

HOW DOES DIVERSITY OF TEMPORAL COGNITIONS
AND DIVERSITY BELIEFS INFLUENCES TEAMWORK
EFFECTIVENESS: THE MEDIATING ROLE OF
REFLEXIVITY

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ABSTRACT

The present study aims to examine in what extent reflexivity mediates the relationship between diversity of temporal cognitions and teamwork effectiveness. Results from 81 teams in consultancy companies in Portugal did not reveal significant results for the mediation analysis. We further investigate the moderating role of diversity beliefs to comprehend its impact on the relationship between diversity of temporal cognitions and reflexivity – moderated mediation. Results from 39 teams in consultancy companies in Portugal disclose that low diversity beliefs moderate the relationship between diversity of temporal cognitions and reflexivity in a way that when teams hold negative diversity beliefs, teams with diversity of temporal cognitions engage more on reflexivity processes. The results for the opposite relationship – teams holding positive diversity beliefs – were not statistically significant.

KEY-WORDS:

Diversity of Temporal Cognitions; Reflexivity; Diversity Beliefs; Team Effectiveness

JEL Classification System:

D23 Organizational Behavior; Transaction Costs; Property Rights

J240 Human Capital; Skills; Occupational Choice; Labor Productivity

RESUMO

O presente estudo tem como objetivo examinar em que medida a reflexividade é mediadora da relação entre a diversidade das cognições temporais e a eficácia do trabalho em equipa. Os resultados obtidos dos questionários aplicados a 81 equipas de consultoras em Portugal revelaram ser não significantes para a análise da mediação. Adicionalmente investigámos o papel moderador das crenças sobre a diversidade de forma a compreender o seu impacto na relação entre a diversidade das cognições temporais e a reflexividade – mediação moderada. Resultados de 39 equipas de consultoras em Portugal revelaram que crenças negativas sobre a diversidade moderam a relação entre a diversidade das cognições temporais e reflexividade, de modo a que quando as equipas possuem crenças negativas sobre a diversidade, as equipas com diversidade de cognições temporais envolvem-se mais processos de reflexividade. Os resultados para a relação contrária – equipas com crenças positivas sobre a diversidade – não se revelaram estatisticamente significante.

PALAVRAS-CHAVE: Diversidade de Cognições Temporais; Reflexividade; Crenças sobre a Diversidade; Eficácia do Trabalho em Equipa

Sistema de Classificação JEL:

D23 Organizational Behavior; Transaction Costs; Property Rights

J240 Human Capital; Skills; Occupational Choice; Labor Productivity

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1. INTRODUCTION

Team work is the foundation of modern organizations. We live in a fast-changing world where organizations need to adapt quickly, yet team-based orientation on work projects, tasks and goals is the current reality. Thus, organizations have an increasing challenge in managing teams and the diversity within and among team members, as well as in understanding the influence of diversity on team performance.

Diversity has been a highly discussed topic both by society and researchers, due to its growing relevance in modern organizations. Although it has been studied for decades, the research findings on diversity remain inconclusive and contradictory, depending on under which diversity theory it is studied. The social categorization theory points to the negative impact of diversity on performance, while the information/decision making theory highlights the positive effects of diversity on enhancing team performance (e.g., van Knippenberg and Schippers, 2007; Williams and O'Reilly, 1998; Mayo et al., 2017).

The relationship between diversity and performance, and how one influences the other has been target of several researches. However, the same research effort is not verified concerning the relationship of diversity with other variables that influence performance. Hence, the question of what variables and characteristics explain the performance in diverse teams arises. The present study aims to contribute to the level of comprehension of the effects of diversity on team effectiveness, through the study of two other variables that have been increasingly showing evidences of playing an important role on explaining the positive and negative effects of diversity on team work effectiveness. This research focuses on diversity beliefs as moderator and reflexivity as a mediator of the relationship between diversity and performance.

Therefore, the present study analyses team reflexivity as an important predictor of team performance, thus, expecting that when a diverse team puts effort on reflexivity processes the outcome of team performance will be enhanced. Further, it is also expected that if team members hold positive diversity beliefs, this is, if individuals perceive diversity as a constructive and virtuous characteristic for their team, it will influence the degree to which diversity influences and encourages the reflexivity process within the team, hence, enhancing the team effectiveness and performance. The same line of thought can be applied with negative diversity beliefs in a way that it influences negatively the

degree to which diversity influences team reflexivity processes, and, consequently, team performance.

Lastly, we contribute to the literature of cognitive diversity. Temporal cognitions are identified in the present study as the team members' characteristics that produce diversity in the team. Even an apparently homogeneous team (e.g. in age or gender), might demonstrate highly diverse cognitive characteristics. For instances, the individuals' working pace and mindset towards the time needed to execute a task might variate among team members, which will exert a positive or negative influence on team work effectiveness, depending on the level of diversity within the team. Previous researches (e.g., Mohammed and Harrison, 2013; Gevers et al., 2006; Santos et al., 2016) show evidence to support the believe that higher levels of shared temporal cognitions among the team have a positive effect on team performance, and on the contrary, diversity of temporal cognitions have a negative effect on teamwork effectiveness. Lastly, by studying multiple diversity variables in interaction, this study can contribute to enrich the diversity literature, mostly in regard to the cognitive diversity research.

2. LITERATURE REVIEW

2.1. Team Work Effectiveness

Kozlowski and Ilgen (2006) defined team as “two or more individuals who socially interact (face-to-face or, increasingly virtually); possess one or more common goal; are brought together to perform organizationally relevant tasks; exhibit interdependencies with respect to workflow, goals, and outcomes; have different roles and responsibilities; and are together embedded in an encompassing organizational system, with boundaries and linkages to the broader system context and task environment” (Kozlowski and Ilgen, 2006: 79).

Therefore, a team is a group of two or more individuals with defined roles that interact and adapt to achieve a common goal whereas teamwork is a set of interrelated activities and actions played by each member that combine to enable adaptive behaviours and performance which result in a valuable outcome (Salas et al., 2005).

Sala and colleagues (2005) suggested five core components of teamwork that highly affect team performance. The “Big Five” are team leadership, mutual performance monitoring, backup behaviour, adaptability, and team orientation. The authors also suggested the need for coordinating mechanisms, such as shared mental models, closed-loop communication and mutual trust, to ensure an appropriate distribution of information within the team and its members (Sala et al., 2005).

Hackman (1987) described work group effectiveness using an input-process-output (IPO) framework (see Figure 1) based on the one developed by McGrath (1964). According to this framework, the input factors (e.g. characteristics of the group, task and context) influence the interactions within the group (relations between and among the group members), which will influence the group’s output.

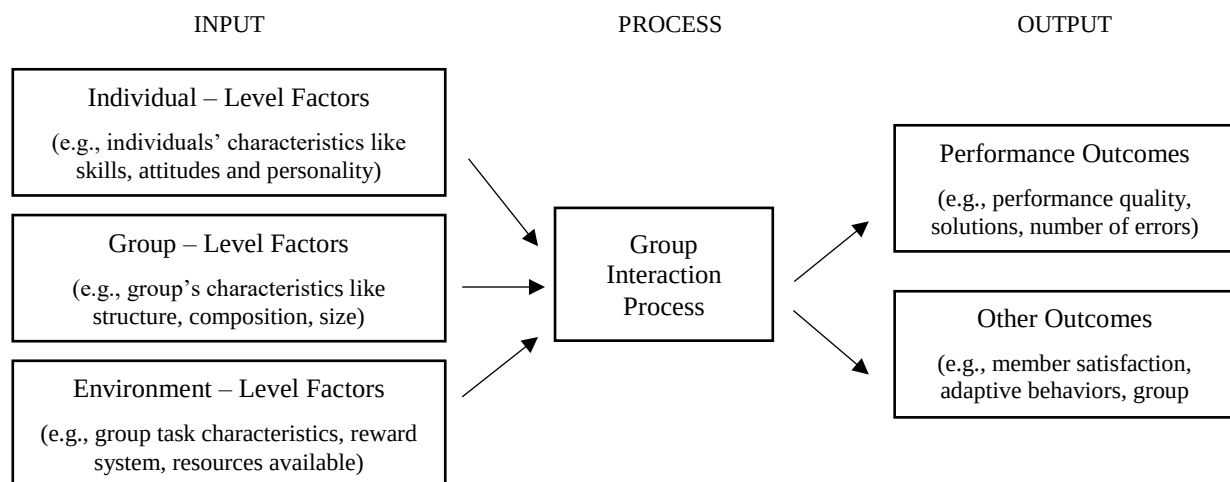


Figure 1 - Input-Process-Output Framework (Hackman, 1987:316)

Kozlowski and Ilgen (2006: 79) defined input as “the composition of the team concerning the individual features and resources”. The inputs can be from an individual level (e.g. skills, attitudes and personality), team level (e.g. size, structure and composition) and/or organizational level (e.g. available resources and reward system). Team processes are interactions that allow teams to achieve their goals. Those interactions can be cognitive, verbal or behavioural activities that use different resources (e.g. money, expertise, equipment) (Marks et al., 2001). Output is the outcome resulting from the team processes. The output can be (a) performance judged by relevant others external to the team; (b) satisfaction of the team/meeting team-member’s needs; and (c) viability, the willingness of members to remain in the team (Kozlowski and Ilgen, 2006: 79).

According to Hackman (1983), to evaluate team effectiveness, we should consider three different aspects. First, if the performance of the group met or exceeded the expected. Second, the social processes used during the task by the group (assess if the interactions between members of the group enhance or hinder the capability of members to work together). Third is the balance between the group experience and the individual needs of each group member. Having these aspects in consideration, Hackman (1983) suggested that the overall effectiveness of teamwork is a combination of the level of effort put into the task by the members, the knowledge and skills that the individuals convey into the team, and the performance strategies used in the task. Therefore, performance, satisfaction and viability are consistent criteria to assess team effectiveness (Hackman, 1983; Kozlowski and Ilgen, 2006).

Additionally, the level of effort, knowledge/ skills and performance strategies can be influenced and improved by different group and individual features as well as organizational context and characteristics. Hackman (1983) focused on three classes of variables that influence the team performance and have a significant impact on the process criteria mentioned above. The first variable is the design of the group task (e.g., is the task engaging? Does the design of the reward system promote group performance? Do the interactions increases the share commitment between the team members?). The second variable is the organizational context (e.g., Performance measures that promote group and teamwork objectives and goals instead of individual goals). The third variable suggested by the author is group synergy (e.g., learning from others to increase efficiency of the processes).

Organizations are dynamic and team processes are multidimensional which means that teams are engaged in different processes and projects simultaneously. Having this, Marks, Mathieu and Zaccaro (2001) criticized the “static” nature of IPO framework, and emphasized the importance of considering time factors (e.g., deadlines and agenda synchronization) when explaining team performance and achievement of team goals. The authors proposed a framework based on the concept of teams performing in temporal cycles, defined as “episodes”, thus, the taxonomy of team processes suggested is composed into three categories: transition phase process (when teams focus on planning the activities and clearing the mission and goal), action phase process (when the team implements and starts the activities planned in order to achieve team goals), and interpersonal process (managing teams relationships, conflicts and motivations).

In sum, it is the team's processes that ensure team effectiveness. Therefore, understanding the teamwork processes is key to understand how teams successfully interact in order to produce value-enhancing team outcomes (Salas et al., 2009). Team effectiveness - the performance evaluated by others, members satisfaction and the willingness of members to remain in the team (viability) - is a dynamic process that develops over time, and that captures how team members combine their individual effort, capabilities (skills, competences and knowledge) and resources to accomplish task demands (Kozlowski and Ilgen, 2006). In fact, it is only possible for teams to work effectively together if each member understands their role within the team and in which ways they can contribute individually to the group (i.e. their role in the task, the resources, their individual skills and competencies) (Salas et al., 2005).

It is inevitable to talk about teamwork without mentioning diversity. Diversity is an increasingly constant presence in teams across organizations. As mentioned previously, a team is constituted by a group of individuals. Each individual is unique and possesses unique traits and characteristics. The acknowledgment of these differences is fundamental to understand the effects of team members on team performance. Theoretically, diversity can play a positive or negative role on performance, according to the perspective under which it is studied. Moreover, current research has been highlighting the importance of studying the team context as well as other aspects and characteristics of the team as an essential part of understanding the effects of diversity on team performance. This relationship is not linear; therefore, the study of variables that play prompting roles explaining how diversity influences team performance is key.

2.2. Diversity

Diversity is seen as a *double-edge sword* due to its contradictory findings (e.g., Williams and O'Reilly, 1998; van Knippenberg and Schippers, 2007; van Knippenberg, van Ginkel and Homan, 2013). It can be a blessing or a curse, according to the perspective and theory under which diversity is studied. Some researchers argue that diversity can be beneficial for organizations by improving team performance while other research results confirm the negative effect of diversity on group processes and outcomes (Williams and O'Reilly, 1998).

Williams and O'Reilly (1998) defined diversity as a large number of possible attributes that can be used to differentiate individuals. This definition is based on the social categorization theory, thus, the authors reviewed demographic characteristics (age, sex, background...) as those that are most salient or visible, hence expected to be the most important makers of diversity. More recently, the definition of diversity is reduced to the degree to which there are differences among people within a work-team (van Knippenberg and Schippers, 2007; van Knippenberg et al., 2013; Mayo et al., 2017).

Research in diversity has identified two core perspectives to answer how diversity influences team performance: Social Categorization perspective and Information/Decision Making perspective (Williams and O'Reilly, 1998). The first theoretical prediction is associated with the negative effects of diversity on team performance. On the contrary, the second perspective is associated with the positive effects of diversity on team performance.

The basic notion of the social categorization perspective is that individuals categorize other people based on what they perceive as similar and different and, thus, as ingroup or outgroup respectively (van Knippenberg and Schippers, 2007; van Knippenberg, 2007; van Knippenberg, De Dreu and Homan, 2004). According to this theorization, when a group is composed by diverse members, the individuals will create subgroups to distinguish between the ingroup members and the outgroup members. There is a wide variety of possible attributes that individuals use to differentiate others, although, the visible characteristics (for instance, age, gender, ethnicity, background) are the more expectable to be use in the categorization process. People tend to like and trust more the ones they perceive as similar ingroup, over the outgroups, hence, individuals are more willing to cooperate and function smoother when the team is homogeneous. Therefore, diversity and heterogeneity compromise team performance due to the lack of understanding and cooperation that arises from dissimilarity.

In contrast, the information/ decision-making theory is based on the idea that diverse groups might introduce a wider range of task-relevant knowledge, skills, competencies and perspectives that enhance the team performance through higher quality decisions, and more creative and innovative outcomes produced when combining the different elements. Having such large pool of resources is not only useful when dealing with routine tasks but ultimately when dealing with non-routine tasks and problems, outperforming

homogeneous groups (van Knippenberg and Schippers, 2007; van Knippenberg et al., 2013).

Considering the contradictory results, the need for a more sophisticated model arises. Therefore, van Knippenberg (2007) suggested the Categorization-Elaboration Model (CEM), which integrates social categorization and information/decision-making perspectives. This model lies under the premise that work groups are information-processing systems, meaning that team members exchange individual's knowledge and expertise as a process to achieve the desired task outcome – *elaboration of task-relevant information process* (van Knippenberg et al., 2004, 2013). The elaboration process is crucial for team performance, yet it is only possible if there is interaction and information exchange between and among the group. By integrating both information and social processing, work groups are able to harvest the benefits from the diversity of the group. As a result of having the elaboration as the main process for the positive results of diversity, researchers understood the importance of studying and identifying the variables that influence the information elaboration in diverse groups (van Knippenberg, 2007).

More recently, Mayo and colleagues (2017) criticised one aspect of the CEM model. Regardless the usefulness of the model in revealing the conditions that moderate the negative effects of social categorization in team outcomes and the conditions that stimulate the positive effects of cognitive resources, the CEM lacks on addressing the time aspect. Work groups operate on a complex and dynamic temporal frame, thus, considering possible changes over time is crucial to better understand the positive and negative effects of diversity on team performance. Interpersonal conflicts might be solved, the team may develop a mutual understanding of shared task over time and disparities may smooth out. Therefore, over long periods of time, work groups might understand the advantages of using individual's resources to complete the task with more motivation (Mayo et al., 2017) and gain experience working with each other (van Knippenberg and Schippers, 2007).

The literature on diversity started by focusing on visible and surface-level characteristics, such as gender and age. However, the research on diversity has been shifting its attention to deeper-level characteristics to explain team effectiveness, such as cognitive factors. Cognitive diversity refers to the differences on beliefs, thinking styles, values, personality and preferences of the individuals (Liao and Long, 2013). These characterising play an increasing role as mediators and/or moderators of the relationship

between diversity and performance (Knippenberg and Schippers, 2007). For instances, Knippenberg, Ginkel and Homan (2013) proposed diversity beliefs as a variable that can play a moderating role on the relationship between diversity and performance. In addition, diversity researchers urge for the combination of task-based and individual-based categories such as temporal individual differences (Mohammed and Harrison, 2013). According to the authors, diversity in temporal characteristics and the way that team members think about and value time can deeply influence team performance (Mohammed and Harrison, 2013).

2.3. Diversity of Temporal Cognitions

The level of competitiveness in modern organizations imposes the need for tighter deadlines and more projects simultaneously. This means that teams need to integrate and coordinate their work processes effectively in order to meet deadlines. Individuals have their own perception of time and working pace. Individuals working pace is “person’s preference for the allocation of time in task execution under deadline conditions” (Gevers et al., 2006: 55). These differences create conflict and tension among team members (discussions about temporal aspects, for instances, the duration of a specific task and how long they should spend on the task or goals) which is detrimental on the quality of outcomes within the time frame defined and, consequently, on team performance overall.

Working together for longer periods can also be beneficial for team performance since it may help teams to develop shared perception of time. Individuals have their own perception of temporal aspects of a task (for instances, the time needed for each subtask, working pacing, importance of deadlines), thus, when they first start a project with a deadline they need to recognize each member pacing style and temporal cognitions in order to achieve the deadline. When the same team is allocated in a second project, they have already discussed temporal aspect and interacted. Therefore, they will know and recognize each other’s knowledge and abilities to meet task demands and, in consequence, they can better predict how long they need to accomplish each milestone and meet the deadline (Gevers et al., 2006).

In order to help team members managing their interdependencies and avoid temporal conflict, Santos and colleagues (2016) suggested two coordination mechanisms. The first is temporal leadership (explicit mechanism) and the second is team’s shared temporal

cognition (implicit mechanism). Shared temporal cognitions, on opposition of diversity of temporal cognitions, is “the extent to which group members have congruent mental representations of the temporal aspects of a specific group task, such as the importance of meeting the deadline, (sub)task completion times, and the appropriate timing and pacing of task activities” (Gevers et al., 2006: 54). A work group share temporal cognitions when members have the same view on the aspects of time regarding task execution. According to Gevers and colleagues (2006), the group can have shared temporal cognitions prior to group interaction and without a conscious effort (individuals have common cognitions and share a similar allocation of time in performing a task) or during group interaction by using temporal reminders. The authors found in their longitudinal study that both pacing style and temporal reminders might support the development of shared temporal cognitions. Similar pacing styles revealed to be beneficial both directly and indirectly by facilitating intra-group synchronisation and by helping build cognitive congruence between members of the team. In addition, having a leader that guides the team on setting a schedule and coordinating work pace is also beneficial for team performance, meeting deadlines and task outcomes (Gevers et al., 2006).

In sum, when a team shows diversity of temporal cognitions it means that members within the team have different representation of temporal aspects which will influence negatively the team performance and its task and goals accomplishment. Therefore, it is key to team effectiveness to achieve shared temporal cognitions since it helps teams to understand and anticipate their colleagues’ actions and to develop synchronized and compatible working pace and patterns, which reveals beneficial effects on team performance due to effective coordination of task activities that leads to positive performance outcomes (like meeting deadlines).

2.4. The mediator role of Reflexivity

As mentioned previously, the results of diversity research have been inconclusive in terms of its positive and negative effects on performance. Thus, instead of focusing the research on the direct impact of diversity (neglecting the context) the research efforts need to concentrate on how certain characteristics influence the diversity effects, and how those aspects moderate and mediate the relationship between diversity and team outcomes.

As such, the present study is focused on the mediation role of reflexivity on the relationship between diversity and teamwork efficacy. In addition, it is also studied the moderating role of diversity beliefs on the mediation. This is, the reflexivity process is influenced by the positive or negative beliefs that team members hold on diversity in a way that positive diversity beliefs might encourage the team to engage in reflexivity processes.

Reflexivity has been identified as a possible key factor in the effectiveness of work teams (Schippers et al., 2003), and has been argued to be particularly instrumental in creating shared understanding (van Ginkel et al., 2009; West, 1996; Pieterse, et al., 2011). It is defined as “the extent to which team members collectively reflect upon the team’s objectives, strategies and processes, as well as their wider organizations and environments, and adapt them accordingly” (West, 2000: 3). Collectively reflecting on goals and strategies has been shown to be valuable for team functioning and found to relate to satisfaction, commitment, performance, and team innovation (Pieterse, et al., 2011).

Schippers and colleagues (2014) conceptualized team reflexivity as an information-processing activity that leads to team adaptation. The authors proposed that reflexivity enhances team process and performance through conscious reflection, resulting in more thorough and systematic information processing, which in turn leads to reduced team errors and failures and an enhanced ability to adapt to change. According to the authors, these process failures can be divided into three categories, being the first “failure to share or discuss relevant information”, the second “failure to elaborate and examine implications of shared information”, and the third “failure to update or alter prior conclusions or current behaviours” (Schippers et al., 2014: 773).

Through reflecting upon team’s goals, process and outcomes, these failures are reduced and even eliminated due to the shared understanding of all the important information existing within the team. These allows the team to achieve their goals and adapt their actions along the process in order to enhance their performance (Schippers et al., 2014). However, to be truly effective, there needs to be a consequent action or adaptation coming from the reflexive process. If this is not verified (non-existence of any team action), then the information-process failure can not be fixed. West (1996) emphasizes reflection, planning and adaptation as elements that together constitute the optimal sequence of the reflexivity process (Otte et al., 2017).

When the shared understanding of a task is not recognized, the different perceptions affect negatively the group process. Reflexivity works as a tool bringing these differences to light, hence helping the team to reach a common and mutual understanding of the task strategies and goals (van Ginkel et al., 2009). According to Pieterse and colleagues (2011), reflexivity appears to be a possible and particularly suited solution to overcome the negative effects of cognitive diversity on performance.

However, the research on reflexivity has been presenting contradictory results. Besides the beneficial effects, some researches led to neutral or even negative effects. It is important to consider different variables affecting the team in order to better understand the impact of reflexivity and under which circumstances it is more helpful for team performance and effectiveness. For instances, West (1996) stated that the positive effects of reflexivity are more relevant within teams with complex jobs since the process of reflection and evaluation on methods is more significant when a task is non-routine and the environment of the team is uncertain.

Adding to the reflexivity research, Schippers et al. (2013) proposed that the positive effects of reflexivity are more significant in teams that have low performance initially. This is, team who already have a good performance are not going to take as much advantage of the time used on the reflection process comparing to teams that are not showing good performance results. In this case, teams benefit significantly from the time taken to reflect upon what went wrong, discuss and ask for feedback, and consequently adapt their course of action in order to improve and enhance their performance (Schippers et al., 2013).

Other study that contributed to the understanding of the reflexivity effects on performance was Konradt et al. (2015) by suggesting that integrating guided reflexivity with feedback will result on a greater improvement on team performance. Individually these variables may not have such impact as together: receiving feedback before guided team reflexivity may play a role in stimulating teams to reflect on the knowledge held by each team member (Konradt et al., 2015). When the team recognizes “who knows what”, it is easier to reach task mental models and team mental models and consequently adapt according to it (develop suitable strategies), which in its turn leads to improved performance. Feedback plays an important role on helping teams understand what needs to be changed or adapted on their team’s task/processes and which resources are needed to achieve the task. Therefore, receiving feedback regarding the actual performance

allows teams to reflect upon team's processes, goals and strategies (on an initial stage of the task execution) and review the course of action and adaptation process (during the task execution). These reflection process is enhanced when guided by a facilitator, for instance the team leader, who can actively intervene and conduct the discussions as well as incentive and stimulate information sharing among the team members (Schipper et al., 2014).

In sum, reflexivity is an important process for teams to bridge together their differences in task representations, to reach a shared understanding of team's goals and objectives as well as reach shared temporal cognition by synchronizing team tasks and working paces. These ultimately might result in enhanced performance and teamwork effectiveness. Therefore, the first hypothesis is advanced as follows:

Hypothesis 1: Reflexivity mediates the relationship between diversity of temporal cognitions and team effectiveness measured by performance (Hypothesis 1a), satisfaction (Hypothesis 1b) and viability (Hypothesis 1c).

2.5. The moderator role of Diversity Beliefs

As mentioned previously, research on the effects of diversity on team performance have contradictory results. According to the social categorization theory, diversity can bring negative results on work group performance, due to increasing conflict and lower commitment and identification with the group. On the other hand, based on information processing theory, the wider variety of perspectives, knowledge and skills might enhance work group performance, and bring up the positive results (van Dick et al., 2008). Furthermore, diversity research suggests that diversity effects are highly contingent in nature and that a focus on 'main effects' is unlikely to adequately capture diversity's influence (van Knippenberg and Schippers, 2007, Pieterse, et al., 2011).

Research conducted on the topic has shown evidence that to manage diversity it is important to manage the understanding and the perception that individuals have on diversity, hence, if the team members believe in the value of diversity, then the team is more likely to harvest the benefits rather than being negatively affected (van Knippenberg, 2007). The beliefs that team members hold regarding how the group composition (level of heterogeneity or homogeneity) affect the work group functioning

are built on the prior experience, stereotypes and expectations of the individuals (van Knippenberg et al., 2007).

Diversity beliefs are people's beliefs and opinions about the value of working in diverse teams and about the possible benefits resulting of gathering heterogeneous members in a team (van Knippenberg, 2007; Hentschel et al., 2013). This concept captures the influence of diversity as beneficial or detrimental to a group's functioning and performance (van Dick et al., 2008). This means that when the members of the team believe that diversity is beneficial for the work group performance (due to wider range of perspective, skills and knowledge), they will value heterogeneity within the team, over a homogenous team. On the contrary, if the individuals perceive diversity as a barrier to the team performance (more conflicts, less commitment and motivation) then they might not respond well to heterogeneity within their team.

Van Knippenberg (2007) showed that the effects of diversity on work group performance is contingent on diversity beliefs. For instances, in the authors research, groups that believed in the benefits of gender diversity were more involved in the process of collecting and elaborating information and therefore made more conscious and better quality decisions than the teams that perceived gender diversity negatively.

Van Dick and colleagues (2008) stated that the negative consequences of diversity for the team can be mitigated by the positive beliefs that people hold on diversity. This means that if the team perceives diversity as a beneficial aspect to the team, they will hold pro-diversity beliefs, which might result on enhancing the group work performance. The authors found in their study that pro-diversity beliefs prevent negative effects of perceived diversity, therefore, enabling the positive consequences of diversity. Their study also provided consistent outcomes proving that the positive or negative influence of diversity is highly dependent on the perceptions that each individual hold on diversity (van Dick et al., 2008). Several studies have provided evidence for the moderating role of diversity beliefs on the relationship between diversity and its effects on performance (van Knippenberg, 2007).

Research on the topic has also suggested the moderating role of diversity beliefs on the relationship of diversity with team identification, meaning that if team members perceived diversity positively then they would identify themselves with a diverse group rather than a homogeneous one (Van Knippenberg, 2007). Identification with the team

has also been connected to higher levels of motivation and performance. If, on the contrary, team members perceive diversity as a negative characteristic within the team, the members will have lower levels of identification with the team, which results on more conflict (Hentschel et al., 2013).

More recently, studies mentioned the fact that the diversity beliefs of an individual might change over time, meaning that people's perceptions of diversity is not static. Also, the diversity aspects with higher influence on team performance evolve, for instances, teams that work together during larger periods of times will be more influenced by deep-level factors (e.g. motivations and personality) rather than sociodemographic aspects (e.g. culture, age, gender) (Hentschel et al., 2013).

Van Knippenberg, (2007) stated that "if group members believe in the value of diversity, diversity is less likely to elicit intergroup biases, and more likely to lead to elaboration, than when group members believe diversity is problematic." van Knippenberg, (2007: 224). Therefore, if diversity is embraced as a value-enhancing characteristic in the work group, then the negative aspects that are usually associated with diversity (lower identification, commitment, satisfaction) are, on the contrary, seen as positive (higher identification, commitment, satisfaction (van Knippenberg et al., 2007).

Organizations have to ensure and educate employees and teams on their perceptions of diversity in order to avoid the detrimental consequences that may arise due to team members' negative perceptions on differences within the team. It is important to create a fostering environment to enable teams to embrace the benefits of diversity. For that, training focus on the value of diversity and explaining the error in the stereotyping, as well as a leader developing a diversity mind-set within the team are ways of helping teams harvesting the benefits of a diverse team. It is also crucial to guarantee an organizational context (e.g., culture, values, attitudes, reward structure) that provides and fosters diversity as a value-adding characteristic. (van Knippenberg et al., 2007; van Dick et al., 2008).

Managing diversity is managing perceptions of diversity, meaning people need to be convinced of the value of diversity. The leaders have an important role in persuading the group members about the positive value of diversity (van Knippenberg et al., 2004). The leader can do so through modelling the intended behaviours, promoting team interdependence and open communication, reward cooperation between members and

address potential threats demonstrating the value-enhancing aspects (Hentschel et al., 2013).

In sum, it is proposed that teams that hold pro-diversity beliefs might be more prone to engage on reflexive processes, such as discussing about team performance and consequent adaptation of team's actions in order to enhance performance and achieve team objectives. On the contrary, teams that do not believe in the benefits of diversity and hold negative diversity beliefs will not be as open to engage in reflexivity behaviours. Therefore, the second hypothesis is advanced as follows:

Hypothesis 2: The relationship between diversity of temporal cognitions and reflexivity will be moderated by diversity beliefs.

3. RESEARCH MODEL

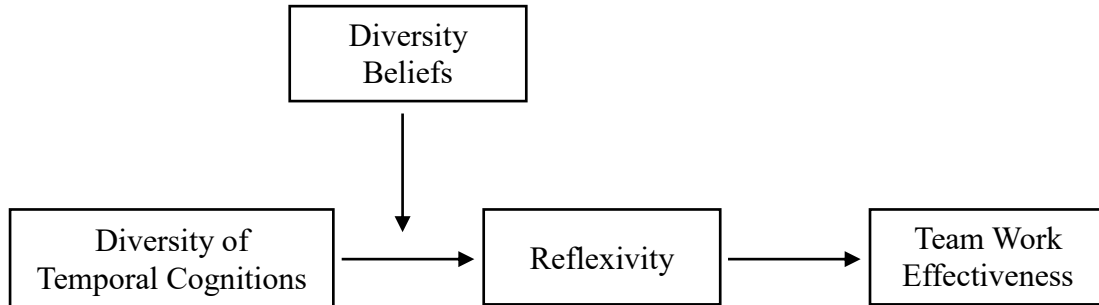


Figure 2 – Research Model

Hypothesis 1: Reflexivity mediates the relationship between diversity of temporal cognitions and team effectiveness measured by performance (Hypothesis 1a), satisfaction (Hypothesis 1b) and viability (Hypothesis 1c).

Hypothesis 2: The relationship between diversity of temporal cognitions and reflexivity will be moderated by diversity beliefs.

4. METHODOLOGY

The present study is integrated in a scientific project named *ConsulTeam*. It is a research project conducted by a group of researchers from ISCTE- Universidade de Lisboa, that focus on studying team work effectiveness of teams working on consultancy firms. This project main purpose is to identify the team work factors influencing the efficacy of the team and their satisfaction.

4.1. Sample

The sample was collected together with the 2017 and 2018 members of the *ConsulTeam* project. In total, there was 385 individuals participating, representing 81 teams. From the total number of participants, 304 are team members and 81 are team leaders. The mean of the team dimension is of 3.71 members per team ($SD = 1.49$).

From the team members sample, the female population represents 70.4% of the sample. The average age of the participants was 28.78 years old ($SD = 6.9$) with a range from 20 to 60 years. From a seniority point of view, 77.2% of the sample has been in the consultancy firm for less than 3 years.

In the leader sample, 53.7% are female and the average age is 37 years old ($SD = 7.32$). Regarding seniority, 41.5% has been in the company for more than seven years and 32.4% for less than 3 years.

Moreover, for the variable diversity beliefs the sample is composed only by the data collected in 2018 (49.1% of the total sample), which means, by 189 participants in total representing 39 teams - 150 team members and 39 team leaders. For this half of the sample, 69.3% of the team members are female, the average age was 28.15 years old ($SD = 6.14$) and 78.5% were in the company for less than 3 years. The teams dimension is 3.75 members ($SD = 1.15$) per team. The leaders sample is represented by 60% females and the age was on average 37 years old ($SD = 6.94$). Regarding seniority, 32.7% had been in the company for more than 7 years and 38.7% were on the company for less than 3 years.

4.2. Procedure

In order to collect the data, we started by developing two questionnaires, one for the team members and other for the leaders. The members questionnaire aims to analyse the following variables: team efficacy, performance, viability, satisfaction, reflexivity, diversity and diversity beliefs. The leader questionnaire is focused on the behaviours of both the team and the leader, and their interactions and communication process.

In addition, there was a final section on both questionnaires referring to socio-demographic data of the participants, including the gender, age, job function, job seniority and number of members in the individual's team.

Then, we proceeded with the application of the questionnaires on consultant teams. To achieve the number of teams required, we contacted several consultancy firms in Lisbon, explaining the purpose of the study and the main criteria for teams to participate - teams with at least two members with a direct leader, working on consultant companies.

In order to guarantee the confidentiality of our participants and their respective consultancy firm, all the data was coded in numbers, attributing a different number to each team, and respective members and leader.

4.3. Measures

Diversity of Temporal Cognitions

Diversity of temporal cognitions was assessed using four items from Gevers et al. (2016) research. Using a seven-point Likert scale, from totally disagree (1) to totally agree (7), participants rated the extent to which they agreed with the items presented regarding how the team manages their time (e.g., “We have the same opinions about meeting deadlines” and “We have similar thoughts about the best way to use our time in our work”). In order to capture group-level diversity, it was computed the standard deviation of share temporal cognitions. The measure used was standard deviation (SD) based on the annual review of van Knippenberg and Schippers (2007), in which they stated that “differences between group members are reflected in indices of the extent to which group members differ from each other, such as the standard deviation” (van Knippenberg and Schippers, 2007: 522).

Diversity Beliefs

To assess the diversity beliefs, we used four items adapted from van Dick et al (2008) study. The participants rated on a seven-point Likert scale, from totally disagree (1) to totally agree (7), the extent to which they believed in the value of diversity (e.g., “I believe that team diversity is a key aspect to increasing performance”, “I think teams work better if team members are similar to each other”).

It is important to note that for the variable diversity beliefs the sample is composed by 189 participants (versus the total number of 385 participants), as mentioned previously.

According to van Dick et al. (2008), higher ratings on the scale for diversity beliefs reflect rather pro-diversity beliefs whereas lower ratings indicate rather pro-similarity beliefs.

The reliability ($\alpha = .67$) of the scale is acceptable.

Reflexivity

Reflexivity was measured with five items adapted from Carter and West (1998). The participants were asked to rate on a seven-point Likert scale (from totally disagree to totally agree) the extent to which they agreed with the sentences presented about how their team works (e.g., “we regularly discuss whether the team is working effectively together”, “the team often reviews its objectives” and “this team often reviews its approach to problems”). The reliability ($\alpha = .85$) of the scale is good.

Team Effectiveness

The variable team effectiveness was measured through three dimensions: performance, satisfaction and viability. It was used five items that participants had to rate on a seven points Likert scale the extent to which they agreed with the sentence (from 1= totally disagree to 7= totally agree) regarding their team context. These dimensions were used either on teams' questionnaire and the leader questionnaire.

The dimension performance was based on González-Romá et al. (2009). It was used two items to measure performance (“my team has a good performance” and “my team is effective”).

The dimension viability was adapted from Costa et al. (2015). It was used two items to measure viability (“I would not hesitate to work with this team on other projects” and “this team could work well on future projects”).

Lastly, the dimension satisfaction and was adapted of Standifer et al., (2015). It was used one item to measure it (“we are satisfied in working in this team”).

The reliability of the scale was measured through Pearson Correlation analysis which revealed significant correlation between the three variables at the .01 level: $r = .44$ for performance and satisfaction; $r = .63$ for performance and viability; and $r = .35$ for satisfaction and viability.

Controlling variable

The controlling variable used was the team dimension, in other words, the number of elements in the team. The variable was operationalized with the question “how many people work in your team” presented on the team members questionnaire.

5. DATA ANALYSIS

Aggregation

The analysis presented in this study was made at the team level, hence, the individual answers to the questionnaires were aggregated to the team level (Santos et al., 2016). It was used the $R_{wg(j)}$, an estimate of within-group agreement for scales with multiple item. The $R_{wg(j)}$ values of each variable was computed in order to justify data aggregation, with a cut-off criterion of R_{wg} mean value equal or above of .70. According to Biemann and colleagues (2012) research, the $R_{wg} = .70$ as cut-off criterion is “purely arbitrary”, once there is no clear-cut definition for R_{wg} (Biemann et al., 2012). For diversity in temporal cognition the $R_{wg(j)}$ mean value is .72, ranging from -.4 and 1; The $R_{wg(j)}$ value mean for

reflexivity is .74, ranging from .15 and 1; and for diversity beliefs, the $R_{wg(j)}$ mean value is .82, ranging from .35 and 1.

5.1. Results

Hypotheses testing

In Table 1 it is shown, for all the variables observed, the descriptive statistics and intercorrelations.

Table 1 - Descriptive Statistics and Bivariate Correlations

Variable	M	SD	1	2	3	4	5	6	7
1. Team's Dimension	3.71	1.49							
2. Diversity of Temporal Cognition	.93	.51	.10						
3. Reflexivity	4.89	.76	-.19	-.04					
4. Diversity Beliefs	4.89	.53	-.20	-.02	-.07				
5. Performance	5.75	.76	-.19	.05	.19	.32*			
6. Satisfaction	5.75	.87	-.13	.15	.08	.22	.44**		
7. Viability	6.15	.82	-.06	.15	.05	.30	.63**	.35**	

* $p < .05$ ** $p < .01$

On contrary to the expected, there is no significant correlation found in the analysis ($p < 0.5$) to support the hypotheses presented. However, the results show an unpredicted positive correlation between diversity beliefs and performance ($r = .32$, $p < .01$).

In order to test hypothesis 1a, 1b, 1c and hypothesis 2, it was used PROCESS, a computational tool used to analyse conditional process models that are path analysis-based (Hays, 2013). PROCESS estimates the coefficients in simple mediation model as well as in multiple mediators simultaneously. It can also be used in moderation analysis and in models the combine mediation and moderation – that are both used in this study – integrating in the form of a conditional process model. According to Hayes (2013) using PROCESS brings advantages over the OLS (Ordinary Least Squares) regression by using bootstrapping in the regression model analysis.

Moreover, considering the research model of the present study, we started by testing the full moderated mediation model – model 7–, though the results revealed to be not significant, which suggested that the mediator is not moderated by diversity beliefs. We further proceeded to analyse the mediation and the moderation separately: to test

hypothesis 1a, 1b and 1c we ran the simple mediation model – model 4; and to test hypothesis 2 we ran the simple moderation analysis – model 1.

The results of the regression analysis for testing mediation are presented in Table 2. Hypothesis 1 proposes that diversity in temporal cognitions leads to team reflexivity, which leads to enhanced team effectiveness. Team effectiveness is measured through performance (a), satisfaction (b) and viability (c). However the analysis of Table 2 shows that hypothesis 1a ($B = .12$, 95%CI: -.11 to .05), 1b ($B = .07$, 95%CI: -.08 to .04) and 1c ($B = .04$, 95%CI: -.06 to .04) were not supported.

Table 2 - Results of Mediation Analysis (Hypotheses 1a, 1b and 1c)

	Performance				Satisfaction				Viability						
Steps	B	SE	t	P	B	SE	t	p	B	SE	T	p			
Direct and total effect R ² = .45; p < .05															
Team performance regressed on DTC ¹ (c path)	.11	.17	.67	.50	.28	.19	1.49	.14	.25	.18	1.37	.18			
Reflexivity regressed on DTC ¹ (a path)	-.02	.17	-.14	.89	.04	0.17	-.22	.83	-.04	.17	-.22	.83			
Team performance regressed on reflexivity, controlling for DTC ¹ (b path)	.16	.11	1.39	.17	.28	.19	1.50	.57	.25	.18	1.37	.18			
Team performance regressed on DTC ¹ , controlling for reflexivity (c' path)	.12	.16	.70	.49	.07	.13	.56	.57	.04	.12	.35	.72			
Partial effects of control variables on team performance															
Team's dimension	-.09	.06	-1.50	.14	-.08	.07	-1.14	.26	-.04	.06	-.63	.53			
	UV ²	SE	LL ³	UL ⁴	p	UV ²	SE	LL ³	UL ⁴	p	UV ²	SE	LL ³	UL ⁴	p
Bootstrap results for indirect effect															
Effect	-.00	.03	-.11	.05	.91	-.00	.03	-.08	.04	.92	-.00	.02	-.07	.04	.94

¹ Diversity of Temporal Cognitions

² Unstandardized value

³ LL 95% CI

⁴ UL 95% CI

Table 3 and Table 4 present the results of the moderation analysis. Hypothesis 2 states that diversity beliefs moderate the relationship between diversity of temporal cognitions and reflexivity. The hypothesis 2 was supported ($B = .69$, $p = .05$), though, the simple slope analysis (see Table 4 and Figure 3) showed that the moderation results only supported the

Table 3 – Regression results for testing moderation for Diversity Beliefs

Independent Variables	B	SE	T	p	LL 95% CI	UL 95% CI
Diversity beliefs	-.31	.28	-1.14	.26	-.88	.25
Diversity of Temporal Cognitions	.24	.23	1.03	.31	-.23	.72
Interaction	-.85	.46	-1.85	.07	-1.78	.46
Overall Model	$R^2 = .11$					

moderating role for low diversity beliefs. Diversity of temporal cognitions was significantly related to reflexivity when diversity beliefs were negative ($B = .69$, $p = .05$)

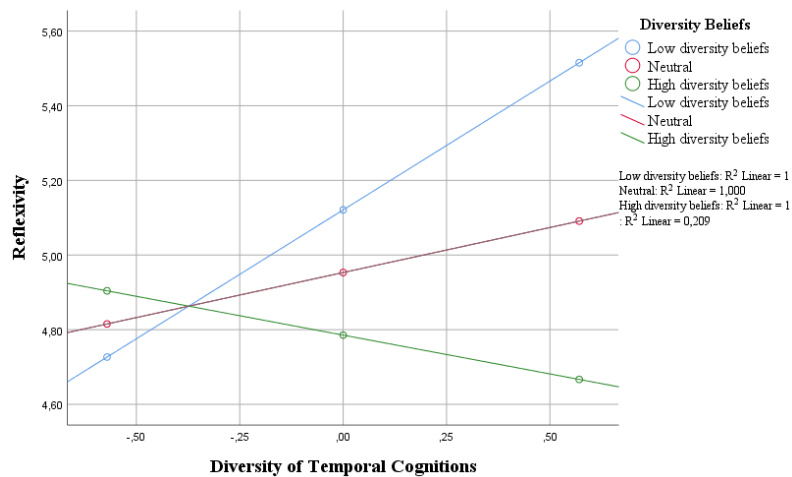
but not when diversity beliefs were average ($B=.24$, $p=0.31$) and positive ($B= -.21$, $p=.53$). Therefore, for low diversity beliefs, there is relationship between diversity of temporal cognitions and reflexivity; and for average and high diversity beliefs, there is no significant results confirming the relationship between diversity of temporal cognitions and reflexivity.

Moreover, Table 3 show us that the interaction between diversity of temporal cognitions and diversity beliefs ($B= -.85$, $p=.07$) is marginally significant, while diversity of temporal cognitions predictor ($B= -.31$, $p=.26$) and diversity beliefs predictor ($B= .24$, $p=.31$) are not significant.

Table 4 - Simple Slope Analysis for Moderation Analysis

Diversity Beliefs	B	se	t	p	LL 95% CI	UL 95% CI
One SD below mean (-.53)	.69	.35	2	.05	-.01	1.4
At the mean level (.00)	.24	.23	1.03	.31	-.23	.72
One SD above mean (.53)	-.21	.33	-.63	.53	-.87	.46

Figure 3- Effect of the Interaction between Diversity of Temporal Cognitions and Diversity Beliefs on Reflexivity



6. DISCUSSION

The purpose of this study was to test an integrated moderated mediation model to examine in what extent reflexivity mediates the relationship between diversity of temporal cognitions and team effectiveness, as well as the moderating role of diversity beliefs between diversity of temporal cognitions and reflexivity. Recently, the study of cognitive diversity has been receiving increasing attention. However, there is still a long way to fill in the major gaps in the literature. Namely, the field has been clamouring for further research on how the different variables at play interact with one another. We, thus, believe that the present study can contribute to the field literature by addressing the interacting effect of diversity beliefs on the level of reflexivity processes that teams with diversity of temporal cognitions engage on.

The findings of our study point to a significant moderation role of diversity beliefs on the relationship between diversity of temporal cognitions and reflexivity in a way that when team members hold negative diversity beliefs, the relationship between diversity of temporal cognitions and reflexivity will be stronger. Hence, team members with different perceptions of time (e.g., meeting deadlines, working pace and the time needed to execute certain tasks) will be more likely to engage on reflexivity processes (e.g., discuss about team task and goals and adapt team's course of action to achieve their objectives) when team members consider diversity to hinder their performance.

Literature on diversity beliefs states that teams that hold pro diversity beliefs will be more open to cooperate, communicate and trust their peers, and consequently, to be more prone to interact and participate in activities that promote the achievement of team goals. Nonetheless, our results point in a different direction, in a way that the teams holding pro-similarity beliefs are the ones engaging on more reflexivity processes. There might be multiple factors that explain the obtained results. For instances, the fact that the data was collected in consultancy companies. Consultancy companies are known to have higher levels of competition among teams, which may influence the need to engage in more reflexivity processes. Team members might not trust as much their peers, having the need to apply control mechanisms into the process. The control can be done by reflecting upon team's goals, objectives, processes and strategies, which can be useful and instrumental to create a share understanding among team members. Moreover, consultants work mainly under deadline pressure, which might explain the need to be continuously revising

each other tasks in order to guarantee that the objectives are delivered within the deadline. When testing if teams with pro-diversity beliefs engage less on reflexivity activities, the results revealed to be not statistical significant, thus, we can not state that the opposite relationship occurs.

Regarding the practical implications of the present study, we can conclude that modern organizations should develop strategies and policies that promote diversity and a diverse culture. It is also crucial to understand individual's perceptions of time and work towards a shared understanding concerning time issues and time management of team members in order to get as efficient and effective as possible. Temporal leadership is an important mechanism for developing shared temporal cognitions within a team. The team leader has an essential role on guiding the team on temporal issues arising, by modelling behaviours that show how time should be allocated and spent, how to define an action schedule (when they have meeting, when is the deadline) and, mostly, by providing temporal structure for task performance and goal achievement (Santos et al., 2016). Relationships between and among teams are complex which needs to be acknowledged and properly managed inside organizations.

Regarding the mediation analysis, although the study did not provide meaningful correlations, thus not supporting hypothesis 1a, 1b and 1c, according to Hayes (2013) "mediation analysis as practiced in the 21 century no longer imposes evidence of simple association between X and Y as a precondition" (Hayes, 2013:88). The author stands by the idea that the lack of results does not necessarily means disapproved causation. Therefore, we believe that reflexivity can be, in fact, an important mediator of the relationship between diversity of temporal cognitions and team effectiveness, which also goes in line with the literature presented in this study on the topic, thus, this relationship is worth further investigation.

On a recent study, Otte, Konradt, Garbers and Schippers (2017) developed a framework to overcome the inconclusive and contradictory research results of reflexivity. The measurement of reflexivity has been restricted mainly to quantitative constructs, thus not integrating different behavioural types and forms of reflexivity necessary to make a comprehensive interpretation of the behaviours involved. Therefore, the authors proposed a framework – REMINT: Reflection Measure for Individuals and Teams– integrating four distinct reflexive processes. The four reflexive processes that the authors conceived are: seeking information on the functioning of the team; evaluating this information; planning

what action to take on the basis of these evaluations; implementing the planned actions (Otte et al., 2017: 300).

The REMINT framework extend the research on reflexivity by proposing four interacting processes (instead of unidimensional), by distinguishing the quantitative and qualitative aspects of reflection, by integrating individual differences between team members across time and by adding facilitators who guide the reflexive process within the team. Therefore, we can consider that the use of the framework proposed by Otte, Konradt, Garbers and Schippers in the present study, could have been valuable and beneficial to bring to light better results and further understand the mediating role of reflexivity on the relationship between diversity of temporal cognitions and team effectiveness. We, thus, consider the dismissal of the REMINT framework as a limitation to the study.

Other limitations to consider was the operationalization of the variables in the questionnaire. Each variable in study had three to five items, which might have provided lack of important information and insights on each variable. Moreover, the low seniority of the teams in study and the high rotation within the teams in the consultancy field might impose limitations on regard to the study of team's effectiveness.

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8. APPENDIX

Appendix A – Leader Questionnaire

SURVEY - LEADER

1. This survey is part of a research project carried out by a group of researchers from ISCTE-Instituto Universitário de Lisboa, focused on team effectiveness in the context of consultancy firms. The main objective of this project is to identify the factors related to teamwork that contribute to the effectiveness of the projects carried out by the organization and to the satisfaction of both the clients and the consultants themselves.
2. The data collected will be exclusively analyzed by the research team and anonymity will be guaranteed.
3. The questions are written in a way that you only have to point out the answer that seems most appropriate for you.
4. There is no right or wrong answers. We are only interested in your personal opinion.
5. For each question there is a scale. You can use any point on the scale as long as you consider it is appropriate.
6. Respond to the entire questionnaire without interruption.

For any clarification, or to receive additional information about the study please contact: Prof.^a Ana Margarida Passos (ana.passos@iscte-iul.pt).

Thanks for your collaboration!

To answer this questionnaire think about the TEAM and the specific project you are leading

1. The following questions describe team's behaviors. Please indicate to what extent you agree with each of them using the following rating scale:

Totally disagree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Totally agree
1	2	3	4	5	6	7

1.	This team has a good performance.	1	2	3	4	5	6	7
2.	Members are satisfied in working in this team..	1	2	3	4	5	6	7
3.	This team is effective.	1	2	3	4	5	6	7
4.	I would not hesitate to work with this team on other projects.	1	2	3	4	5	6	7
5.	This team could work well on future projects.	1	2	3	4	5	6	7

2. Think about **your behavior as a team leader**. Please use the same rating scale.

1.	Review relevant performance results with the team.	1	2	3	4	5	6	7
2.	Monitors team and team member performance	1	2	3	4	5	6	7
3.	Tells the team how events or situations the team is faced with should be interpreted.	1	2	3	4	5	6	7
4.	Tells the team how to understand events or situations.	1	2	3	4	5	6	7
5.	Explains the meaning of ambiguous events or situations to the team.	1	2	3	4	5	6	7
6.	Provides positive feedback when the team performs well	1	2	3	4	5	6	7
7.	Contribute with concrete ideas to improve team performance.	1	2	3	4	5	6	7
8.	Notifies flaws in task procedures or team outputs.	1	2	3	4	5	6	7
9.	Communicates what is expected of the team.	1	2	3	4	5	6	7
10.	Participates in problem solving with the team	1	2	3	4	5	6	7
11.	Ensures that the team has clear performance goals..	1	2	3	4	5	6	7

12.	Encourages the team to collectively interpret things that happen to the team.	1	2	3	4	5	6	7
13.	Promotes team discussions about different perspectives of events or situations..	1	2	3	4	5	6	7
14.	Encourages team members to provide their individual viewpoint on events or situations.	1	2	3	4	5	6	7
15.	Promotes the development of a shared understanding of events or situations among the team member.	1	2	3	4	5	6	7
16.	Encourages the team to collectively make sense of ambiguous situations.	1	2	3	4	5	6	7
17.	Encourages the team members to look at events or situations the team is faced with from different perspectives.	1	2	3	4	5	6	7
18.	Changes the way the team interprets events or situations the team is faced with.	1	2	3	4	5	6	7
19.	Alters the way the team thinks about events or situations the team is faced with.	1	2	3	4	5	6	7
20.	Modifies how the team thinks about events or situations the team is faced with.	1	2	3	4	5	6	7

3. Think about **how you interact with the team and how you communicate** with the team members. Please indicate to what extent you agree or disagree with each statement using the following rating scale:

Totally disagree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Totally agree
1	2	3	4	5	6	7

1.	I tend to be softer when I realize that a team member is going through a difficult situation.	1	2	3	4	5	6	7
2.	I am not always completely honest with team members to avoid complicated or unpleasant situations in the team.	1	2	3	4	5	6	7
3.	For me it is important that the team likes me even if for that I'm not totally realistic in the feedback I gives to the team.	1	2	3	4	5	6	7
4.	I believe that negative feedback, even if appropriate, tends to discourage the team.	1	2	3	4	5	6	7

Finally, we would like to ask some socio-demographic data, essential to data analysis:

1. Sex: ☐ Male ☐ Female

2. Age: _____ years

3. Job function in the organization:

4. How long have you been working in this organization?

☐ Less than 1 year ☐ 1 to 3 years ☐ 3 to 5 years ☐ 5 to 7 years ☐ More than 7 years

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

Appendix B – Team member Questionnaire

SURVEY - CONSULTANTS

7. This survey is part of a research project carried out by a group of researchers from ISCTE-Instituto Universitário de Lisboa, focused on team effectiveness in the context of consultancy firms. The main objective of this project is to identify the factors related to teamwork that contribute to the effectiveness of the projects carried out by the organization and to the satisfaction of both the clients and the consultants themselves.
8. The data collected will be exclusively analyzed by the research team and anonymity will be guaranteed.
9. The questions are written in a way that you only have to point out the answer that seems most appropriate for you.
10. There is no right or wrong answers. We are only interested in your personal opinion.
11. For each question there is a scale. You can use any point on the scale as long as you consider it is appropriate.
12. Respond to the entire questionnaire without interruption.

For any clarification, or to receive additional information about the study please contact: Prof.^a Ana Margarida Passos (ana.passos@iscte-iul.pt).

Thanks for your collaboration!

To answer this questionnaire think about the consulting project you are currently involved in and the team you are working

1The following questions attempt to describe **team behaviors**. Please indicate to what extent you agree with each of them using the response scale:

Totally disagree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Totally agree
1	2	3	4	5	6	7

1.	We engage in creative action to solve problems for which there are no easy or strait forward answers	1	2	3	4	5	6	7
2.	We find innovative ways to deal with unexpected events	1	2	3	4	5	6	7
3.	We adjust and deal with unpredictable situations by shifting focus and taking reasonable action	1	2	3	4	5	6	7
4.	We devise alternative plans in very short time, as a way to cope with new task demands	1	2	3	4	5	6	7
5.	We search and develop new competences to deal with difficult situations/ problems.	1	2	3	4	5	6	7
6.	We adjust the personal style of each member to the team as a whole	1	2	3	4	5	6	7
7.	We improve interpersonal relationships taking into account the needs and aspirations of each member.	1	2	3	4	5	6	7
8.	We maintain focus when dealing with multiple situations and responsibilities	1	2	3	4	5	6	7

2. The following statements relate to **feelings** that some teams have **about their work**. Please use the same scale as above.

1.	At our work, we feel bursting with energy	1	2	3	4	5	6	7
2.	At our job, we feel strong and vigorous	1	2	3	4	5	6	7
3.	We are enthusiastic about our job	1	2	3	4	5	6	7
4.	Our job inspires us	1	2	3	4	5	6	7
5.	When we arrive at work, we feel like starting to work	1	2	3	4	5	6	7

6.	We feel happy when we are working intensely	1	2	3	4	5	6	7
7.	We are proud of the work that we do in the organization.	1	2	3	4	5	6	7
8.	We are immersed in our work	1	2	3	4	5	6	7
9.	We get carried away when we are working	1	2	3	4	5	6	7

3. The following questions are related to how the **team manages their time**. Please use the same scale as above.

In my team:

1.	We have the same opinions about meeting deadlines	1	2	3	4	5	6	7
2.	We have similar thoughts about the best way to use our time in our work	1	2	3	4	5	6	7
3.	We agree on how to allocate the time available	1	2	3	4	5	6	7
4.	We have similar ideas about the time it takes to perform certain tasks.	1	2	3	4	5	6	7

4. Considering **your team as a whole**, indicate to what extent it is heterogeneous (from 0 to 100%).

Very homogeneous	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	Very heterogeneous
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5. The following questions are related to how your team works as a group. Enter, please, **how often** each one of these situations occurs during your work. Please use the following rating scale:

Never	Very rarely	Rarely	Sometimes	Often	Very often	Always
1	2	3	4	5	6	7

1.	How much emotional conflict is there among members in your work team?	1	2	3	4	5	6	7
2.	How much friction is there among team members?	1	2	3	4	5	6	7
3.	How frequently are there conflicts about ideas in your work team?	1	2	3	4	5	6	7
4.	To what extent do team members disagree about time allocation in your work team (how much time to spend on tasks)?	1	2	3	4	5	6	7
5.	To what extent are there differences of opinion in your work team	1	2	3	4	5	6	7
6.	How often do people in your team disagree about opinions regarding the work being done?	1	2	3	4	5	6	7
7.	To what extent are there disagreements about how long to spend on specific tasks in your team?	1	2	3	4	5	6	7
8.	How much are personality conflicts evident in your work team?	1	2	3	4	5	6	7
9.	To what extent is there is conflict about how you should pace task activities in your team?	1	2	3	4	5	6	7

6. Based on the **knowledge you have of your team**, indicate to what extent you agree with each of the following statements. Please use the following rating scale:

Totally disagree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Totally agree
1	2	3	4	5	6	7

1.	My team focuses on preventing negative events	1	2	3	4	5	6	7
2.	My team typically focuses on the success we hope to achieve in the future	1	2	3	4	5	6	7

3.	My team often worries that we will fail to accomplish our goals	1	2	3	4	5	6	7
4.	We are more oriented toward achieving gains than toward preventing losses	1	2	3	4	5	6	7
5.	We are a team that is primarily striving to fulfill our duties, responsibilities and obligations.	1	2	3	4	5	6	7
6.	We are a team that is primarily striving to fulfill our hopes, wishes and aspirations	1	2	3	4	5	6	7

7. Think now about **how your team works**. Please indicate to what extent you agree with each of the following statements. Please continue to use the same rating scale.

1.	We regularly discuss whether the team is working effectively together.	1	2	3	4	5	6	7
2.	We modify our objectives in the light of changing circumstances	1	2	3	4	5	6	7
3.	The methods used by the team to get the job done are often discussed.	1	2	3	4	5	6	7
4.	The team often reviews its objectives	1	2	3	4	5	6	7
5.	This team often reviews its approach to problems.	1	2	3	4	5	6	7

8. Please think about the **outcomes of your team's work**. Please continue to use the same rating scale.

6.	My team has a good performance.	1	2	3	4	5	6	7
7.	We are satisfied in working in this team.	1	2	3	4	5	6	7
8.	My team is effective.	1	2	3	4	5	6	7
9.	I would not hesitate to work with this team on other projects.	1	2	3	4	5	6	7
10.	This team could work well on future projects.	1	2	3	4	5	6	7

9. The following questions concern **the way your team works**. Please indicate to what extent you agree or disagree with each of them. Please continue to use the same rating scale.

11.	We, as a team, jointly interpret events or situations we are faced with	1	2	3	4	5	6	7
12.	In our team we express and reconcile conflicting views on events or situations we are faced with.	1	2	3	4	5	6	7
13.	We, as a team, develop a complete understanding of events or situations we are faced with.	1	2	3	4	5	6	7
14.	In our team we aim to achieve a full and clear understanding of events or situations we are faced with.	1	2	3	4	5	6	7
15.	We, as a team, collectively make sense of ambiguous situations.	1	2	3	4	5	6	7
16.	We, as a team discuss different perspectives on how to understand events or situations we are faced with.	1	2	3	4	5	6	7
17.	We, as a team try to ensure that we have a similar understanding of events or situations we are faced with.	1	2	3	4	5	6	7
18.	We as a team encourage each other to look at events or situations we are faced with from different perspectives.	1	2	3	4	5	6	7

10. The questions below relate to how your **team plans the work**. Please use the following rating scale:

Totally disagree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Totally agree
1	2	3	4	5	6	7

To what extent did your team carry out the following?:

1.	Develops a clear plan prior to the beginning of the project.	1	2	3	4	5	6	7
2.	Decides who would do what during the project.	1	2	3	4	5	6	7
3.	Clarifies expectations about team members' roles	1	2	3	4	5	6	7
4.	Uses "if – then" logic in developing your plans..	1	2	3	4	5	6	7
5.	Specifies alternative courses of action that would take effect if the initial plan didn't work	1	2	3	4	5	6	7
6.	Communicates backup plans in advance.	1	2	3	4	5	6	7
7.	Effectively makes needed adjustments to the initial plan	1	2	3	4	5	6	7
8.	Redistributes tasks among team members as needed.	1	2	3	4	5	6	7
9.	Smoothly synchronizes joint actions	1	2	3	4	5	6	7
10.	Combines individual efforts toward team's goals	1	2	3	4	5	6	7
11.	Effectively coordinates member actions	1	2	3	4	5	6	7

11. Think about work done by the team during the project (e.g., analysis of results, contact among members, meetings, etc.). Indicate the percentage (%) of **time your team communicated** in the last week through the different methods. The sum of the four methods of communication should correspond to 100%.

1.	Face to face.	
2.	Audio communication over the phone or other devices over the Internet.	
3.	Visual communication via Skype or other online platforms.	
4.	E-mail	
		100%

12. Think about your **leader and his/her leadership behaviors**. Indicate to what extent you agree with each of the statements. Please use the following rating scale:

Totally disagree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Totally agree
1	2	3	4	5	6	7

The leader...

1.	Reviews relevant performance results with the team.	1	2	3	4	5	6	7
2.	Monitors team and team member performance	1	2	3	4	5	6	7
3.	Tells the team how events or situations the team is faced with should be interpreted.	1	2	3	4	5	6	7
4.	Tells the team how to understand events or situations.	1	2	3	4	5	6	7
5.	Explains the meaning of ambiguous events or situations to the team.	1	2	3	4	5	6	7
6.	Provides positive feedback when the team performs well	1	2	3	4	5	6	7
7.	Contributes with concrete ideas to improve team performance.	1	2	3	4	5	6	7
8.	Notifies flaws in task procedures or team outputs.	1	2	3	4	5	6	7
9.	Communicates what is expected of the team.	1	2	3	4	5	6	7
10.	Participates in problem solving with the team	1	2	3	4	5	6	7
11.	Ensures that the team has clear performance goals..	1	2	3	4	5	6	7

12.	Encourages the team to collectively interpret things that happen to the team.	1	2	3	4	5	6	7
13.	Promotes team discussions about different perspectives of events or situations..	1	2	3	4	5	6	7
14.	Encourages team members to provide their individual viewpoint on events or situations.	1	2	3	4	5	6	7
15.	Promotes the development of a shared understanding of events or situations among the team member.	1	2	3	4	5	6	7
16.	Encourages the team to collectively make sense of ambiguous situations.	1	2	3	4	5	6	7
17.	Encourages the team members to look at events or situations the team is faced with from different perspectives.	1	2	3	4	5	6	7
18.	Changes the way the team interprets events or situations the team is faced with.	1	2	3	4	5	6	7
19.	Alters the way the team thinks about events or situations the team is faced with.	1	2	3	4	5	6	7
20.	Modifies how the team thinks about events or situations the team is faced with.	1	2	3	4	5	6	7

13. Think now about your **leader behaviors**. Indicate to what extent you agree or disagree with each statement. Please, use the following rating scale:

Totally disagree	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Totally agree
1	2	3	4	5	6	7

1.	The leader tends to be softer when he/she realizes that a team member is going through a difficult situation.	1	2	3	4	5	6	7
2.	The leader is not always completely honest with us to avoid complicated or unpleasant situations in the team.	1	2	3	4	5	6	7
3.	For the leader it is important that the team likes him/her even if for that he/she is not totally realistic in the feedback it gives to the team.	1	2	3	4	5	6	7
4.	The leader believes that negative feedback, even if appropriate, tends to discourage the team.	1	2	3	4	5	6	7

14. Think of **how your team members work with each other** to carry out the projects in which they are involved. Please continue to use the same rating scale.

Some members of my team:

1.	Defer responsibilities they should assume to other team member.	1	2	3	4	5	6	7
2.	Puts forth less effort on the job when other team members are around to do the work.	1	2	3	4	5	6	7
3.	Do not do their part of the work.	1	2	3	4	5	6	7
4.	Puts forth less effort than other members of the team.	1	2	3	4	5	6	7
5.	If they have the opportunity, they leave the job for another member to finish.	1	2	3	4	5	6	7
6.	They prefer to look like they do than to really do it.	1	2	3	4	5	6	7

15. Think of **teams in general**. Please continue to use the same rating scale.

1.	I believe that team diversity is a key aspect to increasing performance.	1	2	3	4	5	6	7
2.	Belonging to a heterogeneous team can be the key for success.	1	2	3	4	5	6	7
3.	I think teams work better if team members are similar to each other.	1	2	3	4	5	6	7
4.	I think teams perform better on tasks if team members are similar to each other.	1	2	3	4	5	6	7

16. Think now about **how you behave**. Please indicate how much you agree or disagree with each of the statements. Please use the same rating scale.

1.	I can communicate one idea in many different ways.	1	2	3	4	5	6	7
2.	I can find workable solutions to seemingly unsolvable problems.	1	2	3	4	5	6	7
3.	I have the self-confidence necessary to try different ways of behaving.	1	2	3	4	5	6	7

17. In most situations, my team **leader** when **giving feedback** is:...

1.	Unfair	1	2	3	4	5	6	7	Fair
2.	False	1	2	3	4	5	6	7	True
3.	Negative	1	2	3	4	5	6	7	Positive

Finally, we would like to ask some socio-demographic data, essential to data analysis:

1. Sex: ☐ Male ☐ Female

2. Age: _____ years

3. Job function in the organization:

4. How long have you been working in this organization?

☐ Less than 1 year ☐ 1 to 3 years ☐ 3 to 5 years ☐ 5 to 7 years ☐ More than 7 years

5. Number of people who work on your team: _____

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!