad or ill-informed decisions. Many studies have focused on team decision making, and the factors that are important for making good and effective decisions. Studies have shown that the better informed the members of a team are about a problem they have to solve, the better they are able to reach a high-quality decision. Studies have indicated that one of the most important determinants for making successful decisions in a team is the quality and availability of information to the team members. When team members know of the information available to them and are well-informed about the decision-making process, the possibility of making a high-quality decision increase. In that sense teams are more likely to reach a good decision if their decision-making process is characterized by a careful and thorough examination and reexamination of the information on which the decision is based. Studies show that careful examination of the information available in the decision-making process enables team members to check for errors and consequently handle and erase mistakes that if left unchecked can lead the teams to bad decisions (Hirokawa et al., 1996).

4.3.1 Decision-making and virtual communication

Information is an important factor in making good decisions in teams, but as scholars argue, the foremost important factor in making team decisions work is communication. Studies show that open discussion and communication, were team members are able to evaluate the negative and positive sides of the decision process, may lead to better team decisions (Hirokawa et al., 1996). With that in mind other studies have looked at team communication and team decision making where they have focused on the effects of communication modalities that are available to team members. Researches have compared decision making performance in teams using face-to-face communication with teams that use other types of communication modalities such as written communication or audio communication. The results from these studies have been mixed and researchers have argued that communication modalities and decision-making are influenced by the type of task at hand (Hirokawa et al., 1996).

The scholars have shown that there are virtually no differences among communication modalities for simple problem-solving tasks or brainstorming, but that less restrictive modalities are associated with higher quality decision when faced with more complex tasks (Hirokawa et al., 1996). In summary, this means that when faced with simple tasks restrictive modalities such as audio communication appears to have the same effect on team performance as face to face communication. On the other hand, when faced with more complex tasks less restrictive communication such as face-to-face interaction seems to generate better team decisions (Hirokawa et al., 1996). On this basis - if a team is well informed and choose the right kind of communication modality to the task at hand, the chances of making a high-quality decision is greater.

4.3.2 Communication and trust in dispersed teams

As shown, communication and information sharing are important for decision making in teams. According to Tøth (2014), dispersed teams face different communication challenges than co-located teams, as is the case for the NSL project organization.

Tøth (2014) claims that there are three major challenges that have its origin in the lack of close proximity between colleagues. The first is that people, who have not met each other face-to-face, will be more hesitant in terms of directly contacting each other, hence “physical distance becomes mental distance” (Tøth, 2014). Because they have not had the opportunity to get to know the person in a social setting it becomes harder for them to pick up the phone, send an email etc. in order to ask a question, clarify or inform. This results in the second challenge: “knowledge gaps”. Because the communication across geographical and organizational boundaries tends to become more formal, less frequent and quite different in nature in comparison to communication between collocated colleagues, knowledge sharing tends to suffer. The third challenge concerns “lack of transparency”. This relates to the fact that it can be difficult to know and remember who works on what task and who is responsible for what when you are far away from each other. It also makes it harder to understand how people work and why certain things happen, when there is not a constant dialogue about a task (Tøth, 2014).

As the RPDA model suggests - when the co-location of teams is not possible it puts pressure on other operational procedures such as continuous workshoping and advanced managements principles. We comment upon this in our analysis and show how trust plays an important part in well-functioning virtual communication as a substitute for co-location.

4.4 Trust and commitment

The RPDA model suggest that establishing a cooperative culture in a project is dependent on mutual respect and good faith. Good faith in others is a prerequisite for trust, as Rousseau, Sitkin, Burt and Camerer (1998) define trust as “a psychological state comprising the intention to accept vulnerability based upon positive expectations of the

intentions or behavior of another" (1998, p.395). Trust is a critical success element to most business, professional and employment relationships (Lewicki & Bunker, 1996; Shapiro, Sheppard, & Cheraskin, 1992). The benefits associated with establishing trust should result in increased quality of output, more efficiency and flexibility, reduced need for monitoring behavior, faster decision making and enhanced strategic focus (Shapiro et al., 1992). Hence, identification of trust is important to explain a cooperative culture and a well functioning project organization. To be able to identify trust in the NSL project organization project organization, we apply the three-stage model for developing trust as well as explaining the concept of swift trust, that is specific for temporary organization such as project organizations. Further, we include theory that explains the concept of commitment as this also is an important part of the cooperative culture of an RPDA, and we explain how commitment stems from trust.

4.4.1 Three-stage model for developing trust

The transformational approach to trust suggests that there are different types of trust and that the nature of trust transforms over time (Lewicki, Tomlinson & Gillespie, 2006). These models were originally proposed in a framework by Shapiro et al. (1992) and later elaborated by Lewicki and Bunker (Lewicki et al., 2006).

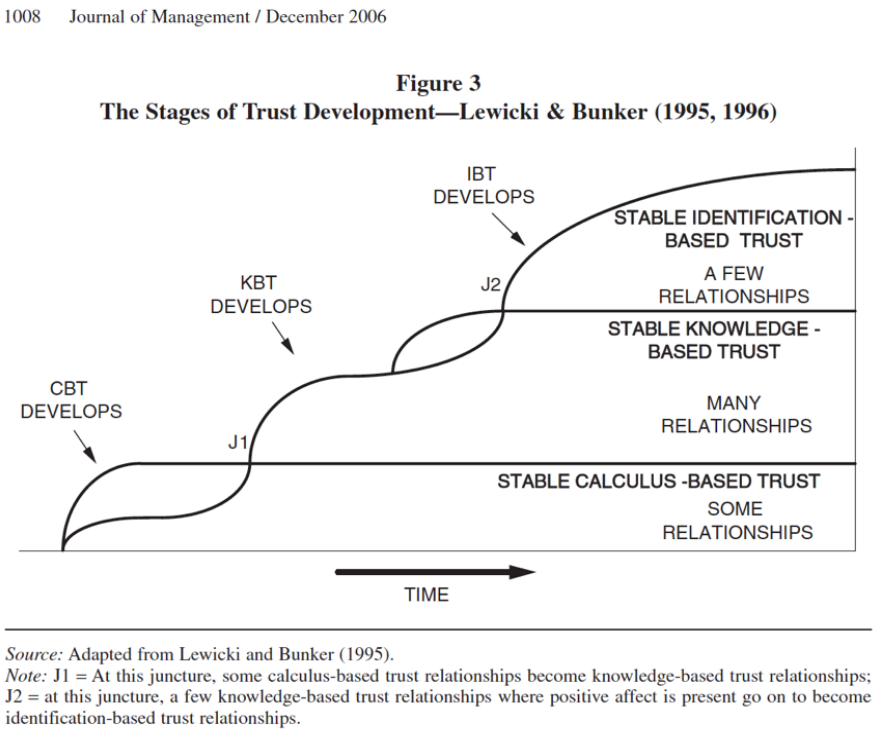


Figure 3 - Three stage model for trust development (Lewicki et al., 2006)

The socio-psychological three-stage model assumes that two parties are entering a new relationship without prior history between them (Lewicki et al., 2006). The first type of trust that develops is calculus-based trust. *Calculus-based* trust is not only grounded in the fear of punishment but also the rewards from preserving it. To work, calculus-based trust requires monitoring of the other's behavior to make sure that the other part have not violated the trust. Calculus-based trust is fragile, as only one sign of trust violation can break the trust between the two parts (Lewicki & Bunker, 1996).

The second form of trust is *knowledge-based trust,* which is based on behavioral predictability. It occurs when one has required enough information over time about others to understand them and accurately predict their behavior. Trust is based on a perception that another will behave cooperatively. Often this leads to mutual trust because it produces a "self-fulfilling prophecy"-effect. Regular communication and courtship contribute to create knowledge-based trust (Lewicki & Bunker, 1996; Shapiro et al., 1992). Without regular communication with the other part, one can lose the ability to think alike and predict the other parts behavior. Courtship behavior is directly linked to relationship development and includes experiencing the other part in different settings to be able to predict their behavior in similar cases. At this level, inconsistent behavior does not automatically break trust. If the other part believes that they can explain or understand the other's behavior, they are willing to accept it and move on in the relationship. A violation of knowledge-based trust gives a lower degree of frustration as one does not need to start over and rebuild the trust relationship (Lewicki & Bunker, 1996).

Identification-based trust is the highest order of trust and exists because each party understands and takes on the other's values because of the emotional connection between them (Lewicki & Bunker, 1996; Shapiro et al., 1992). The required investment to develop identification-based trust is greater than what is required for developing deterrence-based trust or knowledge-based trust, but the rewards are more substantial. Identity-based trust makes it possible for a team or person to permit a partner to act independently, knowing that their interests will be met. Team members whose objectives and identity are aligned with the team can be allowed to act on the team's behalf. The confidence in that one's interests will be met decreases the need for surveillance or monitoring of actors, which results in a more effective use of resources. Many of the same activities that build and strengthens calculus-based and knowledge-based trust - like regular communication and courtship - contributes to the development of identification-based trust. Four additional activities that strengthens identification-based trust is a collective identity (name, title, logo, etc.); colocation; create joint products or goals and committing to commonly shared values. Also, identification-based trust makes it easier to evolve a shared strategic focus and sustained consensus (Lewicki & Bunker, 1996). However, many productive relationships remain in the knowledge-based trust. Relationships at work are often knowledge-based trust relationships, and identification-based trust may not develop. Either the parties lack the time or energy to invest beyond the knowledge-based trust level, or the parties have no desire for a closer identification-based relationship (Lewicki et al., 2006)

4.4.2 Swift trust

Historically, trust has been viewed as a dynamic phenomenon that develops and strengthens over time (Lewicki & Bunker, 1996). However, research has also identified trust among individuals and teams in early relationships (McKnight, Cummings, & Chervany, 1998). According to Meyerson, Weick and Kramer (1996), temporary teams and organizations are held together by trust, but that this form of trust is an unique form of collective perception for managing issues of expectations, uncertainty, risk and vulnerability. Meyerson et al. (1996) argues that these four issues can be managed by variations of trusting behavior which makes up the unique form of trust in temporary systems, called *"swift trust".* In swift trust, individuals rely on defined roles rather than personalized sources to inform their decision to trust. It is a unique form of trust that occurs between teams or individuals brought together to accomplish specific tasks. To convert the individual expertise of each member to interdependent work in the project team, people must reduce their uncertainty about one another through operations that resemble trust. To trust and be trustworthy in a temporary system, people must "wade in on trust" rather than wait while experience gradually shows who can be trusted (Meyerson et al., 1996).

4.4.3 Commitment based on trust

Trust is also an important element in establishing commitment. Commitment underlies three different mind-sets; affective, normative and continuance commitment. Affective commitment derives from positive emotions about an organization whereas normative commitment is driven by moral obligations and continuance commitment is driven by side-bets. The most desirable form of commitment is affective commitment, which is related to motivation and a desire to act positively towards the organization to achieve the common goals (Chiocchio, Kelloway & Hobbs, 2015)

We can apply this theory to further understand commitment amongst the NSL project employees and if it is impacted by the temporary context. It is argued that in project teams a key to success is committed individuals. Committed individuals work harder, display more organizational citizenship behaviour, and collaborate more (Chiocchio, Kelloway & Hobbs, 2015). Commitment is also an important part of the RPDA models understanding of a cooperative culture and hence analyzing commitment can increase our understanding of the NSL project organization project organization as an RPDA.

4.4.4 Not only trust? - Creating confidence in partner cooperation

As earlier stated, one needs to establish a belief in the good intentions of the partner firm that might lead to a perceived certainty about satisfactory partner cooperation. When one believes that the partner firm has no opportunistic behavior, it reduces uncertainty. Das and Teng (1998) writes about how trust and control together

impact the confidence in partner cooperation in alliances. They define confidence in partner cooperation as “a firm’s perceived certainty about satisfactory partner cooperation” (Das & Teng, 1998, p.492).

Das and Teng (1998) understand the two phenomena of trust and control as two completely different kinds of approaches. As they explain: “When it is possible to fully trust a partner, there is no need to control its behaviour. Control comes into play only when adequate trust is not present” (Das & Teng, 1998, p.495). Put in a simpler manner, they suggest that confidence in a partner cooperation builds upon a certain balance between trust and control, hence they function as parallel phenomena.

To build confidence in a joint venture, as can be argued is the case for NSL project organization, Das and Teng (1998) argues that the requisite confidence level needs to be high, implying both high levels of trust and control. The object of control becomes the joint venture in itself and the partner. Control mechanisms in strategic alliances is goals setting, structural specifications and cultural blending. Manifestation of trust is seen through delegation and autonomy and stems from risk taking, equity preservation, communication and interfirm adaptation.

Later, in the analysis, when applying Das and Teng’s (1998) theory of confidence in joint ventures, it becomes clear how the trust and control mechanisms can be seen as corresponding to the RPDA models formal and informal aspects.

5 Methodology

In this chapter, we will present our methodological approach. In the first part of the chapter we will present our research design by describing our approach selecting informants and conducting interviews. The second and last part of the chapter describe the applied approaches when processing and analyzing data.

5.1 Research design

To be able to evaluate the project organization, we need to provide a detailed understanding of the project organizations culture and structure. To do so, we applied a mixed method approach consisting of interviews and document analysis (Justesen & Mik-Meyer, 2010). This method is also in accordance with our project mandate that states that we should conduct interviews with the projects employees (Thorstad, 2017). The purpose of using qualitative research interviews is “to explore the experiences and meanings of people in their own words and in-depth for the purpose of descriptive understanding” (Barone & Switzer, 1995, p.173).

When we selected informants, several factors were taken into account. As we wanted to get an as accurate description of the culture as possible, as well as the informant’s descriptions of the organizational structure, we

made sure we covered the whole NSL project organization when choosing the informants. As the NSL project organization has 50/50 contributions between Statnett and National Grid, we wanted half of the informants to be from National Grid, and half from Statnett. This gave us a representable sample to be able to generalize the results from the study to the NSL project organization as a whole (Maxwell, 1996). The informants were selected on the basis of their role in the project as described in the Project Management Plan (NSL, 2017). We cooperated with our contact person in the project regarding the selection strategy. The informants were first chosen by us on a basis of the organizational map, with final input from our client who later contacted the informants. We wanted to cover all the different teams in the organization by interviewing a manager and one other employee from each team. Of the 18 we contacted, 16 were interviewed. All the interviews were then held at the NSL project organization office in Nydalen, having eight of the interviews face to face, and eight through VC. The use of VC was required to be able to interview the UK informants. Although a face-to-face interview is preferred (Hirokawa et al., 1996), the informants are accustomed to the VC, so we did not regard this as an issue. We wanted to account for the fact that the interview environment can affect the informants (Barone & Switzer, 1995), and we therefore wanted to conduct the interviews in a known and safe environment. The fact that the informants were not interviewed in the same setting can affect the reliability of the study (Barone & Switzer, 1995), but interviewing the Statnett informants by VC knowing that they were sitting in a room next to us is an artificial situation which also may impact the reliability of the study. We therefore chose to have the interviews with the Statnett employees face to face. The interview lasted from 30 minutes to one hour. We made sure to always be two students present under the interviews to make sure that we understood the informants similarly, thus strengthening reliability (Barone & Switzer, 1995). All the interviews were recorded using a phone or a recording device. A recording of the interviews preserves the personal narratives in their entirety, as well as allowing a close textual analysis after the interview is completed (Barone & Switzer, 1995).

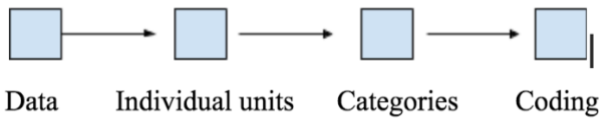
By conducting interviews, we get what Sørhaug (1996) defines as thick descriptions of a phenomenon that allows us to describe connections through context. A thick description is a way of providing cultural context and meaning that people place on actions, words, things, etc. (Geertz, 1973). This enables us to comment on the quality and special characteristics of the projects structure and culture (Johannessen, Christoffersen & Tufte, 2016) as requested in the mandate (Thorstad, 2017).

Previously there has been gathered information on the project participants from the project organization using questionnaires. We have been given access to these questionnaires and have used these in addition to the project mandate as well as the Project Management Plan (NSL, 2017) as basis for our interview guide. We used the same semi-structured interview guide throughout all the interviews as this gives us the opportunity to compare what the different informants have answered when asked the same question. This also strengthens the validity regarding the questions used (Barone & Switzer, 1995).

One disadvantage by using interviews is the lack of external validity. The results generated from the data in the study cannot be generalized to other contexts (Maxwell, 1996). What the informants states about the NSL project organization structure and culture is only valid for these individuals here and now. However, by making sure that the selection of informants covered the whole NSL project organization, the results can be generalized to the organization entirely, hence strengthening internal validity (Maxwell, 1996).

5.2 Data processing and analysis

To analyze our interviews, we have been inspired by Ryen (2002) approach using thematic color coding and two stage analysis. Ryen (2002) divides the analysis process in three main phases: to merge the data, to identify which categories that appear and to analyse negative examples. The first phase of the analysis process means to divide the data material into as small information parts as possible which can stand alone as individual units (Ryen, 2002). Then we divide meanings and renderings from the interviews into categories naturally reflecting our interview guide and the questions asked. These categories with each their own color was then applied to analyze the transcriptions (see appendix A). The individual units are now divided into bigger categories, to reduce the amount of data (Ryen, 2002). In the end, some of the categories will maintain, others will occur, and some will fade out during the iterative process with the intention of searching after patterns and meanings. This process continues until you think the data does not allow for multiple changes (Ryen, 2002). The coding of an interview was done by another than the two who performed the interview as an attempt to increase objectivity and the quality of the findings. Summarized, it is appropriate to mention that in this project the categories have been developed before, after and along the way in the analysis of the data because of the project mandate and project description. This have had an effect on how the individual units was developed and does not directly correlate to what Ryen (2002) mentions as a “bottom up” analysis but is also based on a “top down” approach.



Our aim is to reduce bias by trying to conserve the interviewees’ communication without influencing the information through our analysis of it. This is not to be misunderstood, as our attempt at minimizing the influence of theory. We strive at maintaining a reflexive process and hence acknowledge that our previous knowledge does affect the outcome of the analysis and the knowledge that is developed through the study. As Alvesson and Kärreman (2011) states: “After all, you can’t count heads without having a theory of what a head is and why it is worth counting in the first place” (2011, p. 59). Still, we believe that it is more fruitful that we continuously try to carefully listen to what people are saying, posing questions and observing what people actually do rather “than be guided by a desire to order and control what is studied” (Alvesson & Kärreman, 2011, p. 59).

Further, in the project report we also want to ensure a good representation of our informants and hence have stressed citations stemming from all of our informants. All information gathered and used in the report have been anonymized.

As a means of quality assurance the main findings have been presented in a meeting with representatives from the management team before the completion of the project report. All informants were invited, though due to a milestone in the project not all were available. During the meeting the main findings were discussed, and we reflected upon how the management team can continue to work and implement the suggestions we have for further work. It will be arranged for a workshop between the student group and the management group after the presentation of this report for NSL to discuss implementation strategies for further improvement.

6 Analysis

In this chapter we will analyse key empirical findings, derived from the interviews, in light of the theoretical framework developed. We will present five main themes; structure, culture, decision-making, trust, and commitment. The themes will be presented in different paragraphs where our main findings will be presented in bullet points. The bullet points are placed in a random order, not according to frequency. In the end of our analysis we gather the main findings from the analysis in the RPDA model to show how the NSL project organization can be defined in relation to Project partnering, Project Alliancing, and Integrated project delivery.

6.1 The organizational structure

In the Project Management Plan (NSL, 2017) it is stated that preconditions for the NSL “One Team” project organization to function, it needs to have an effective and transparent governance with equal control mechanisms and reporting structure. All the procedures are to be similar in both countries, and the project is working after its own NSL way, and not Statnett or National Grid way. The main descriptions of the organizational structure that our informants emphasized are:

- **Integrated structure** - No duplication of roles leading to efficient use of resources.
- **Two project directors** - Perceived as an unusual solution, but it provides good connection to the core of Statnett and National Grid tying the project organization closer together.
- **Dispersed team** - Teams located in different places in Norway and UK triggering collaboration while also increasing complexity and the likelihood of human errors.

- **Organized around the delivery teams** - Integration between the employees that are part of the same team, where the Cable and Converter teams has the strongest presence.
- **The best from National Grid and Statnett** - Establishing equal procedures combining the best practice from the two organizations increasing flexibility and learning.

An immediate observation is that the findings describing the organizational structure in many aspects is similar and equal to what is stated in the Project Management Plan (NSL, 2017). This is evidence that implies that employees from the different teams and organizational level have a common perception of the organizational structure that is in accordance with what is stated in paper. Theory has become project practices.

6.1.1 Integrated structure

An integrated structure is one of the main repetitive descriptions of NSL project organization among the informants. Our informants explain the concept as the project being organized as one integrated organization with one role per employee. The informants explain that:

"I think the best way to describe our "One Team"-structure and very simply for me is to minimize the duplication of resources. So, we don't have two people doing the same job. We are very much integrated, and we have an integrated way of working. And you know that's something that doesn't come naturally. It has to be something that you continuously work at." – Informant 2

""One Team" for me means first and foremost, that we will be a fully integrated organization between the UK and the Norwegian part. Then we must try to make it possible for this to work." - Informant 6

"It is quite simple in a way. We wanted to avoid duplication and have one organization which would, together, work through all the issues we had and to make it as non-contentious as possible. That is to say, we wanted to avoid having a UK project and a Norway project being delivered separately. We wanted it to be one integrated team." – Informant 14

This means that the organization has no duplication of roles, and that project teams consist of team members from different locations in UK and Norway. According to the informants, this leads to more dedicated resources and better efficiency. According to the RPDA model this is a form of administrational consistency where one is focusing on equality of key participants and joint decision making (Lahdenperä, 2012). From the RPDA model one can read that these characteristics are most present in the Project alliancing type of arrangements.

Another important point to be made regarding the integrated structure is the need for the NSL project organization to create its own processes. The two companies have no history of working together in the past. Creating new and common processes is therefore crucial to be able to make the two organizations collaborate on a common platform. Common formal and informal processes within the project, like the Project Charter, makes the gap between the two companies smaller in the project setting. Still, these common processes might enhance the gap between the processes of the line organization and the processes of the NSL project organization. Creating own documents within the project as well as having other documents within the line organization demands more time. It also means that in some cases the employees have to be joggling two to three systems at once. This might increase the need for transparency between the two organizations so that the responsibility between the line organization and the project becomes clear cut and one does not lose the overview of the activities in the project.

6.1.2 Two project directors

The NSL project organization is organized with two project directors one from Statnett and one from National Grid. The impact of two project managers, according to the informants, provides a better connection to the core of Statnett and National Grid, thus preventing conflict between the two organizations. One of the informants explains:

"Two project directors really drive the "One Team"-structure" – Informant 5

It emerges that having two directors are for many employees considered as one of the positive things about the structure, though also rather unusual.

"We have two project directors. So, I kinda have two bosses. [...] I would not say I would change it because I think it add some benefit in terms of the linkages back into the core businesses both in Norway and in the UK. [...] I have to make sure that I at least have a couple of conversations with both of them regularly so well… I would not necessarily say I would change it. But it is not an environment that I have worked in before" – Informant 11

Again, this can be defined as administrational consistency as it is a symbol of the equality of the two organizations working in the project together, even sharing the role of the project director. It is also a clear demonstration of the commercial unity where one has shared financial risk and a collaborative multi party agreement. According to the RPDA model shared financial risk is again most typical for Project alliancing while collaborative multi party agreements is most common for the Integrated project delivery. We can also argue that the decision to have two project directors is a rather innovative one that increases the advancement of management principles. Again, it is the Integrated project delivery that has the most frequent use of advanced management principles.

6.1.3 Dispersed teams

One of the main feature of the structure are the dispersed teams. The project organization is divided into different teams spread among different locations in Norway and the UK. The informants mostly look at this as an advantage and find it interesting to collaborate.

"Very happy that we work the way we do. I think it is interesting to collaborate [...]. In a way it becomes more complicated, but it also thinks that it is avoiding some problems. So, you get some problems but also avoid others." - Informant 3

Some of the disadvantages of being a disperse teams are the need of connection through various IT systems. Because of being separated in different countries, the project organization have problems to connect their IT systems and share common calendars. Using technology to be in touch can sometimes be a hinder for communicating. Even though many of the informants states that it is ideal to sit together, they also explains that they do the best out of the situation. One of the informants explains:

"We got the offices where in [...] Norway and the offices in [...] Solihull. So that creates more of a challenge to proactively keep that "One Team"-approach alive. But we tend to do that by VC-facilities, phone calls and getting together at least monthly either in the UK or in Norway" - Informant 5

Another consequence of the dispersed team is that it can lead to increased likelihood of human error.

"So we are juggling on two big financial control systems [...]. As a result, we use quite a lot of time using excel and manual interventions. This is because of the complexity and increases the amount of human errors when you are doing that. But because we know that, and we know what we are using we find it not being too many challenges." – Informant 2

Based on the effects aforementioned, we can argue that they do have planning emphasis through communication and information tools which is most present in Integrated project delivery according to RPDA model. We can also argue that they focus on commercial unity through transparent financial, though there are no advanced management principles to cope with trying to create common operational procedures for financials. We do know that there is a common work breakdown structure, however we do not know to what extent they are being used. Advanced management principles are again most common for Integrated project delivery.

6.1.4 Organized around the delivery teams

The NSL project organization is organized around the teams with delivery responsibility – the cable team and the converter team. The support teams are separate from the delivery teams as to minimize the control span of the delivery teams. This means that the cable and converter team can use more resources to focus on the delivery:

"It is the structure with converter and cable that is our main thing. We describe it as "project is king" or "delivery is king""- Informant 6

This can be argued to be a natural consequence of the purpose of the project where you have what we mentioned in the introduction a matrix organization organized around two big delivery teams. This is a part of the Team formation in the RPDA model where you focus on the selection as a team which is most common for Project alliancing.

In addition, the separate support teams assure that these areas of responsibility are looked after. The separate support teams are also functioning as a network for those with the same function in different part of the organization. As informant 9 explains:

"We become a small firm where we in a matrix have specialized resources that have network of competence they can ask. [This] makes us more effective than if we had autonomous self-driven delivery teams. The idea behind this was to make sure that the support functions get a bigger saying compared to the technical" – Informant 9

This is an example of the effort to establish equality amongst key participants not only across the two organizations but also across roles which is most typical for Project alliancing. This can again be seen as a rather advanced management principle increasing the innovation degree in arranging for new solutions and thinking outside the box. This is most common for the Integrated project delivery.

6.1.5 The best from National Grid and Statnett

When establishing the project organization, it was important to come up with new processes that is a collaboration of both National Grid and Statnett. Finding a balance was important both in regarding new solutions and procedures, but also employees. Many of the informants state that this is an advantage as it facilitates learning, and is making the project transparent. As informants 5 and 2 explain:

"So, for me, the «One Team»-structure is a blend of Statnett and National Grid employees that have combined together to form the NSL project as a single unit." – informant 5

"The way we structure this project and to create this partnership and working with each company's strength trying to make the best combined team. There's no point saying we are in the same team if we don't share the same interests, and that's not NSL. NSL is a combined project." - Informant 2

Here we can argue that this is an example of the jointly developed project goals and therefore a planning emphasis where one creates the NSL project as a single unit working with the same interest against common goals. According to the RPDA model this is most common for Project alliancing.

Through this analysis we can argue that the most frequent structural description of the NSL project organization has most in common with a RPDA agreement that is similar to that of Project alliancing as well as Integrated project delivery. This is not uncommon since the arrangements are not mutually exclusive. An organizational arrangement can have similarities with the different sort of agreements of the RPDA model. Rightly enough, the NSL project organization is based on a multi-party contract with joint liability, supplemented by joint organization and joint decision-making that is to improve performance as is the case in Project alliancing. Still, through the analysis we also find features that indicate similarities with an Integrated project arrangement. The Integrated project delivery focus on early involvement and integration of versatile expertise, systems and business practices for the best of the project which we also find in the NSL project organization. The Integrated project delivery is also conducive to trustful, cooperative and intense early design phase between key parties as an integrated practice. It is too early to conclude on this in our analysis, but the coming paragraphs will be able to answer this better revealing the culture of the project. We will also be better suited to explain if NSL project organization, like the integrated project delivery, use features from various sources and earlier experiences. We cannot describe the details of the very beginning of the project, but our analysis can reveal some of the effects of the management principles and the choice of organizational structure three years into the project. We do find arguments that the NSL project organization indeed share traits with the arrangement of the RPDA model, but the question is if we can detect the traits of a collaborative culture through our analysis of it.

6.2 The organizational culture

This section will address the analysis of the organizational culture with emphasis on these main findings:

- **Mechanisms for building a collaborative culture**
    - **Project Charter -** Agreeing on common values
    - **Onboarding -** Recruit people that have a collaborative mindset and that possess expert knowledge

- **Culture of openness, relation and dialogue -** Shared basic assumptions of the organizational culture create stability in the project and a basis for consensus.
- **Subcultures -** Integrated culture within the teams, but not between them.

6.2.1 Mechanisms for building an integrated structure

Project Charter

As means for developing an integrated culture throughout the NSL project organization, the team developed a Project Charter in the beginning of the project containing four core values – "One Team", "Communication", "Respect" and "Trust". The object of the Project Charter is that common values give an integrated culture.

"*If it is not in place, if we do not have communication, trust and respect to each other, I do not think we would have been here very long. It is a decisive prerequisite"* – Informant 1

"So, if we took any one of those away, I don't think you can probably have the other three. They would be too silent, too single blocked. The "One Team" is the formation of those four really" – Informant 5

According to Schein's (2010) theory of organizational culture, for a team to achieve consensus and integration, the team needs a common code of conduct which determines behavior (Schein, 2010). In the NSL project organization, the project charter functions as this common code of conduct. If something is unclear, or discrepancies emerge, the NSL project organization can use the Project Charter as a tool for problem solving, as everybody in the organization agrees to follow the values in the Project Charter. These shared values in the project charter increases the employees' level of perceived organizational identification with the NSL project organization (Ng, 2015).

"So, we don't see ourselves as working as National Grid or Statnett-people – we see ourselves as NSL -people" Informant 5

Organizational identification leads to hard working employees that perceive the organization's success as personal success. This is the key to success in project teams (Chiocchio, Kelloway, & Hobbs, 2015).

Onboarding

Another mechanism that the project is using is the onboarding process. People are selected based on how well they fit the NSL project organization. That entails having a collaborative mindset and possess expert knowledge. There is a constant stream of new people into the organization. If the new employees fit the ones already in the

organization, the idea is that the onboarding-process will be shorter, and the new employee will become a more effective resource earlier.

"One of the things the managers trying to do is recruit people who we think has the right skills and can work good in the project. Even though one guy is the best qualified for the job it's most important that he can cooperate with others in a good way, and suits the NSL" - Informant 2

6.2.2 Culture of openness, relation and dialogue

According to the empirical material, the organizational culture of the NSL project organization comprises three factors – a culture of openness, relations and dialogue. The culture of openness appears through the empirical findings when the informants explain how they openly share ideas and are willing to learn from each other. The NSL project organization consists of highly educated employees, which gives an unique opportunity for learning and knowledge sharing. By cooperating and challenging each other, as well as giving help and feedback when needed, the employees get a greater understanding and respect for each other.

"For me, culture is what happens every day. How we work together and are open with each other" – Informant 1

"It's a culture of inclusiveness. Respecting people's opinions. Respecting peoples background, and their set of skills, but also it should be possible to challenge each other" – Informant 2

"This project is very open and including" - Informant 7

"We want to work together, and we wish each other well. That we acknowledge […] a culture of openness" – Informant 9

According to the empirical findings, the NSL project organization project organization also have a relation-oriented culture. There is focus on social activities both while at work and after work that contributes to relationship building. Having fun at work is a crucial element of the working day. Once a year there is a team wide event either in Norway or in the UK where the whole team get together and get to know each other. In addition, the teams travel to meet the part of the team based in the opposite country to get to know their nearest colleagues at a more personal level. As the informants mentions, relations between the employees makes it easier to cooperate in the project.

"I find [the team events] really, really important. First of all, that is the fun part […] The more [time] you spend with others socially, the easier it gets to work on the disagreements at work." – Informant 2

"There is a lot of humor. We have fun" – Informant 8

"And I think the way that we have done that [come up with a common goal] in terms of communication and being together as frequently as we do has generated an atmosphere and an environment that people feel very positive about" - Informant 11

The informants express that the NSL project organization culture of openness and relation building causes the employees to feel a greater ownership to the project as they get a better understanding of the different processes in the teams as well as their own role in the project.

"[team events] reinforces the "One Team" part of the charter because it is very easy to think that this my part of the project, and that is the most important part of it, but when you get to talk to others you see that there are many parts of the project you didn't know about and all are fully important. It builds that sense of community" – Informant 10

The NSL project organization culture is also dialogue based, which affect the decision-making process. Any issue that might develop is handled by cooperation on the lowest level possible to avoid conflict at a higher level.

"The "One Team" culture is all about making sure that we talk to each other and even though we think that it doesn't necessarily is related to the other side of the project, we still need to know what is happening» - Informant 10

"So, we try to foster an environment where people are comfortable to say "I need to know". Which I think is a good example of kinda the "One Team"…you know, in operation" – Informant 11

Culture of openness, relation-based culture and dialogue-based culture are examples of what Schein (2010) defines as shared basic assumptions. Following Schein's (2010) theory of organizational culture, the culture formation process is in most parts identical to the process of team formation in that the "team identity" – the shared thought patterns, beliefs, feelings and values that result from shared experience and common learning – result in the pattern of shared basic assumptions that is the teams' culture. Some of the most important elements of an organizational culture are the shared basic assumptions about "how things should be done, how the mission is to be achieved, and how goals are to be met" (Schein, 2010, p.80). These basic assumptions create stability in the project and a basis for consensus (Schein, 2010). In the NSL project organization, the basic assumptions about how things should be done is through openness and dialogue, as well as creating relations between employees. In theory, the culture is assumed to be an unconscious part of the organization (Schein, 2010). However, in the NSL project organization, there seem to be a conscious perception that there is a culture of openness, relations and

dialogue, and how to achieve this culture. Together, these cultural features that characterize the NSL project organization result in motivated employees that want to work to make the project as good as possible. As informants 11 and 12 mention:

"I think the fact that we have good people on the project and I enjoy working with them is probably the biggest positive for me" - Informant 11

"And I think having this culture allows [trust] to happen. Everyone is working together and have confidence in each other and what we are doing, so it makes it easier to have that kind of relationship and freedom I guess" – Informant 12

Further, it seems like the established culture within the project leads to a cooperative mindset amongst the employees, meaning they all understand the fact that they need each other and each other's knowledge for the project to become a success. Here again we see the result of the management's work with relationship building. They acknowledge the positive impact the investment in traveling has on getting to know your colleagues, which facilitates the development of knowledge-based trust and collaboration.

6.2.3 Subcultures

Subcultures often develop in different subgroups located in different places. In a dispersed team as the NSL project organization, the office in the UK may be a subgroup and the office in Norway another subgroup with their own subcultures. According to Schein's (2010) theory of organizational culture, much of what is happening inside an organization can be understood as a set of interactions between subcultures operating within the larger context of the organizational culture. The subcultures share the shared basic assumptions of the total organization, which in the NSL project organization is a culture of openness, relation building and dialogue, as well as the Project Charter. The subcultures are often based on similar educational background, a shared task, and/or similar organizational experience, often called "silos" (Schein, 2010) or subgroups (Cramton & Hinds, 2004). In the NSL project organization's "One Team"-structure, the cable and the converter-team can be seen as "siloed" teams, as two subgroups with different subcultures. As some informants mentions:

"*I see that cable is a strong team"* – Informant 1

"We are "One Team", but we are very cable and converter […] We are two "One Teams" – Informant 4

"There are little pockets with siloed teams. I think the cable teams is the big one. They stick very tight together, they travel together so they got to know each other quite well." – Informant 14

Being a dispersed team, Cramton & Hinds (2004) argues that subgroups with their own subculture will form at different geographical locations as well the “siloes” based on the same educational background or tasks in the organization. According to Schein (2010), highly integrated teams are difficult to understand for people outside the team. In the NSL project organization, the result can be that the culture of openness, relations and dialogue can be good inside different teams, but not between them. If the teams become too separated it might be easier to just focus on the explicit tasks and not consider that their product is to function with another team’s product. In this way a strong subculture might hinder collaboration between the different teams. This goes against the intention of the “One Team” – that the team as a whole should work together as an integrated team.

However, Cramton & Hinds (2004) also argue that mutual positive distinctiveness, where teams can see how their differences as well as their similarities contribute to successful collaboration, counteracts lack of interaction between the different subgroups. To facilitate mutual positive distinctiveness, the teams need common goals, equal status and norms that foster intergroup learning. In the NSL project organization the common goals or values are expressed through the Project Charter as well as the goals that applies to all of the organization. However, a strong cable-team might be perceived as threatening, which counteracts openness as well as intergroup learning and hence mutual positive distinctiveness (Cramton & Hinds, 2004).

Through our analysis of the informal cultural traits of the NSL “One Team” culture we can argue that they describe their own culture as a cooperative one indicating that the management principles and the organizational structure and formal arrangements do support the assumption that the NSL project organization can be viewed as an RPDA. Now we wish to dig deeper into the description of the collaborative culture and evaluate if this can show traces of an open and active communication, mutual respect and good faith and commitment to improvement as theory suggests (Lahdenperä, 2012).

6.3 Decision-making and virtual communication

As discussed in the theory chapter, communication and information sharing in decision-making is essential for making good decisions. We also argue that a collaborative culture is dependent on open and active communication. With that in mind this paragraph will present main findings concerning how the NSL project organization make decisions and how they evaluate their communication systems and information sharing.

- **Decision-making -** Focus on inclusion and consensus results in decision making in NSL project organization taking more time, but the consensus approach also motivates the employees.

- **Virtual communication** - virtual communication in the NSL project organization might hinder that the right people gets involved in the decision-making process, and how NSL project organization deals with this having regular meetings for information sharing.
- **Well-functioning virtual communication rooted in trust and the challenges of dispersed teams** - physical meetings between the project employees facilitates trust building that ensures that the virtual communication work even though there is evidence that virtual communication and dispersed teams also seem to make knowledge sharing suffer and lead to a lack of transparency.

6.3.1 Decision-making

The "One Team" approach to decision-making seems to be that of consensus and agreement where a decision is preferably taken at the lowest level possible, as one of the informant says:

"formally we can't make a decision without agreement"- Informant 6

Such an approach might set pressure on the decision-making process in the sense that decision makers have to find a solution that everyone can agree upon. The employees also have to question each other continuously if the right people are involved in the process. Like one of the informants puts it:

"Okay, not like "we don't need to consult anyone right now", because we actually have to. We have to spend time making everyone in the team understand what we do and why [...] I believe that if we manage to do this we can make decisions, activities and processes that everyone is comfortable with" -Informant 6

Being keen on involving as many as possible and at the same time pursuing agreement in the decision-making process might result in decision-making taking more time. As one of the informants argue:

"The "One Team" culture just makes decisions don't go as quick" - Informant 12

However, when there is pressure to make a decision, it can be tempting to not follow the formal lines of decision making and instead make decisions there and then, knowingly not including the right people:

"Yeah, we need to try to relate to the reporting lines and discuss it at the appropriate level. There tends to be to many decisions that is taken outside the structure and that is not so good"- Informant 15

Then again, such a consensus and inclusive approach also have positive consequences. As some of informants have stated it motivates members of the project to contribute and take part as one.

"We make decisions and take actions as a project. We need to make sure that everybody is on the same page and supportive of the decision that's made. You might not like the decision, but at least you have the opportunity to kinda put forward your view and opinion and discuss and agree on the way forward. That is my interpretation of it" - Informant 16.

We are left with the impression that the NSL way of decision-making seems to be shared by many of the informants. They have shared understanding and are conscious of the fact that the NSL way might take more time, but that this way of taking decisions is the right one.

"We do not sit a lot by ourselves and think about how we shall solve it, we invite to a dialog [on] how to find the best solutions that fit the community" – Informant 9

6.3.2 Virtual communication

As argued communication is an important part of decision-making, Hirokawa et al. (1996) states that communication is key to making good decisions and as the NSL project organization is dispersed it puts pressure on the way they communicate and how that affect their decision-making.

The informants say that because they work in dispersed teams, virtual communication facilities are important and essential for problem solving, updates and communication in general. They also seem aware of the challenges that might be involved when using virtual communication as one of the primary communication modalities. One of these challenges is that virtual communication creates a threshold for contacting people, meaning that it takes an extra effort to contact the right people if virtual communication is needed. Many of the informants comment that it is easier to contact the person sitting next to you when you need advice or help discussing a problem. The threshold that virtual communication creates, and the easier access to information that colleagues sitting next to you can provide, might hinder that the right people gets the information needed in the decision-making process;

"Well, there is different cultures and I do not think anybody knowingly does anything wrong, but sometimes it is just to easy to communicate to a small country of people rather than trust the organization and pick up the phone or arrange a VC and speak to the right person. The challenge is to get everyone to work to the organizational structure we have, as opposed to speaking to the person that sat next to them because it is easier" - Informant 14

As argued in the theory chapter, information sharing, and well-informed team members is important in the decision-making process. If team members know of the information available to them the possibility of making a

good decision is greater (Hirokawa et al., 1996). With that in mind, it seems like the NSL project organization is aware of this as they us regular meetings to update and inform the team members. Many of the informants state that weekly formalized meetings are a big part of their working day and that it helps on the information sharing;

"It helps that we e-mail and call during travels, but having regular meetings where we can discuss things is really nice" - Informant 4

6.3.3 Challenges of communication in dispersed teams

As Tøth (2014) suggest, well-functioning virtual communication in dispersed teams has its basis in the establishment of trust through physical meetings. Several of the informants does express the importance of physical meetings for virtual communication:

"I think it has helped by the fact that we have spent quite a lot of time together ... which makes it easier to do these sorts of conversations over VC when you know somebody compared to somebody that you don't know" - Informant 11

According to Tøth (2014) these physical, social meetings also decreases the potential problem of physical distance becoming mental distance, so that one is not hesitant to pick up the phone or send an email to clarify and inform;

"I feel I can call whoever I need to get the help I need. I can call them, and they can call me" - Informant 10

Most of the informants say that virtual communication modalities work well in most situations. A reason for this might be that the NSL project organization is focused on having physical meetings from time to time where team members are encouraged to travel and visit each other to establish a stronger relationship. As argued this might hinder that physical distance becomes mental distance, which then can be the reason for virtual communication working as well as it does. This is interesting as we have discovered in the previous analysis a tendency for employees to have discussion with people in the same location rather than picking up the phone or sending an email to the correct person located somewhere else. It might seem that is a not because of a lack of trust as Tøth (2014) suggest, but rather because of habit or pure convenience;

"I do not think the negative things that happen on the project is because of lack of trust. I think it is because of what is habitual, what is the norm for people" - Informant 14

If employees then do not contact the appropriate person, this could lead to a lack of knowledge sharing, as Tøht (2014) also suggests might be a consequence of the dispersed teams. It is common for face-to-face

communication to be the preferred means of communicating. Therefore, it is understandable that one talks to collocated colleagues rather than asking questions by VC, E-mail or phone. The informants also talk about the consequence for knowledge sharing in dispersed teams. They pinpoint that it is important that information is shared after decisions and meetings have taken place. The knowledge sharing between teams can therefore become more frequent. Hence, it can be fruitful to be aware of the extra threshold that the dispersion adds to knowledge sharing.

Further, as Tøth (2014) argues, lack of transparency can also be an extra challenge for dispersed teams. Lack of transparency can make it difficult to know and remember who works on which task and who is responsible for what, especially when you are located on multiple sites. As informant 13 exemplifies:

"It's very difficult at times. I don't see a lot of wide teams on a regular basis to really know what's going on. Which is understandable it's not a criticism in any means. Certainly, personally I think there's a lot of trust but its elements where it could be better. But only small parts in the teams it could be better with further collaboration and teamwork" - Informant 13

As mentioned in the section on organizational culture, the NSL project organization has a dialogue-based culture and a culture of openness. However, despite this it can still be challenging keeping track of who does what, when and where and if all resources are being used 100 percent all the time which increases the need for knowledge sharing. As Tøth (2014) points out lack of transparency can make it harder to understand how people work and why certain things happen.

Specifically, for this project it has been pointed out that there is a need for employees to be transparent about the pull to the line organization as not all project employees work on the project full time:

"But sometimes there is noise and sometimes people are distracted by something in the parent company which is invisible to the other. I have mentioned this a few times now, but what the project must be better at is being honest about the pull from the parent company." – Informant 13

So, the question could be what the project organization can do to minimize the perceived dispersion and become more transparent increasing knowledge sharing. Maybe a way to understand how people work is understanding your own impact on the project, as informant 11 suggests:

"I think sometimes it is good to broaden your horizon and think about what you do impacts on other people and potentially give them feedback on how they impact you. I think impact is something we could probably do more of" – Informant 11

As theory suggests we can argue that the NSL project organization do have an open and active communication that supports collaboration and a collaborative culture. Despite the challenges working in dispersed teams, the NSL project organization are able to establish good communication even though one can argue for an increased need for transparency to increase knowledge sharing. The next question to answers is if trust can reveal mutual respect and good faith as well as commitment to improvement, which theory suggests is an effect of an RPDA arrangement.

6.4 Trust

The empirical findings suggest that the employees experience trust in teams and in the organization in general regardless of time and position in project. We find this interesting when considering the time aspect of trust building and the fact that they are working in dispersed teams. Relating to theory, the two types of trust we find present in the NSL project organization can be described as:

- **Swift trust** - Individuals rely on the defined roles rather than personalized sources to inform their decision to trust. This form of trust is a unique form of collective perception for managing issues of expectations, uncertainty, risk and vulnerability (Meyerson, Weick and Kramer, 1996).
- **Knowledge based trust** - Trust based on behavioral predictability that occurs when the individual has required enough information over time about others to understand them and accurately predict their behavior (Lewicki & Bunker, 1996; Shapiro et al., 1992). This form of trust has several positive implications and hence facilitating for this kind of trust building is an important investment that seems present in the NSL project organization.
- **Affective commitment through trust -** project employees become motivated through working in teams with skillful colleagues and through the socio-political aspect of the implications of the deliverance. Motivated employees equal committed employees who is willing to work hard to pursue the goal of a successful deliverance.

6.4.1 Trust building in the NSL project organization

As earlier explained in the chapter about organizational structure, the project organization consist of dispersed teams at different locations in Norway and Great Britain. The informants have been part of the project from three years to under one year. The fact that the project is dispersed in different geographical locations and is temporary

in nature gives an ever more importance to the establishment of trust.

"Trust is a bit like, maybe it is not always as strong. But I feel that is a result of the fact that we are placed in two different locations, so we are not fully able to know what they have done and so on." - Informant 3

Still, when asking about the perceived trust in the teams and organization as a whole, all informants express that they do experience trust and that trust is an important value for the team they work in. Also, they express that they are trusted personally with their work and contribution:

"I can speak mostly for the converter team, and there is a lot of trust there. I think people are happy to delegate work. Which is good, that shows some trust I think. So, I think there is quite a lot of trust. We are also very open with each other, and very honest, and if there wasn't any trust, people wouldn't do that. So that show a lot of the trust within the team." - Informant 10

"Yes, I do believe so [that they have trust]. I have never heard anyone say that they do not trust anyone on the other side of the cable. We build upon a "One Team"" - Informant 4

"I'm trusted to do what I need to do, and I trust others to do the same." - Informant 16

6.4.2 Swift trust

Trust that develops early on in temporary teams or project organizations is what Meyerson et al. (1996) defines as swift trust, where individuals rely on the defined roles rather than personalized sources to inform their decision to trust. As informant 5 points out, the trust established early on may have developed because of the expertise each employee brings to the project:

"Highlights for me on this project is the amount of trust and respect that we all have for each other that developed very early on. And I think that developed because of the amount of expertise that we bring to the project, you know?" - Informant 5

The teams the NSL project organization consists of is assembled is a result of the need for solving and accomplishing specific tasks demanding expert knowledge.

"We are trusted by the project team to make decisions through our experience..." - Informant 12

Hence, there is a very specific requirement to the projects employees of having the right mindset for collaboration and the ability for complex problem solving before joining the project organization. The problems cannot be resolved without collaboration. Hence, there is a need for initially trusting other members of the project organization before getting to know them since one cannot monitor others that are geographically located somewhere else. Swift trust then becomes a premise for the project to succeed.

"Yeah, so again from what I see it seems to be a lot of trust, there's gotta be for it to function" - Informant 13

6.4.3 Knowledge-based trust

As previously stated, the NSL project organization has a relation-oriented culture, focusing on creating personal relations between the employees as a way to make communication and cooperation easier. This also affects the trust building. Trust moves from being swift to being knowledge-based when people get to know the individual that possesses the role. Facilitating for this kind of trust building is an important investment that seems present in the NSL project organization.

Knowledge-based trust is based on behavioral predictability. It occurs when the individual has required enough information over time about others to understand them and accurately predict their behavior. Often this leads to mutual trust because it produces a "self-fulfilling prophecy"-effect, based on a perception that another will behave cooperatively (Lewicki & Bunker, 1996)

Establishing knowledge-based trust takes time (Lewicki and Bunker, 1996; Lewicki et al., 2006), maybe even more so in dispersed teams, but its benefits are greater compared to swift trust. The fact that it demands less resources for controlling and monitoring enables the employees to give each other the benefit of the doubt. It makes sure that one does not have to start trust building all over if behavior is ever inconsistent with what is expected. With knowledge-based trust inconsistent behavior can be forgiven.

Another great advantage for the project is that knowledge-based trust also supports the integrated structure. Still, there might be a need for team members to support each other and ease each other's workload. Would one wish to use all resources 100 percent throughout the project it might imply that one can step in and be moved around within the project. Having established knowledge-based trust makes it easier.

"The most important [regarding the project charter] is trust. The fact that we know each other well. That we make decisions for each other in the organization. It is unusual [compared to other project organizations] that one from National Grid can go to Kvilldal and say, "we do this and that". Can we be sure that he does it based on the same

interests as we have? You have to think about it, are we comfortable with that? And you become that through knowing each other better and by experiencing things together" - Informant 6

6.4.4 Commitment through trust

The informants express a great deal of commitment to the NSL project organization despite the fact that they are stemming from different organizations:

"So, I guess National Grid pay my wages, but I believe that I am part of the NSL project team first of all. I feel part of the NSL team. If somebody says to me "Who do you work for?", then I would say I work for NSL" - Informant 11

This relates to what we found in the theory as affective commitment that ensures that employees work hard to pursue the goal of a successful deliverance (Chiocchio et al., 2015; Ng, 2015). It originates from positive feelings about the organization and the fact that the employees trust each other (Ng, 2015). The informants give several examples of factors that they perceive as positive and hence increases their motivation. They speak about how much they appreciate their colleagues and that they can develop in different ways and how motivating it is being part of a project of such a great scale:

"I think it is an exciting project. More rewarding than a "clean project". [We] tie the energy market together, that gives something extra. You feel that you are part of something more. And it is a political subject" – Informant 1

"For me, the things that drive me is the actual project itself. So, I think it is clearly exiting to be involved in a massive engineering project to do really good for society as a whole. If we look at the sort of more global society, what we´re doing between exchange of power between two countries who has got very different socioeconomic regimes. To be able to link that for the good of the people in both countries I think is fantastic" – Informant 5

"I can get results from my own experience […] And it is a prestige project. I am a bit proud to be a part of that"- Informant 7

Through our analysis of trust and commitment we can argue that the NSL project organization do have the presence of respect and good faith in each other and the organizations as well as faith in the projects mission and a commitment through trust that is enforced by the socio-political aspect of the project's impact and environmental profile.

6.5 The NSL "One Team" project organization as a RPDA

Now, finally through analysis we can identify and draw the NSL project organization into the RPDA model comparing it against the other arrangements.

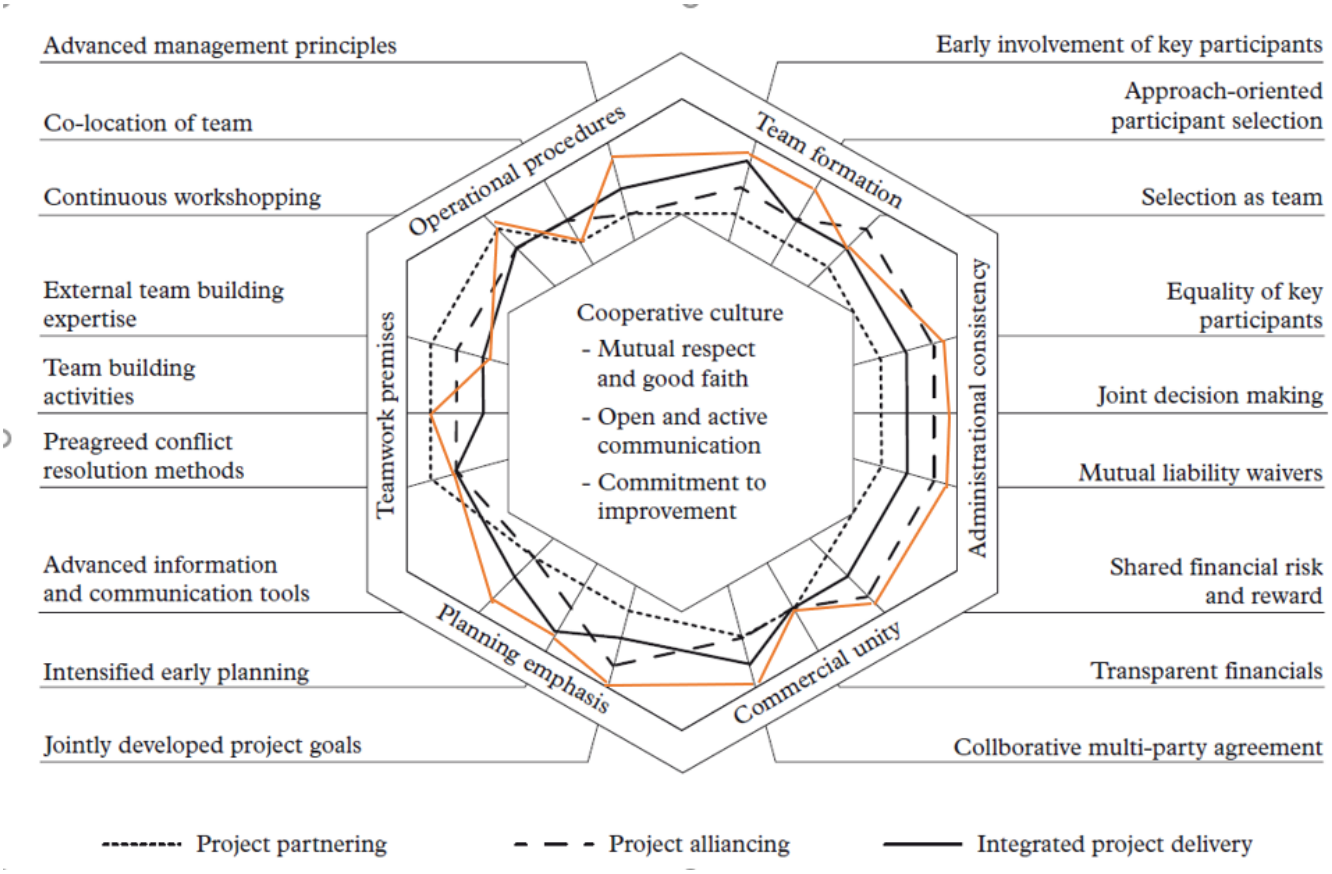


Figure 4 - the NSL project organization placed in the RPDA framework (Lahdenperä, 2012)

*The orange line indicates a suggestion of where the NSL project organization is oriented in the RPDA model

Through our analysis we have argued that the NSL project organization is well suited to be defined as an RPDA arguing that the formal structures and procedures of the project do support a cooperative culture. Further, we find evidence that the culture is indeed a cooperative one supporting mutual respect and good faith through trust building and commitment as well as the NSL project organization having an open and active communication.

Through our analysis of the organizational structure we concluded that they have most similarities with the arrangements of Project alliancing and the Integrated project delivery and have been successful in their aim to establish a “One Team” organization making two organization work as one project organization.

The NSL project organization is placed high on the feature of planning emphasis as we have found the use of frequent and advanced information and communications tools as well as a heavy focus on jointly developed project goals. We have the impression that this focus has been present since the beginning of the project as well as an intense management investment in joint planning.

The NSL project organization is placed high on the traits of collaborative multi party agreement and shared financial risk as part of the feature commercial unity. When it comes to rewards there are different reward systems considering different salary solutions in the two companies, but they do still give feedback to each other regardless of the company. Due to different accounting systems there is naturally obstacles when it comes to transparent financials, but this is also rather common amongst the other forms of arrangements.

The NSL project organization scores high in the feature of administrational consistency where we can see the positive benefits of the characteristics as they support consensus-based decisions by utilizing various management bodies. We have found descriptions that the employees do feel they have a saying in most discussions and that they perceive the decision-making process as collaborative and open.

Considering the feature of team formation, we have found that the NSL project organization have had an early involvement of key participants. They also use approach-oriented participation selection very actively throughout the project. When recruiting employees, they look for people with a collaborative mindset and that needs to possess expert knowledge.

When it comes to operational procedures the NSL project organization again is placed very high, except for the characteristic of co-location of teams as they mostly operate in dispersed teams. Still, we have found continuous workshoping present in the project although mostly present within teams and not across teams. The advanced management principles are placed high as they show a high degree of innovation choosing two project directors and to separate the support functions in the matrix organization.

When it comes to the feature of teamwork premises we have argued that they have team building activities, but rarely across teams. Still, it might not be realistic to gather the whole project organization more than once a year as is being done. We do know that they operate according to common conflict resolution methods and that the Project Charter is being used as a conflict resolution tool reminding the participants about their common values.

Where the NSL project organization is different from the other arrangements in the RPDA model is in having a rather high degree of advanced management principles. Meaning the arrangement of two project directors and the decision to separate the support functions in their own teams. Also, the NSL project organization is placed high in an approach-oriented participant selection, rather different from the other three agreements. The NSL project organization seems to have a rather specific need and focus on highly skilled employees that have a cooperative mindset.

There are only two traits that we have little information on - the selection of the teams (how they are put together and why) and also to which degree they have used external team building expertise. This has not been explicitly mentioned in the interviews. These traits have therefore been placed in the middle of the scale without any further argumentation.

6.6 Concluding remark - confidence in the partner organization

So, what does this analysis come down to? What implications apply from the organizational effort of establishing NSL project organization and the “One Team” values?

As the analysis so far has shown it is appropriate to identify the NSL project organization as an RPDA. The model shows how a project organization like the NSL can deal with the inherent opportunistic behavior in multi-party contractual arrangements drawing upon different features that contribute to a collaborative culture. The purpose of this collaborative culture is to reduce opportunistic behavior and to increase performance.

Das and Teng (1998) on the other hand argue that it is the confidence established in partner co-operations that is crucial for dealing with opportunistic behavior. They argue that trust and control together impact the confidence in partner cooperation in alliances and that in a project like the NSL the requisite confidence level needs to be high, implying both high levels of trust and control. The object of control becomes the joint venture in itself and the partner. Control mechanisms in strategic alliances is goals setting, structural specifications and cultural blending. Manifestation of trust is seen through delegation and autonomy and stems from risk taking, equity preservation, communication and interfirm adaptation.

The RPDA model include features that both comprises control and trust mechanisms, but do not show how these mechanisms function together as oil for the machinery (the model) to work. By including Das and Teng (1998) we can argue that trust and control are mechanisms that make the RDPA work and that to build a collaborative culture you also need confidence in multi-partner arrangements for the project to succeed.

Inspired by Das and Teng (1998) we can arrange this analysis of the NSL project organization in the following model:

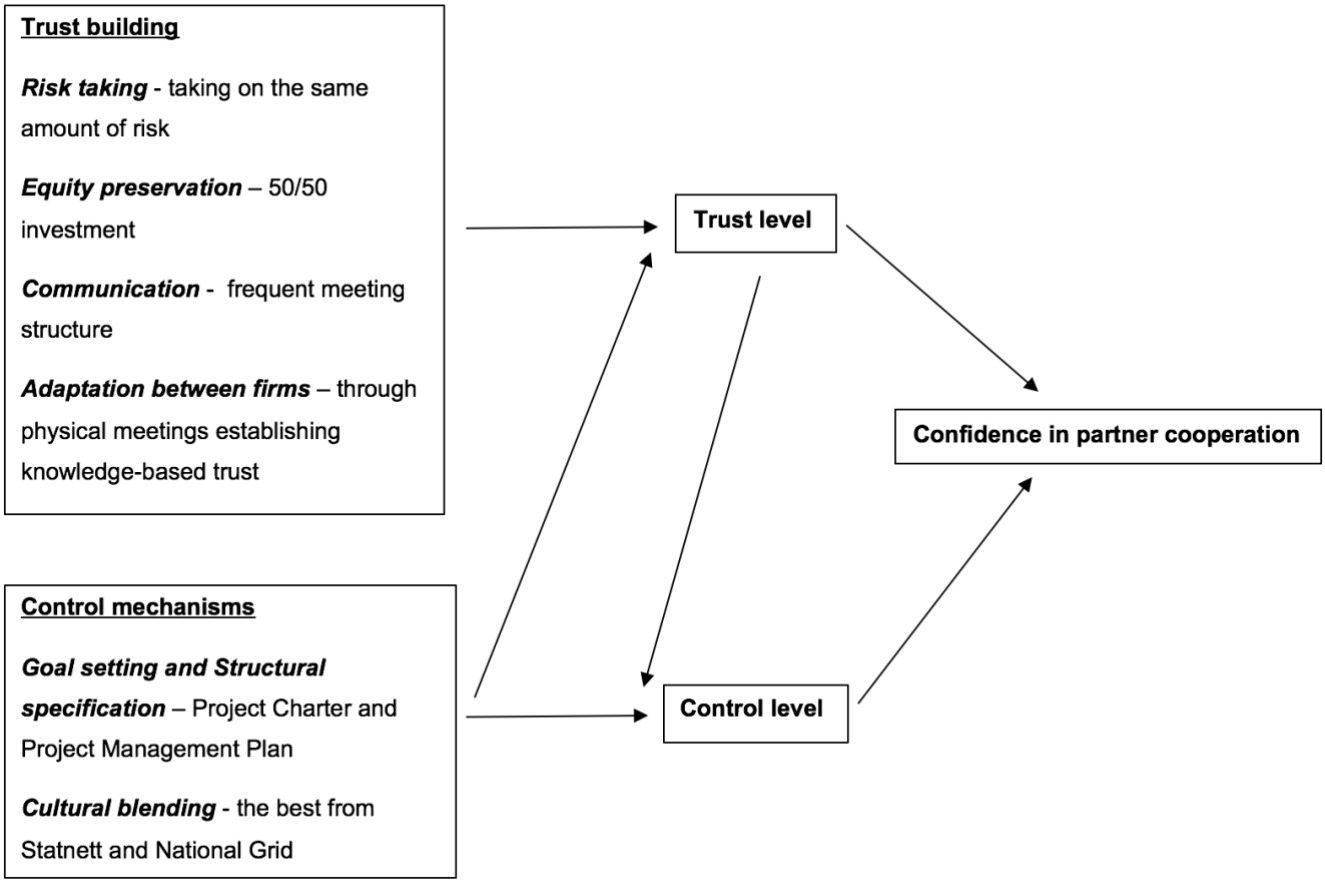


Figure 5 - Model for confidence in partner cooperations (Das & Teng, 1998)

6.6.1 Trust mechanisms

Trust building efforts have been made through formal and informal measures. Initially, as mentioned in the section about the organizational structure, the project is an integrated one with two project directors, one from each company. This is a symbol of the nonrecoverable initial 50/50 investments made by the two companies signaling commitment and trust. This leads to what Das & Teng (1998) would call boosted trust levels - we are all in this together taking on the same amount of risk. The same point is relevant when considering equity preservation because the 50/50 investment and budget ensures that a fairness is preserved again symbolized in the two project directors. Trust is also, as discussed in the section regarding decision making and virtual communication, dependent on proactive communication exchange. The formal meeting structures and both physical and virtual communication decrease potential hindrances in daily operations and set the grounds for a satisfactory working

relationship (Das & Teng, 1998). Also, communication functions as way of collecting evidence about the partners credibility and trustworthiness as pointed out in the section regarding trust. Lastly, the adaptation between the two firms does take place as we have argued for the presence of knowledge-based trust that enables the partners to be flexible and accept deviations from expected behavior when necessary. This also facilitates for the development of being able to adjust one's own behavior pattern in order to bring about a fit between the partners and between the alliance and the environment. This making the managerial efforts to infuse the culture with specific values possible (Das & Teng, 1998).

6.6.2 Control mechanisms

With our analysis we can also argue for the presence of several control mechanisms being present, such as goal setting and structural specification, as well as cultural blending. The NSL project organization does have its own formalized goals as a result of management by objective, for example the Project Charter and the Project Management Plan. With these formalized goals, it will become less likely to have disagreements (Das & Teng, 1998), which also increasing predictability and predictable behavior. This increases the possibility to develop knowledge-based trust. The structural specifications are also present with formalized rules and regulations that is also to ensure a desirable behavior. The integrated structure with its defined roles and responsibility would also make one behave more responsible and hence minimize the partners incentive for opportunism. It can also function as a structural safeguard against opportunism as one through reports, checking and communication in the project gets to prove one's trustworthiness. The continuous communication that we find within the project is also a good vehicle for shared values and again ensuring the managerial efforts of influencing the culture building a "One Team" is worthwhile. Lastly, Das and Teng (1998) explains cultural blending as a form of social control where it again is about ensuring behavioral predictability, and we see this in our empirical findings through the integrated structure and culture. What is crucial is that there is no one partner that plays a dominant role and hence one is open too and wishes to integrate the best from Statnett and National Grid that provides the basis for NSL project organization.

In accordance with theory, we find that there is a high level of balancing trust and control (Das and Teng, 1998). This is crucial for a joint venture to develop confidence that again ensures the project's success and can explain why the collaboration has worked well. The empirical findings suggest that the formal and informal process work together and mirror each other making the two organizations work as one team. This enables us to build an assumption that the creation of the NSL project organization has facilitated for the creation of confidence in the partner cooperation (Das & Teng, 1998). This belief that the partner firm will have no opportunistic behavior reduces uncertainty in a project where the stakes are high, and one needs to know that one have found the best possible solution.

It is difficult to say whether the time and resources it takes to establish new procedures and build an own culture is worth the while in the long run, but what we can say is that establishing an integrated project structure in the manner that NSL project organization have done, has brought with it more positive than negative effects indicating that this might be an example to follow to establish confidence and a collaborative culture in relational multi-party contracting.

7 Discussion

The purpose of this discussion is twofold. First, we pinpoint the uncommon characteristics of the NSL project organization that we found in our analysis and discuss why they function well. Second, we will discuss suggestions for further work based on our analysis where we have unveiled different issues that we argue stems from lack of availability, transparency and information sharing.

7.1 Two project directors

How come the project works so well with two project directors? While rather uncommon, choosing to have two project directors might work well because it becomes a symbol that one is invested 50/50 in the project and that one seeks to ensure the interest of both companies. For this to function it might be critical that the two directors are able to trust each other to take command while the other steps down, sharing the role of “one project director”. Maybe it is not so much about being two directors, but rather being able to share the responsibility of being one? In regard to theory we might be able to imply that having two directors work because they have established identification-based trust between them. Identification based trust exists when each party understands and takes on the other’s values because of the emotional connection between them (Lewicki & Bunker, 1996) also establishing mutual positive distinctiveness (Cramton & Hinds, 2004). They acknowledge each other's weaknesses and are able to complement each other and show to others that they got each other’s back, becoming a symbol for the trust in the partner cooperation. Another point to be made in regard to this is that having two directors might also serve as a control mechanism ensuring that both companies are informed and that not one overrides the other. This again contributes to the creation of confidence in the partner organization.

7.2 Project Charter

Contrary to firms with a long history, where an attempt to influence the culture with a charter or any other formal tools can be very difficult, it seems that the environment for influencing the culture in the NSL project organization might have been greater because it is all so very fresh. The Project Charter is being used as a formal process to influence the informal collaboration through being a part of the meeting agenda and being used as a problem-solving tool. This again makes it function as a common value system which enhances the importance of the Project Charter. Successfully establishing equal values and shared perception of the main culture and working norms or

moral seems to have made it easier to work integrated. This success might also rely on the fact that they have no earlier history and so the Project Charter might have functioned as one of the only common value systems, at least in the establishing phase of the project.

7.3 Availability

In our analysis we found that the VC facilities are not being used as often as one might predict, when considering that it seems like most of the informants agree that the VC tends to work well. We also found that they do not always contact the correct person if it entails virtual communication, instead they ask colleagues in close proximity to themself. We also know that the two companies do not share the same calendars. We then wonder if the lack of a common calendar creates a threshold for booking VC rooms and the use of VC facilities, increasing the attractiveness of asking the person in the same room. This implies that the NSL project organization is in lack of a system where project members have an updated status that lets other employees know if they are available for VC. We argue that such a system might lead to an increased use of VC facilities and again hinder people contacting persons in the same location instead of the right people. Another positive consequence of increasing the visibility of employees' availability can be that it contributes to the projects transparency and that increased use of VC can hinder knowledge gaps within and between teams.

7.4 Better IT and VC facilities as an excuse for something else?

Many of the informants talk about IT and VC facilities not being good enough, but is it really the VC facilities that is the problem? We have discovered that the NSL employees do not use their VC facilities to its full capacity. This makes us wonder why some of the informants want more of what they do not use.

As already mentioned earlier in the discussion we think this might be because of lack of availability. However, it can also be related to not knowing the person you are supposed to VC. The informant suggest that they want to know their colleagues better, especially the new ones. This makes us think of *this* as a potential factor in using the VC facilities more often. Not knowing the person in another site makes the uncertainty regarding availability even bigger because it is harder to either call or set up a VC meeting. We think that an increase in personal relations might decrease the gate of using VC.

The NSL project organization is aware that their employees need to travel as early as possible to get to know the part of their team located in opposite country. This travelling however is often in connection with partner meetings, and the "getting to know-part" is just something that follows. Travelling only to focus on the "get to know"-part might be a solution to this issue. Maybe this type of travelling could be a part of the onboarding program?

7.5 Transparency and information sharing

Based on the interviews we see that many of the informants are curious and wants to know more about the other parts of the project. They are interested in knowing what other teams are doing and what they have done. Many of the informants state that not knowing what other teams have planned for the next months makes it difficult for them to see the project as a whole. This lack of transparency also results in making it harder for many of the informants to understand how their own contribution influence the project as an entity. Some proposed that more insight on what is happening on site could help. Meaning that project members travel and are physically present at Kvilldal and Blyth to see the product of the work being done and the contribution that people have put into it. As the theory states, this is important for keeping members motivated in a project of such a great scale (Ng, 2015).

Another proposal for accomplish such a transparency across the teams could be to increase the information sharing and communication between the teams. Many of the informants state that the information sharing between the teams, particularly between cable and converter, should be improved. As discussed earlier, the two delivery teams have strong subcultures where the information sharing and communication works well, but when it comes to sharing that information across the other teams, the informants say that much could be improved. At the same time, we know that the information actually is available. The project members can actively search and find all the information about what the other teams are doing, and what they are planning to do, in text format. Considering this - if the informants say that information sharing between the teams is a problem even though that information is available, could the real problem be that the information is shared in the wrong format?

As the information is available in text format this means that project members have to make time to actively search and read this information, which might be a barrier to many. A proposal for better information sharing between the teams is to have meetings where members of the different teams present what they have done and what they plan to do. Even though this could be a solution you are left with the same problem - will people show up? Arranging meetings for information sharing still involves the fact that project members have to take off their time to show up at these meetings, and will they prioritize this? Considering this, we find it challenging to come up with a good solution to better information sharing, but then again - is lack of information sharing really the problem?

In the end, improvements in the information sharing might not be wanted by the project members as it seems to us that it demands more of them. Some of the informants state that they work on full capacity and do not have time to check on what the other teams are doing all the time. So, in reality, if you want to improve the information sharing between the teams, you have to restructure the capacity of the project members, so they can find time to share information. The argument then would be - is more information sharing really wanted or is it fine that members sometimes work by themselves secluded from the rest of the project? Information sharing might be important as it enables a holistic understanding, that might motivate project employees as they identify with the organization (Ng,

2015). Our impression is that information sharing in this context has limited impact on motivation. We found that many of the informants are motivated by the sheer size of the project or by the people that work there. In other words, we do not interpret lack of information sharing between the teams as such a challenging aspect as theory or some of the informants might suggest.

8 Conclusion

The purpose of this project was to describe and evaluate the NSL "One Team" approach to project structure and project culture (Thorstad, 2017). To do this we conducted interviews with 16 employees from the NSL project organization. Further we transcribed and analyzed the data from the interviews into categories, based on a theoretical approach (Ryen, 2002). In the analysis we used Lahdenperä's (2012) to show how the NSL project organization can be seen as an RPDA. From the analysis we found that the NSL project organization is built around an integrated structure which forces collaboration between Statnett and National Grid and which leads to good use of the project resources. Further we found that the NSL project organization have a culture of openness based on dialog and relationship building, nurturing trust. Also, we found that communication, in particular virtual communication, is important for decision making and minimizing the gap between Statnett and National Grid. In the discussion section we discussed uncommon characteristics of the NSL project organization and also suggestions for further work. In summary, we found that the NSL "One Team" approach works well. However, is it flawless?

As discussed, the "One Team" approach demands collaboration. To enable collaboration, we found that the NSL project organization forces its employees to communicate and take interest in each other. This seems to suit most of the project members, but not all. Their need to cooperate can result in the project losing momentum as many of the informants state. Also, the NSL project organization's focus on inclusion and consensus in decisions making might not always be purposefully. It might be that the consensus approach seems frustrating for some and in that sense hamper the motivation and enthusiasm for the work being done. Further, the idea of unity to make the informants feel that they build a cathedral and not just their little part carrying rocks might have implications. This approach might decrease the employees' perceived autonomy when many decisions have to be made together. It can make them feel over managed or monitored.

Still, the "One Team" approach seems to us to be a successful endeavor. It has minimized the gap between the two organizations, making them collaborate more and solve challenges together despite the companies' cultural differences. Also, the "One Team" approach has contributed to solve the challenges with working in dispersed teams. We found that trust is an important part when making dispersed teams successful, and we think that the NSL project organization has done a good job using their culture to create trust between the team members in different locations.

All in all, our conclusion is that the NSL project organization has successfully created a “One Team” based structure and culture. Through various processes and mechanisms, they have created shared values of trust, respect and communication despite the project’s complexity. Considering our evaluation, have the NSL project organization found a good way to organize and carry out projects of this scale? We think yes.

9 Limitations

When working on a project of this scale various implications arise. In this paragraph we will reflect on what we think are the projects limitations and weaknesses. We will discuss the limitations on using interviews to collect data and limitations on time and availability.

9.1 Interviews

The first thing that comes to mind when thinking about using interviews to collect data is; have we selected the right informants for our purpose? It might be that we should have used fewer informants from the management team. Having more informants that are non-leaders might give more accurate information about how it feels to work in the NSL project organization, since they are not actively working with relationship building and forming the NSL “One Team” collaborative culture. However, by interviewing the managers we also get more information about the purpose of the “One Team” approach and how they actively work to manage and maintain this throughout the organization.

Having half of the interviews via VC also results in different challenges. One of them is audio quality. Problems with the audio quality makes it more demanding to transcript interviews, and interpret informants meaning behind statements. This makes it hard to tell if informants are being ironic or serious.

As mentioned in the methodology chapter, using qualitative interviews gives a limited external validity, which is the extent that the results of the study can be generalized to other situations (Maxwell, 1996). Meaning what we do here cannot be generalized beyond the NSL project organization. However, high external validity is not always the goal with qualitative studies, as these are often conducted to get in-depth information about the informants here and now in the setting they are in (Barone & Switzer, 1995).

9.2 Limited time and availability

Time has definitely been a limitation in this project. There is many interesting points and themes that we do not have time to discuss. One of the biggest challenges is to find time where every project member is available, considering that everyone of us have different schedules in terms of work and other classes. This makes it difficult to organize in a way that suits all.

Another limitation is the mandate given by the NSL project organization which dictates what our project report is supposed to focus on. Also, some parts of the mandate have been given more attention than other parts to make sure we will finish the rapport in time. With more time, we could have been more in-depth about other parts of the mandate as well.

Despite the limitations we still feel proud of the project we completed. With more time we could bypass some of the limitations mentioned here. If we could do a comparative study with the NSL project organization and another project of similar character, we might be able to generalize more. We therefore recommend, if further studies are to be done on this subject, that a comparative study might shine new light on the best way to do projects of this scale.

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APPENDIX A COLOR CODING CATEGORIES

- 1. Structure
  - a. Description of the organizational structure
  - b. Strengths of the structure
  - c. Weaknesses of the structure
- 2. Culture
  - a. Description of the organizational culture
  - b. Decision making
  - c.i.. Strengths of the culture
  - c.ii. Weeknesses of the culture
  - d. Commitment
- 3. Project charter
  - a. Trust
  - b. Communication
  - c. Respect
  - d. One Team/ the whole charter
- 4. Onboarding

5. Suggestions for further work

APPENDIX B INTERVIEW GUIDE IN NORWEGIAN

Innledning (kort)

- Hva slags utdanning har du?
- (Får du brukt utdanningen din i stillingen din?)
- Hvor lenge har du vært en del av NSL-teamet? (Mnd)
- Har du alltid vært del av samme enhet innenfor NSL? Evt hvilke?
- Hvem er din nåværende arbeidsgiver?
- Hvor lenge har du jobbet for ditt nåværende selskap (Statnett/NG)?
- Fulltid/deltid i NSL?
    - Hvilke andre roller?
    - Påvirker eksterne roller arbeidsforholdet ditt i NSL?

Organisasjonsstruktur

- Kan du beskrive “One Team” strukturen med egne ord?
- Hvordan opplever du “One Team” som en organisasjonsstruktur? (Hensiktsmessig eller kun formalitet)
    - Gjerne sammenlignet med andre prosjekter du har vært med i
- Hva ser du på som styrker ved “One Team” strukturen for din arbeidshverdag?
- Hva ser du på som svakheter ved “One Team” strukturen for din arbeidshverdag?
    - Føler du noen ganger at organisasjonsstrukturen hindrer deg i å gjøre jobben din? (Hvorfor)
    - Teknologien? Lokasjon? Rapporteringer?

Hva ville du endret på?

Organisasjonskultur

- Kan du beskrive “one team” kulturen med egne ord?
- Opplever du et fellesskap med dine kollegaer?
    - Er dette et fellesskap som strekker seg over hele NSL, eller finnes det subkulturer (Subgrupper)?
    - Føler du at du er en del av/ et eierskap til “One Team” kulturen?
    - Føler du en tilhørighet i Statnett, NG eller NSL?
- Hvilke verdier er ditt team opptatt av?
    - Hvordan står dette i forhold til resten av NSL?

(Viser frem charter - Trust, respect, communication and Oneteam)

- Hva tenker du om dette charteret?

Hvilke er viktigst? Hensiktsmessig eller kun formalia?

- Team events, sosiale aktiviteter

- Hvordan opplever du de?

Motivasjon - (indre/ytre)

- Hva er din motivasjon i prosjektet? Penger, utfoldelse etc.
- Hva gir NSL deg?
- Hvordan har Oneateam-strukturen påvirket din motivasjon?

Tillit

- Kan du nevne de tre beste sidene med å arbeide i NSL?
- Hva kunne vært bedre/ annerledes?
- Får du mulighet til å utfolde/utvikle deg i din stilling? ("Empowerment")?
- Opplever du stor grad av tillit i teamet/organisasjonen? Hvorfor/hvorfor ikke?
- Får du anerkjennelse? Feedback?
    - Fra ledere/kolleger
- Kommunikasjon →
    - Hvordan kommuniserer du med kollegene dine?
        - Møter / (frekvens), informasjonsflyt, språk (unngå nasjonalitet).
    - Er du avhengig av andre for å gjøre jobben din?
        - Beslutningstaking.
    - Får du hjelpen du trenger?
        - Hvordan? Evt. hvorfor ikke? (Skype, reising etc)
    - Opplever du barrierer/utfordringer?
        - Hva ville du endret på?
    - Føler du deg hindret i å gjøre jobben din pga kommunikasjonen?
    - Hvordan oppleves kommunikasjonen på tvers av teamene?
    - Føler du det er en åpen kommunikasjon som tilrettelegger for deling av tanker og meninger?
- Respekt →
    - Blir dine meninger hørt og sett?
        - Blir dine ideer og mening tatt hensyn til?
        - Hva med dine kollegers?

Onboarding

- Hvordan ble du tatt i mot?
- Oppfylte forventninger?
- Hva kunne vært annerledes?

Beskriv din hverdag i NSL

APPENDIX C INTERVIEW GUIDE IN ENGLISH

Introduction (short)

- What kind of education do you have?
- Have you used your education in your job?
- How long have you been a part of the NSL team?
- Have you always been part of the same unit within NSL? Perhaps which?
- Who is your current employer?
- How long have you worked for your current company (Statnett / National Grid)?
- Full time / part time in NSL?
- What other roles?
- Does external roles affect your workplace in NSL?

Organizational Structure

- Can you describe the "One Team" structure in your own words?
- How do you experience "One Team" as an organizational structure? (Appropriate or only formality)
- What do you regard as the positive input the "One Team" structure for your working day?
- What do you regard as weaknesses of the "One Team" structure for your working day?
  - Do you sometimes feel that the organizational structure prevents you from doing your job? (Why) - The technology? Location? Reports?
- Teknologien? Lokasjon? Rapporteringer?
- What would you change?

Organizational Culture

- Can you describe the "one team" culture in your own words?
- Do you experience a community with your colleagues?
  - Is this a community that extends across NSL, or do there exist subcultures (Subgroups)?
  - Do you feel that you are a part of or have an ownership of the "One Team" culture?
  - Do you feel a belonging in Statnett, NG or NSL? (tilhørighet?)
- What values do your team care about ?
  - How does this stand in relation to the rest of NSL?

(Shows charter - Trust, respect, communication and Oneteam)

- What do you think about this charter?

What is most important? Appropriate or only formal?

Team events, social activities

- How do you experience them?

Motivation - (intrinsic / extern)

- What is your motivation in the project? -
- What does NSL give you? (personal)
- How has the Oneateam structure influenced your motivation?

Trust

- Can you mention the three best part of working in NSL?
- What could be better / different?

  Are you able to unfold / develop in your position? ("Empowerment")?
- Do you experience a lot of trust in the team / organization? Why / Why not?
- Do you get recognition? Feedback?
  - From managers / colleagues

Communication →

- How do you communicate with your colleagues?
  - Meetings / (frequency), information flow, language (avoid nationality)
- Are you dependent on others to do your job?
  - Decision-making.
- Do you get the help you need?
  - How? Maybe why not? (Skype, travel etc)
- Do you experience barriers / challenges?
  - What would you change?
- Do you feel hindered from doing your job because of the communication?
- How is communication across the teams experienced?

  Do you feel it's an open communication that facilitates sharing thoughts and opinions?

Respect →

- Is your opinions being heard and seen?
- Are your ideas and opinions taken into account?
  - What about your colleagues?

Onboarding

- How were you taken care of?
- Was your expectations satisfied?
- What could have been different?

  Describe your normal workday in NSL

APPENDIX D PROJECT MANDATE

Decision Memo

To:	Nigel Williams, Thor Anders Nummedal
From:	Hilde Horgen Thorstad
Rev. Date:	26.10.2017
Doc. No:	NSL-1.1-MM0-ME-0002
Decision reference:	*[Insert decision number here if applicable]*
Rev. No:	xx
Rev. Status:	For approval
Classification:	Internal
Subject:	**Draft Project Mandate - One team Performance**
Status:	☐ For information (notice of change) ☒ Request for approval (decision required)

NSL has been approached by the University of Oslo, Faculty of Social Sciences, Department of Sociology and Human Geography to participate in "Prosjektforum" – a program for Master students where students practically learning how to research and write reports by way of small research projects in the public or private sectors.

The document includes Project Mandate for student project to evaluate the NSL One Team.

Approval Requested/Information

The Project Directors approve the attached Project Mandate

North Sea Link

Decision Memo

Doc No.: NSL-1.1-MM0-ME-0002 Rev. No.: xx Rev Status: For approval Date: 26.10.2017

Subject: Draft Project Mandate - One team Performance

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Statnett nationalgrid

Decision Memo

Doc No.: NSL-1.1-MM0-ME-0002 Rev. No.: xx Rev Status: For approval Date: 26.10.2017

Subject: Draft Project Mandate - One team Performance

1 PROJECT MANDATE TITLE:

Performance of the NSL "One Team" project organisations

- An evaluation of the organisation model

The objective of the work is two-parted; serve as a learning arena for students from the University of Oslo and provide results that have an academic good quality and value for the client.

2 BACKGROUND:

A key success factor and management principles has been to establish "One Team" organisation, i.e an efficient joint project organisation that nurture trust and collaboration:

- The Project will be organised as a matrix organization with two delivery teams (Converter and Cable) and four support teams (SHEQ, PMO, CCM and Finance).
- The joint project organisation will have sufficient capability and capacity to provide project oversight and to mitigate project risks.
- Resources from National Grid and Statnett will work together collaboratively and act as one integrated team without duplication of roles as far as possible.
- Respect the cultural differences, organisational responsibilities within the joint team and avoid an 'us and them' culture.

The "One Team" shall ensure visibility and control for both partners

- Contribution of people, efforts and costs from both partners will be balanced, and functions will be recruited in order to maintain this balance between the partner organisations.
- All key project areas will include resources from both partners.
- All resources must be trusted to properly consider the interests of both partners, and the joint organisation shall strive to provide the level of comfort and control needed by both partners.
- Establish transparent controls, reporting and communications to build trust within partner organisations.





Confidential

Decision Memo

Doc No.: NSL-1.1-MM0-ME-0002 Rev. No.: xx Rev Status: For approval Date: 26.10.2017

Subject: Draft Project Mandate - One team Performance

3 SCOPE OF WORK:

The scope of work will be to evaluate the following:

1. The NSL Project Structure:
    a. Describe organization - in organisational theory context
    b. Describe why this is chosen
    c. What are strengths / weaknesses of the NSL organization
        i. In theoretical perspective
        ii. Based on feedback/interviews with team members
2. The NSL Project Culture
    a. Theoretical perspective of project culture – what is best practice project culture, and how to develop a project culture?
    b. What is NSL project culture, how is it developed – compared to "best practice"
    c. How does this affect decision-making in project?
    d. What are advantages / disadvantages of project culture
    e. Does team members have ownership to project culture?
3. How are values transferred to new team members?
    a. Describe on-boarding program – according to best practice and in NSL
4. Suggestions for further work

4 SUGGESTED APPROACH:

Set up and run 20 Qualitative interviews with key roles/functions:

- Team members from all 4 project offices
- Mix of Managers and team members

Theoretical foundation

- Anchor the approach in relevant theory

5 CONTACT PERSONS

Main contact person:

- PMO Manager Hilde Horgen Thorstad
- Support from Saeeda Baig/Anita Hauglum to arrange meetings

6 PROJECT SET UP, RESPONSIBILITIES, & BUDGET:

Project duration:

- The project period lasts from 15.01.2018 through 31.05.2018.
- Project description and plan (based on the project mandate) agreed before March 1st 2018
- Report and presentation delivered by May 31st

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Decision Memo

Doc No.: NSL-1.1-MM0-ME-0002 Rev. No.: xx Rev Status: For approval Date: 26.10.2017

Subject: Draft Project Mandate - One team Performance

Responsibilities

- University of Oslo:
  - Put together and build a multidiscipline team
  - Creates a project description and plan based on the project mandate
  - Provides an external supervisor / expert on the project topic
  - Provides weekly lectures to the team on relevant topics during the whole period
- North Sea Link:
  - Develops a short mandate (this document) and provides background materials
  - Provide a contact person that will chair a bi-weekly follow up meeting in project period
  - Supports the team in finding relevant respondents
  - Sets up a presentation meeting and invites relevant audience
  - Provides access to Oslo Project office – and arrange for Video Conference facilities

Budget & Financing:

Project Forum invoices Client NOK 50,000, - + VAT for the implementation of the project. Invoice sent to: [Client Billing Address]. The project is fully financed by the Client and the amount partly the student's operating

7 INFORMATION SECURITY

All project members must sign a confidentiality clause.

The report must align with project internal requirements with regard to information security.

8 REFERENCES

/1./ Insert document number and title. In the text - cross reference to numbered item

/2./

/3./

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9 DOCUMENT MANAGEMENT

9.1. Document Control

NSL Document Title: **Decision Memo**			
NSL Link Document Number: **NSL-1.1.1-MM0-TE-0001**			
Project Code:NSL	WBS Code:1.1.1	Discipline Code:MM0	Document Type:TE
DFO: Yes / No	SN Archive: TBN	NG Archive Ref: TBN	Confidential: Yes

9.2. Approved Revisions table

03A	28.04.2017	Approved for use	SL	LMN	Management Committee
02A	02.02.2016	Approved for use	HHT		HHT
Rev.	**Issue Date**	**Description**	**Author**	**Checked**	**Approved**

9.3. Revision History table

Rev.	Date	Section(s)	Description
01R	26.06.2015		Sent on review 26.06.2016 Sent to Approved 26.06.2016

Note: The Approved Revision table shall only contain approved revisions.
Note: The Revision History table contains an overview of all historical main changes for each revision. Please list per revision.
Any changes shall be easy to locate in the text based above information.
Note: In order to update all fields in the document (i.e. TOC, figure list, references etc. – mark the whole document (CTRL+A) and press F9, then update all the fields respectively.

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