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Examining the effect of team cultural intelligence on team innovativeness in global virtual teams

To what extent does team cultural intelligence affect team innovativeness in global virtual teams?

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Faculty of Management
Author: Sarah Pfister (S.P.)
Student number: s1009613

1st supervisor: Dr. J.J.L.E. Bücker
2nd supervisor: Dr. Raymond J.G. Opdenakker

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Abstract

Purpose

Global virtual teams are a common means in internationally operating firms, since they benefit from an unique set of viewpoints, due to their culturally diverse members. However, especially research on cultural diversity in virtual teams is under-researched and leads to inconsistent results. The aim of this thesis therefore is to test and examine the effect of team cultural intelligence on team innovativeness in global virtual teams while clarifying the moderating role of POS and prior international experience.

Design/Methodology/Approach

This study uses a quantitative survey filled in by 171 respondents working in global virtual teams to examine the hypothesized effects. Simple linear regression has been used in combination with moderation analysis in PROCESS and AMOS.

Findings

The results indicate that team cultural intelligence has a significant positive effect on team innovativeness. No significant moderation effect could be found for POS and prior international experience.

Theoretical/Practical implications

The theoretical contribution lies in the proof that team cultural intelligence affects team innovativeness positively and significantly, which counterbalances the tenor in research that cultural diversity is mainly a liability. Also, a team level scale of team cultural intelligence is applied. Results contradict many studies which find a significant positive effect of POS and prior international experience on team innovation. Advised to re-test the model with a sample that has a higher median age. The research findings are valuable to internationally operating companies which form global virtual teams to benefit from diverse viewpoints.

Limitations

The indicated correlation does not necessarily mean causation. No assumptions can be made whether the positive effect of team cultural intelligence differs per country of origin. The self-reporting nature of the study provides a risk of social desirability bias. Lastly, the study being English-speaking and conducted also in non-English native speaking countries, targets only highly educated respondents.

Key Words

cultural intelligence, innovativeness, virtual teams, cultural diversity, POS, experience

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1. Introduction

Increasingly, internationally orientated firms make use of global virtual teams. The advancements in technology and the decrease in communication cost have especially enabled MNEs to overcome downsides of costs and geographic dispersion of employees and allow them to form global virtual teams (Dulebohn & Hoch, 2017; Johnston & Rosin, 2011). Global virtual teams can be defined as "temporary, culturally diverse, geographically dispersed, electronically communicating work group[s]" (Jarvenpaa & Leidner, 1999, p. 792) supporting the development of complex and customized solutions (Edmonson & Harvey, 2018).

Working in global virtual teams has several potential advantages. By pooling employees with diverse professional backgrounds, firms can benefit from combining an unique set of viewpoints that will help the firm to create unique solutions (Edmonson & Harvey, 2018).

Despite their benefits, these teams also present companies with challenges. Global virtual teams face several challenges that "traditional" teams would not necessarily face which are a result from the lack of face-to-face interaction, such as lack of trust, team cohesion, ineffective communication and environmental challenges, as well as cultural differences (Johanson & Rosin, 2011).

Although much research has been done on variables influencing the performance of "*traditional*" teams, there is a lack of determination which variables have an influence on the performance of global *virtual* teams (Lippert & Dulewicz, 2018).

Cultural diversity is one of the factors, argued to have a decisive impact on the performance of global virtual teams. However, research has shown inconsistent results (Nederveen Pieterse et al., 2013). Cultural diversity refers to individuals who are located in different cultural contexts, and therefore differ in their value system which provides meaning and drives attention and perception (Nederveen Pieterse et al., 2013). Cultural diversity has been traditionally conceptualised as a liability (Stahl & Tung, 2015). However, more recent studies have found evidence that cultural diversity can enhance performance due to an increased level of "creativity, adaptability, and problem-solving quality" (Stahl & Tung, 2015, p. 393). Their consensus is that cultural diversity needs to be managed carefully in order to unlock its full potential.

As a form of cross-cultural competence, the more recently developed concept of cultural intelligence is assumed to be *a* facilitator in unlocking the benefits of globally dispersed

teams. Cultural intelligence is defined traditionally on an individual level as an individual's "capability to function and manage effectively in culturally diverse settings" (Ang et al., 2007, p.336). Cultural intelligence leads individuals to "the use of metacognitive strategies to overcome new social contexts, to seek new information outside their realms of knowledge and experience and demands perseverance in the face of obstacles and setbacks" (Johnson et al., 2006, p. 535f.).

However, in global virtual teams, where effective team communication and team cohesion is a key success determinant, the cultural intelligence of the team as a whole can be argued as more decisive than the cultural intelligence of an individual team member.

Consequently, recent research investigates the role of *team* level cultural intelligence, as Joost Bücker defines it as "the ability of a team to effectively process information and behave responsively in a cross-cultural environment" (Bücker & Korzilius, 2021, p. 3). The core notion is that team members need to be open minded towards cultural differences of their colleagues which drive their attention and perception (Hobman et al., 2004). Indeed, cultural intelligence has been found to alleviate the negative effects (Moon, 2013).

However, leaving out other contextual variables that can either facilitate or hinder the effectiveness of cultural intelligence, will impede our understanding of how cultural intelligence of a team will affect its performance.

Since it can be assumed that not all firms encourage working in cross-cultural teams to the same extent, perceived organisational support (POS), defined by Eisenberger as "the extent to which employees perceive that their contributions are valued by their organisation and that the firm cares about their well-being" (Eisenberger et al., 1986, p. 501), can be assumed to moderate the direct effect. Employees who feel highly supported by their organisation are likely to obtain the "expectancy that greater effort toward meeting organisation goals will be rewarded" (Eisenberger et al., 1986, p. 503), which is assumed to increase the team performance.

Researching POS is valuable for several reasons. Prior research has mainly focused on POS and individual performance outcomes, which has found mixed results. Additionally, prior research concentrated on the impact of POS on non-virtual teams, leaving its impact on virtual teams under-researched (Drouin & Bourgault, 2013).

Prior international experience can be considered as another contextual variable that can either facilitate or hinder the effectiveness of cultural intelligence, however, research reveals inconsistent argumentations.

Researchers as Johnson et al. (2006) state that for developing a cross-cultural competence purely acquiring factual knowledge is not sufficient but that individuals have to acquire tacit knowledge as well, that can be only unlocked via frequent exposure to cross-cultural environments. Therefore, it can be argued that teams which possess a high level of prior international [work] experience are more likely to develop a high level of cultural intelligence which can be assumed to enhance the team performance (Engle & Crowne, 2014). Several studies have confirmed that the level of performance is positively influenced by the level of prior international [work] experience (Anantatmula & Thomas, 2010; Daily et. al., 2000; Dikova & Rao Sahib, 2013; Magnusson & Boggs, 2006). It can be assumed that teams who possess a high level of prior cross-cultural [work] experience, are more likely to develop routines on how to successfully operate in these settings and to develop a cultural sensitivity in resolving conflicts (Dikova & Rao Sahib, 2013).

Despite these studies, there are other contradictory studies which find that "prior experience inhibits initial performance because teams have developed patterns optimized for the old way of doing things that must be broken and changed" (Lawrence, 2018, p. 490).

Ultimately, this thesis will address several research gaps and therefore contribute to both, academia and society. Research on global virtual teams has continuously increased due to their growing popularity in both business and academic settings, however with inconsistent results (Jimenez et al., 2017). In particular, academia has lacked the determination of variables that have an influence on the performance indicators of global virtual teams and specifically, whether cultural diversity will increase or decrease team performance. Accordingly, this thesis will add to academia by clarifying the effect of team cultural intelligence on team performance in the context of global virtual teams which in particular aims to contribute to the under-researched field that conceptualises cultural diversity in teams as an asset. Furthermore, unlike many studies, the independent and dependent variable will be measured on a team level, instead of the individual level which has been criticized. Lastly, existing research has often focused on student groups as a sample which makes it hard to make implications for a professional environment. Therefore, this thesis will consider employees as a sample group.

Besides, this thesis posits that POS and prior internal experience as two contextual variables moderate the direct effect. Therefore, it tries to depict a more realistic view on other factors that might influence the application of cultural intelligence in global virtual teams. These findings will not only contribute to a better theoretical understanding but also give firms valuable insight in how to foster high-performance global virtual teams. Indeed, this paper has managerial relevance for Human Resource departments in internationally orientated firms since it will examine how the team composition and the perceived firm support will affect team performance in the context of a global virtual team.

Summarizing, the aim of this thesis is to test and examine the effect of team cultural intelligence on team innovativeness in global virtual teams while clarifying the moderating role of POS and prior international experience.

Central research question:

- To what extent does team cultural intelligence affect team innovativeness in global virtual teams?
    - To what extent does POS and prior international experience moderate the relationship between team cultural intelligence and team innovativeness in global virtual teams?

2. Theoretical framework and hypotheses

This chapter lays the theoretical foundation regarding the key concepts: global virtual teams, cultural diversity, cultural intelligence, team innovativeness, perceived organisational support and prior international experience.

2.1 Global virtual teams

Although there is no clear definition of what constitutes a global virtual team, this thesis will apply the definition of "groups of geographically, organizationally and/or time dispersed workers brought together by information and telecommunication technologies to accomplish one or more organizational tasks" (Powell et al., 2004, p.7).

In comparison to off-line teams, virtual teams are often characterized by a high degree of diversity in terms of culture, nationality and expertise (Schweitzer & Duxbury, 2010). Still, virtuality is a continuum and degrees of virtuality can be distinguished by the degree of distance, extent of face-to-face work and amount of asynchronous work (Schweitzer & Duxbury, 2010). They have the advantage that, in contrast to traditional (non-virtual) [project] teams, their range of options for their team member composition is not decreased due to added costs and time for relocations of team members (Binder, 2009) which enables them to focus on employees' qualifications and expertise only. However, as stated by Garro et al. (2021) virtual teams are affected by factors such as communication and coordination ease and team trust and cohesion.

According to Savu et al. (2017) six types of virtual teams can be distinguished: networked teams; parallel teams; project teams; work, production or functional teams; service teams and offshore information systems development teams.

The scope of this thesis surrounds global virtual *work* teams. They have the potential to be a means in the creation of unique solutions by sourcing from the divergent knowledge and experience of the globally dispersed members. Members jointly work on ongoing tasks within a specific field in the organisation. As Savu et al. (2017) correctly note, global virtual teams, by providing agility and responsiveness, could revolutionize the workplace by making the traditional off-line workplaces redundant. They not only decrease operating costs, since no relocation of employees or physical workspace is needed but also increase knowledge sharing between global talents, and individual and organisational learning.

However, cultural diversity (differences in communication style as well as belief

systems) brings potential challenges which could impede collaboration between members (Savu et. al., 2017).

2.2 Cultural diversity

Multicultural teams (culturally diverse teams) can be defined as a "group of people from different cultures, with a joint deliverable for the organization or another stakeholder" (Stahl et. al., 2010a, p. 439). Due to globalisation the interaction between employees located in different countries with different cultural backgrounds becomes more common even if they only operate in their domestic market (Islam et al., 2019). Therefore, research has made a shift from researching the pure existence of cultural differences, to the responses of individuals facing cultural differences (Hong & Cheon, 2017), including factors that moderate these responses (Stahl et. al., 2010a). Additionally, research has concentrated on ways to reconcile cultural diversity with the domestic culture, as in Glover & Friedman (2015).

According to Stahl et al. (2010a), there has been an overemphasis in the literature on the negative effects that cultural diversity has on different outcomes. Their core argument is that differences in values, norms, customs impede the effective interaction between employees which increases cost and risks (Martin 2014; Stahl et. al., 2010a). Cultural diversity compared to other types of diversity is especially problematic, since it is harder to detect and therefore to manage. Often illustrated by the model of an iceberg, values as the core of a culture lie within the mind of the individual, below the level of consciousness (Hall, 1977).

Possible explanations for the underemphasis of the positive effects of cultural diversity are that: negative news get more attention than positive, so that articles which find a negative effect of cultural diversity receive more attention; that the media which focuses on negative news regarding cultural diversity leads researchers to select purposefully this angle for their research in order to increase attention for their publication; that American and Western Europe's favour linear logic with cultural diversity either having a negative or a positive effect, rather than accepting paradoxes, and lastly; that much research focuses on the exploitation of existing capabilities, in which cultural diversity is found to be an impedance due to the increased need for discussion which slows down the replication of routines across settings (Stahl & Tung, 2015).

However, team cultural diversity can be beneficial for several reasons. Firstly, since firm's markets and stakeholders become more diverse as well, resulting in a better tool to understand and serve these markets (Hofhuis et al., 2015). Also, by bringing in divergent

viewpoints, culturally diverse teams increase their creative potential (Hofhuis et al., 2015; Stahl & Tung, 2015). Lastly, by establishing culturally diverse teams, firms are able to portray an image of inclusiveness and social responsibility to the society (Hofhuis et al., 2015).

Connecting the concept of cultural diversity to team settings, research has found mixed or even contrary results of the effect of cultural diversity on team outcomes (Dhamija et al., 2020; Ingersoll et al., 2017; Martin, 2014). One reason for that could be based on the underlying theoretical argumentation, priorly chosen. Depending on the theoretical argumentation, cultural differences can be conceptualised either as an asset or a liability. Stahl et al. (2010b) points out that there are three main angles to theorize the effect that cultural diversity has on team outcomes: similarity-attraction theory, social identity theory and information-processing theory.

The *similarity-attraction theory* is arguing that "people are attracted to working with and cooperating with those they find similar in terms of values, beliefs, and attitudes" (Stahl et. al., 2010b, p. 691). Team members are aware of their shared value system which facilitates their interaction process.

The *social identity theory* argues in the same direction by stating that "people tend to categorize themselves into specific groups, and categorize others as outsiders or part of other groups. People treat members of their own group with favoritism, and may judge "others" according to group traits (e.g., stereotyping)" (Stahl et. al., 2010b, p. 691). In summary, both theories argue for a negative outcome that cultural diversity has since interaction is impeded.

Whereas, the *information-processing theory* is arguing in favour of cultural diversity since it brings different views to the table, therefore mitigating group-think behaviour in teams (Bouncken, 2004). In particular, the information-processing theory takes in consideration the implication that the process of globalisation has on firms. Globalisation, defined as the "process of international integration of goods, technology, labour and capital" (Oramah & Dzene, 2019, p. 401) or "the intensified movement of [...] ideas, and cultural practice across political and cultural boundaries" (Holtman, 2005, as cited in Nerad, 2020, p. 44) is facilitated by advancements in transportation as well as telecommunication, which have decreased the costs for firms to operate on the global market but therefore also shifted the nature of competition from being only domestic to being global. Consequently, companies need to outperform global

competition by developing creative and flexible solutions (Savu et. al., 2017), with global virtual teams as one of the options to do so.

2.3 Cultural intelligence

Cultural intelligence is next to the intelligence quotient, emotional intelligence, social and practical intelligence, one form of intelligence and different from personality (Adair et. al., 2013). It takes into account the challenges that globalisation imposes on employees by focusing on that type of intelligence that helps an individual to "function effectively in intercultural settings" (Van Dyne et. al., 2012, p. 259). Effectively functioning refers to "detect, assimilate, reason, and act on cultural cues appropriately in situations characterized by cultural diversity." (Van Dyne et. al., 2012, p. 297).

Cultural intelligence is a multidimensional construct based on four factors consisting of a: metacognitive, cognitive, motivational, behavioural dimension. *Metacognition* refers to the "mental capability to acquire and evaluate cultural knowledge" (Van Dyne, 2012, p. 297). It is the awareness of culture and cultural diversity that triggers the "planning, monitoring and revising [of] mental models of cultural norms for countries or groups of people" (Ang et. al., 2007, p. 338) which helps to adjust your own mental models. Mental models "include categories, concepts, identities, prototypes, stereotypes, causal narratives, and worldviews" on "how the world works and one's place in it" (World Bank Group. 2015, p. 62). *Cognition* refers to the "general knowledge and knowledge structures about cultures and cultural differences" (Van Dyne et. al., 2012, p. 298). *Motivation* is the "mental capacity to direct and sustain energy toward functioning and performing in intercultural situations" (Van Dyne et. al., 2012, p. 298). The willingness to use its own energy into the effective functioning in cross-cultural settings depends, according to the expectancy-value theory on "expectations of success and value of success" (Ang et. al., 2007, p. 338). Only individuals who believe in the success of the activity and value its outcome will be motivated to sacrifice energy. *Behaviour* is the "capability to flex behaviors to fit different cultural contexts" (Van Dyne et. al., 2012, p. 298). Only those who have a large selection of verbal and non-verbal capabilities are able to adjust their behaviour appropriately.

Commonly researched is the effect of individual cultural intelligence on various performance outcomes. For instance, Sahin & Gurbuz (2014) found in their work that individual cultural intelligence helps to increase the adaptive performance, that is the "individual's capacity to deal with changing work and novel requirements" (Sahin & Gurbuz,

2014, p. 395). Jyoti and Kour (2015), could find a positive relation of cultural intelligence on task performance.

2.3.1 Team cultural intelligence

Team cultural intelligence as defined by Bücker & Korzilius (2021) as "the ability of a team to effectively process information and behave responsively in a cross-cultural environment" (Bücker & Korzilius, 2021, p. 3) is also considered as a multidimensional construct but different from the individual construct since it takes into account the information processing and behavioural responsiveness (Bücker & Korzilius, 2021). Research has often used the aggregation of priorly individual data, for instance the behavioural intelligence of an individual to make assumptions on the behavioural intelligence of the whole team (Adair et. al., 2013).

According to Bücker & Korzilius (2021), team cultural intelligence consists of three factors: team cultural metacognition, team fusion, and openness to diversity. *Team cultural metacognition* refers to the consciousness and awareness of cultural diversity that a team possesses during social interaction. *Team fusion* recognizes that in order to work effectively together, team members need to have "recognition, respect, and acceptance of differences between team members such that they preserve their unique qualities" (Bücker & Korzilius, 2021, p.8), which relates to one of the two underlying key concepts: co-existence. The second underlying key concept regards meaningful participation, which can be defined as a "dialogue that team members enter when they believe they have unique information to contribute" (Janssens & Brett, 2006, p. 138). Teams differ in their *openness to diversity* which is defined by openness to linguistic diversity, which means accepting different language proficiencies, vocabulary and accents among the team; no discriminatory attitudes; openness to value diversity, which relates to accepting multiple opinions; and openness to informational diversity and accepting different types of information (Bücker & Korzilius, 2021).

2.4 Team performance

Team performance has been studied extensively in prior research and factors contributing to high-performance teams have been identified. Indeed around 130 team performance models can be recognized (Lipper & Dulewicz, 2017).

Since research has led to inconsistent results (Kankanhalli et al., 2007), it has been widely acknowledged that the effect of cultural diversity on team performance is contingent on

other factors. For instance, cultural diversity has been found positively related to team performance in the case of a high learning approach within the team. That is, team members who are oriented towards developing their competences are more motivated to explore different world-views and overcome challenges posed by cultural diversity (Nederveen Pieterse et al., 2013). Additionally, cultural diversity was found to be not hampering team performance in the presence of a competent team leader, who encourages team members to be more open and honest with each other (Kokt, 2003), or possesses high cultural intelligence himself (Groves & Feyerherm, 2011).

On the other hand, findings suggest that cultural diversity is negatively related to team performance since it increases team conflicts and decreases social integration and development of unity (Martin, 2014).

In contrast to traditional forms of teamwork, there is not much research being done on the factors enhancing performance in global virtual teams (Lippert & Dulewicz, 2018) and results have been equivocal (Garro et al., 2021). It has been concluded that cultural diversity leads to task conflicts, often based on differences in value of linguistics, which will drive down the team performance. And, that this is more pronounced in global virtual teams (Kankanhalli et al., 2007). Interestingly, a recent study by Taras et al. (2019) has found that the perceived difference in national values had a strong negative effect on task outcomes, whereas contextual diversity, the objective difference of national values (in terms of scores) had a positive effect. In line, the role of perceived diversity versus objective diversity is pronounced in other studies as well. Hentschel et al. (2013) find that a high perceived difference between team members is negatively related to team identification and positively related to relationship conflict.

Whereas Pesch & Bouncken (2017) find that perceived cultural distance is beneficial if it leads to a higher task discourse, defined as an open and constructive discourse within the team. In accordance to that, it became evident that the team outcome will be dependent on the time invested in making decisions, as well as setting clear goals early in the [project] process (Garro et al., 2021). Firms can improve virtual team outcomes by setting mixed incentive rewards and provide skill training to empower employees (Garro et al., 2021).

Team performance has been operationalized as team innovativeness since culturally diverse teams are especially established in order to create unique solutions (Bücker & Korzilius, 2021).

Based on the *information-processing theory* which conceptualizes cultural diversity as an asset, amplified by the increase in international business activities, it can be anticipated that global virtual teams with a high level of team cultural intelligence will be more likely to achieve higher team innovativeness, than teams with low level of team cultural intelligence. Thus,

H1*: Team cultural intelligence is positively associated with team innovativeness in global virtual teams.*

2.5. Moderating variables

2.5.1 Perceived organisational support

As outlined before, contextual variables often have a significant impact on the relationship between cultural diversity and performance. Consequently, it can be assumed that variables such as perceived organisational support (POS) have a significant moderating impact on the effectiveness of cultural intelligence, as a mechanism to overcome the gap of cultural diversity and ultimately, driving the team performance. However, there is not much research carried out on the link between POS and team performance (Lyubovnikova et al., 2018).

The Organisational Support Theory by Eisenberger (1968) argues that employees who perceive support by their organisation will show more positive attitudes, higher commitment, lower absenteeism and turnover, higher effort to achieve the company's objectives, and greater performance (Tumwesigye, 2010). More specifically, organisational support helps the employee to enhance or facilitate job performance effectiveness and to cope with stress by enhancing their self-esteem through material or emotional support (Uppal, 2017). Favourable or unfavourable treatment is seen as "an indication that the organisation favours or disfavours them" (Rhoades & Eisenberger, 2002, p. 698). It is perceived as a sign that the organisation values the employees contribution and takes care of their well-being (Lyubovnikova et al., 2018). Especially, if the employee perceives the support as being voluntary rather than a formal obligation by for instance regulations, there is a stronger increase in POS (Rhoades & Eisenberger, 2002). Based on the principle of reciprocity (social exchange theory) the employee feels the obligation to reach the company's goals (Chiang & Hsieh, 2012).

Academia has found various factors that drive POS. A meta-analysis carried out by Rhoades and Eisenberger (2002) shows that fairness, supervisory support, organisational rewards and job conditions enhance POS. *Fairness* relates to the fair distribution of resources to employees ("procedural justice") (Rhoades & Eisenberger, 2002, p. 700). *Supervisory*

support regards how much the supervisor values the employees contributions and their well-being. *Organisational rewards and job conditions* refer to factors such as recognition, pay, promotion; job security; autonomy; role stressors such as work overload, role ambiguity and role conflict; as well as training (Rhoades & Eisenberger, 2002).

The few studies investigating the relationship between POS and performance have found a positive effect (Akter et. al., 2016; Fee & Gray, 2020; Yücel et. al., 2020).

This thesis will address the gap between POS and team innovativeness and build up on the indicated positive relation. It argues that employees who feel highly supported by the organisation are more likely to not only overcome related difficulties of highly culturally diverse teams but also to unlock their potential, leading to higher team innovativeness in comparison to low perceived organisational support. Thus,

H2: *Perceived organisational support positively moderates on the relationship between team cultural intelligence and team innovativeness in global virtual teams.*

2.5.2 Prior international experience

Another variable considered to impact team performance is their prior international [work] experience. Prior [international] work experience is related to occupational and industry-specific experience that leads to increased job-related outcomes (Uppal et. al., 2014). The human capital theory argues that differences in job performance stem, among other, from "differences in human capital endowments and factors such as the amount of time invested in particular occupation or industry" (Uppal et. al., 2014, p. 40). Especially in stressful job situations that are the well-learned skills that help the employee to reach his objectives. However, important is the amount of and relatedness of prior work experience compared to the current job (Uppal et. al., 2014).

Research has found inconsistent results regarding the effect of prior [international] work experience on job performance. One reason assumed to cause these inconsistent results is that there are individual characteristics, for instance the adaptability of the employee that has an impact (Uppal et. al., 2014). In alliance with the operationalization in establishes studies (Takeuchi & Chen, 2013), the study has focused on experience of living/travelling abroad.

Thus,

***H3a**: The experience of living abroad positively moderates the relationship between team cultural intelligence and team innovativeness.*

***H3b:** The experience of travelling abroad positively moderates the relationship between team cultural intelligence and team innovativeness.*

In summary, this thesis will investigate the effect that team cultural intelligence, as a form of cultural competence, has on team innovativeness in global virtual teams. As outlined, cultural diversity which is a key characteristic of global teams, has the potential to enhance or impede the team outcome. Therefore, researching how a high cultural intelligence within the team is able to mitigate this gap, is not only relevant for academia but also for practice. Taking into account three moderators, addresses the call to integrate contextual variables into the analysis.

2.6 Conceptual Model

This conceptual model has been developed, as in Fig. 1:

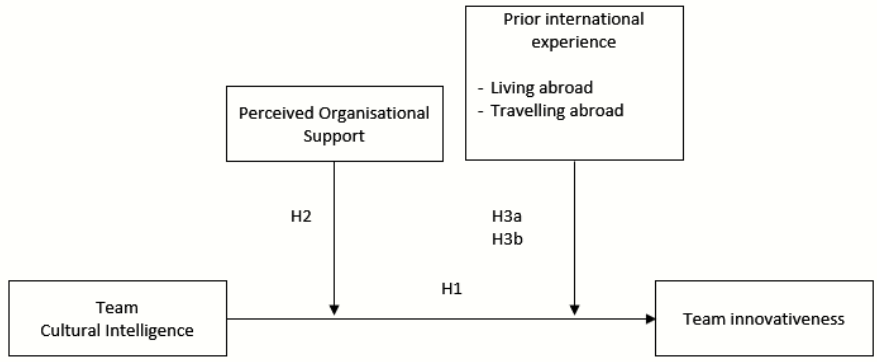


Fig. 1: Conceptual model

3. Methods

This chapter starts with an elaboration on the research approach, the data and sample extracted. Following, an overview of the operationalisation of the variables is provided and its feed into the statistical model is shown. Furthermore, quantitative research biases and their remedies will be addressed. The chapter ends with paragraphs on reliability and validity, as well as ethical concerns.

3.1 Research Strategy

The aim of this research is to test the effect of team cultural intelligence on team innovativeness in global virtual teams under the moderation of POS and prior international experience.

The proposed conceptual model will be tested by conducting a quantitative study, in the form of a survey, since team cultural intelligence has been traditionally measured with quantitative approaches (Fang et al., 2018). Also, since cultural diversity in virtual teams is increasingly common but still leverages inconsistent findings, the aim of this thesis is to produce generalizable findings that can function as a starting point for further research (Taras et al., cultural intelligence directly on a team level by means of applying and testing the scale of 2019).

This thesis will contribute to recent counter-developments by measuring team Bücker & Korzilius (2021), in contrast to aggregating individual scores to the group level (Fang et al., 2018).

To analyse the direct effect between TCQ and TI a Simple Linear Regression was conducted, since this thesis aims to specify a single variate's relationship (*Team cultural intelligence)*, according to the decision diagram by Hair (Hair et al., 2019). Due to the fact that a dependence relationship between one dependent and one independent variable has been examined, that are both measured on a metric level, a linear regression analysis was most applicable. This regression method estimated the hypothesised relationship using the method of ordinary least squares (OLS). Additionally, hierarchical linear regression has been applied to show if and to what extent the different variables explain statistically significant amounts of variance in the dependent variable after controlling for all other variables (Bommae, W. B., n.d.). Furthermore, the moderating effects have been tested using PROCESS modelling and the

moderation analysis in AMOS which is more robust against measurement error and model mis-specification (Nusair & Hua, 2010).

3.2 Sample

The survey consisted of 99 items that were measured on a 7-point Likert scale ranging from 1= strongly disagree to 7= strongly agree; 1=very low to 7=very high, and on a 5-point Likert scale from 1=not at all to 5= extremely well; 1=never to 5=always; and from 1=not at all to 5= frequently, if not always; conducted in the period of 16th May 2021- 11th July 2021 among employees in global virtual teams. To maintain the established scales, the original phrasing and response format has been kept. Rather, each scale has been briefly introduced in order to comfort the respondents' mental adaptation to another topic. The items included were derived on the basis of the literature review. The survey created on Qualtrics.com, was sent out via email, including a statement with the aim of the research, instructions on how to fill out the survey, the confidentiality agreement as well as the link to the survey. By the date of completion in July 2021, 147 team member and 39 team leader responses from 39 teams were obtained, of which, after merging, 171 respondents were usable for further analysis.

The classification of global virtual teams were based on the information by the contact person within the company (in close coordination with the specific team leader), with team members being dispersed across countries and a considerable amount of their communication being held virtually (Vahtera et al., 2017). A multicultural team was defined as "consisting of at least two different cultures/nationalities, or a team consisting of members of one nationality interacting with an extended team in another country on a weekly basis" (Bücker & Korzilius, 2021, p. 25). Next to the team members, also the team leaders were included in order to rate the variables which aimed to overcome the bias of self-assessment and added to the overall validity.

The descriptive table (Table 1) shows the descriptive of the merged file. 169 respondents have filled out the questionnaire, including one respondent who did not fill out the question about his/her gender. The ratio male/female is relatively balanced. On average a team consisted of 10,47 members. The majority of respondents is working full-time (94,1%) and 51,5% work fully virtual. For a comparison, the descriptive of the team members and leaders have been contrasted, as well. Team leaders work in more full-time contracts and work less virtually.

MERGED FILE			
RAgeNumeric	**(N=169)**	**Frequency**	**Valid Percent**
	≤31	79	46,7
	≥32	90	53,3
	Median= 31; Range= 19-63		
RGENDER	**(N=168)**		
	male	82	48,8
	female	86	51,2
TeamSize Numeric	**(N=169)**		
	Mean= 10,47; Range= 2-50		
Job tenure	**(N=169)**		
	full time contract	159	94,1
	part-time contract 50-80%	8	4,7
	part-time contract less than 50%	2	1,2
Prior experience of working in an international (virtual) team	**(N=137)**		
	one former (virtual) international (team) assignment	44	32,1
	two former (virtual) international (team) assignments	27	19,7
	three to five former (virtual) international (team) assignments	28	20,4
	more than five former (virtual) international (team) assignments	38	27,7
Degree of virtuality	**(N=169)**		
	Never	5	3
	Seldom	10	5,9
	About half the time	23	13,6
	Usually	44	26
	Always	87	51,5

TEAM MEMBER		
RAgeNumeric (N=131)		
	Frequency	**Valid Percent**
≤31	67	51,1
≥32	64	48,9
Median= 31; Range= 19-63		
RGENDER (N=130)		
male	58	44,6
female	72	55,4
TeamSize Numeric (N=131)		
Mean= 11,02; Range= 2-50		
Job tenure (N=131)		
full time contract	123	93,9
part-time contract 50-80%	6	4,6
part-time contract less than 50%	2	1,5
Prior experience of working in an international (virtual) team (N=100)		
one former (virtual) international (team) assignment	35	35
two former (virtual) international (team) assignments	21	21
three to five former (virtual) international (team) assignments	18	18
more than five former (virtual) international (team) assignments	26	26
Degree of virtuality (N=131)		
Never	5	3,8
Seldom	5	3,8
About half the time	19	14,5
Usually	33	25,2
Always	69	52,7

TEAM LEADER		
RAgeNumeric (N=38)		
	Frequency	**Valid Percent**
≤31	12	31,6
≥32	26	68,4
Median= 35,5; Range= 21-63		
GENDER (N=38)		
male	24	36,2
female	14	36,8
TeamSize Numeric (N=38)		
Mean= 8,76; Range= 2-35		
Job tenure (N=38)		
full time contract	36	94,7
part-time contract 50-80%	2	5,3
part-time contract less than 50%	0	0
Prior experience of working in an international (virtual) team (N=37)		
one former (virtual) international (team) assignment	9	24,3
two former (virtual) international (team) assignments	6	16,2
three to five former (virtual) international (team) assignments	10	27,0
more than five former (virtual) international (team) assignments	12	32,4
Degree of virtuality (N=38)		
Never	0	0
Seldom	5	13,2
About half the time	4	10,5
Usually	11	28,9
Always	18	47,4

Table 1: Descriptive

The sample exceeds 100 observations and the necessary ratio of minimal 10:1 for factor analysis, 15-20:1 ratio for regression (Hair et al., 2019).

3.3 Operationalisation of variables

3.3.1 Dependent variable: Team innovativeness

Team innovativeness will be measured using the scale by De Jong and Den Hartog (2010), consisting of ten items measured on a 5-point Likert scale ranging from "never" to "always". The addition of six added items suggested by Bücker and Korzilius (2021) will not be applied considering the length of this survey. The Cronbach's Alpha of this scale is .90. The scale applied in this thesis, after confirmation through CFA and AMOS, Cronbach's Alpha was .910. The scale is to be found in the Appendix A.

3.3.2 Independent variable: Team cultural intelligence

Team cultural intelligence is measured on the scale developed by Bücker & Korzilius (2021), consisting of 21 items on a 7-point Likert scale (1= strongly disagree to 7= strongly agree) on five dimensions (reflecting the three priorly mentioned factors): openness to value, visible, and information diversity (6 items); meaningful participation (3 items); metacognition (4 items); co-existence (4 items); and openness to linguistic diversity (4 items). The overall Cronbach's alpha is .91 (.88, .86, .90, .71, .80). Cronbach's Alpha in this thesis, was .935. The complete scale is to be found in the Appendix B.

3.3.3 Moderating variable: POS

The original scale of Perceived organisational support developed by Eisenberger (1986) with its 36-items has been shortened down by the authors to a 16-item version as well as an 8-item version in the adjustment to researchers time and space constraints (Perceived Organisational Support, n.d.).

Research has found that using the 8-item version instead of the original one is rather unproblematic in the sense that there is no significant reduction in reliability (Eisenberger et al., 1997; Rhoades & Eisenberger 2002; Worley et al. 2009). The Cronbach's alpha for the 8-item version has been found to be .93. Here, Cronbach's Alpha was measured at .847. Due to the high reliability, the 8-item version rated on a 7-point Likert scale (1= strongly disagree to 7= strongly agree) has been applied. The complete scale can be found in Appendix C.

3.3.4 Moderating variable: Prior international experience

Prior international [work] experience is measured, as it is commonly done, on an individual level via self-assessment (Ineson et al., 2013; Takeuchi et al., 2005; Uppal et al., 2014). The items aim to capture work and non-work related international experience, as in living and travelling abroad for (non-) work-related reasons,

Prior international experience is measured by for how long the respondent has been living abroad for work-related reasons such as expatriation, and for how often the respondent has been travelling abroad for work-related reasons such as business travel prior to the current appointment (Le & Kroll, 2017; Takeuchi & Chen, 2013).

To contrast the influence of work related experience, respondents have been also asked for how long they have been living and travelling abroad for non-work-related reasons such as study/internships. These items can be found in Appendix D.

3.3.5 Control variables

In order to make sure that the differences in performance outcomes between global virtual teams are due to their difference in cultural intelligence and not demographics, this thesis controls for demographic variables such as team member's age, gender, and job tenure, and team size. Also the degree of virtuality has been controlled.

Age is measured in an open answer format. Younger employees are assumed to better cope with the challenges that result from working in virtual teams, compared to older employees (Becker et al., 2012). *Gender* is measured in 0: male, 1: female and 2: Other. Men are expected to show higher innovativeness than women (Whittington & Smith-Doerr, 2005). *Job Tenure* relates to either possessing a full time, part time (50-80%) or less than part-time contract. Lastly, *team size* is controlled. It could be argued that at a higher team size, the communication might be distorted, resulting in lower performance outcomes (Bradner et al., 2005; Tohidi & Tarokh, 2006). On the other hand, it could be argued that larger teams obtain higher collective cultural intelligence which will produce better performance outcomes (Thompson et al., 2015). Team size has been measured as the number of members within one team (Moon, 2013).

To measure the teams *degree of virtuality,* participants have been asked whether or not and how often they currently work virtually, as well as for what reasons (covid or other).

3.4. Quantitative research bias

3.4.1 Sampling error

Since we survey a sample only, but make assumptions about a larger population, we want to make sure that the sample is representative for the larger population (Akomolafe et al., 2015).

To avoid sampling error this research has carefully defined the target group based on the theoretical framework, to make sure to only incorporate those research units that fit the research purpose. Also, random sampling has been applied after identifying members of global virtual teams, so that each individual is chosen by chance (Whiteley, 2015). According to Hair et al. (2019), also the sample size has a reasonable impact on the generalizability of the findings. To minimize the effects of sampling error as recommended for using multiple regression techniques, this thesis has gathered >100 observations, with the desired level of 20:1 per variable.

3.4.2 Non-response bias

This error refers to the failure of collecting complete information on all sample units, either as unit non-response or item non-response (Akomolafe, 2015) . This will decrease the sample size and enlarge the standard error (Statistics Canada, 1998).

Accordingly, the number of contacts with the sample has been increased by sending a reminder for answering the survey as a follow-up, as well as outlining the relevance of the research findings to the respondents and the organisation in the invitation mail for participating in the survey (Akomolafe, 2015).

3.4.3 Common method bias

This bias refers to a systematic variance in the data due to the measurement technique (Jakobsen & Jensen, 2015). Common method variance (CMV) is problematic since it signals correlations among the variables in the outcomes, although they are in fact spurious (false) (Tehseen et al., 2017).

Researchers can overcome this bias by taking procedural remedies, like the following into account (Rodriguez-Ardura & Meseguer-Artola, 2020):

The items were positively and negatively formulated in order to overcome extreme responses (Rodriguez-Ardura & Meseguer-Artola, 2020). Also, selected respondents were employees and team leaders from different departments and firms (profit and non-profit).

Another remedy is to measure the variables at different points in time (Tehseen et al., 2017). Unfortunately, collecting data at various moments in time was not realised due to resource constraints. Also, securing respondent's anonymity helps to reduce CMV (Tehseen et al., 2017). Respondents anonymity was guaranteed following the ethical concern procedures and it was emphasised that there is no right or wrong answer to the questions, in order to minimize the social desirability bias (Rodriguez-Ardura & Meseguer-Artola, 2020).

Item ambiguity is another factor of concern (Tehseen, 2017). Before the start of the data collection, the survey was checked by the researchers for any vague concepts or language, as well as the length and repetitiveness of questionnaire items (MacKenzie & Podsakoff, 2012). Additionally, a pre-test was conducted which means that the survey was sent to 10 respondents to pre-test whether any issues occur regarding the interpretation of the survey items, data collection or measurement (MacKenzie & Podsakoff, 2012). Their feedback was incorporated accordingly.

In addition, statistical remedies were applied which are Harman's single-factor test and the correlation matrix procedure (Rodriguez-Ardura & Meseguer-Artola, 2020). Whereas Harman's test uses exploratory factor analysis to detect components that account for more than 50% of the covariance between item and construct, the correlation matrix detects high correlations (> .90) between constructs (Rodriguez-Ardura & Meseguer-Artola, 2020; Tehseen et al., 2017).

3.5. Reliability and Validity

Measurement error refers to the difference between the measured value and the true (but unknown) value (Kasprzyk, 2005).

To control for this error, this thesis paid close attention to whether the measures applied are accurately representing what they intend to measure (validity) (Hair et al., 2019). To ensure content validity, whether each item serves its purpose in the model, all measures derived were based on an extensive literature review. In addition, confirmatory factor analysis has been conducted to test the accuracy of the scale (Sürücü & Maslakci, 2020). Reliability refers to the extent to which results can be reproduced when conducted under the same conditions (Sürücü & Maslakci, 2020). This can be assessed by testing the reliability of the scale prior to running the analysis with the help of Cronbach's Alpha desired to be higher than .70. Also, a multi-item

measurement was used, including multiple items to measure the same construct in order to increase the reliability and validity (Hair et al., 2019).

3.6. Ethical concerns

The anonymity and confidentiality of respondent's data have been protected throughout the research process.

Only those respondents were contacted by e-mail who have been priorly suggested by the contact person within their own company and have agreed to participate. The contact person has been informed about the research team, research purpose, usage of data, and received the microsoft word version of the online questionnaire for prior review. Direct identifiers of the respondents such as name, e-mail address and team name, necessary to send the individual links, have been stored savely only for research purposes. All respondents received the contact details of the research team, in case of any issues or comments. Withdrawal from the survey was at all times possible. The data was gathered via Qualtrics and analysed with SPSS. Access to this data was permitted only to the thesis circle members, as well as to the two thesis supervisors. The Dutch code of conduct for academic and scientific practice from 2018 (VSNU, 2018) has been applied by stating the research purpose and usage of data openly and honestly, securing the reliability of the results, using verifiable information, being impartial and objective, and working independently and responsible. Following the internal regulations, the data is stored for a minimum of ten years at Radboud University.

4. Analysis and Results

This chapter starts with an outline of the data preparation and missing value analysis (MVA). Following, the results of the exploratory (EFA) and confirmatory factor analysis (CFA), reliability analysis and common method bias will be discussed. Furthermore, the descriptive statistics will be presented and the results of the regression, process modelling and SEM in AMOS will be analysed. The chapter ends with an answer to the hypotheses presented in chapter 2.

4.1 Data preparation: Team member/leader survey

Initially, the two files of the team members and the team leaders were unmerged. All items have been viewed separately within a frequency distribution table. As a result, names and labelling of all items have been adjusted towards the abbreviation of the original item name in order to make the items more recognizable. Also, the items TCQ13, POS2, POS3, POS5, and POS7 have been reversed to RTCQ13, RPOS2, RPOS3, RPOS5, and RPOS7 due to their negative formulation.

It became clear that the control variable age needs to be formatted as a numeric variable in order to be able to include it into the further analysis. Accordingly, age has been re-coded into RAgeNumeric using the median of 31 years as the cut-off. Respondents being 31 years old and under are grouped into category 1, respondents being 32 years old and older have been grouped into category 2. Also, gender was re-coded into a dummy variable RGender (0: male; 1 female; other values as system missings) since the frequency table showed that only one respondent has chosen the category “other” within the survey, which does not validate to create a third category.

Looking at the total number of valid scores per variable indicated that the answer options “12;13” had to be declared as missing values since they indicated a “not applicable”. The data view for the team member survey proved that there are many respondents who have missing values exceeding 10%. 10% missing values are set as a cut-off point for a sample of < 400 respondents (Hair et al., 2019). Remedies are considered with missing values > 10%. After this deletion the sample size decreased from N=142 to N=132. The sample size of the team leader survey was N=39. No respondent has been deleted since there was only one missing value within the demographics.

It became clear that especially variable prior work experience (PWE) and the multiple response variable common language policy (CLP) had many missing values. The explanation for many missing values in PWE could be that the median age of the data set is low (31 for Team Members; 35,5 Team Leaders) which could mean that considering the young age of the respondents their prior international [work] experience is limited. Answering these questions therefore with "not applicable" should not be considered as a problematic missing value. CLP is a multiple response option which means that before merging the items, SPSS will show per item, the answer category that has not been chosen as a missing value. As a remedy, the multiple response options of the variables: common language policy, improvement of language proficiency and usage of language proficiency have been merged into one variable, each.

MVA: team member survey: The Univariate statistic table showed that all missing values are <10% except for items: PWE1, PWE2, PWE4, which makes the missing values explainable. The separate t-test examined, in which all metric variables are confronted against the variable of PWE and RGender, showed that several items are identified as problematic, based on their significant p-value which indicates that the comparison between the means of the present cases versus the means of the missing cases are problematic. The cross-tabulations are confronting the categorical variables RGender and RAge against the metric variable PWE, in which we see that missings exceed 10%. Since we know, however, that the missings values are present because of a lack of experience and therefore explainable, we do not take any action.

The Little's MCAR test proves all missing are completely at random (MCAR), by stating χ^2 (1001)= 1022.490; p= .311 (p>.05), which accepts the null hypothesis that missings are MCAR. Accordingly, mean substitution as a possible imputation method for the missing values have been examined. The missing values of item CTE2, TI6, POS1, POS2, POS3, POS4 and POS5 have been tested for substitution. Items on PWE were not considered since the answer "not applicable" which has been marked as missing is explainable due to the low average age of the respondents, whereas the other missing values are skipped and therefore considered as problematic. New mean based variables have been computed and the differences in means and standard deviations between the original variable and the new variables have been checked. It became clear that the means have not changed but that there are marginal differences in the standard deviation, a small increase. Since only a marginal increase has been

detected and the missings are found to be MCAR, the decision has been made to not use any imputation method since this has no justified benefit.

MVA: team leader survey: The Univariate statistic table showed that the items PWE2 and PWE4 are exceeding 10%. The t-test showed several variables as problematic. The cross-tabs shows that for both variables RAgeNumeric and RGender, items PWE2 and PWE3 exceed 10%. In this sample, the media age is slightly higher with 35,5 years, but still young so that the same reasoning can be applied to why there are so many missing values in the PWE items. Little's MCAR test proves all missings as missing completely at random (MCAR), by stating χ^2 (621)= 2,585, p = 1. (p> .05), which accepts the null hypothesis that missings are MCAR.

MVA: merged file: According to the Univariate Statistics, Items PWE1, PWE2 and PWE4 have exceeded the 10% of missing values. Within the cross-tables, several items have been identified as exceeding 10%. The separate t-test examined, shows that several items are identified as problematic. However, Little's MCAR test proves all missings are completely at random (MCAR), by stating χ^2(1234)= 1266.096, p= .257 (p> .05), which accepts the null hypothesis. Following, the missing values of item PWE1, PWE2 and PWE4, RAgeNumeric and RGender have been tested for mean substitution. However, since for all newly computed variables there have been just slight changes in means and standard deviation, and all missings are MCAR, any imputation would have only marginal effects which is why no imputation has been applied.

For the merged sample, a test of representativeness has been conducted testing whether the distribution of values within the sample is the same as in the population. The sample is referring to the participants of this survey (N=171), the population refers to all possible virtual teams which can be defined by Bücker & Korzilius (2021) as multicultural. Since we have two categorical variables (RAgeNumeric and RGender) and the remaining continuous variables, two separate tests have been conducted. The Chi-Square test for the two categorical variables has proven that we can accept the null hypothesis (H_0: Distribution in the sample is equal to the distribution in the population; H_a: At least one of the proportions in the sample significantly differs for the proportions in the population) and the sample therefore is representative, for RGender: χ^2 (1, N = 168) = 0.95; p= .758 (p> .3) and for RAgeNumeric: χ^2 (1, N= 169)= .716; p= .397 (p >. 3). For the continuous variables a one-sample t-test has been conducted which shows that for all variables, the p values are significant which means that the sample is not

representative of the population and the alternative hypothesis needs to be accepted. One explanation for this significance could be that the variables are not normally distributed which needs to be addressed by means of transformation.

4.2 EFA, CFA and reliability analysis in SPSS

Factor analysis as one of the interdependence techniques aims to determine interrelations between variables in order to outline the underlying structure within the data set and to summarize and reduce data (Hair et al., 2019). In order to summarize and reduce the data by finding the underlying structure in the data, an EFA, a CFA and a reliability analysis has been performed for all metric variables incorporated in this thesis. Key difference between the EFA and CFA is that within the EFA the number of factors is not predetermined as in the CFA but determined by the technical criterion of an eigenvalue >1. (Hair et al., 2019). The CFA analysis allows us to compare the original scale with the results of the EFA. The EFA has been conducted in SPSS, while the CFA has been conducted in both SPSS and AMOS. Applying the decision diagram by Hair (Hair et al., 2019), it justifies this choice, since we do not seek to examine a dependence relationship and have all items measured on a metric level.

General criteria of factor analysis:

To test the sampling adequacy the Kaiser-Meyer-Olkin (KMO) test as well as the Barlett's test of Sphericity have been examined. The KMO needs to be >.5 in order to have reasonable variance within the data for a factor analysis, the closer the value gets to .1 the better. The Barlett's test needs to be significant ($\alpha < .05$) to reject the null hypothesis that variables are uncorrelated within the data set and so to say, to have at least one correlation between the items to justify the factor analysis (Hair et al., 2019).

In order to identify the number of factors present within the data, the eigenvalue/scree plot and the cumulative percentage of total variance explained have to be analysed. The eigenvalue should be larger than .1 and the variance that this factor solution explains should exceed 60%. Also, communalities need to be checked and should not be lower than .2 in absolute terms. Lasty, an item should only load on one factor which means that no cross-loadings should exist. We identify items as cross-loaders if the difference between the higher and second highest factor loading is smaller than .2 in absolute terms. A reasonable loading is >.5, a desirable loading is >.7. That is to be seen in the Pattern Matrix or the Rotated Factor Matrix depending on the chosen rotation method (Field, 2018; Hair et al., 2019).

Oblique (direct oblimin) rotation has been chosen by default, since it assumes that factors are correlated which is a better representation of reality. If at least one correlation represented within the factor correlation matrix exceeds >.3 the oblique rotation has been justified. If this does not apply, the axes have been rotated with an orthogonal rotation (varimax), instead, in order to make the factors more easily interpretable.

The factor method applied in all factor analyses is "Principal axis factoring" which focuses on the common variance, the variance shared among the items, instead of the total variance (Field, 2018; Hair et al., 2019).

Reliability analysis

A reliability analysis is conducted in order to test whether the identified scales are internally consistent. Scales are good (sufficiently consistent) if their indicated alpha is >.8 and unreliable at a value of < .6. Values in between are considered as reasonable. The table "Item-Total Statistics" SPSS shows us how much the alpha would de-/increase if one item would be deleted. Any increase of an alpha >.05 is considered as substantial. However, removing items implies the decrease of the internal validity, which should therefore be avoided (Field, 2018).

EFA: Team culture intelligence

An EFA has been conducted to identify the underlying structure of the "Team cultural intelligence" scale. All items (TCQ1 to TCQ21) have been included.

In iteration 1, KMO exceeding .5 (KMO= .915) and Barlett's test being significant at α < .05 (p< .001); $\chi 2$ (210,171)= 2084.381, which rejects the null hypothesis and shows that factor analysis is applicable. Four factors have been extracted that together explain > 60% (63,856%) of the variance. Item RTCQ13 has low communality at .163. Multiple items load one more than one factor which are: TCQ3; TCQ7; TCQ10; and TCQ11. Direct oblimin is justified as a rotation method since at least one correlation is larger than .3 in absolute terms. The decision has been made to remove TCQ10 due to its lowest of all cross-loadings, while the other items are candidates for removal (Appendix F). *In iteration 2,* KMO exceeding .5 (KMO= .913) and Barlett's test being significant at α <.05 (p< .001); $\chi 2$ (190,171)= 1937.821, rejects the null hypothesis and shows that factor analysis is applicable. Four factors have been extracted that together explain > 60% (64,399%) of the variance. Item RTCQ13 has low communality at .170. Multiple items load one more than one factor which are: TCQ3; TCQ7; and TCQ11. Direct oblimin is justified as a rotation method since at least one correlation is

larger than .3 in absolute terms. The decision has been made to remove TCQ3 due to its lowest of all cross-loadings, while the other items are candidates for removal (Appendix F). *In iteration 3,* KMO exceeding .5 (KMO= .910) and Barlett's test being significant at $\alpha < .05$ (p< .001); $\chi 2$ (171,171)=1835.965, rejects the null hypothesis and shows that factor analysis is applicable. Four factors have been extracted that together explain > 60% (65,619%) of the variance. Item RTCQ13 has low communality at .158. Multiple items load one more than one factor which are: TCQ7 and TCQ11. Direct oblimin is justified as a rotation method since at least one correlation is larger than .3 in absolute terms. The decision has been made to remove TCQ11 due to its lowest of all cross-loadings, while the other items are candidates for removal (Appendix F). *In iteration 4,* KMO exceeding .5 (KMO= .902) and Barlett's test being significant at $\alpha < .05$ (p< .001); $\chi 2$ (153,171)=1729.373, rejects the null hypothesis and shows that factor analysis is applicable. Three factors have been extracted that together explain > 60% (60,889%) of the variance. Items TCQ8 and RTCQ13 have low communality at .190 and .176. Multiple items load one more than one factor which are: TCQ7 and TCQ9. Direct oblimin is justified as a rotation method since at least one correlation is larger than .3 in absolute terms. The decision has been made to remove TCQ9 due to its lowest of all cross-loadings, while the other items are candidates for removal (Appendix F). *In iteration 5,* KMO exceeding .5 (KMO= .904) and Barlett's test being significant at $\alpha < .05$ (p< .001); $\chi 2$ (136,171)=1636.631, rejects the null hypothesis and shows that factor analysis is applicable. Three factors have been extracted that together explain > 60% (62,093%) of the variance. Item TCQ8 has low communality at .189. One item loads one more than one factor which is TCQ7. Direct oblimin is justified as a rotation method since at least one correlation is larger than .3 in absolute terms. The decision has been made to remove TCQ7 due to its low cross-loading, while the other item is a candidate for removal (Appendix F). *In iteration 6,* KMO exceeding .5 (KMO= .898) and Barlett's test being significant at $\alpha < .05$ (p< .001); $\chi 2$ (120,171)=1539.399, rejects the null hypothesis and shows that factor analysis is applicable. Three factors have been extracted that together explain > 60% (63,123%) of the variance. Items TCQ8 has low communality at .185. One item loads one more than one factor which is TC12. Direct oblimin is justified as a rotation method since at least one correlation is larger than .3 in absolute terms. The decision has been made to not remove TC12 since it is close to the value of .2 and would decrease the internal validity further (Appendix F).

Concluding, the EFA recommends a factor structure as follows:

- Factor 1: TCQ12, TCQ14, TCQ15, TCQ16, TCQ17, TCQ18, TCQ19, TCQ20, TCQ21
- Factor 2: TCQ1, TCQ2, TCQ4, TCQ5, TCQ6, TCQ8
- Factor 3: RTCQ13

A reliability analysis was conducted to test this decision.

Reliability analysis: Team culture intelligence

The analysis shows Cronbach's alpha at .881 (>. 6) which proves the factors as reliable. If item TCQ8 is deleted Cronbach's alpha would increase to .882 and if TCQ13 is deleted, Cronbach's alpha would increase to .918, however, the difference is not substantial (< .05). Therefore, these items have not been deleted.

CFA: Team culture intelligence

The CFA aims to confirm the three factor scale that has been identified within the EFA.

KMO exceeding .5 (KMO= .898) and Barlett's test being significant at α < .05 (p< .001); $\chi 2$ (120,171)=1539.399, rejects the null hypothesis and shows that factor analysis is applicable. Three factors have been extracted that together explain > 60% (63,123%) of the variance. Items TCQ8 has low communality at .185. One item loads one more than one factor which is TC12. Direct oblimin is justified as a rotation method since at least one correlation is larger than .3 in absolute terms. The results being the same as for the EFA, it can be concluded that the three factor scale can be confirmed.

EFA: Team innovativeness

An EFA has been conducted to identify the underlying structure of the "Team Innovativeness" scale. Variables TI1 to TI10 have been included.

In iteration 1, KMO exceeding .5 (KMO= .898) and Barlett's test being significant at α < .05 (p< .001); $\chi 2$ (45,167)=902.033, which rejects the null hypothesis and shows that factor analysis is applicable. One factor has been extracted that explains < 60% (55,783%) of the variance. The second factor would explain > 60% (64,603%) of variance. None item has low communality. None item is a cross-loading since we only have one factor identified. The decision has been made to not remove any item.

Reliability analysis: Team innovativeness

The analysis shows Cronbach's alpha at .910 (>. 6) which proves the scale as reliable. If item TI1 is deleted, Cronbach's alpha would increase to .912, however, the difference is not substantial (< .05) (Appendix G).

CFA: Team innovativeness

The CFA aims to confirm either the one *or* two factor solution that has been identified within the EFA.

One-factor solution:

In iteration 1, KMO exceeding .5 (KMO= .898) and Barlett's test being significant at α < .05 (p< .001); χ2 (45,167)=902.033, rejects the null hypothesis and shows that factor analysis is applicable. One factor has been extracted that explains < 60% (55,783%) of the variance. The second factor would explain 64,603% of variance. None item has low communality. None item is a cross-loader since we only have one factor identified. The results have been proven to be the same as for the EFA.

Two-factor solution:

In iteration 1, KMO exceeding .5 (KMO= .898) and Barlett's test being significant at α < .05 (p< .001); χ^2 (45,167)=902.033, rejects the null hypothesis and shows that factor analysis is applicable. Two factors have been extracted that explain > 60% (64,603%) of the variance. None item has low communality. However, now we identify a cross-loader which is item TI1.

The decision has been made to use the one-factor solution even if the total variance explained is 56%, in order to avoid any further deletion of items to limit the decrease of internal validity.

EFA: POS

An EFA has been conducted to identify the underlying structure of the "POS scale. Variables POS 1 to POS8 have been included, using the reversed items for POS2, POS 3, POS5, and POS7.

In iteration 1, KMO exceeds .5 (KMO= .826) and Barlett's test being significant at α < .05 (p< .001); χ2 (28,168)=693.564, rejects the null hypothesis and shows that factor analysis

is applicable. Two factors have been extracted that explain > 60% (70,250%) of the variance. None item has low communality. None item is a cross-loader. Direct oblimin is justified as a rotation method since at least one correlation is larger than .3 in absolute terms. The decision is to not remove any item.

Concluding, the identified factor structure is as follow:

- Factor 1 = R_POS2,R_POS3,R_POS5,R_POS7
- Factor 2= POS1,POS4,POS6,POS8

Reliability analysis: POS

The analysis shows Cronbach's alpha at .847 (>. 6) which proves them reliable. If item POS4 is deleted, Cronbach's alpha would increase to .852, however, the difference is not substantial (< .05).

CFA: POS

In iteration 1, KMO exceeding .5 (KMO= .826) and Barlett's test being significant at $\alpha < .05$ (p< .001); $\chi 2$ (28,168)=693.564, rejects the null hypothesis and shows that factor analysis is applicable. Two factors have been extracted that explain > 60% (70,250%) of the variance. None item has low communality. None item is a cross-loader. Direct oblimin is justified as a rotation method since at least one correlation is larger than .3 in absolute terms. The results confirm the identified scale.

4.2.1. CFA in AMOS

The results of the CFA in SPSS have been cross-checked against a CFA analysis in AMOS.

During the first iteration for testing the TCQ scale, all items (TCQ1-TCQ21) have been entered. The standardized regression weights show that the item RTCQ loads rather low on factor 3. For the second iteration, item RTCQ has been excluded with resulted in a sufficient factor loading of all items. In order to avoid a decrease in internal validity and to align more with the original scale, no other items have been removed. Additionally, a reliability analysis proves, that a deletion of any other item would not lead to a significant improvement (Appendix I).

Iteration 1			
Item		Factor	Estimate
TCQ21_ODVVI2	<---	Factor1	0,664
TCQ20_ODVVI3	<---	Factor1	0,742
TCQ19_ODVVI4	<---	Factor1	0,784
TCQ18_ODVVI5	<---	Factor1	0,842
TCQ17_ODVVI6	<---	Factor1	0,85
TCQ16_ODVVI1	<---	Factor1	0,757
TCQ15_OLD2	<---	Factor1	0,599
TCQ14_OLD3	<---	Factor1	0,635
TCQ12_OLD1	<---	Factor1	0,73
TCQ11_MP3	<---	Factor1	0,687
TCQ10_MP2	<---	Factor1	0,679
TCQ6_TCM3	<---	Factor2	0,789
TCQ5_TCM4	<---	Factor2	0,687
TCQ2_TCM2	<---	Factor2	0,841
TCQ1_TCM1	<---	Factor2	0,796
RTCQ13	<---	Factor3	0,084
TCQ9_MP1	<---	Factor3	0,66
TCQ7_CE3	<---	Factor3	0,821
TCQ3_CE2	<---	Factor3	0,673
TCQ8_CE4	<---	Factor4	0,535
TCQ4_CE1	<---	Factor4	0,903

Table 2: Standardized regression weights for TCQ it. 1

Iteration 2			
Item		Factor	Estimate
TCQ21_ODVVI2	<---	Factor1	0,665
TCQ20_ODVVI3	<---	Factor1	0,742
TCQ19_ODVVI4	<---	Factor1	0,784
TCQ18_ODVVI5	<---	Factor1	0,842
TCQ17_ODVVI6	<---	Factor1	0,85
TCQ16_ODVVI1	<---	Factor1	0,757
TCQ15_OLD2	<---	Factor1	0,599
TCQ14_OLD3	<---	Factor1	0,635
TCQ12_OLD1	<---	Factor1	0,73
TCQ11_MP3	<---	Factor1	0,687
TCQ10_MP2	<---	Factor1	0,679
TCQ6_TCM3	<---	Factor2	0,789
TCQ5_TCM4	<---	Factor2	0,687
TCQ2_TCM2	<---	Factor2	0,841
TCQ1_TCM1	<---	Factor2	0,796
TCQ9_MP1	<---	Factor3	0,659
TCQ7_CE3	<---	Factor3	0,82
TCQ3_CE2	<---	Factor3	0,671
TCQ8_CE4	<---	Factor4	0,535
TCQ4_CE1	<---	Factor4	0,903

Table 3: Standardized regression weights for TCQ it. 2

The following Table represents the factor structure of TCQ, that has been confirmed by CFA in AMOS. Instead of 5 factors as in the original paper by Bücker & Korzilius (2021) or the 3 factor solution proposed in CFA in SPSS, 4 factors have been identified and used for further analysis.

Factor: Meaningful participation + openness to linguistic diversity + openness to diversity in value visibility and information	
Items	
TCQ10	Each team member participates in decision-making
TCQ11	All team members are encouraged to participate in team discussions
TCQ12	The team enjoys doing jobs with people despite language barriers
TCQ14	The team is keen to learn from people even when communication is slowed down by language barriers
TCQ15	The team makes an extra effort to listen to people speaking different languages
TCQ16	In my team, members enjoy doing jobs with people of different ethnicity, gender, and/or age
TCQ17	In my team, members make an extra effort to listen to people of different ethnicity, professional backgrounds and/or work experiences
TCQ18	In my team, members enjoy doing jobs with people from different professional backgrounds and/or work experiences
TCQ19	In my team, members are keen to learn from people who have different work values and/or motivations
TCQ20	In my team, members make an extra effort to listen to people who hold different work values and/or motivations
TCQ21	In my team, members make an extra effort to listen to people from different ethnicity, gender and/or age
Factor: Metacognition	
Items	
TCQ6	The team is conscious of the knowledge it applies to cross-cultural interactions
TCQ5	The team checks the accuracy of the cultural knowledge it uses when interacting with people from different cultures (it is the self-reflection of the team if they have adequate cultural knowledge).
TCQ2	The team adjusts its cultural knowledge as it interacts with people from a culture that is unfamiliar to the team
TCQ1	The team is conscious of the cultural knowledge it uses when interacting with people with different cultural backgrounds
Factor: Coexistence + Meaningful participation	
Items	
TCQ9	Team members participate in team discussions openly and freely
TCQ7	The team accepts that members from different cultures have different ways of expressing themselves
TCQ3	The team tolerates members following their own cultural norms and practices
Factor: Coexistence	
Items	
TCQ8	The team uses some norms and practices from some members and some from others

TCQ4	The team uses a combination of norms and practices from different member's cultures

Table 4: Factor structure of TCQ scale

Also, for the TI scale a CFA in AMOS has been conducted. The standardized regression weights show that all items load sufficiently on their factors, which is why the one-factor solution from the CFA in SPSS can be confirmed, so that the original scale will be used in the further analysis.

Iteration 1			
Item		**Factor**	**Estimate**
TI10	<---	Factor1	0,746
TI9	<---	Factor1	0,707
TI8	<---	Factor1	0,821
TI7	<---	Factor1	0,72
TI6	<---	Factor1	0,731
TI5	<---	Factor1	0,729
TI4	<---	Factor1	0,774
TI3	<---	Factor1	0,726
TI2	<---	Factor1	0,612
TI1	<---	Factor1	0,507

Table 5: Standardized regression weights for TI

Lastly, a CFA for the POS scale has been conducted. The standardized regression weights confirm a significant loading on the assigned two factors. Therefore, these results differ from the original scale by Eisenberger (1986) who presented a one-factor solution.

Iteration 1			
Item		**Factor**	**Estimate**
R_POS7	<---	F1	0,82
R_POS5	<---	F1	0,89
R_POS3	<---	F1	0,884
R_POS2	<---	F1	0,734
POS8	<---	F2	0,667
POS6	<---	F2	0,899
POS4	<---	F2	0,586
POS1	<---	F2	0,668

Table 6: Standardized regression weights for POS

The following table shows the identified two-factor solution for POS, which has been confirmed by both SPSS as well as AMOS.

Factor: Lack of acknowledgement	
Items	
R_POS2	The organization fails to appreciate any extra effort from me.
R_POS3	The organization would ignore any complaint from me.
R_POS5	Even if I did the best job possible, the organization would fail to notice.
R_POS7	The organization shows very little concern for me
Factor: Recognition	
Items	
POS1	The organization values my contribution to its well-being.
POS4	The organization really cares about my well-being
POS6	The organization cares about my general satisfaction at work.
POS8	The organization takes pride in my accomplishments at work.

Table 7: Factor structure of POS scale

4.3 Common method bias

Harmann's single factor analysis proves that there is no common method bias within the merged sample as one factor explains less than 50% of the total variance (26,711) (Appendix J).

4.4. Regression in SPSS and Process modelling

The following section takes the results of the factor analysis as a basis in order to test the hypothesis by means of a simple linear regression analysis, process modelling and SEM in AMOS. Translating the conceptual model into a measurement model, the following relations have been tested:

1: main effect of team cultural intelligence [TCQ] (X) on team innovativeness [TI] (Y)
2: main effect of POS (M1) on team innovativeness (Y)
3: main effect of experience in living abroad (M2) on team innovativeness (Y)
4: main effect of experience in traveling abroad (M3) on team innovativness (Y)
5: interaction effect of XM1 on Y
6: interaction effect of XM2 on Y
7: interaction effect of XM3 on Y

The following regression analysis has the purpose to estimate a model in order to analyse the relationship between the independent variable TCQ and the dependent variable TI. Since we will test one metric independent and one metric dependent variable, we classify this analysis as a simple regression. The necessary sample size of minimal 5 respondents per variable has

been reached. Multiple regression as being a multivariate analysis has to fulfill four assumptions in order to be conducted, that are: linearity of phenomenon measured, constant variance of residuals, independence of residuals as well as the normal distribution of residuals (Hair et al., 2019).

Normal distribution can be checked by means of dividing skewness/SEskewness and kurtosis/SEkurtosis. Values exceeding .3 in absolute terms are considered as not normally distributed and are candidates for transformation.

The assumption of linearity is referring to whether a simple linear relationship exists between the dependent and independent variables.

Constance in variance of residuals refers to error terms remaining the same for all independent variables, which is called “homoscedasticity” and visible within a scatter plot.

Finally, strong correlations between independent variables is called “Multicollinearity" and affects the efficiency of the estimations negatively. Variance inflation factors below .20 are considered as potentially problematic and values below .10 are definitely problematic.

Normality:

The descriptive table on item level proves that for the TCQ, POS and PWE items, the assumption of normality is violated. Only, the items on TI are normally distributed since values fall within the threshold of .3 in absolute terms (Appendix K).

First, a mean variable including all items of TCQ has been computed, however, the assumption of normality is still violated. Based on these results, for the variable TCQ four transformations are run: square root, square, log and inverse to check whether one of these linear transformations result in a substantial improvement.

The square transformation has reduced the skewness to an acceptable value of -2,57 and the kurtosis to 1,63. All the other transformations are still exceeding the threshold of .3 in absolute terms. Therefore, we do not maintain the original variable but will include the transformed squared variable within the further analysis.

To test the proposed solution, a baseline model has been run for this regression analysis, without any transformed variable. The “Model Summary” shows that the variable TCQ explains 26,5% of the variance within the dependent variable TI. The model is significant $F(1, 169)= 62{,}262$, $p< .001$ (.000). Running the same model with the transformed TCQ variable

shows that the adjusted R Square has increased to .281. The model is significant at F(1,169)= 67,506, p<.001 (.000). Therefore, it can be included that the transformation increased the amount of explained variance and will therefore be applied in further analysis.

Model Summary[b]									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,519[a]	0,269	0,265	0,50784	0,269	62,262	1	169	0

a Predictors: (Constant), MEAN_TCQ_NEW
b Dependent Variable: MEAN_TI_NEW

Model Summary[b]									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,534[a]	0,285	0,281	0,50218	0,285	67,506	1	169	0

a Predictors: (Constant), MEAN_TCQ_NEWSQ
b Dependent Variable: MEAN_TI_NEW

Table 8: Model summary for transformation TCQ

Also, for POS, a new mean score variable has been created, which now shows a normal distribution, with skewness and kurtosis values lying within .3 in absolute terms, skewness: -2,95 and kurtosis: 0,73. Therefore no transformation has been conducted (Appendix L).

Finally for experience of living/travelling abroad, new mean score variables have been created, which now show a normal distribution, with skewness and kurtosis values lying within .3 in absolute terms, skewness: -2,05; 0,9 and kurtosis: -1,57; -0,79. Therefore no transformation has been conducted (Appendix L).

Linearity: The scatter plot shows no pattern which represents a linear relationship between the independent and dependent variables (Appendix M). *Homoscedasticity:* The scatter plot shows no pattern which represents a constant variance of error terms (Appendix M). *Multicollinearity:*

As the conceptual model visualizes, only one independent variable has been tested which is why no values for multicollinearity have been checked.

Regression analysis in SPSS and Process:

H1: The procedure chosen for testing the proposed model is a hierarchical model. Results have been declared significant at α= .05. First, the control variables RAgeNumeric, RGender, job tenure, team size and degree of virtuality have been included, second the independent variable has been introduced and its effect has been tested.

Accordingly, the model summary shows that only the control variables explain 2,5% of the variance in the dependent variable.

However, this F change is not significant at F(5,162)= 1,872, p> .05 (.102). By entering the independent variable TCQ, the adjusted R^2 shows that an additional 24% of variance in the dependent variable is explained by the model. This F change is significant at F(1,161)=54,721, p<.001 (.000). The ANOVA table supports the conclusion that the model as a whole, incorporating all three variables, is a significant predictor at F(6,161)= 11,198, p<.001 (.000).

The coefficient table shows us that only the independent variable TCQ makes a significant positive contribution to the second model (b=.039, t= 7,397, p<.001).

Coefficients[a]									
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Correlations**		
		B	**Std. Error**	**Beta**			**Zero-order**	**Partial**	**Part**
1	(Constant)	3,563	0,283		12,587	0,000			
	RAgeNumeric	-0,058	0,091	-0,049	-0,638	0,524	-0,069	-0,050	-0,049
	RGENDER	0,186	0,091	0,158	2,040	0,043	0,154	0,158	0,156
	Job tenure	-0,159	0,151	-0,081	-1,052	0,294	-0,073	-0,082	-0,080
	Team size Numeric	-0,001	0,005	-0,011	-0,134	0,894	0,041	-0,011	-0,010
	Degree of virtuality	0,054	0,030	0,144	1,803	0,073	0,148	0,140	0,138
2	(Constant)	2,405	0,291		8,263	0,000			
	RAgeNumeric	-0,051	0,079	-0,043	-0,647	0,519	-0,069	-0,051	-0,043
	RGENDER	0,127	0,079	0,108	1,601	0,111	0,154	0,125	0,106
	Job tenure	-0,058	0,131	-0,029	-0,438	0,662	-0,073	-0,035	-0,029
	Team size Numeric	0,003	0,005	0,043	0,610	0,543	0,041	0,048	0,040
	Degree of virtuality	-0,004	0,027	-0,011	-0,147	0,883	0,148	-0,012	-0,010

MEAN_TCQ_NEWSQ	0,039	0,005	0,517	7,397	0,000	0,527	0,504	0,490

[a]. Dependent Variable: MEAN_TI_NEW

Table 9: Regression IDV and control variables

The regression analysis shows that H1 is supported, TCQ is positively associated with TI in global virtual teams.

H2: In order to test the moderating effect of POS, another regression analysis has been run including the variable POS, as well as its interaction term with TCQ. The model summary shows that the variables explain 27,6% of the variance in the dependent variable. This F change is significant at F(3,167)= 22,655, p<.001 (.000).

The ANOVA table shows that this model is significant at F(3,167)=22,655, p<.001 (.000). The coefficient table shows that none of the direct effects are significant p>.05.

Coefficients[a]								
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Correlations**		
	B	**Std. Error**	**Beta**			**Zero-order**	**Partial**	**Part**
1 (Constant)	2,189	0,746		2,935	0,004			
MEAN_TCQ_NEWSQ	0,037	0,021	0,485	1,715	0,088	0,534	0,132	0,112
MEAN_POS_NEW	0,033	0,153	0,057	0,218	0,828	0,314	0,017	0,014
MEANTCQSQMEANPOS	0,000	0,004	0,025	0,055	0,956	0,492	0,004	0,004

a. Dependent Variable: MEAN_TI_NEW

Table 10: Moderation analysis POS

Checking the moderation of POS also in PROCESS modelling confirms that the relationship between TCQ and TI does not differ for the degree of POS (b=.0002, t=.0548, p>.05 (.9563)). Only the main effect of TCQ is significant at (b=.0380, t=6.4967, p<.001 (.000)). These results conflict with the results of the prior regression analysis. However, overall, it can be concluded that H2 is not supported.

```
OUTCOME VARIABLE:
 MEAN_TI_

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,5378      ,2893      ,2538    22,6549     3,0000   167,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     3,6920      ,0417    88,5399      ,0000     3,6097     3,7743
MEAN_TCQ      ,0380      ,0059     6,4967      ,0000      ,0265      ,0496
MEAN_POS      ,0414      ,0438      ,9449      ,3461     -,0451      ,1279
Int_1         ,0002      ,0042      ,0548      ,9563     -,0080      ,0085

Product terms key:
 Int_1    :        MEAN_TCQ x        MEAN_POS
```

Picture 1: Moderation analysis POS in PROCESS

H3a: In order to test the moderating effect of experience of living abroad, another regression analysis has been run including the variable experience of living abroad, as well as its interaction term with TCQ.

The model summary shows that the variables explain 38,7% of the variance within the dependent variable, which is significant at F(3,121)= 27,129, p<.001 (.000).

The ANOVA table shows that the model is significant at F(3,121)=27,129, p<.001 (.000).

The coefficients table shows that all variances have a significant effect on the dependent variable. TCQ has a significant positive effect (b=.145, t=4,523, p<.001), experience of living abroad has a positive and significant effect (b=.448, t=3,174, p<.01), and the interaction term has a significant negative effect (b=-.012, t= -3,099, p<.01). The striking results of the negative interaction effect will be elaborated within the discussion section.

Coefficients[a]								
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Correlations**		
	B	**Std. Error**	**Beta**			**Zero-order**	**Partial**	**Part**
1 (Constant)	-1,662	1,182		-1,406	0,162			
MEAN_TCQ_NEWSQ	0,145	0,032	1,846	4,523	0,000	0,594	0,38	0,318
MEAN_LivingabroadNEW	0,448	0,141	1,108	3,174	0,002	-0,034	0,277	0,223
MEANLIVINGABROADNEWTCQ	-0,012	0,004	-1,536	-3,099	0,002	0,427	-0,271	-0,218

a. Dependent Variable: MEAN_TI_NEW

Table 11: Moderation analysis of experience in living abroad

Checking the moderation of experience of living abroad also in PROCESS modelling confirms that, the relationship between TCQ and TI does indeed differ for the degree of experience of living abroad (b=-.0119, t=-3.0990, p<.05 (.0024)). The effect of TCQ on TI is positive for the mean score on experience of living abroad (b=.0501, t=8,8646, p<.001 (.000)).

The direct effect of the experience of living abroad is not significant (b=.0353, t=1,2098, p>.05).

OUTCOME VARIABLE:
MEAN_TI_

Model Summary

R	R-sq	MSE	F	df1	df2	p
,6341	,4021	,2244	27,1295	3,0000	121,0000	,0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	3,6323	,0428	84,8661	,0000	3,5476	3,7170
MEAN_TCQ	,0501	,0057	8,8646	,0000	,0389	,0613
MEAN_Liv	,0353	,0291	1,2098	,2287	-,0224	,0929
Int_1	-,0119	,0038	-3,0990	,0024	-,0195	-,0043

Picture 2: Moderation analysis experience of living abroad in PROCESS

Examining the interaction effect shows that for those who score on experience of living abroad one standard deviation below the mean, the effect of TCQ on TI is significant and positive (b=.0680, t=7,7821, p<.001). For those who score on experience of living abroad on average and one standard deviation above the mean, the effect of TCQ on TI is significant and positive, but less strong than for those who score below the mean.

Focal predict: MEAN_TCQ (X)
Mod var: MEAN_Liv (W)

Conditional effects of the focal predictor at values of the moderator(s):

MEAN_Liv	Effect	se	t	p	LLCI	ULCI
-1,4963	,0680	,0087	7,7821	,0000	,0507	,0852
,0000	,0501	,0057	8,8646	,0000	,0389	,0613
1,4963	,0323	,0073	4,3917	,0000	,0177	,0468

Picture 3: Interaction effects of experience of living abroad

These results conflict with the results of the prior regression analysis and reject H3a due to its negative connotation. A check for a mediating effect has not been significant (Appendix N).

H3b: In order to test the moderating effect of experience of travelling abroad, another regression analysis has been run including the variable experience of travelling abroad, as well as its interaction term with TCQ.

The model summary shows that the model explains 27,6% of the variance in the dependent variable which is significant at F(3,167)=22,579, p<.001 (.000). The model is significant at F(3,167)=22,579, p<.001 (.000). The coefficients table shows that only TCQ has

a significant positive effect on the dependent variable (b=.036, t=2,711, p<.01), whereas the moderator and the interaction effect is non-significant.

Coefficients[a]								
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Correlations**		
	B	**Std. Error**	**Beta**			**Zero-order**	**Partial**	**Part**
1 (Constant)	2,504	0,467		5,366	0,000			
MEAN_TCQ_NEWSQ	0,036	0,013	0,477	2,711	0,007	0,534	0,205	0,177
MEAN_TravellingabroadNEW	-0,064	0,121	-0,156	-0,53	0,597	-0,025	-0,041	-0,035
MEANTRAVELLINGABROADNEWTCQ	0,001	0,003	0,126	0,367	0,714	0,238	0,028	0,024

a. Dependent Variable: MEAN_TI_NEW

Table 12: Moderation analysis experience of travelling abroad

Checking the moderation of experience of travelling abroad also in PROCESS modelling confirms that, the relationship between TCQ and TI does not differ for the degree of experience of travelling abroad (b=.0013, t=.3666, p>.05 (.7144)). Only the main effect of TCQ is significant at (b=.0409, t=8,2094, p<.001 (.000)).

```
OUTCOME VARIABLE:
 MEAN_TI_

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,5372      ,2886      ,2541    22,5785     3,0000   167,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     3,6922      ,0386    95,6790      ,0000     3,6160     3,7684
MEAN_TCQ      ,0409      ,0050     8,2094      ,0000      ,0311      ,0508
MEAN_Tra     -,0200      ,0271     -,7400      ,4604     -,0735      ,0334
Int_1         ,0013      ,0035      ,3666      ,7144     -,0056      ,0081
```

Picture 4: Moderation analysis experience of travelling abroad in PROCESS

These results confirm the results of the prior regression analysis and reject H3b.

Concluding, H1 is supported, whereas H2 and H3a and b are rejected. A structural equation model will be conducted as the last step of the analysis, in order to validate the findings.

4.4.1. SEM in AMOS

Finally, a SEM was conducted in AMOS in order to verify the assumptions. The first model entered, tested H1 by including only TCQ and TI. It confirmed that TCQ has a significant positive effect on TI and H1 can be accepted.

The second model entered, tested H2 by including TCQ, POS and TI. The results confirm that only the independent variable has a significant positive effect on TI at p<.001.

The third model entered, tested H3a by including TCQ, experience of living abroad and TI. The results confirm that experience of living abroad has a significant negative effect on TI and H3a has to be rejected.

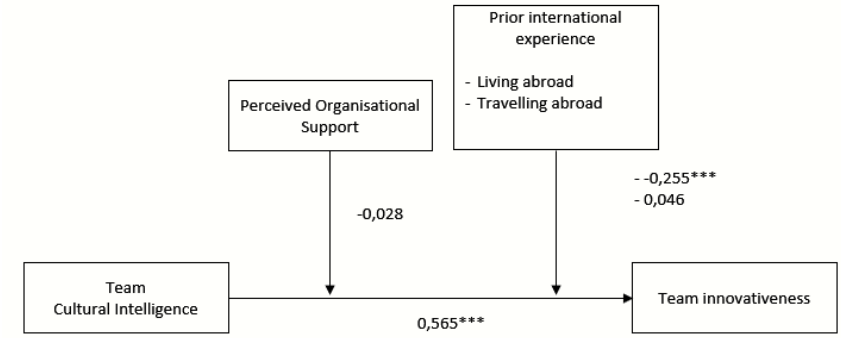
The fourth model entered, tested H3b by including TCQ, experience of travelling abroad and TI. The results confirm that experience of travelling abroad has no significant effect on TI and H3b has to be rejected.

In the fifth model, all variables have been entered simultaneously. The results show again that only the direct effect of TCQ is significant on TI and that the interaction term of experience in living abroad is significant and negative.

Model	Relationship	Estimate	S.E.	C.R.	P
1	ZMEAN_TI_NEW <- ZMEAN_TCQ_NEWSQ	0,534	0,065	8,24	***
2	ZMEAN_TI_NEW <- ZMEAN_TCQ_NEWSQ	0,501	0,076	6,555	***
	ZMEAN_TI_NEW <- ZMEAN_POS_NEW	0,071	0,074	0,953	0,34
	ZMEAN_TI_NEW <- InteractionZ_TCQNEWPOS	0,003	0,055	0,055	0,956
3	ZMEAN_TI_NEW <- ZMEAN_TCQ_NEWSQ	0,59	0,066	8,994	***
	ZMEAN_TI_NEW <- ZMEAN_LivingabroadNEW	0,086	0,074	1,161	0,245
	ZMEAN_TI_NEW <- InteractionZ_TCQNEWexpliving	-0,248	0,075	-3,295	***
4	ZMEAN_TI_NEW <- ZMEAN_TCQ_NEWSQ	0,539	0,065	8,283	***
	ZMEAN_TI_NEW <- ZMEAN_TravellingabroadNEW	-0,049	0,065	-0,747	0,455
	ZMEAN_TI_NEW <- InteractionZ_TCQNEWexptravelling	0,024	0,065	0,37	0,711
5	ZMEAN_TI_NEW <- ZMEAN_POS_NEW	0,048	0,072	0,665	0,506
	ZMEAN_TI_NEW <- ZMEAN_LivingabroadNEW	0,097	0,077	1,256	0,209
	ZMEAN_TI_NEW <- ZMEAN_TravellingabroadNEW	-0,049	0,068	-0,721	0,471
	ZMEAN_TI_NEW <- ZMEAN_TCQ_NEWSQ	0,565	0,077	7,332	***
	ZMEAN_TI_NEW <- InteractionZ_TCQNEWPOS	-0,028	0,055	-0,51	0,61
	ZMEAN_TI_NEW <- InteractionZ_TCQNEWexpliving	-0,255	0,076	-3,353	***
	ZMEAN_TI_NEW <- InteractionZ_TCQNEWexptravelling	0,046	0,065	0,712	0,476

Table 13: AMOS SEM Results (*** p<.001)

Concluding,



Picture 5: Overview result of overall SEM model

5. Discussion

This thesis aimed to clarify the effect of TCQ on TI in the context of global virtual teams by taking into account two contextual variables, POS and prior international experience, in order to contribute to the under-researched field that conceptualises cultural diversity in teams as an asset. It contributes also to theory by testing the newly developed TCQ scale, for employees, in a virtual setting. The following chapter will critically reflect on the found relationships, discuss its theoretical and practical implications, and end with an overview of the limitations.

5.1 Discussion of research question and findings

The following central research question has been formulated:

- To what extent does team cultural intelligence affect team innovativeness in global virtual teams?
    - To what extent does POS and prior international experience moderate the relationship between team cultural intelligence and team innovativeness in global virtual teams?

5.1.1 Team cultural intelligence and team innovativeness

The study aligns with the current research stream that conceptualises cultural diversity as an asset and argues that team innovativeness benefits from their team member's diverse backgrounds. The results confirm H1, that TCQ will be positively associated with TI in global virtual teams. This is an important outcome for firms as this proves that they are able to

decrease costs of relocations and are able to focus only on the generation of new ideas. Practical implications will be further elaborated within 5.2.

5.1.2 The moderating effect of POS

The study does not confirm that perceived firm support has a direct influence on the relationship between TCQ and TI. It does not confirm that employees feeling highly supported by their organisation are more willing to develop and use their cultural intelligence, as defined in H2. That is particularly striking, since many studies find a strong relationship between POS and TI, as in Qi et al., 2019. They base their reasoning as outlined before, on the theory of reciprocity. That an employee will be more eager to work and to dedicate their effort towards these firms, in which they feel highly supported (Doğru, 2018). Also, it is assumed that POS especially supports innovativeness since an employee feels comfortable enough to learn new ways of working engage in more risk taking activities as they are present in innovation (Akhtar et al., 2019). To therefore find neither a significant direct nor a significant moderating effect, is striking.

An interesting argument why POS does not show a significant effect, is given in the study of Yıldız et al. (2015). As, innovativeness is increasing at a lower level of POS, they propose the conclusion that a high level of POS makes employees less risk taking and they limit themselves to routine tasks which is why their innovative work behaviour is declining. It is assumed that employees are forced to make use of international and external networks when feeling low POS, which strengthens the ideation and brings input from outside of the team (Yildiz & Uzun, 2017).

Thinking this further would mean that teams in which members feel highly supported by the organisation are less inclined to reach out to other parts of the organisation, which will increase the potential of groupthink behaviour, which results in less innovative outcomes.
Lastly, more support could also be perceived in terms of more organisational reglementation et cetera, so that employees have less room for exploration (Yildiz et al., 2015).

Another explanation could be, that the effect of POS is dependent on the success of knowledge integration (KI) within the company. Studies have found significant mediation of KI between POS and TI (Jin & Zhong, 2014). It could be argued that high POS improves employee's well-being and builds up the basis for reaching innovativeness but, still an effective

knowledge integration process is needed in order to be able to develop and improve initials ideas. KI is an interesting variable to be included in further research.

5.1.3 The moderating effect of prior international experience

The study does not confirm that internationally experienced employees are more likely to develop cultural intelligence. Experience of living abroad appears to have a significant negative effect, while experience of travelling abroad is insignificant. That is very striking, since many studies find a positive relationship between international experience and cross-cultural competences, such as in Morrell et al. (2013). However, interpreting the results of the moderation analysis needs to be critically reflected. Many of the respondents do not have *any* prior international experience. That holds especially for living abroad for work related reasons (40% "not applicable") or for non-work related reasons (36% "not applicable"). The same goes for work related travelling (25,7% "never") which is the most chosen category.

Looking at these respondents who *have* prior international experience, it becomes obvious that many of these do not have much experience, in terms of length. For instance, 10,5% have less than 3 months of experience in non-work related living (like a study abroad). There is much research that dedicates education experience abroad as one of the strongest effects on CQ but a comparison of this thesis results to those findings is limited since this sample does not have much of this experience. Also, research has shown that short term experience abroad, such as of less than 3 months leverages ambiguous results regarding the success of the development of intercultural competences (Wolff & Borzikowsky, 2018).

Moreover, as outlined before some studies have found negative effects of prior experience on innovation since teams tend to follow old ways of doing (Lawrence, 2018).

Additionally, the results show that the majority has much experience in travelling abroad for non work related reasons (78,4% between occasionally and very frequently), still there is no significant moderation effect. One reason could be that we lack the information to which countries these respondents travelled. It could be the case that they travelled to similar countries compared to their home country in which they do not need to develop much CQ since the culture, language et cetera might be very similar, which could explain why the moderation is insignificant. On the contrary, there is still the question of transferability of cultural intelligence (Adam, 2020). Looking at definitions of culture and cultural competences, they

often refer to a specific cultural context (Johnson et al., 2006). Therefore, even if team members gained international experience through travelling, it does not necessarily mean that they can easily apply their knowledge in their work setting if the cultural context would differ (Wang et al., 2014).

Also, studies show that travelling experience for non work-related reasons has only a minor influence on CQ (Crowne, 2008). Concluding, the influence of travelling experience is valid but needs to be critically analysed.

The final remark on the variable of prior international experience is that within a sample with more respondents having international experience of living and travelling abroad in terms of frequency or length, the results might be very different. Therefore, the conclusion is that the thesis result leads to a rejection of the hypothesised positive influence of experience on TI but recommends targeting a sample with a higher median age who are assumed to have a higher degree of experience abroad, in further research.

5.2 Theoretical and practical implications

Contemporary research on variables affecting the performance of global virtual teams is under-researched, although they have become a common means to take advantage of knowledgeable but dispersed employees (Lippert & Dulewicz, 2018).

Its theoretical contribution lies in the proof that TCQ affects TI positively and significantly, which counterbalances the tenor in research that cultural diversity is mainly a liability. Also, it applies a team level scale of TCQ instead of a scale on an individual level. Prior international experience used to be related to the concept of individual cultural intelligence, and POS was not commonly tested in relation to neither innovativeness nor cultural intelligence. Although all hypotheses regarding the moderation effects were rejected, they provide an interesting angle for further research. Possible angles for further research are discussed in chapter 5.3.

In addition, the study results have several practical implications. First, the research findings are valuable to internationally operating companies which form global virtual teams to benefit from diverse viewpoints. As hypothesised, cultural diversity is indeed an asset when the goal is to extend existing knowledge and skills by experimenting with new ways of working, as it is in innovative endeavors. The data has proven that teams who are conscious and open to cultural diversity are more likely to reach new ways of working and develop more innovative solutions.

Also, confirming H1 might have implications on firm's approaches to expatriation. A contemporary debate regards alternative forms of international assignments, since traditional expatriations are attached to high costs and failure rights (Reiche & Harzing, 2019). Confirming H1 give firm's a validation to reconsider their expatriation approaches and to set virtual assignments as alternatives, more into the focus.

Second, as outlined before, the majority of studies find a significant positive effect of prior international experience on team innovation. Which is why testing the conceptual model within a sample that has a higher median age and therefore is assumed to possess a higher level of international experience, especially in living abroad, is advised. This is valuable, since finding a significant effect of prior international experience would provide firms with the following crucial leverage points :

As it is proven that cultural intelligence enhances team innovation, firms are able to influence these outcomes by selecting, training and evaluating team members accordingly (Thomas et al., 2015). Firms have the opportunity to actively influence the success of a team, by recruiting candidates who have priorly obtained international experience, longer than a short stay. By recruiting candidates who have been working, studying and travelling abroad, firms are able to target candidates who have already built on their cultural intelligence prior to this appointment, which makes further internal training less relevant (Crowne, 2008). This holds especially since teams profit more from members who have been exposed to other cultures through visits rather than only by online means (Crowne, 2008).

However, not only team members should be selected carefully, but also team leaders since research has proven that leadership effectiveness leads to higher team outcomes (Chen et al., 2008). For them, the same kind of criteria should be applied, that is prior cross-cultural experience in addition to the standard criteria such as leadership experience.

5.3 Limitations and suggestions for further research

This chapter will discuss the limitations regarding this study's research design and points out avenues for further research, especially regarding the inclusion of additional variables.

The first point concerns the limitation of causal inference of the indicated correlation between TCQ and TI (Bordacconi & Larsen, 2014). The results indicate that TCQ is correlated to TI. However, the indicated correlation does not necessarily mean causation. Rather, it could also be argued that highly innovatively working teams are more likely to develop high TCQ

since members are used to come up with new solutions in new (diverse) environments and are therefore assumed to more likely develop a cultural intelligence that allows them to work more effectively in teams with members of diverse cultures (Afsar et al., 2020). According to Hair et al. (2019), a correlated relationship should be considered as causal if it finds systematic covariance between the cause and effect (covariation), can prove a temporal sequence (sequence), can prove a non-spurious covariance, so to say a lack of collinearity between predictors (nonspurios covariation), and finds theoretical underpinning for the claim of a cause-effect relationship. This should be tested in future research since this study has no longitudinal research design and is therefore not yet able to capture changes in time (Hair et al., 2019).

Another limitation regards the variable of POS. Defining POS as a headquarter's support to the employee in terms of results and well-being might be a variable which could be more specified in future research. Employees might have different opinions on how well the organisation supports them depending on the support they receive by their direct environment, such as the direct supervisor and not by the headquarter in general. The headquarter might release organisational policies that are quite supportive to the employees, but the supervisor might be impeding its effect. This makes this variable highly subjective and difficult to compare, even with teams from the same company and especially in the comparison between MNEs and SMEs.

Furthermore, the measurement of prior international experience is a factor that should be considered and reviewed for further research. As outlined before, there is no consensus regarding the measurement of this variable. Within the literature review, the most commonly used formulations in academia have been considered for the definition of the questionnaire items. However, the non significant moderating effects do not necessarily need to be a cause of a missing conceptual relationship but may be due to a measurement problematic (Takeuchi & Chen, 2013).

An additional limitation regards the fact that the variables are answered via a self-report which brings the danger of social desirability bias (Bou Malham & Saucier, 2016). This might be more pronounced since the team members know about the participation of the team leader in the survey. Also, since the team is under the team leader's supervision, he or she might fall for the same bias. Future studies should think about ways to rate a team by an independent rater, who still has enough insight to be able to rate the team.

Additionally, since this research is conducted in English but also tested in non-English native speaking countries, it concentrates primarily on highly educated respondents. It would be interesting to see in how far the results are transferable to respondents who work in sectors where a lower education level is required. Since the covid pandemic forces many sectors into virtual work, this could be used as a starting point for future research.

Additionally, the study has brought up several variables that should be taken into consideration to include in future research.

The corona crisis has forced companies and their employees to work virtually, which might be perceived as an obstacle for employees to share ideas and to come up with innovative solutions within their teams, also in terms of purely technical reasons. This might be increased in teams who work on different continents and in different time zones. Consequently, a team might be less innovative working online, not due to the high cultural diversity but purely the technical issues, a component which should be controlled for in future research (Kozlowski et al., 2021).

Besides, no distinction has been made between the countries of origin of the team members. Results indicate that TCQ has a positive effect on TI but does this differ per country of origin? Does cultural intelligence become more important for teams in which members come from countries who are more distant in terms of culture? Incorporating the concept of cultural distance into this study would add an interesting angle. However, the measurement of cultural distance is widely discussed and its application therefore highly controversial (Beugelsdijk et al., 2018).

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Appendix

A: Measurement scale for team innovativeness

How often does the team ….?

1. pay attention to issues that are not part of their daily work?
2. wonder how things can be improved?
3. search out new working methods, techniques, or instruments?
4. generate original solutions for problems?.
5. find new approaches to execute tasks?
6. make important organizational members enthusiastic for innovative ideas?
7. attempt to convince people to support an innovative idea?
8. systematically introduce innovative ideas into work practices?
9. contribute to the implementation of new ideas?
10. put effort into the development of new things?

B: Measurement scale of team cultural intelligence

Team cultural metacognition

TCM1 The team is conscious of the cultural knowledge it uses when interacting with people with different cultural backgrounds

TCM2 The team adjusts its cultural knowledge as it interacts with people from a culture that is unfamiliar to the team

TCM3 The team is conscious of the cultural knowledge it applies to cross-cultural interactions

TCM4 The team checks the accuracy of the cultural knowledge it uses when interacting with people from different cultures

Team coexistence and meaningful participation

FT1 The team uses a combination of norms or practices from different members' cultures

FT2 The team tolerates members following their own cultural norms and practices

FT3 The team accepts that members from different cultures have different ways of expressing themselves

FT4 The team uses some norms and practices from some members and some from others

FT5 Team members participate in team discussions openly and freely

FT6 Each team member participates in decision-making

FT7 All team members are encouraged to participate in team discussions

Team openness to diversity

OD1 The team enjoys doing jobs with people despite language barriers

OD2 The team makes an extra effort to listen to people speaking different languages

OD3 The team is keen to learn from people even when communication is slowed down by language barriers

OD4 The team is less willing to communicate when faced with people speaking a different language (R)

OD5 In my team, members enjoy doing jobs with people of different ethnicity, gender, and/or age

OD6 In my team, members make an extra effort to listen to people of different ethnicity, gender, and/or age
OD7 In my team, members make an extra effort to listen to people who hold different work values and/or motivations
OD8 In my team, members are keen to learn from people who have different work values and/or motivations
OD9 In my team, members enjoy doing jobs with people from different professional background and/or work experiences
OD10 In my team, members make an extra effort to listen to people from different professional backgrounds and/or work experiences

C: Measurement scale of Perceived Organisational Support

1. The organization values my contribution to its well-being.
3. The organization fails to appreciate any extra effort from me. (R)
7. The organization would ignore any complaint from me. (R)
9. The organization really cares about my well-being.
17. Even if I did the best job possible, the organization would fail to notice. (R)
21. The organization cares about my general satisfaction at work.
23. The organization shows very little concern for me. (R)
27. The organization takes pride in my accomplishments at work.

D: Measurement scale of Prior international experience

In the following section, we would like to ask you about how you assess your prior international work and non-work-related experience.

How often have you been working in a(n) (virtual) international (team) environment prior to the current appointment?

(As a virtual international team, we consider a team working at least partly virtually, which either consisted of at least two different cultures/nationalities, or a team consisting of members of one nationality interacting with an extended team in another country on a weekly basis.)

☐ one former (virtual) international (team) assignment
☐ two former (virtual) international (team) assignments
☐ three to five former (virtual) international (team) assignments
☐ more than five former (virtual) international (team) assignments
☐ not applicable

How long have you been living abroad for work-related reasons such as expatriation prior to the current appointment?

☐ less than 3 months

☐ 3-6 months
☐ 7-11 months
☐ 1-2 years
☐ 3-5 years
☐ 6 years and more
☐ not applicable

How often have you been travelling abroad for work-related reasons such as business travel prior to the current appointment?

☐ Never
☐ Very rarely
☐ Rarely
☐ Occasionally
☐ Frequently
☐ Very Frequently

How long have you been living abroad for non-work-related reasons such as study/internships abroad prior to the current assignment

☐ less than 3 months
☐ 3-6 months
☐ 7-11 months
☐ 1-2 years
☐ 3-5 years
☐ 6 years and more
☐ not applicable

How often have you been travelling abroad on your own (or with one friend) for non-work-related reasons prior to the current assignment

☐ Never
☐ Very rarely
☐ Rarely
☐ Occasionally
☐ Frequently
☐ Very Frequently

E: Survey Questionnaire "Team Member"

Dear our Valued Respondents,

You are invited to participate in our master thesis survey under the supervision of Dr. Joost Bucker - Senior Lecturer International HR Management. This survey is confidential and its analysis and findings are only served for academic purposes and scientific research.

We highly appreciate if you read carefully to make the right answers because your input is very valuable to assess the effectiveness of global teams under the current virtual work situation which has already lasted longer than our expectations. Covid-19 pandemic has turned our lives into another direction and most employees in the world have settled into mandatory remote work. In order to find out if cultural diversity can be useful to promote the innovative outcomes within global teams, we conduct this study. It takes between 20 to 25 minutes to complete this survey.

For further information about the protection of the respondents' privacy in this research project, follow this link: https://www.ru.nl/nsm/imr/about-imr/research-integrity/ethics-assessment-committee/personal-data-privacy/.

Thank you so much for your valuable participation.

Master Thesis students: Maria Jose Fernandez Garcia (S1047439)
Email: mariajose.fernandezgarcia@student.ru.nl
Sarah Pfister (S1009613)
Email: sarah.pfister@student.ru.nl
Vi Thi Tuong Lam (S1040964)
Email: vi.lamthituongvi@student.ru.nl

Master thesis supervisor: Dr. Joost Bücker – Senior Lecturer International HRM
E-mail: j.bucker@fm.ru.nl
Nijmegen School of Management, Radboud University

Block 1 - Team Culture Intelligence

In the following section, we would like to ask you about your experiences in your team. Cultural knowledge is your understanding about cultural differences.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat disagree/ Somewhat agree	Somewhat agree	Agree	Strongly agree
The team is conscious of the cultural knowledge it uses when interacting with people with different cultural backgrounds.							
The team adjusts its cultural knowledge as it interacts with people from a culture that is unfamiliar to the team							
The team tolerates members following their own cultural norms and practices							
The team uses a combination of norms or practices from different members' culture							
The team checks the accuracy of the cultural knowledge it uses when interacting with people from different cultures (it is the self-reflection of the team if they have adequate cultural knowledge).							
The team is conscious of the cultural knowledge it applies to cross-cultural interactions							
The team accepts that members from different cultures have different ways of expressing themselves.							
The team uses some norms and practices from some members and some from others.							
Team members participate in team discussions openly and freely							
Each team member participates in decision-making							
All team members are encouraged to participate in team discussions							
The team enjoys doing jobs with people despite language barriers							
The team is less willing to communicate when faced with people speaking a different language.							
The team is keen to learn from people even when communication is slowed down by language barriers							
The team makes an extra effort to listen to people speaking different languages							
In my team, members enjoy doing jobs with people of different ethnicity, gender, and/or age.							
In my team, members make an extra effort to listen to people from different professional backgrounds and/or work experiences.							
In my team, members enjoy doing jobs with people from different professional background and/or work experiences.							
In my team, members are keen to learn from people who have different work values and/or motivations.							
In my team, members make an extra effort to listen to people who hold different work values and/or motivations.							
In my team, members make an extra effort to listen to people of different ethnicity, gender, and/or age.							

Block 2 - Team creativity

Team Creativity In the following section, we would like to ask for your opinion about the creativity in your team.

	Strongly disagree	Disagree	Somewhat disagree	Disagree nor agree	Somewhat agree	Agree	Strongly agree
The team is able to develop novel (innovative) solutions to problems.							
The team's ideas are useful for achieving the team's goals unfamiliar to the team.							

Block 3 - Language proficiency

Language proficiency In the following section, we would like to ask you about your English language skills (speaking, reading, writing, listening) based on your personal opinion.

	Very low	Low	A little low	Neither low or high	A little high	High	Very high
I rate my speaking ability in English as...;							
I rate my writing ability in English as...;							
I rate my listening ability in English as...;							
I rate my reading ability in English as...;							
I rate my overall English ability as...;							

Block 4 - Transformational Leadership

Leadership In the following section, we would like to ask you about the leadership of your team leader/supervisor through his/her actions and behaviors.

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
The team leader goes beyond self-interest for the good of the team.					
The team leader talks optimistically about the future.					
The team leader re-examines critical assumptions to question whether they are appropriate.					
The team leader considers the moral and ethical consequences of decisions.					
The team leader helps others to develop their strengths.					

Block 5 - Team Trust

Team Trust In the following section, we would like to ask you about the trust in your team based on your personal opinions.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat disagree/Somewhat agree	Somewhat agree	Agree	Strongly agree
I am able to count on my team members for help if I have difficulties with my job.							
I am confident that my team members will take my interests into account when making work-related decisions.							
I am confident that my team members will keep me informed about issues that concern my work.							
I trust my team members.							
I can rely on my team members to keep their word.							

Block 6 - Individual Culture Intelligence

Individual CQ In the following section, we will ask you about some culture-related abilities.

	Not at all	A little	Somewhat	A lot	Extremely well
I can change my behavior to suit different cultural situations and people.					
I can give examples of cultural differences from my personal experience, reading, and so on.					
I know the ways in which cultures around the world are different.					
I am aware that I need to plan my course of action when in different cultural situations and with culturally different people.					

I am aware of the cultural knowledge I use when interacting with someone from another culture.

I have the ability to accurately understand the feelings of people from other cultures.

I think a lot about the influence that culture has on my behavior and that of others who are culturally different.

I enjoy talking with people from different cultures.

I sometimes try to understand people from another culture by imagining how something looks from their perspective.

I accept delays without becoming upset when in different cultural situations and with culturally different people.

Block 7 - Creative Self-Efficacy

Creative S-Efficacy In the following section, we would like to ask you some personal opinions.

	Not at all	A little	Somewhat	A lot	Extremely well
I am good at coming up with new ideas.					
I have a lot of good ideas.					
I have a good imagination.					

Block 8 - Collective/Team Efficacy

Collective Efficacy In the following section, we would like to ask you some personal opinions about your team.

	Not at all	A little	Somewhat	A lot	Extremely well
My group members work hard to fulfill the group's overall responsibilities.					
I believe that failure will make my group try harder.					
My group can find solutions to problems with its performance.					
My group members go above and beyond the call of duty.					
My group can pull itself out of a slump.					

Block 9 - Team innovative work behaviour

	Never	Rarely	Sometimes	Often	Always
How often does the team pay attention to issues that are not part of their daily work?					
How often does the team wonder how things can be improved?					
How often does the team search out new working methods, techniques or instruments?					
How often does the team generate original solutions for problems?					
How often does the team find new approaches to execute tasks?					
How often does the team make important organizational members enthusiastic for innovative ideas?					
How often does the team attempt to convince people to support an innovative idea?					
How often does the team systematically introduce innovative ideas into work practices?					
How often does the team contribute to the implementation of new ideas?					
How often does the team put effort into the development of new things?					

Block 10 - Perceived organisational support

POS In the following section, we would like to ask you about how you see your organization.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat disagree/Somewhat agree	Somewhat agree	Agree	Strongly agree
The organization values my contribution to its well-being.							
The organization fails to appreciate any extra effort from me.							

The organization would ignore any complaint from me.

The organization really cares about my well-being.

Even if I did the best job possible, the organization would fail to notice.

The organization cares about my general satisfaction at work.

The organization shows very little concern for me.

The organization takes pride in my accomplishments at work.

Block 11 - Prior international work experience

Work experience In the following section, we would like to ask you about how you assess your prior international work and non-work-related experience.

	one former (virtual) international (team) assignment	two former (virtual) international (team) assignments	three to five former (virtual) international (team) assignments	more than five former (virtual) international (team) assignments	not applicable
How often have you been working in a(n) (virtual) international (team) environment prior to the current appointment? (As a virtual international team, we consider a team working at least partly virtually, which either consisted of at least two different cultures/nationalities, or a team consisting of members of one nationality interacting with an extended team in another country on a weekly basis.)					

	less than 3 months	3-6 months	7-11 months	1-2 years	3-5 years	6 years and more	not applicable
How long have you been living abroad for work-related reasons such as expatriation prior to the current appointment?							

	Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
How often have you been travelling abroad for work-related reasons such as business travel prior to the current appointment?						

	less than 3 months	3-6 months	7-11 months	1-2 years	3-5 years	6 years and more	not applicable
How long have you been living abroad for non-work-related reasons such as study/internships abroad prior to the current assignment ?							

	Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
How often have you been travelling abroad on your own (or with one friend) for non-work-related reasons prior to the current assignment?						

Block 12 – Demographic

What is your age?

_____

How do you identify yourself?

○ Male (1)

○ Female (2)

○ Other (3)

Are you currently working virtually?

☐ No (2)

☐ A mixture of both (6)

Yes. Could you explain the reason why? (7)
_____

	Never	Seldom	About half the time	Usually	Always
How often do you work virtually now?					

What is your current position?

○ Team member (1)

○ Team leader/Supervisor (2)

○ Other position higher than team leader, please specify (3) _____

Please indicate your employment contract type.

○ full time contract (1)

○ part-time contract 50-80% (2)

○ part-time contract less than 50% (3)

Please indicate how long you have been working within the current team (years first and months after, for example, 2 years 5 months).

_____

Please indicate how long you have been working within the current company (years first and months after, for example, 2 years 5 months).

_____

Please indicate your current company name.
_____

Please describe which functional department best describes your work.

○ Finance/Accounting/Tax (1)

- ○ Marketing (2)
- ○ HR/Training (3)
- ○ Logistics (4)
- ○ Products/Quality Control (6)
- ○ Customer service (7)
- ○ Legal/Compliance (8)
- ○ Sales (9)

Other department or function, please specify (5)
_____

What is the name of the team that you are mostly working at present?

- ○ My team name is: (1) _____

Please indicate the number of team members in your team.

_____

Does the company specify a common language to be used when employees have different mother languages?

- ○ If yes, what is the common language used in your team? (1) _____
- ○ If no, what is the common language used in your team not defined by the company ? (2) _____

When do you use this common language? You may tick multiple answers.

- ☐ Reports, minutes, memos (1)
- ☐ Emails (2)
- ☐ Presentations, discussions (3)
- ☐ Meetings, conferences, workshops, trainings (4)
- ☐ Phone-calls (5)
- ☐ Company legal documents and forms (6)
- ☐ Appraisal interviews (7)

☐ Informal talk, socializing with colleagues outside work (8)

☐ Other situations, please specify (9) _____

	Never	Seldom	About half the time	Usually	Always
How often do you use another language, not the common language or lingua franca (English) in conversations with your colleagues?					

	Very Unimportant	Unimportant	Neither unimportant nor important	Important	Very important
How do you rate the importance of a common language in your work?					

	Very Unimportant	Unimportant	Neither unimportant nor important	Important	Very important
How do you rate the importance of a language training course provided by the company in your work?					

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Some people believe that having formal guidelines on a common language restricts employees' language use. What do you think about this?					

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Do you think a formal working language for the whole company is necessary and desirable?					

In which languages would you like to improve your proficiency to support your work? You may tick multiple answers.

☐ English (1)

☐ Dutch (2)

☐ German (3)

☐ French (4)

☐ Spanish (5)

☐ Other languages, please specify (6) _____

References: Team cultural intelligence Bücker & Korzilius (2021); Team creativity Bücker & Korzilius (2021); Language proficiency Liu & Jackson (2008); Transformational leadership Bass & Avolio (2000); Team Trust De Jong & Elfring (2010); Individual CQ Thomas et al. (2015); Creative self efficacy Tierney and Farmer's (2002); Collective/team efficacy Jung & Sosik (2002); Team Innovativeness De Jong and Den Hartog (2010); Perceived organizational support Eisenberger (1986).

F: Survey Questionnaire "Team Leader"

Dear our valued respondents,

You are invited to participate in our Master's thesis survey under the supervision of Dr. Joost Bucker - Senior Lecturer International HR Management. This survey is confidential and its analysis and findings for academic and scientific research purposes only.

We highly appreciate if you read carefully to make the right answers because your input is very valuable to assess the effectiveness of global teams under the current virtual work situation which has already lasted longer than our expectations. Covid-19 pandemic has turned our lives into another direction and most employees in the world have settled into mandatory remote work. In order to find out if cultural diversity can be useful to promote the innovative outcomes within global teams, we conduct this study. It takes between 20 to 25 minutes to complete this survey.

For more information on protecting the privacy of the respondents' in this research project, follow this link: https://www.ru.nl/nsm/imr/about-imr/research-integrity/ethics-assessment-committee/personal-data-privacy/.

Thank you very much for your valuable participation.

Master Thesis students: Maria Jose Fernandez Garcia (S1047439)
Email: mariajose.fernandezgarcia@student.ru.nl
Sarah Pfister (S1009613)
Email: sarah.pfister@student.ru.nl
Vi Thi Tuong Lam (S1040964)
Email: vi.lamthituongvi@student.ru.nl

Master's Thesis Director: Dr. Joost Bücker – Senior Lecturer International HRM
Email: j.bucker@fm.ru.nl
Nijmegen School of Management, Radboud University

Block 1 - Team Culture Intelligence

In the following section, we would like to ask you about your experiences in your team. Cultural knowledge is your understanding about cultural differences.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat disagree/ Somewhat agree	Somewhat agree	Agree	Strongly agree
The team is conscious of the cultural knowledge it uses when interacting with people with different cultural backgrounds.							
The team adjusts its cultural knowledge as it interacts with people from a culture that is unfamiliar to the team							
The team tolerates members following their own cultural norms and practices							
The team uses a combination of norms or practices from different members' culture							
The team checks the accuracy of the cultural knowledge it uses when interacting with people from different cultures (it is the self-reflection of the team if they have adequate cultural knowledge).							
The team is conscious of the cultural knowledge it applies to cross-cultural interactions							
The team accepts that members from different cultures have different ways of expressing themselves.							
The team uses some norms and practices from some members and some from others.							
Team members participate in team discussions openly and freely							
Each team member participates in decision-making							
All team members are encouraged to participate in team discussions							
The team enjoys doing jobs with people despite language barriers							
The team is less willing to communicate when faced with people speaking a different language.							
The team is keen to learn from people even when communication is slowed down by language barriers							
The team makes an extra effort to listen to people speaking different languages							
In my team, members enjoy doing jobs with people of different ethnicity, gender, and/or age.							
In my team, members make an extra effort to listen to people from different professional backgrounds and/or work experiences.							
In my team, members enjoy doing jobs with people from different professional background and/or work experiences.							
In my team, members are keen to learn from people who have different work values and/or motivations.							
In my team, members make an extra effort to listen to people who hold different work values and/or motivations.							
In my team, members make an extra effort to listen to people of different ethnicity, gender, and/or age.							

Block 2 - Team creativity

Team Creativity In the following section, we would like to ask for your opinion about the creativity in your team.

	Strongly disagree	Disagree	Somewhat disagree	Disagree nor agree	Somewhat agree	Agree	Strongly agree
The team is able to develop novel (innovative) solutions to problems.							
The team's ideas are useful for achieving the team's goals unfamiliar to the team.							

Block 3 - Language proficiency

Language proficiency In the following section, we would like to ask you about your English language skills (speaking, reading, writing, listening) based on your personal opinion.

	Very low	Low	A little low	Neither low or high	A little high	High	Very high
I rate my speaking ability in English as...;							
I rate my writing ability in English as...;							
I rate my listening ability in English as...;							
I rate my reading ability in English as...;							
I rate my overall English ability as...;							

Block 4 - Transformational Leadership

Leadership In the following section, we would like to ask you about your leadership.

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
The team leader goes beyond self-interest for the good of the team.					
The team leader talks optimistically about the future.					
The team leader re-examines critical assumptions to question whether they are appropriate.					
The team leader considers the moral and ethical consequences of decisions.					
The team leader helps others to develop their strengths.					

Block 5 - Team Trust

Team Trust In the following section, we would like to ask you about the trust in your team based on your personal opinions.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat disagree/Somewhat agree	Somewhat agree	Agree	Strongly agree
I am able to count on my team members for help if I have difficulties with my job.							
I am confident that my team members will take my interests into account when making work-related decisions.							
I am confident that my team members will keep me informed about issues that concern my work.							
I trust my team members.							
I can rely on my team members to keep their word.							

Block 6 - Individual Culture Intelligence

Individual CQ In the following section, we will ask you about some culture-related abilities.

	Not at all	A little	Somewhat	A lot	Extremely well
I can change my behavior to suit different cultural situations and people.					
I can give examples of cultural differences from my personal experience, reading, and so on.					
I know the ways in which cultures around the world are different.					
I am aware that I need to plan my course of action when in different cultural situations and with culturally different people.					

I am aware of the cultural knowledge I use when interacting with someone from another culture.

I have the ability to accurately understand the feelings of people from other cultures.

I think a lot about the influence that culture has on my behavior and that of others who are culturally different.

I enjoy talking with people from different cultures.

I sometimes try to understand people from another culture by imagining how something looks from their perspective.

I accept delays without becoming upset when in different cultural situations and with culturally different people.

Block 7 - Creative Self-Efficacy

Creative S-Efficacy In the following section, we would like to ask you some personal opinions.

	Not at all	A little	Somewhat	A lot	Extremely well
I am good at coming up with new ideas.					
I have a lot of good ideas.					
I have a good imagination.					

Block 8 - Collective/Team Efficacy

Collective Efficacy In the following section, we would like to ask you some personal opinions about your team.

	Not at all	A little	Somewhat	A lot	Extremely well
My group members work hard to fulfill the group's overall responsibilities.					
I believe that failure will make my group try harder.					
My group can find solutions to problems with its performance.					
My group members go above and beyond the call of duty.					
My group can pull itself out of a slump.					

Block 9 - Team innovative work behaviour

	Never	Rarely	Sometimes	Often	Always
How often does the team pay attention to issues that are not part of their daily work?					
How often does the team wonder how things can be improved?					
How often does the team search out new working methods, techniques or instruments?					
How often does the team generate original solutions for problems?					
How often does the team find new approaches to execute tasks?					
How often does the team make important organizational members enthusiastic for innovative ideas?					
How often does the team attempt to convince people to support an innovative idea?					
How often does the team systematically introduce innovative ideas into work practices?					
How often does the team contribute to the implementation of new ideas?					
How often does the team put effort into the development of new things?					

Block 10 - Perceived organisational support

POS In the following section, we would like to ask you about how you see your organization.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat disagree/Somewhat agree	Somewhat agree	Agree	Strongly agree
The organization values my contribution to its well-being.							
The organization fails to appreciate any extra effort from me.							

The organization would ignore any complaint from me.

The organization really cares about my well-being.

Even if I did the best job possible, the organization would fail to notice.

The organization cares about my general satisfaction at work.

The organization shows very little concern for me.

The organization takes pride in my accomplishments at work.

Block 11 - Prior international work experience

Work experience In the following section, we would like to ask you about how you assess your prior international work and non-work-related experience.

	one former (virtual) international (team) assignment	two former (virtual) international (team) assignments	three to five former (virtual) international (team) assignments	more than five former (virtual) international (team) assignments	not applicable
How often have you been working in a(n) (virtual) international (team) environment prior to the current appointment? (As a virtual international team, we consider a team working at least partly virtually, which either consisted of at least two different cultures/nationalities, or a team consisting of members of one nationality interacting with an extended team in another country on a weekly basis.)					

	less than 3 months	3-6 months	7-11 months	1-2 years	3-5 years	6 years and more	not applicable
How long have you been living abroad for work-related reasons such as expatriation prior to the current appointment?							

	Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
How often have you been travelling abroad for work-related reasons such as business travel prior to the current appointment?						

	less than 3 months	3-6 months	7-11 months	1-2 years	3-5 years	6 years and more	not applicable
How long have you been living abroad for non-work-related reasons such as study/internships abroad prior to the current assignment ?							

	Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
How often have you been travelling abroad on your own (or with one friend) for non-work-related reasons prior to the current assignment?						

Block 12 – Demographic

What is your age?

_____

How do you identify yourself?

○ Male (1)

○ Female (2)

○ Other (3)

Are you currently working virtually?

☐ No (2)

☐ A mixture of both (6)

Yes. Could you explain the reason why? (7)
_____

	Never	Seldom	About half the time	Usually	Always
How often do you work virtually now?					

What is your current position?

○ Team member (1)

○ Team leader/Supervisor (2)

○ Other position higher than team leader, please specify (3) _____

Please indicate your employment contract type.

○ full time contract (1)

○ part-time contract 50-80% (2)

○ part-time contract less than 50% (3)

Please indicate how long you have been working within the current team (years first and months after, for example, 2 years 5 months).

_____

Please indicate how long you have been working within the current company (years first and months after, for example, 2 years 5 months).

_____

Please indicate your current company name.
_____

Please describe which functional department best describes your work.

○ Finance/Accounting/Tax (1)

- ○ Marketing (2)
- ○ HR/Training (3)
- ○ Logistics (4)
- ○ Products/Quality Control (6)
- ○ Customer service (7)
- ○ Legal/Compliance (8)
- ○ Sales (9)

Other department or function, please specify (5)
_____

What is the name of the team that you are mostly working at present?

- ○ My team name is: (1) _____

Please indicate the number of team members in your team.

_____

Does the company specify a common language to be used when employees have different mother languages?

- ○ If yes, what is the common language used in your team? (1) _____
- ○ If no, what is the common language used in your team not defined by the company ? (2) _____

When do you use this common language? You may tick multiple answers.

- ☐ Reports, minutes, memos (1)
- ☐ Emails (2)
- ☐ Presentations, discussions (3)
- ☐ Meetings, conferences, workshops, trainings (4)
- ☐ Phone-calls (5)
- ☐ Company legal documents and forms (6)
- ☐ Appraisal interviews (7)

☐ Informal talk, socializing with colleagues outside work (8)

☐ Other situations, please specify (9) _____

	Never	Seldom	About half the time	Usually	Always
How often do you use another language, not the common language or lingua franca (English) in conversations with your colleagues?					

	Very Unimportant	Unimportant	Neither unimportant nor important	Important	Very important
How do you rate the importance of a common language in your work?					

	Very Unimportant	Unimportant	Neither unimportant nor important	Important	Very important
How do you rate the importance of a language training course provided by the company in your work?					

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Some people believe that having formal guidelines on a common language restricts employees' language use. What do you think about this?					

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Do you think a formal working language for the whole company is necessary and desirable?					

In which languages would you like to improve your proficiency to support your work? You may tick multiple answers.

☐ English (1)

☐ Dutch (2)

☐ German (3)

☐ French (4)

☐ Spanish (5)

☐ Other languages, please specify (6) _____

References: Team cultural intelligence Bücker & Korzilius (2021); Team creativity Bücker & Korzilius (2021); Language proficiency Liu & Jackson (2008); Transformational leadership Bass & Avolio (2000); Team Trust De Jong & Elfring (2010); Individual CQ Thomas et al. (2015); Creative self efficacy Tierney and Farmer's (2002); Collective/team efficacy Jung & Sosik (2002); Team Innovativeness De Jong and Den Hartog (2010); Perceived organizational support Eisenberger (1986).

F: Factor analysis of TCQ

Iteration 1

Pattern Matrix[a]

Items	Factor 1	2	3	4
Team CQ1	0,028	0,635	0,117	0,145
Team CQ2	0,082	0,795	-0,04	-0,01
Team CQ3	0,233	0,185	0,277	0,191
Team CQ4	-0,06	0,241	0,059	0,657
Team CQ5	-0,012	0,751	-0,156	0,005
Team CQ6	0,041	0,773	-0,004	0,017
Team CQ7	0,218	0,261	0,404	0,191
Team CQ8	0,011	-0,008	-0,045	0,6
Team CQ9	0,092	0,19	0,476	0,235
Team CQ10	0,372	0,069	0,219	0,342
Team CQ11	0,444	0,007	0,345	0,212
Team CQ12	0,529	0,102	0,251	0,09
Team CQ14	0,48	0,193	0,101	-0,031
Team CQ15	0,541	0,116	-0,043	0,002
Team CQ16	0,768	-0,044	0,137	-0,032
Team CQ17	0,824	0,151	0,112	-0,196
Team CQ18	0,784	0,085	0,183	-0,113
Team CQ19	0,756	-0,02	-0,071	0,154
Team CQ20	0,823	-0,035	-0,233	0,102
Team CQ21	0,687	0,025	-0,372	0,221
RTCQ13	-0,001	-0,114	0,392	-0,05

Extraction Method: Principal Axis Factoring. Rotation Method: Oblimin with Kaiser Normalization.[a]
a. Rotation converged in 10 iterations.

Iteration 2

Pattern Matrix[a]

Items	Factor 1	2	3	4
Team CQ1	0,044	0,556	0,144	0,236
Team CQ2	0,101	0,716	-0,018	0,075
Team CQ3	0,242	0,15	0,296	0,225
Team CQ4	-0,047	0,2	0,08	0,691
Team CQ5	-0,009	0,79	-0,164	-0,021
Team CQ6	0,053	0,765	0,001	0,026
Team CQ7	0,232	0,244	0,423	0,199
Team CQ8	0,021	-0,021	-0,026	0,598
Team CQ9	0,116	0,216	0,456	0,172
Team CQ11	0,455	0,056	0,318	0,127
Team CQ12	0,541	0,066	0,267	0,122
Team CQ14	0,487	0,2	0,1	-0,044
Team CQ15	0,545	0,083	-0,035	0,04
Team CQ16	0,771	-0,064	0,139	-0,015
Team CQ17	0,83	0,162	0,107	-0,214
Team CQ18	0,789	0,084	0,183	-0,118
Team CQ19	0,76	-0,022	-0,07	0,148
Team CQ20	0,823	-0,039	-0,231	0,105
Team CQ21	0,686	0,022	-0,366	0,221
RTCQ13	0,002	-0,138	0,397	-0,031

Extraction Method: Principal Axis Factoring. Rotation Method: Oblimin with Kaiser Normalization.[a]
a. Rotation converged in 10 iterations.

Iteration 3

Pattern Matrix[a]

Items	Factor 1	2	3	4
Team CQ1	0,057	0,566	0,119	0,211
Team CQ2	0,09	0,719	0,002	0,085
Team CQ4	-0,044	0,202	0,077	0,693
Team CQ5	-0,01	0,793	-0,167	-0,033
Team CQ6	0,055	0,768	-0,007	0,017
Team CQ7	0,24	0,253	0,393	0,189
Team CQ8	0,02	-0,033	-0,023	0,621
Team CQ9	0,11	0,225	0,46	0,182
Team CQ11	0,444	0,059	0,337	0,147
Team CQ12	0,524	0,063	0,3	0,155
Team CQ14	0,461	0,191	0,15	0
Team CQ15	0,537	0,085	-0,021	0,046
Team CQ16	0,77	-0,048	0,126	-0,03
Team CQ17	0,814	0,166	0,13	-0,197
Team CQ18	0,778	0,092	0,194	-0,11
Team CQ19	0,76	-0,013	-0,071	0,136
Team CQ20	0,84	-0,03	-0,256	0,072
Team CQ21	0,681	0,023	-0,35	0,217
RTCQ13	0,004	-0,132	0,38	-0,029

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.[a]
a. Rotation converged in 10 iterations.

Iteration 4

Pattern Matrix[a]

Items	Factor 1	2	3
Team CQ1	0,029	0,744	0,092
Team CQ2	0,074	0,762	-0,04
Team CQ4	-0,034	0,697	0,041
Team CQ5	-0,001	0,692	-0,202
Team CQ6	0,057	0,733	-0,058
Team CQ7	0,234	0,432	0,358
Team CQ8	0,01	0,428	-0,04
Team CQ9	0,105	0,407	0,42
Team CQ12	0,529	0,197	0,297
Team CQ14	0,475	0,178	0,144
Team CQ15	0,55	0,094	-0,013
Team CQ16	0,796	-0,092	0,123
Team CQ17	0,837	-0,014	0,114
Team CQ18	0,805	-0,013	0,182
Team CQ19	0,771	0,061	-0,075
Team CQ20	0,859	-0,034	-0,258
Team CQ21	0,674	0,138	-0,341
RTCQ13	0,006	-0,109	0,407

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.[a]
a. Rotation converged in 9 iterations.

Iteration 5

Pattern Matrix[a]

Items	Factor 1	2	3
Team CQ1	0,012	0,767	0,114
Team CQ2	0,023	0,813	0,027
Team CQ4	-0,014	0,673	0,009
Team CQ5	-0,013	0,682	-0,214
Team CQ6	0,022	0,762	-0,015
Team CQ7	0,294	0,39	0,251
Team CQ8	0,017	0,418	-0,053
Team CQ12	0,528	0,226	0,317
Team CQ14	0,47	0,197	0,15
Team CQ15	0,523	0,123	0,023
Team CQ16	0,786	-0,065	0,14
Team CQ17	0,832	0,003	0,106
Team CQ18	0,804	0,008	0,177
Team CQ19	0,794	0,033	-0,136
Team CQ20	0,872	-0,062	-0,305
Team CQ21	0,626	0,158	-0,296
RTCQ13	0,004	-0,073	0,462

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.[a]
a. Rotation converged in 9 iterations.

Iteration 6

Pattern Matrix[a]

Items	Factor 1	2	3
Team CQ1	0,022	0,764	0,129
Team CQ2	0,02	0,823	0,058
Team CQ4	0,002	0,654	0,003
Team CQ5	-0,024	0,69	-0,181
Team CQ6	0,02	0,769	0,011
Team CQ8	0,031	0,397	-0,072
Team CQ12	0,533	0,242	0,352
Team CQ14	0,476	0,195	0,148
Team CQ15	0,521	0,132	0,038
Team CQ16	0,789	-0,061	0,14
Team CQ17	0,835	0,002	0,094
Team CQ18	0,813	0,000	0,149
Team CQ19	0,785	0,041	-0,124
Team CQ20	0,858	-0,061	-0,304
Team CQ21	0,618	0,158	-0,291
RTCQ13	0,016	-0,067	0,468

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.[a]
a. Rotation converged in 8 iterations.

Reliability analysis TCQ

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,881	0,908	16

Item-Total Statistics					
Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Team CQ1	85,7661	103,568	0,649	0,637	0,869
Team CQ2	85,8655	103,482	0,675	0,656	0,869
Team CQ4	86,1287	102,948	0,552	0,467	0,873
Team CQ5	86,2924	106,42	0,489	0,512	0,876
Team CQ6	85,9298	105,03	0,648	0,6	0,87
Team CQ8	86,2982	107,846	0,354	0,297	0,882
Team CQ12	85,4561	104,038	0,708	0,617	0,868
Team CQ14	85,7661	107,639	0,584	0,5	0,873
Team CQ15	85,8655	105,823	0,576	0,404	0,873
Team CQ16	85,4971	105,31	0,646	0,57	0,87
Team CQ17	85,6784	102,255	0,729	0,733	0,866
Team CQ18	85,5965	105,077	0,71	0,726	0,869
Team CQ19	85,7427	103,075	0,71	0,676	0,867
Team CQ20	85,9825	103,135	0,669	0,673	0,869
Team CQ21	85,883	102,327	0,645	0,572	0,869
RTCQ13	87,076	116,777	-0,043	0,195	0,918

CFA TCQ

Pattern Matrix[a]			
	Factor		
Items	1	2	3
Team CQ1	0,022	0,764	0,129
Team CQ2	0,02	0,823	0,058
Team CQ4	0,002	0,654	0,003
Team CQ5	-0,024	0,69	-0,181
Team CQ6	0,02	0,769	0,011
Team CQ8	0,031	0,397	-0,072
Team CQ12	0,533	0,242	0,352
Team CQ14	0,476	0,195	0,148
Team CQ15	0,521	0,132	0,038
Team CQ16	0,789	-0,061	0,14
Team CQ17	0,835	0,002	0,094
Team CQ18	0,813	0,000	0,149
Team CQ19	0,785	0,041	-0,124
Team CQ20	0,858	-0,061	-0,304
Team CQ21	0,618	0,158	-0,291
RTCQ13	0,016	-0,067	0,468

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.[a]

a. Rotation converged in 8 iterations.

G: Factor analysis of TI

Reliability analysis TI

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,91	0,91	10

Item-Total Statistics					
Items	**Scale Mean if Item Deleted**	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**	**Squared Multiple Correlation**	**Cronbach's Alpha if Item Deleted**
Team Innova1	33,35	30,712	0,499	0,283	0,912
Team Innova2	32,99	30,126	0,605	0,483	0,905
Team Innova3	33,23	28,421	0,713	0,593	0,899
Team Innova4	33,06	29,213	0,737	0,576	0,898
Team Innova5	33,23	29,048	0,695	0,515	0,9
Team Innova6	33,31	28,611	0,689	0,547	0,901
Team Innova7	33,18	29,522	0,67	0,558	0,902
Team Innova8	33,37	28,354	0,771	0,662	0,895
Team Innova9	33,05	29,648	0,666	0,584	0,902
Team Innova10	33,04	28,932	0,705	0,611	0,9

H: Factor analysis of POS

Pattern Matrix[a]		
	Factor	
Items	1	2
POS1	0,106	0,619
POS4	-0,033	0,603
POS6	0,075	0,85
POS8	-0,072	0,728
R_POS2	0,719	0,012
R_POS3	0,941	-0,071
R_POS5	0,874	0,025
R_POS7	0,794	0,056

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.[a]
a. Rotation converged in 4 iterations.

Reliability analysis POS

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,847	0,847	8

Item-Total Statistics					
Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
POS1	36,8036	55,356	0,515	0,401	0,837
POS4	36,9881	56,036	0,375	0,336	0,852
POS6	36,9762	53,161	0,623	0,586	0,826
POS8	37,0893	56,07	0,42	0,421	0,846
R_POS2	37,6369	46,927	0,61	0,509	0,827
R_POS3	36,8333	47,996	0,716	0,726	0,811
R_POS5	37,1667	45,876	0,732	0,72	0,808
R_POS7	37,1726	47,162	0,697	0,638	0,813

CFA POS

Pattern Matrix[a]		
	Factor	
Items	1	2
POS1	0,106	0,619
POS4	-0,033	0,603
POS6	0,075	0,85
POS8	-0,072	0,728
R_POS2	0,719	0,012
R_POS3	0,941	-0,071
R_POS5	0,874	0,025
R_POS7	0,794	0,056

Extraction Method: Principal Axis Factoring. Rotation Method: Oblimin with Kaiser Normalization.[a]
a. Rotation converged in 4 iterations.

I: Reliability analysis with item RTCQ13 deteleted

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,935	0,937	20

Item-Total Statistics					
Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Team CQ1	111,37	178,106	0,662	0,652	0,931
Team CQ2	111,47	178,298	0,675	0,67	0,93
Team CQ3	111,3	181,072	0,57	0,468	0,932
Team CQ4	111,74	176,619	0,587	0,515	0,932
Team CQ5	111,9	181,184	0,527	0,505	0,933
Team CQ6	111,54	180,085	0,658	0,609	0,931
Team CQ7	111,12	181,869	0,66	0,582	0,931
Team CQ8	111,91	183,379	0,38	0,319	0,937
Team CQ9	111,06	181,955	0,533	0,49	0,933
Team CQ10	111,65	173,97	0,688	0,602	0,93
Team CQ11	110,99	179,794	0,648	0,574	0,931

Team CQ12	111,06	179,413	0,692	0,602	0,93
Team CQ14	111,37	183,541	0,593	0,521	0,932
Team CQ15	111,47	181,851	0,559	0,407	0,933
Team CQ16	111,11	180,354	0,659	0,596	0,931
Team CQ17	111,29	176,335	0,742	0,741	0,929
Team CQ18	111,2	179,752	0,736	0,738	0,93
Team CQ19	111,35	177,182	0,732	0,691	0,929
Team CQ20	111,59	177,467	0,684	0,685	0,93
Team CQ21	111,49	176,875	0,644	0,599	0,931

J: Harman's single factor analysis

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	20,162	27,619	27,619	19,499	26,711	26,711
2	5,042	6,907	34,526			
3	4,274	5,855	40,38			
4	3,713	5,086	45,466			
5	2,59	3,549	49,015			
6	2,379	3,259	52,274			
7	1,949	2,67	54,944			
8	1,76	2,411	57,355			
9	1,709	2,342	59,697			
10	1,595	2,185	61,882			
11	1,515	2,075	63,958			
12	1,367	1,872	65,83			
13	1,29	1,767	67,597			
14	1,17	1,603	69,2			
15	1,132	1,55	70,75			
16	1,048	1,435	72,185			
17	1,034	1,417	73,602			
18	0,961	1,317	74,919			
19	0,924	1,266	76,185			
20	0,859	1,177	77,362			
21	0,836	1,145	78,507			
22	0,772	1,058	79,565			
23	0,744	1,02	80,585			
24	0,712	0,976	81,561			
25	0,7	0,959	82,52			
26	0,652	0,893	83,413			

27	0,597	0,818	84,231
28	0,587	0,804	85,035
29	0,562	0,77	85,805
30	0,539	0,739	86,544
31	0,526	0,72	87,264
32	0,5	0,686	87,95
33	0,465	0,637	88,587
34	0,451	0,617	89,205
35	0,442	0,606	89,81
36	0,414	0,567	90,377
37	0,394	0,54	90,917
38	0,386	0,528	91,445
39	0,373	0,51	91,956
40	0,357	0,489	92,445
41	0,346	0,474	92,919
42	0,339	0,465	93,384
43	0,327	0,447	93,831
44	0,303	0,415	94,246
45	0,282	0,386	94,632
46	0,274	0,375	95,007
47	0,263	0,36	95,367
48	0,256	0,351	95,718
49	0,239	0,328	96,045
50	0,222	0,304	96,349
51	0,21	0,287	96,636
52	0,205	0,281	96,918
53	0,194	0,266	97,184
54	0,179	0,245	97,429
55	0,164	0,225	97,654
56	0,159	0,218	97,872
57	0,154	0,211	98,083
58	0,144	0,197	98,28
59	0,138	0,189	98,469
60	0,122	0,167	98,636
61	0,119	0,163	98,799
62	0,116	0,158	98,958
63	0,11	0,151	99,109
64	0,096	0,132	99,24
65	0,085	0,117	99,357
66	0,084	0,114	99,472
67	0,075	0,103	99,574
68	0,072	0,099	99,674
69	0,064	0,088	99,762
70	0,061	0,084	99,846
71	0,05	0,068	99,914
72	0,036	0,05	99,964

73	0,027	0,036	100

Extraction Method: Principal Axis Factoring.

K: Descriptive table per item

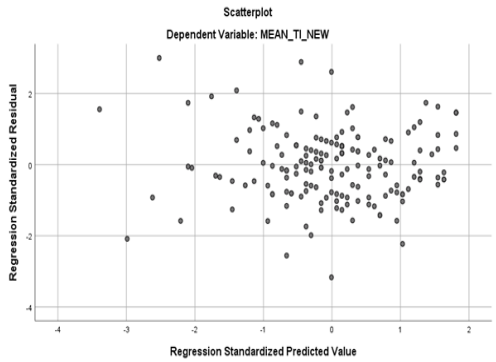
Items	Mean	Std. Deviation	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
Team CQ1	5,89	1,071	-1,202	0,186	1,455	0,369
Team CQ2	5,79	1,042	-1,306	0,186	2,382	0,369
Team CQ3	5,96	1,042	-1,463	0,186	2,55	0,369
Team CQ4	5,53	1,276	-0,945	0,186	0,714	0,369
Team CQ5	5,36	1,11	-0,653	0,186	0,097	0,369
Team CQ6	5,73	0,97	-0,986	0,186	1,434	0,369
Team CQ7	6,15	0,872	-1,15	0,186	1,487	0,369
Team CQ8	5,36	1,277	-1,107	0,186	1,486	0,369
Team CQ9	6,2	1,049	-1,952	0,186	5,359	0,369
Team CQ10	5,61	1,247	-1,146	0,186	1,236	0,369
Team CQ11	6,27	0,999	-2,426	0,186	8,065	0,369
Team CQ12	6,2	0,962	-1,694	0,186	3,555	0,369
Team CQ14	5,89	0,864	-0,78	0,186	0,731	0,369
Team CQ15	5,79	1,013	-0,975	0,186	1,97	0,369
Team CQ16	6,16	0,954	-1,72	0,186	4,23	0,369
Team CQ17	5,98	1,051	-1,459	0,186	2,835	0,369
Team CQ18	6,06	0,893	-1,17	0,186	2,343	0,369
Team CQ19	5,91	1,022	-1,527	0,186	3,855	0,369
Team CQ20	5,67	1,073	-0,992	0,186	1,402	0,369
Team CQ21	5,77	1,163	-1,314	0,186	2,274	0,369
Team Innova1	3,53	0,799	0,088	0,186	-0,092	0,369
Team Innova2	3,87	0,756	-0,36	0,186	-0,053	0,369
Team Innova3	3,64	0,859	-0,294	0,186	-0,23	0,369
Team Innova4	3,81	0,752	-0,098	0,186	-0,448	0,369
Team Innova5	3,65	0,808	-0,156	0,186	-0,077	0,369
Team Innova6	3,56	0,863	-0,147	0,186	-0,337	0,37
Team Innova7	3,69	0,77	-0,358	0,186	0,318	0,37
Team Innova8	3,51	0,816	-0,005	0,186	-0,486	0,37
Team Innova9	3,82	0,756	-0,192	0,186	-0,321	0,37
Team Innova10	3,83	0,805	-0,367	0,186	-0,234	0,369
POS1	5,58	1,124	-1,5	0,186	3,397	0,37
R_POS2	4,7529	1,79681	-0,546	0,186	-0,788	0,37
R_POS3	5,5353	1,51577	-1,249	0,186	0,866	0,37
POS4	5,38	1,337	-1,195	0,186	1,473	0,37
R_POS5	5,2059	1,67437	-0,905	0,186	-0,193	0,37
POS6	5,4	1,181	-0,785	0,186	0,69	0,369
R_POS7	5,2222	1,61164	-0,973	0,186	0,092	0,369

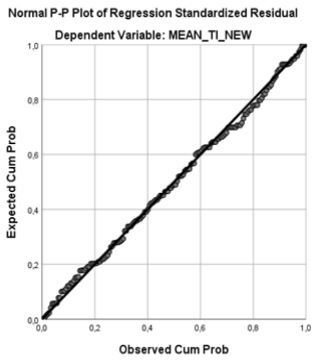
POS8	5,29	1,22	-0,566	0,186	-0,205	0,369
Prior work exp1	5,44	1,206	0,071	0,207	-1,547	0,411
Prior work exp2	8,43	1,556	-0,975	0,237	0,031	0,469
Prior work exp3	3,01	1,746	0,639	0,186	-0,314	0,37
Prior work exp4	7,59	1,684	-0,201	0,231	-1,237	0,459
Prior work exp5	4,43	1,735	-0,221	0,186	-0,418	0,369

L: Descriptive table per variable

Variables	Mean	Std. Deviation	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
MEAN_TCQ_NEW	5,8632	0,70385	-1,027	0,186	2,221	0,369
MEAN_TI_NEW	3,6929	0,59232	-0,167	0,186	0,71	0,369
MEAN_POS_NEW	5,2937	1,00964	-0,548	0,186	0,269	0,369
MEAN_LivingabroadNEW	7,944	1,49625	-0,444	0,217	-0,673	0,43
MEAN_TravellingabroadNEW	3,7193	1,43491	0,168	0,186	-0,291	0,369

M: Assumption of linearity and homoscedasticity





N: Mediation analysis in PROCESS

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 3.4.1 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2018). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : MEAN_TI_
    X  : MEAN_TCQ
    M  : MEAN_Liv

Sample
Size:  125
```

```
************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_ps       c_cs
       ,047       ,006      8,181       ,000       ,035       ,058       ,077       ,594

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_ps      c'_cs
       ,047       ,006      8,176       ,000       ,036       ,059       ,078       ,600

Indirect effect(s) of X on Y:
            Effect     BootSE   BootLLCI   BootULCI
MEAN_Liv      -,001       ,001      -,003       ,001

Partially standardized indirect effect(s) of X on Y:
            Effect     BootSE   BootLLCI   BootULCI
MEAN_Liv      -,001       ,002      -,004       ,002

Completely standardized indirect effect(s) of X on Y:
            Effect     BootSE   BootLLCI   BootULCI
MEAN_Liv      -,007       ,012      -,033       ,014
```

Research Integrity Form - Master thesis

Name: Sarah Pfister	Student number: s1009613
RU e-mail address: sarah.pfister@student.ru.nl	Master specialisation: International Business

Thesis title: Examining the effect of team cultural intelligence on team innovativeness in global virtual teams
Brief description of the study: The aim of this thesis is to test and examine the effect of team cultural intelligence on team innovativeness in global virtual teams while clarifying the moderating role of POS and prior international experience.

It is my responsibility to follow the university's code of academic integrity and any relevant academic or professional guidelines in the conduct of my study. This includes:

- providing original work or proper use of references;
- providing appropriate information to all involved in my study;
- requesting informed consent from participants;
- transparency in the way data is processed and represented;
- ensuring confidentiality in the storage and use of data;

If there is any significant change in the question, design or conduct over the course of the research, I will complete another Research Integrity Form.

Breaches of the code of conduct with respect to academic integrity (as described / referred to in the thesis handbook) should and will be forwarded to the examination board. Acting contrary to the code of conduct can result in declaring the thesis invalid

Student's Signature: Sarah Pfister **Date:** 16.04.21

To be signed by supervisor

I have instructed the student about ethical issues related to their specific study. I hereby declare that I will challenge him / her on ethical aspects through their investigation and to act on any violations that I may encounter.

Supervisor's Signature: _____ **Date:**

Student number: s1009613

Student name : Sarah Pfister

Thesis title : Examining the effect of team cultural intelligence on team innovativeness in global virtual teams

☒ Yes, I grant permission to make available my thesis with the above title in the Radboud thesis Repository.

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Signature: Sarah Pfister Date: 18.08.2021