

Collaborative Leadership and its Influence in Building and Sustaining Successful Cross-Functional Relationships in Organizations in Kenya.

Gilbert A. Ang'ana

Pan-Africa Christian University, Kenya

Dr. Jane Adhiambo Chiroma

Pan-Africa Christian University

Abstract

Due to the current business and workplace complexities caused by the pandemic and diverse competition in the marketplace, organizations today are faced with many challenges more so in developing concerted shared values to get the most out of their employees and stakeholders more than ever before. This paper aims to investigate the influence of collaborative leadership in building and sustaining cross-functional relationships in organizations in Kenya by critically reviewing, integrating, and summarizing the theories and models within collaborative leadership. These theories play a significant role in developing the understanding of how organizations can successfully create interpersonal relationships and cross-functional collaborations. This interpretive, hermeneutic qualitative paper reviews and discusses three major theories and models that relate to collaborative leadership practice based on secondary data to deduce collaborative leadership principles relevant for organizations. The study reviewed articles ranging from the year 2000 to date from seven leadership journals with search criteria as collaborative leadership, and collaborative theories. The three theories highlighted are, the Three Needs Theory, the Theory of Negotiated Order, and the Clear Leadership Model. The study proposes three critical collaborative leadership dimensions that aim to help organization leaders be successful in developing cross-functional collaborative relationships and partnerships: leading self, dedication to the "we", and authentic engagement. The study also highlights that leaders must be able to facilitate productive relationships between employees by listening, understanding their impact, and have an open-minded attitude; handle the complexity of partnerships of different levels with ease, and have the patience to deal with very high levels of frustration by taking calm approach. This study highlights that if collaborative principles deduced from the theories and models are well understood, assimilated, and applied by leaders, their organizations would build solid cross-functional collaborative governance structures, establish clear operations and behaviors that will result in successful partnerships and collaborations at all levels.

Keywords: collaborative leadership, three need theory, theory of negotiated order, clear leadership model

Date of Submission: 13-08-2021

Date of Acceptance: 28-08-2021

Leaders today face major responsibilities to guide their teams and organizations to greater success and this calls for an expanded repertory of skills and attributes amidst the uncertain, and highly competitive, and complex business environment (Badaracco, 2002). With globalization, advancement in technology, and the current socio-economic changes brought about by the pandemic, leaders must be able to position themselves as global leaders, highly strategic in their thinking, action, and influence, be able to inspire shared vision across all levels and make well thought out decisions amidst the complexity and uncertainty in the environment. Leaders must be able to lead diverse teams, build solid partnerships, and position their organizations competitively across their sectors (Huxham & Vangen, 2005). With all these concerns and responsibilities on the leader's shoulder, it calls for a change in leadership approach which can tap the vast knowledge, experience, and expertise of all stakeholders to drive innovative engagements, create an effective partnership, and position their organizations competitively for success. This approach is a more collaborative approach and this calls for organizations to align their strategies, enhance their operations to lead their teams and other stakeholders appropriately by leverage synergies across their organization (Long, 2008).

Today, organizations across the world are restructuring to a more matrix and cross-functional structures and teams. Organizations in Kenya are also not spared, we have seen the government of Kenya on course to restructuring its parastatals to create more efficiency and through increased cross-functional collaborations

(Muiruri, 2021). Safaricom Plc one of the largest telecommunication companies in the region embarked on a restructuring of its operations which is intended to create more agility and cross-functional alignment through the breakdown of the hierarchical structure and the formation of smaller teams (Baldock, 2021); these are among many other organizations in Kenya undertaking this process for purposes of creating more agile structures that can enhance increased cross-functional support. These changes in organizational structures and the reorganizations calls for leaders who can forge relationships and partnerships across the cross-functional teams even in teams they do not have formal authority over and also across partners to ensure efficiency, increase productivity and engagements and agility in the execution of the project, provide solutions to organization's problems and identify new opportunities for innovations. For organizations to compete successfully today they must be able to lead collaboratively (Long, 2008); besides the common leadership skills and attributes that leaders must possess to lead effectively, they must be able to engage others well with a view of building trust, influence and align others diverse interests by matching their strength, and the ability to address conflicts and build confidence (Badaracco, 2002).

I. Problem statement

Due to the current business and workplace complexities caused by the COVID -19 pandemic and diverse competition in the marketplace, organizations today are faced with many challenges more so in developing concerted shared values to get the most out of their employees whom most are currently working in blended work settings and also its stakeholders more than ever before (Bushe & O'malley, 2013; Goleman & Boyatzis, 2013; The How Report, 2011). If organization leaders do not intentionally work towards understanding, and creating proper structures to address these challenges, improve their leadership skills and attributes, they would not be in a position to operate effectively. There are several studies that have sort to address various challenges faced by organizations in Kenya, (Kinyua, 2012; Njenga, 2018; Mugo, 2016; Mutui, 2014; Wanjohi & Mugure, 2008; Wanjohi, 2009). However, there is insufficient literature on how collaborative leadership can influence building and sustaining cross-functional relationships. Little has been done to address these challenges, especially in the current COVID-19 pandemic era. It is against this context this study sought to establish the influence of collaborative leadership on building and sustaining cross-functional relationships in the organizations in Kenya. Organizations in this context are for-profit organizations ranging from small and medium businesses to corporate organizations and also not-for-profit organizations like State corporations and other non-governmental organizations in Kenya. The paper explores understanding the theories and models within the collaborative leadership process. The paper then highlights how such collaborative leadership principles can be applied by organizational and business leaders in Kenya to develop better collaborative governance structures and operations that would address their current relationship complexities and enable them to develop and lead successful cross-functional relationships, and partnerships, that will drive their improved productivity.

Research Question

This qualitative interpretive paper focuses on conceptual analysis on how collaborative leadership can contribute to building and sustaining cross-functional relationships in organizations in an era marked by the COVID 19 pandemic. The specific question that guides and informs this study includes: How does collaborative leadership contribute to building and sustaining cross-functional relationships in organizations in Kenya?

Research Objectives

The below two key objectives derived from the research question that this paper aims to address are:

1. To establish the influence of collaborative leadership principles on cross-functional relationships in organizations in Kenya.
2. To explore the collaborative leadership dimensions critical in building and sustaining cross-functional relationships in organizations in Kenya.

II. Methodology and Method

The qualitative interpretive study, reviews theories and models related to collaborative leadership to lay a foundation upon which organization cross-functional collaborations can be based. The study uses secondary data, reviews 29 articles from years 2000 to date from seven major journals of leadership and management; International leadership Journal (reviewed five articles), Sage (reviewed four articles), Journal for organizational leadership (reviewed four articles), Journal for management studies (Reviewed five articles), Forum for qualitative social research (reviewed three articles), Journal of health organization and management (reviewed three articles), and Journal of business and management (reviewed four articles) and also other relevant journals and non-journaled articles and papers addressing organizations challenges specifically in Kenya. The key search words were collaborative leadership and collaborative theories. The validation of theories and models will be

established and their contribution to the issue of collaborative leadership is analyzed. The review and synthesis of these theories and models are essential because it helps to highlight collaborative leadership principles relevant to address the issues pertaining cross-functional relationships in organizations. The theories also support building up collaborative leadership dimensions critical for organization leaders' understanding when building and sustaining cross-functional relationships. There are two theories and one model that are the focus of this study. They are the Three Needs Theory, Theory of Negotiated Order, and the Clear Leadership Model. These theories will be analyzed below.

Theoretical Dimensions

Collaborative Leadership

Collaborative leadership is founded on the idea of shared power or decentralized power among groups within an organization (Sanker, 2012). In today's organization, collaborative leadership is critical in not only facilitating organization success but also in enabling a conducive workplace setting that fosters high engagement, productivity, motivation, and enhances innovations. Collaborative leadership fosters enhanced team synergy as a result of shared responsibilities, leadership empathy, and reduced power gaps between leadership and employees within the organization (Rubin, 2002).

According to Carter (2006), collaborative leadership enables a leadership behavior that fosters inclusivity in decision making and ensures all stakeholders are engaged and aligned. This leadership style provides an avenue for an authentic and open engagement process that gives employees and partners the belief that their ideas, views will be heard and incorporated as compared to a dictatorial or top-down approach in decision making. According to Huxham and Vangen (2005), collaborative leadership helps to integrate organization teams as they focus on the shared vision and the implementation of agreed strategies through the application of synergies; it champions the need to drive innovations and collaborations across all the employees of the organizations; enhance communication for connection that will facilitate the best outcome for the organization (Archer & Cameron, 2013). It's critical to note that in collaborative leadership the assumption is that teams and groups within the organization collaborate when they set aside their interest and drive shared values and goals through coordinated efforts (Carter, 2006).

Today's leaders are called to apply collaborative cultures within their organizations by facilitating and creating a cross-cultural organizational engagement in the resolution of challenges and issues. According to Archer and Cameron (2013), the spirit of collaboration involves the appreciation of shared values, distributed power, and support in the realization of shared goals; this may involve cross-boundary engagement and multi-stakeholder relationships. According to Bryson and Crosby (2008), the rise of multi-sector collaboration was a result of the collapse of a single sector in addressing public policy problems. Enhanced leadership activities majorly as a result of the spirit of collaboration will drive groups and teams to embrace one another, empowering employees to improve their potential and involving all employees in the delivery of the intended goals.

Archer and Cameron (2013) indicate that since collaborative leadership, involves championing group or team intelligence in delivering intended goals across organizational boundaries, its foundational belief is based on the fact that individuals working together on a shared goal can be smarter, more innovative, and competent than individuals working on their own, especially when it comes to addressing the kinds of ambiguous, complex, and volatile challenges facing many organizations today. This entails the leaders to utilize their power of influence rather than the authority of their position to engage and align employees, refocus their teams, to drive their organization momentum and successful performance; which will majorly depend on the development of an environment of trust, mutual respect, and shared aspiration (Huxham & Vangen, 2005). This calls for the leaders to not only focus their efforts on forging better relationships but, also focus on the results. However, in any organization, only a few leaders have been intentionally trained to lead collaboratively and this explains why many such organizations have a culture and reward systems that discourage collaboration (Kaats & Opheij, 2014).

This paper through the next session of critical review of collaborative leadership theories and models aims to challenge organizations to embrace collaborative culture in their workplace and also be intentional in developing their leaders with the required skills and competencies that will enable them to lead collaborations and create aligned cultures if they are keen on their sustainable success.

The Three Needs Theory:

This theory sometimes known as McClelland theory is a motivational model that highlights three specific needs; achievement; power; and affiliation or relationships. This theory explains how such a need affects people's actions. This theory was founded on the premise of Murray's (1938) personality studies list of motives and manifest needs. According to Sinha (2015), the three need theory is also related to the learning theory, because the needs are perceived to also be learnable or acquired through some activities people engage in or experience within their environment and also cultural practices adopted. Sinha (2015) argued that

individuals based on their acquired need will act differently from those who haven't acquired that need. The three types of needs are: First, the need for power; which is the need to want to control and influence others, win arguments or foster competition, and the need to win in every activity to enjoy the status of recognition (Luthansn, 2010).

According to Sinha (2015), individuals with high power motives are majorly driven by the desire to influence, control, or sometimes encourage others; they are keen on their work and have a high level of discipline and work ethics. However, such individuals also may have some negative implications on the team as they may not be able to accommodate others in group engagements and fosters individual competition from a win and lose point of view. Nevertheless, if such individuals are guided appropriately they can use their power motive accordingly to positively drive the team and group shared goal and support other team members to improve in the low competent areas of their work (Sinha, 2015). This power-motive or need is majorly concerned with creating an impact on others, the need to change other people through influence, or the desire to take the lead in all situations and make a difference in life (Luthansn, 2010). The result of these is the ultimate comfort and satisfaction of such people.

Second, the need for achievement according to Sinha (2015) involves the push to excel to a prescribed goal; this means a strong need to set and accomplish challenging goals; keen on doing whatever it takes even calculated risks to ensure the goals are accomplished; and in that regard are very keen on getting constant and frequent feedback on their progress and achievements (Jaja, 2003). Achievement involves a push for accomplishment, or performing better and focus on improvement at every stage; individuals with such high achievement motive have a high desire for mastery and success and are more inclined to focus on activities that are challenging or moderate difficult so as they can push themselves to achievement which would enable them to have the motivation that the result is due to their efforts and not luck. Jaja (2003) also argues that that such need for achievement is driven towards competing to push themselves above the average standards to excellence. Such individuals perform better than those with a moderate or low need for achievement regardless of their level, status, culture their push is motivated by their targeted achievement (Corey & Corey, 2006).

Third, is the need for affiliation. This is the need for belonging; the need to be liked and will often go along with the team's desires and agreement. It also entails the need for collaboration over the competition; low risk over uncertainty. It is the need to establish friendship and personal relationships (Sinha, 2015). According to Jaja (2003), the people with high affiliation motive are majorly driven by their desire for social belonging and therefore focus on creating and maintaining interpersonal relationships and coalitions; enjoy forming associations and groups due to their need to feel loved and accepted. They have high affiliation on sensitivity and how they impact others and are therefore very keen on pleasing other members of the group to enjoy a sense of belonging (Sinha, 2015).

Nzuve (2007) argues that the individual needs of people are acquired and refined over time through the interactions and experiences shared in a collaborative process. Each individual in the collaboration or partnership possesses the needs for achievement, affiliation, and power. In a collaboration or partnership, the need for achievement comes in where individuals, employees, or partners both have a compelling desire to succeed in their shared goals. This view is supported by James (2012) in that both parties have the drive to be better and improve their performance over a period towards their targeted goals. This, therefore, means that collaborative leaders should take advantage of this to understand their teams, individuals, and partners and always seek new ways to come up with solutions.

According to Archer and Cameron (2013), collaborative leaders should be able to understand each of their team members or partners motivation for by achievement and encourage through assigning challenging, but realistic projects and tasks that will enable them to thrive in overcoming such challenging problems and situations and this is how they can keep such team members engaged. In addition, collaborative leaders should also ensure that when they provide feedback to their teams in this category, they need to give a fair and balanced appraisal and clarity on the areas they are doing right and areas of improvement so that they can be clear on the growth journey. On the other hand, Nzuve (2007); James (2012) share that people with a high need for power as already mentioned above enjoy taking the lead and being in charge, and continuously push to influence others. This means that collaborative leaders should be able to pick out such team members with a high need for power in their teams, and assign them to different groups and possibly leadership positions since they enjoy competition and also thrive in goal-oriented tasks. According to Archer and Cameron (2013), collaborative leaders can also assign such individuals tasks that involve negotiations as these are their areas of strength in convincing others of their position. Collaborative leaders in this case should ensure that when providing feedback, they become more direct with these team members and keep them challenged and motivated by helping them further their career goals or if in partnership encourage partners and challenge them in more complex situations and assign them leading roles (Jap, 2015).

Finally, Nzuve (2007) also shared that since people with high affiliation motivate work best in a group setting, collaborative leaders should ensure they integrate them with a team as much as possible. This also calls for the leaders to be more socially engaged or more personal when providing feedback since more often they are

unlikely to stand out, so it might be best to praise them in private rather than in front of others and also share more balanced feedback and put emphasis on their working relationship (Jap, 2015).

Therefore, in a collaborative process, the three need theories provide nuances that a leader can use to identify their team members and motivate the drivers which are beneficial to the organization. In addition, the three need theory indicates the possibility for the leader to understand how to give effective feedback, and allocate tasks to ensure optimal productivity (Archer & Cameron, 2013). The collaborative leader can also apply these theoretical principles to influence how they set their goals for each member of the team or group or partners and consequently how to reward team members and partners in the course of the collaboration process.

Theory of negotiated order

The theory of negotiated order is founded on the premise that a social organization is created through daily interactions and engagement among individuals within the organization (Nadai & Maeder, 2008). The theory postulates that agreements about social reality and engagements are achieved through negotiation among people or partners to reach shared meanings and vision (Mills, Durepos & Wiebe, 2010). This theory has its foundation from the work of Fine (1984) through their argument that turbulent environments, with complex challenges that are also uncertain and ambiguous, might not be resolved by a single organization on their own. The initial argument on this theory based on Gray's (1989) study shows that collaboration is more of a system where a negotiated order is developed due to stakeholder engagements.

Similarly, Strauss (1978) argues that this aspect of negotiated order involves social engagements that involve negotiations and renegotiations of relationships which draws on the context of social constructionism. Mills, Durepos, and Wiebe (2010) argue that collaboration is therefore viewed as the development of a negotiated order; attained when such stakeholders are aligned on a shared goal or understanding of a specific problem or challenge and agreed steps and actions towards realizing the shared meaning or value. This is what Corey and Corey (2006) argue as being inclusive which involves collaborative decision making across the organizations and the collectiveness of resources and expertise towards resolution of the mutual problems.

According to Rubin (2002) collaboration is a social construction process which is why the aspect of negotiated social order comes into play; this is the reason why individuals or leaders share their vision of specific areas of accomplishment or problem resolution but, also see themselves as part of the stakeholders to find resolution of the vision or problems. This is critical in helping individuals and even leaders or partners find their identity in the team which creates the collectiveness and mutually align on the way forward towards the shared direction or goal and the boundaries to operate within. Rubin (2002); (Mills, Durepos & Wiebe, 2010) share that the unstructuredness of collaborations that many organizations, institutions, and even partners try to institutionalize is what makes the aspect of negotiated order critical as the organizations and partners try to create processes which are referred to as the negotiation processes and socially construct new organizational forms. Through the collaborative process, the diverse views, knowledge, and interest of stakeholders are shared and which then creates a mastermind common picture of the idea, views, or problem as they work towards developing consensus on the mastermind picture and potential way forward on the subsequent action. Nadai and Maeder (2008) add that collaborations help stakeholders find common or shared meaning on areas of engagement through the negotiation process. In supporting the argument Hurley (2011) shares that collaborative negotiation majorly involves viewing the aspect of the relationship as critical in aligning the shared stake while aligning on fair and equitable agreement and not an avoidance mechanism to lose to maintain the relationship. Critical pointers in this particular case are that collaborative leaders foster collaborative negotiations to attain more of a win-win situation where the opportunities can be enlarged by reviewing areas of shared value to stakeholders to ensure all parties feel their contributions have been valuable to the relationship (Hurley, 2011).

Additionally, collaborative leaders need to also create a fair process for negotiations that will create a good feeling and result among stakeholders that their needs are met which includes their need for fairness. Rubin (2002) shares that collaborative leaders should foster joint problem-solving as a critical collaborative approach to negotiations; this involves converting individual needs into collective problems through collective problem solving to resolution. In an organization or a partnership perspective, when individuals and partners separate their desires and positions, they are then able to focus their minds from personal attachment and become more objective in engaging objectively in the collaborations (Hurley, 2011).

Finally, collaborative leaders also need to create a transparent environment that builds on trust. Nadai and Maeder (2008) share that deceptions are what destroys many collaborations from the onset; being open and transparent, and sharing pertinent information valuable for the collaboration success openly without necessarily being asked is what builds transparency and trust in any collaborative negotiation; a collaborative approach aims to always gain the best possible solution for all and build a culture of trust (Rubin, 2002).

Clear Leadership Model

The clear leadership model has some close resemblance to the CLEAR model formulated in the early 1980s by Hawkins (2011) who argued that for the achievement of optimal workplace performance managers

must often intervene in their employees' engagement and act as catalysts and guide them accordingly. However, the CLEAR model was more prevalent in coaching and mentorship spaces and the divergence with this clear leadership model and clarity around its focus was drive by Bushe (2010) who argues that clear leadership involves developing clarity in every engagement and relationship and every partnership or collaboration; it's about developing and understanding of the experiences of others and reasons for their actions and difficulty on why people are unable to share their honest experiences.

Bushe (2010) identified key skills within the clear leadership model that should be understood and learned by leaders and individuals that will enable them to sustain successful partnerships and collaborations. Beer (2011) argues that if individuals in a group or partnership each develop their own experience, this will result in each member or partner having a variety of experiences; this then results in complications in developing collective experience, or managing conflicts and developing a shared goal or value. Therefore, the clear leadership model through the experience cube tool offers a way of defining the varied individual experiences and create clarity in each of the experiences that can be understood in a collective effort and how such experiences can be acknowledged at the moment (that is in the here and now) to understand how it shapes the current realities in collaborations (Bushe, 2010).

Bushe and O'malley (2013) argue that it's critical to understand our experiences sometimes create bias in our interactions with people and therefore how we learn from these experiences especially in understanding how it affects our current realities is the most important aspect in enabling us to develop successful collaborations and partnerships. Bushe (2010) proposes the experience cube to compose of four key elements; observations, thoughts, feelings and wants; and argues that each person in any particular moment experiences these elements of observations, where we observe particular settings; thoughts, where we think through specific areas as we perceive; feelings, where we develop attachments and sensations over specific aspects of our interactions; and wants where we feel the need to acquire or own specific aspects in our interactions (Beer, 2011). However, Bushe (2006) argues that the difference between individuals is their level of awareness of these elements of experience and how quickly they can access that awareness. It is critical to understand that each person has the capabilities to learn and become more aware of their experience.

The Clear Leadership model highlights four critical skills that can enable leaders or individuals to develop some elements of self-differentiation; the skills can be easily learned and applied by individuals and help in expressing their clarity in their experiences and reduce the interpersonal must in developing and sustaining collaborations and partnerships (Bushe, 2010). First is the aspect of self-awareness which is the ability of an individual to be fully cognizance of their in the moment experience and how it shapes their actions; second is the descriptive self, which is the ability of an individual to describe and share their experiences or allowing others to describe and share their experiences without judgments which enables transparency in the relationship (Bushe, 2006); third is the curious self, which is the ability to probe for clarity and understanding in others and also notice when others are getting reactive or emotional and choose, instead, to be curious by trying to understand them more; finally is the appreciative self, which is the ability to pick out the positive intent in others regardless of how they express their views and that in most cases people express their views based on their own story (Bushe, 2010). This model of clear leadership is essential for anyone who is engaged in partnerships and collaborations but, the skills are more useful to collaborative leaders as they form part of the critical leadership traits and behaviors that they need to create effective change management processes and collaborative workplaces (Beer, 2011).

Bushe and O'malley (2013) argue that leading through conversations is the critical first step in leading collaboratively; collaborative leaders should be able to find ways of effectively communicate through intentionally using focused discussions and conversations; be present in their conversations by applying various communication channels and modes to create clarity and alignment that would foster collective understanding, learning, and innovations. Beer (2011) shares that collaborative leaders should be able to understand that in a collaborative setting, such conversations and communication have a different view, understanding from normal organizational structural power-setting conversations; leaders should desist from directing, but, be inclusive, engaging and be part of the learning process by enabling co-creation, and collective achievement and develop a safe workspace for open conversations, and feedback that will intentionally value diverse perspectives and everyone's contribution to the team (Bushe, 2010); even as the leader also share their own experiences and knowledge. According to The How Report (2011) such behaviors from leaders will foster synergy and creativity in the need and remove the notion of their need to be right or have all the answers; but encourage respect of others views, listen and understanding within the team, and encourage improved tone and energy in individual communication within the organization. Bushe and O'malley (2013) emphasize that collaborative leaders must at all times suspend their premature judgments and beliefs and understand that organizational success requires collaboration at all levels.

Integrating the Theories into Dimensions of Collaborative Leadership

According to the theoretical reviews shared, the study integrated and synthesized the theories and models and highlights three key dimensions of collaborative leadership that are critical in leading collaborations and partnerships.

Leading self: According to Bushe and O'malley (2013) collaborative leadership has its roots and foundation in self-leadership. The study highlights that the aspect of awareness of self as a leader is a critical part of leading self even though collaborative leadership involves more collective power-sharing. Archer and Cameron (2013) argue that collaborative leaders must be able to understand their strengths and weakness and lead themselves to collaborate effectively. The study argues that leading self is a critical component of collaborative leadership due to the complexities of the various relationships involved in collaborations. A collaborative leader who is leading self always finds a balance between inspiring stakeholders to collaborate and championing the individuals and teams to move towards the achievement of shared goals. Dagelijks (2012) shares that such leaders have high levels of honesty, and transparency which then inspires trust and high levels of performance in the team and other stakeholders since all stakeholders feel their voice is heard and accepted in the collaboration process (Harris, Barnier & Sutton, 2012; Curtis, 2011). To hone this aspect of leading self, the study suggests that leaders must be able to move from being instructors and directors to more collaborators, by fostering a workplace climate of risk-taking, employees and partners should be given time to voice their ideas, issues, or concerns and leaders must be able to include everyone in decision making.

Authentic engagements: The study highlight that collaborations involve forging and forming relationships; more critical is forming authentic relationships built on trust. This, therefore, means that the aspects of open engagement and feedback; mutual empowerment, and building trust are some of the values that create synergy and drive collective success and achievements (Archer & Cameron, 2013). As argued by Sinha (2015) the motive force for achievement is a result of critical team members' desire to make positive contributions to a meaningful shared purpose. The study points out that the success of collaborative leadership is based on the inclusivity in conversations which is argued as a learning conversation by Bushe (2010) which makes all stakeholders feel their contributions are valuable in the partnership and collaboration. Huxham and Vangen (2005) share that many times leaders in organizations communicate decisions already made by them to the team or partners or other stakeholders but, for collaboration to supersede in the organizations, this has to turn and leaders must do a better job of bringing all stakeholders on the table and allow them opportunities to share their voices (Sanker, 2012; Saylor, 2011). However, the study argues that collaboration goes much deeper than just bringing everyone to the table, it encompasses a unified shared value or meaning, which then results in the authenticity of the relationships created and the engagements within the organization and stakeholders.

Dedication to the "we": Jaja (2003) shares that the need for affiliation is a critical component of human needs. Therefore, the study argues that collaborative leadership should also involve forming and facilitating an environment where team members will be more concerned about the benefits of the team or group as compared to leadership benefits and focus alone; employees and partners will be more passionate about the "we" as compared to the "I" which denotes leadership interests and goals. Patel, Pettitt, and Wilson (2012) highlight that having a shared vision or purpose is critical to inspire individuals to forge a team effort in driving achievement and desire for collective success. The study highlights that an ethic of contribution is what draws out the best from each person. Collaborative leaders should therefore inculcate a balance of high recognition for team efforts and success in team goals as compared to individual goals. This argument is supported by Hurley (2011) and share that it calls for a more powerful shared purpose to be driven by the leaders since team members will strive to achieve goals that speak to their shared values and meaning; A higher shared meaning that fosters team effort is a key motivator to drive prioritization of group goals and work for the good of the whole rather than pursue individual interests (Archer & Cameron, 2013; Jaja, 2003). The study suggests that collaborative leaders should therefore aim to strengthen team commitment to the shared goals and ensure that all competition individual team interests are aligned with the group focus.

III. Conclusion

Collaborative leadership theories and models are critical in organizational leadership development and cross-functional relationship building. The review and synthesis of the theories and models on collaborative leadership in this paper aimed to highlight the collaborative leadership principles that are critical in building and sustenance successful cross-functional relationships in organizations in Kenya. The knowledge of The Three need theory helps organization leaders understand how to identify their team member's needs. In addition, it also helps the leaders to integrate the needs into a shared need or goal and create an environment that is conducive enough to sustain and achieve the shared need and goal. Likewise, The Theory of Negotiated Need based on Gray (1989) helps amplify the need for collaboration as more of a system where a negotiated order is developed due to stakeholder engagements and that a collaborative approach aims to always gain the best possible solution for all and build a culture of trust (Rubin, 2002). Finally, The Clear Leadership Model is

critical because it explains the contemporary view of collaborative leadership. It entails collaborative leadership to involve developing clarity in every interaction which requires understanding the nature of experience and the reasons for the difficulty involved in getting people to tell the truth about their experience with one another (Bushe, 2010).

The study concludes that collaborative leadership is about taking ownership of the cross-functional relationship process and partnership by building trust and minimizing interpersonal issues or mush; it's about open communication and information sharing that will drive creativity and collective involvement to developing better and more effective innovations. For organizations in Kenya to be able to develop and sustain successfully cross-functional collaborations and partnerships with all its employees and other stakeholders, it will call for them to develop their leaders in adopting the collaborative leadership competencies and also ensure their leaders intentionally propagates fair and trustworthy collective efforts and intelligence (Huxham & Vangen, 2005; Goleman & Boyatzis, 2013). The study has also recommended the three key dimensions that such organization leaders in Kenya should adopt if they are to build and sustain successful collaborations: leading self; authentic engagements; and dedication to "we".

References

- [1]. Archer D. & Cameron, A. (2009). *Collaborative leadership: How to succeed in an interconnected world*. New York, NY: Taylor & Francis.
- [2]. Archer, D & Cameron, A. (2013). *Collaborative leadership: building relationships, handling conflict and sharing control* (2nd ed.). New York, NY: Routledge.
- [3]. Badaracco, J. L. (2002). *Leading quietly: An unorthodox guide to doing the right thing*. Boston, MA: Harvard Business School Press.
- [4]. Baldock, H. (2021). Safaricom's new agility plan will see workers reapply for their jobs. Tuesday 27 April 21. Retrieved from <https://www.totaltele.com/509461/Safaricom-new-agility-plan-will-see-workers-reapply-for-their-jobs>
- [5]. Beer, M. (2011). Developing an effective organization: intervention method, empirical evidence, and theory. In Shani, A.B., Woodman, R.W., & Pasmore, W.A. (eds.) *Research in Organizational Change and Development*, Vol. 19 (pp. 1-54). NY: Emerald Group Publishing.
- [6]. Bushe, G. R. (2010). *Clear leadership: sustaining real collaboration and partnership at work*. Boston, MA: Davies-Black.
- [7]. Bushe, G.R. & O'malley, J. (2013). *Changing organizational culture through clear leadership*. In Carter, L., Sullivan, R., Goldsmith, M., Ulrich, D. & Smallwood, N. (Eds.). *The Change Champions Field Guide* (2nd Ed (463-479). NY: Wiley.
- [8]. Bushe, Gervase R. (2006). *Sense-making and the problems of learning from experience: Barriers and requirements for creating cultures of collaboration*. In Shulman, S. (ed.) *Creating Cultures of Collaboration*, (pp.151-171). San Francisco: Jossey-Bass.
- [9]. Corey, M. S., & Corey, G. (2006). *Groups: Process and practice* (7th ed.). Pacific Grove, CA: Brooks/Cole.
- [10]. Curtis, O. (2011). Roles of Collaborative "Leadership" Retrieved on January 26, 2018, from: <http://interactioninstitute.org/roles-of-collaborative-leadership>
- [11]. Dageijks, A. (2012). Collaborative Leadership Theory (Document no. 26 March 2012).
- [12]. Day, R., & Joanne V. Day. (1977). A Review of the Current State of Negotiated Order Theory: An Appreciation and a Critique. *The Sociological Quarterly*, 18(1), 126-142. Retrieved July 13, 2021, from <http://www.jstor.org/stable/4105567>
- [13]. Fred, L. (2008). Organizational Behaviors, Retrieved on 22.2018 from: <https://bdpad.files.wordpress.com/2015/05/fred-luthansorganizational-behavior--an-evidence-based-approach-twelfth-edition-mcgraw-hill-irwin-2010.pdf>
- [14]. Goleman, D. & Boyatzis, R. (2013). *HBR's 10 must-reads on collaboration*. Boston, MA: Harvard Business Review Press.
- [15]. Gray, B. (1989). *Collaborating*. San Francisco: Jossey-Bass.
- [16]. Harris, C. B., Barnier, A. J., & Sutton, J. (2012). Consensus collaboration enhances group and individual recall accuracy. *The Quarterly Journal of Experimental Psychology*, 65(1), 179-194.
- [17]. Hawkins, P. (1980; 2011). *Leadership Team Coaching: Developing Collective Transformational Leadership*. Kogan Page. ISBN13: 9780749458836.
- [18]. Hurley Thomas J. (2011). *Collaborative Leadership: Engaging collective intelligence to achieve results across organizational boundaries*. Oxford Leadership.
- [19]. Huxham, C. & Vangen, S. (2005). *Managing to collaborate: the theory and practice of collaborative advantage* (1st ed.). New York, NY: Routledge.
- [20]. James, K. (2012). collaborative theory. Retrieved 03 07, 2018, from <http://www.orchestri.com/2012/03/26/leiderschapcollaborative-leadership-theory/>
- [21]. Jap, S. (2015). *Partnering with the frenemy: a framework for managing business relationships, minimizing conflict, and achieving partnership success*. New Jersey, NJ: Pearson Press.
- [22]. Kaats, E., & Opheij, W. (2014). *Creating conditions for promising collaboration: Alliances, networks, chains, strategic partnerships*. New York, NY: Springer.
- [23]. Kinyua, J. (2012). *Challenges Facing State Corporations in Kenya in the Implementation of Human Resource Management Information Systems*. University of Nairobi. Kenya
- [24]. Long, J. (2008). *The leadership jump: Building partnerships between existing and emerging Christian leaders*. Illinois, IL: Intervarsity Press.
- [25]. Luthans F., (2010). Importance of motivation explained. Retrieved on September 15, 2017 from <http://www.yourarticlelibrary.com/motivation/motivation-meaning-and-importance-of-motivation-explained-with-diagram/35364/>
- [26]. Mills, Albert J., Durepos G., & Wiebe E. (2010). "Negotiated Order." In *Encyclopedia of Case Study Research*. 2455 Teller Road, Thousand Oaks California 91320 United States: SAGE Publications, Inc. <https://doi.org/10.4135/9781412957397.n227>.
- [27]. Mugo, A., N. (2016). *Challenges Facing Kenyan Micro and Small Enterprises in Accessing East African Markets: A Case Of Manufacturing MSEs in Nairobi*. Kenya
- [28]. Muiruri, K. (2021). Treasury cites 14 parastatals in reforms quest. Published on: July 8, 2021, 17:50 (EAT). Retrieved from <https://citizentv.co.ke/business/treasury-cites-14-parastatals-reforms-quest-12434880/>

- [29]. Mutui, R., E. (2014). *Challenges Facing Organizations Expanding Globally: A Case Study of the Nature Conservancy (TNC), Africa*. United States International University Africa. Kenya
- [30]. Nadai, E., & Maeder, C. (2008). Negotiations at all Points? Interaction and Organization. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 9(1). <https://doi.org/10.17169/fqs-9.1.337>
- [31]. Njenga N., M. (2018). The influence of collaborative leadership on team's performance: A Case study of Kingdom SACCO. *IOSR Journal of Business and Management (IOSR-JBM)*, Vol. 20, No. 12, 2018, pp. -.54-59
- [32]. Nzuve, S. (2007). *Elements of Organizational Behaviour*, University of Nairobi Press. Kenya.
- [33]. O'Leary, G. M& Bingham. (2009). *Journal of Public Affairs Education* 565retrivedd on March 1.2018 from <http://www.naspaa.org/JPAEMessenger/Article/vol16-4/05-16n04-OLearyBinghamChoi.pdf>
- [34]. Patel, H., Pettitt, M., & Wilson, J. R. (2012). Factors of collaborative working: A framework for a collaboration model. *Applied Ergonomics*, 43, 1-26.
- [35]. Rubin, H. (2002). *Collaborative leadership: Developing effective partnerships in communities and schools*. Thousand Oaks, CA: Corwin Press, Inc. Retrieved on February 5.2018 from <https://education.ohio.gov/getattachment/Topics/.pdf.aspx>
- [36]. Sanker, D. (2012). *Collaborate: The Art of We*. San Francisco, CA: Jossey-Bass.
- [37]. Saylor, Academy. (2011). Retrieved on March 12.2018 from: <https://www.saylor.org/site/wp-content/uploads/2011/06/BUS208-5.3.pdf> Document no.13
- [38]. Sinha, D. K, (2015) McClelland's Need for Achievement Theory. Retrieved on September 15, 2017 from <http://www.yourarticlelibrary.com/entrepreneurship/motivation-entrepreneurship/McClelland's-need-for-achievement-theory/40683/>
- [39]. Strauss, Anselm L. (1978). *Negotiations. Varieties, contexts, processes, and social order*. San Francisco: Jossey-Bass.
- [40]. Fine, Gary Alan (1984). Negotiated orders and organizational cultures. *Annual Review of Sociology*, 10, 239-262.
- [41]. The How Report (2011). *Rethinking the Source of Resilience, Innovation, and Sustainable Growth*. LRN Corporation.
- [42]. Thomson, A. M., & Perry, J. L. (2006). Collaboration processes: Inside the black box. *Public Administration Review*, 66(s1), 20-32.
- [43]. Wanjohi, A. (2009). *Challenges Facing SMEs in Kenya*. Retrieved July 10, 2010 from <http://www.buzzle.com/articles/challenges-facing-smes-in-kenya.html>
- [44]. Wanjohi, A. and Mugure, A. (2008). *Factors affecting the growth of MSEs in rural areas of Kenya: A case of ICT firms in Kiserian Township, Kajiado District of Kenya*. Unpublished.

Gilbert A. Ang'ana, et. al. "Collaborative Leadership and its Influence in Building and Sustaining Successful Cross-Functional Relationships in Organizations in Kenya." *IOSR Journal of Business and Management (IOSR-JBM)*, 23(08), 2021, pp. 18-26.