

Team cultural intelligence and team innovative work behavior:
The impact of team size and team tenure within multicultural teams

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Preface

Here I present to you my master thesis named: 'Team cultural intelligence and team innovative work behavior: The impact of team size and team tenure within multicultural teams'. This master thesis is developed as part of the master in Innovation & Entrepreneurship at Radboud University. The process of this master thesis started in September 2020 with the exploration of possible subjects. The actual process of this master thesis started in February of 2020 once the subject for the master thesis was chosen. This master thesis was finalized in June 2020.

The direction of this master thesis was chosen based on previous research of my supervisor Joost Bücken and personal interests in innovation and team composition. I have always been interested in seeing how individuals behave in a team. Especially when these teams are multicultural in nature. Personally, I have been part of several multicultural teams. This has triggered my interest in this topic.

The finalization of this master thesis has not been without obstacles. For instance, data collection at the start did not seem to be an issue. However, once the Corona crisis started to impact each and every one of us organizations withdrew themselves from this research as they did not want to put their employees under any more pressure. This is completely understandable, but created a delay in the planning of this master thesis. Besides, interpretation of the results was difficult at times.

Hereby I would like to thank my supervisor Joost Bücken and my 2nd examiner Nanne Michels for their support and feedback. Moreover, I would like to thank Tjark Kamp for being able to use his extensive network. Without his help, I could not have reached the sample size needed to distribute the questionnaire created for this research. Hereby I would also like to thank all the team members of the multicultural teams that filled in the questionnaire. Lastly, I would like to thank my family, friends, and fellow students for their support. I hope that this master thesis will be read by you with great pleasure.

Iris Liebrand

Borculo, June 15, 2020

Abstract

Purpose – In today's world of rapid globalization, multicultural teams are common. Multicultural teams can bring innovation, but can also create barriers such as miscommunication or conflicts. Cultural intelligence may be of great help within these multicultural teams. The purpose of this research is to further investigate the relationship between team cultural intelligence (CQ) and team innovative work behavior (IWB). Meanwhile, team tenure and team size are examined as explanatory variables and moderators.

Methods – This research developed a conceptual model to demonstrate the relationships between team CQ, various forms of team tenure, and team size on team IWB under the moderators of the various forms of team tenure and team size. The chosen research method is a questionnaire. To test the conceptual model, a questionnaire was distributed among multicultural teams working within different international organizations.

Results – The results indicate that team CQ positively influences team IWB. Moreover, collective team tenure seems to positively influence team IWB.

Conclusion – Having exposed a positive influence of team CQ and collective team tenure on team IWB, scientific implications and managerial implications are discussed.

Keywords

team cultural intelligence, team innovative work behavior, team tenure, team size, multicultural teams

General information

The content of this chapter consists of the personal information of the student, name of the supervisor, name of the second examiner, and the title of the Master Thesis.

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1. Introduction

The world, due to globalization, has become to appear more 'flat' and smaller (Friedman, 2005). This had led to an increase of people moving for work across the world. Globalization has increased diversity in culture, which has created certain challenges for individuals as well as organizations (Ang et al., 2007). Culturally diverse teams have increasingly been used to control the increasing complexity that comes with global markets (Janssens & Brett, 2006; Shokey & Erez, 2006).

Research shows that culturally diverse teams bring new opportunities, such as more creative solutions (Chua, Morris, & Mor, 2012) and innovation (Bücker & Korzilius, 2018). However, these culturally diverse teams also create barriers, such as miscommunication or conflicts for employees to work effectively together (Humes & Reilly, 2007). To support employees in these culturally diverse teams, cultural competences such as cultural intelligence may be of great help (Solomon & Steyn, 2017). Earley and Ang (2003) developed the construct cultural intelligence (CQ), which was later defined as *"the capability of an individual to function effectively in situations characterized by cultural diversity"* (Ang & van Dyne, 2008, p.3). Most studies so far on CQ are measured on the individual level (Alon, Boulanger, Meyers, & Taras, 2016; Bücker, Furrer, & Weem, 2016; Thomas et al., 2015; Ward, Wilson, & Fischer, 2011). Studies have indicated that it would make sense to consider CQ at team level (Adair, Hideg, & Spence, 2013; Janssens & Brett, 2006). Team CQ is based on the way how a complete team in a multicultural context interacts (Bücker & Korzilius, 2018). Crotty & Brett (2012) developed the beginning of the team CQ construct. In a recent paper, a more complete team CQ construct was developed (Bücker & Korzilius, 2018).

At an individual level, evidence was found for CQ influencing innovative work behavior (IWB) (Korzilius & Bücker, 2017). Recently, a positive influence of team CQ on team IWB has been found (Bücker & Korzilius, 2018). Within this research, team CQ and the relationship with team IWB was tested within the dairy industry (Bücker & Korzilius, 2018). For further research, in regards to the team CQ scale and the relationship between team CQ and team IWB, it would be interesting to test this within different type of industries (Bücker & Korzilius, 2018). IWB can be defined as: *"the intentional creation, introduction and application of new ideas within a work role, group or organization, in order to benefit role performance, the group, or the organization"* (Janssen, 2000, p. 288). Team IWB is of great importance for organizational success (Woods, Mustafa, Anderson, & Sayer, 2018).

Team tenure and team size have been suggested to possibly improve team composition in order to improve the relationship between team CQ and overall processes and outcomes (Li, Rau, Li, & Maedche, 2017). Team IWB is an example of a possible outcome (Bücker & Korzilius, 2018). However, this has been under – researched and research outcomes are mixed (Hammond, Neff,

Farr, Schwall, & Zhao, 2011; Ng & Feldman, 2013; Stewart, 2006). To be able to stimulate the development around team CQ, which in the end could positively influence team IWB, it would be important to research the effect of team tenure and team size (Mathieu, Gallagher, Domingo, & Klock, 2019). Mathieu et al. (2019) has suggested that team tenure and team size could possibly act as moderators within team relationships (Mathieu et al., 2019). This together with the knowledge of Ng and Feldman (2013) and Hülshager, Anderson and Salgado (2009), team tenure and team size have been indicated to may positively moderate the team relationship between team CQ and team IWB. Besides, individual tenure is found to positively influence innovation related behavior (Ng & Feldman, 2013). Alongside, team size is found to positively influence innovation (Hülshager et al., 2009). The objective of this research is to examine if team tenure and team size influence team IWB. Next to that, if team tenure and team size, which have most of the time been considered as control variables, moderate the relationship between team CQ and team IWB. As this research is executed in time of the Corona crisis. This factor has been taken into account within this research.

Based on the above indicated gap in literature, the following research question is constructed: To what extent do team CQ, team tenure, and team size influence team IWB by which team tenure and team size also moderate the relationship between team CQ and team IWB within a multicultural team?

To answer the research question, the following sub-questions have been constructed:

- To what extent do team CQ, team tenure, and team size influence team IWB within a multicultural team?
- To what extent do team tenure and team size moderate the relationship between team CQ and team IWB within a multicultural team?

To answer the research question and sub-questions above, hypotheses have been set up. These hypotheses were tested with the results of an online questionnaire. The respondents were individuals working within multicultural teams of different international organizations.

The results of this research have both scientific and managerial implications. The scientific implication is that the construct of team CQ has been further researched. This enabled comparison of CQ among teams and it enabled to acquire a more profound understanding of the influence of team CQ on team IWB. Research on team CQ has currently been mostly measured as an aggregated average of Individual CQ (Adair et al., 2013; Crotty & Brett, 2012; Magnusson, Westjohn, Semena, Randrianasolo, & Zdravkovic, 2013; Moon, 2013). Next to that, the mixed research outcomes and under researched effects of team size and team tenure on team relationships such as the relationship between team CQ and team IWB were addressed (Curral, Forrester, Dawson, & West, 2001; Woods et al., 2018; Ng & Feldman, 2013). The managerial implications, this research has

brought are in particular of importance for international organizations that work with multicultural teams. With the insights of this research, the management of international organizations have a much broader understanding of the importance of stimulating team CQ with regards to improving team IWB. The results of this research have indicated to what extent having a high team CQ positively influences team IWB. Next to that, the direct and moderation effect of team tenure and team size is use for the management for the composition of multicultural teams to let them score optimally on team IWB.

This master thesis consists of six main chapters. First of all, the introduction in which the topic is introduced. The second chapter is the theoretical background in which previous literature on the topic is discussed and compared. This chapter includes hypotheses and a conceptual model. Thirdly, the method chapter in which elements such as the type of research, measures, procedures, and analysis strategy are discussed. Fourthly, the results chapter in which the results of the primary research conducted by the researcher is presented. Fifthly, a conclusion. Lastly, this master thesis ends with a discussion including a reflection, scientific implications, managerial implications, limitations, and suggestions for future research.

2. Theoretical background

This chapter includes an outline of relevant theories for this research. Based on these theories, hypotheses were constructed. This chapter ends with a conceptual model that reflects the hypotheses constructed.

2.1 Team

Within this research, the definition of a team from Salas, Sims, and Burke (2005) will be used. The definition is as follows: *“two or more individuals with specified roles interacting adaptively, interdependently, and dynamically toward a common and valued goal”* (Salas et al., 2005, p.559-562). In terms of people being a team, they have to combine their skills, knowledge, resources, form alliances, provide mutual support, and work together to accomplish what they could not have done on their own (Bandura, 2002). Furthermore, a team has been identified to enable organizations to compose and reconfigure their team memberships in a flexible way (Mathieu et al., 2019). This is done to align team members' competencies with organizations' task demands (Mathieu et al., 2019). The past two decades, teams, in general, have developed into the key components of organizational designs (Mathieu et al., 2019).

2.2 Team CQ

The term cultural intelligence (CQ) dates from 2003 and is developed by Earley and Ang (2003). Ang and van Dyne (2008, p.3) defined CQ as: *“the capability of an individual to function effectively in situations characterized by cultural diversity”*. CQ is said to be able to be improved by education as well as by experience (Kim & Dyne, 2011). In today's world, countless organizations are culturally diverse in nature (Triandis, 2006). This results in several relationships in which the culture of the members of a team or organization are diverse in nature (Triandis, 2006). According to Earley and Ang (2003), CQ is needed for a team to establish a satisfactory working relationship. Several attributes are of importance to reach an acceptable level of CQ (Triandis, 2006). For instance, to reach an acceptable level of CQ it is of importance that an individual is able to hold off any form of judgment in case of too little information (Triandis, 2006).

A four-dimensional scale for measuring CQ includes CQ metacognition, CQ cognition, CQ motivation, and CQ behavior (Ang et al., 2007). The name of this scale is the cultural intelligence scale (CQS) (Ang et al., 2007). The four dimensions are measured by a total of 20 items (Ang et al., 2007).

Thomas et al. (2008) defined a three-dimensional scale for measuring CQ. This research left out the motivational dimension, while including cultural knowledge, cultural skills, and cultural metacognition (Thomas et al., 2008). *“Motivation is concerned with the willingness to behave in a*

particular way, while cultural intelligence is the ability to interact effectively” (Thomas et al., 2015, p. 2-3). This is the reason why motivation is considered not to be part of CQ (Thomas et al., 2015). This scale is called the short-form measure of cultural intelligence (SFCQ) (Thomas et al., 2015). The three dimensions are measured by a total of 10 items (Thomas et al., 2015).

The commonly used scale of Ang et al. (2007) was questioned based on its discriminant validity by Bückner, Furrer, and Lin (2015). Therefore, a scale that consisted of two dimensions was developed consisting of: internalized cultural knowledge intelligence (ICK intelligence) and effective cultural flexibility intelligence (ECF intelligence) (Bücker et al., 2015). The ICK intelligence dimension consists of regrouped items of the original metacognitive and cognitive dimensions (Bücker et al., 2015). The ECF intelligence dimension consists of regrouped items of the original motivational and behavioral dimensions (Bücker et al., 2015). This scale was found to be more appropriate to measure CQ (Bücker et al., 2016). This two-dimensional scale for constructing CQ consists of 12 items (Bücker et al., 2016).

Various studies around CQ have been written the last couple of years (Fang, Schei, & Selart, 2018). For instance, Fang et al. (2018) have studied 59 studies around CQ that have been published between 2015 and 2018 (e.g. Alexandra, 2018; Groves & Feyerherm, 2011). Within CQ the most researched outcomes are focused on cross-cultural adjustment and performance (Fang et al., 2018). Furthermore, the most frequently investigated effects of CQ are in relation to intercultural teamwork (Groves & Feyerherm, 2011), expatriation (Guðmundsdóttir, 2015), and international education (Lin, Chen, & Song, 2012). These performance effects of CQ have been measured on several levels including individual (Rockstuhl, Seiler, Ang, Van Dyne, & Annen, 2011), dyad (Chua et al., 2012), and team (Khani, Etebarian, & Abzari, 2011).

CQ is initially a construct which is measured on the level of the individual (Fang et al., 2018). Recently, the importance of going beyond the individual level and maybe even looking into cross-level models is highlighted (Ang, Rockstuhl, & Tan, 2015; Gelfand, Imai, & Fehr, 2008; Ng, Van Dyne, Ang, & Ryan, 2012). Previous research on team CQ is measured with use of modified CQS items or aggregated individual CQ scores to measure team CQ (Adair et al., 2013; Chen & Lin, 2013; Crotty & Brett, 2012; Moon, 2013). Team CQ has been acknowledged to be of interest to be able to examine the distribution of CQ within a team (Fang et al., 2018). The sum of individual scores of CQ is not the same as team CQ (Bücker & Korzilius, 2018). Team CQ is determined with use of examination of how the complete team interacts within a multicultural context (Bücker & Korzilius, 2018).

Therefore, when considering team CQ this does go beyond individual-level CQ (Bücker & Korzilius, 2018). The reason being is that to possess a high team CQ it is not just about having many individuals with a high CQ, but also about team composition and team dynamics (Adair et al., 2013;

Bücker & Korzilius, 2018). This means that there is no actual well-constructed and validated scale yet for team CQ. A new scale to measure team CQ is in progress (Bücker & Korzilius, 2018). This scale is meant to measure team CQ without taking just the aggregated individual CQ scores. This scale consists of 21 items and includes five dimensions (Bücker & Korzilius, 2018). The dimensions are: meaningful participation; openness to linguistic diversity; coexistence; metacognition; and openness to diversity in value, visibility, and information (Bücker & Korzilius, 2018). The 21 items that together create a scale to measure the five dimensions are based on previous work of Crotty and Brett (2012), Hobman, Bordia, and Gallois (2004), and Luring and Selmer (2012). Meaningful participation exists when all of the members of a team take part in discussions and decision making open and freely and are encouraged to do so if they can add something that is differential (Bücker & Korzilius, 2018). Openness to linguistic diversity means that the team is making an effort to communicate despite language barriers (Bücker & Korzilius, 2018). Coexistence means that norms or practices of different cultures are accepted within the team and a combination of them is used within the team (Bücker & Korzilius, 2018). Metacognition means that the team is conscious of their cultural knowledge and adjusts or checks their cultural knowledge if needed (Bücker & Korzilius, 2018). Lastly, openness to diversity in value, visibility, and information is a dimension that includes members of a team to make an effort or enjoy working with people with a different ethnicity, gender, age, work values, work motivations, professional background and/or work experiences (Bücker & Korzilius, 2018).

The dimensions consisting of 21 items underwent assessment using an exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) (Bücker & Korzilius, 2018). Results from the CFA indicate that the second-order team CQ factor model, the model including all five dimensions, indicate a good construct validity (Bücker & Korzilius, 2018). Construct reliabilities, discriminant validity, standardized residuals and social desirability bias were found to be of a good level (Bücker & Korzilius, 2018). Overall, this is a good indication of a well-constructed scale to measure team CQ. However, this scale is tested with three samples with a total of 148 respondents that completed an online questionnaire (Bücker & Korzilius, 2018). The samples are business students from Dutch as well as Japanese universities, employees working for a multinational organization in nutrition, and personal care industry as well as employees working for an oil organization. The respondents all had experience in multicultural teams (Bücker & Korzilius, 2018). Adjust this: This means that this scale needs to be further tested with a larger and more diverse sample.

2.3 Team IWB

Innovation is defined as: “*the planned and effective introduction of change*” (Tjosvold, Tang, & West, 2004, p. 541). Innovation at the workplace has been considered to be of importance for overall organizational performance and success (Janssen, van de Vliert, & West, 2004). Innovation is a broad

concept, which is difficult to measure. In prior studies the focus has been on innovative work behavior (IWB) (Bücker & Korzilius, 2018; Janssen, 2000). As indicated before, IWB can be defined as: *“the intentional creation, introduction and application of new ideas within a work role, group or organization, in order to benefit role performance, the group, or the organization”* (Janssen, 2000, p. 288). Later on, IWB was defined as: *“the sum of physical and cognitive work activities carried out by employees in their work context, either solitarily or in a social setting, in order to accomplish a set of tasks that are required to achieve the goal of innovation development”* (Messmann & Mulder, 2012, p. 45). IWB has been indicated to be a unique advantage for organizations and in particular for organizations in a dynamic environment (Axtell, Homan, Unsworth, Wall, Waterson, & Harrington, 2000; Janssen, 2000; Sartori, Favretto, & Ceschi 2013; Wojtczuk-Turek & Turek, 2015; Yuan & Woodman, 2010). This makes that organizations in dynamic environments are advised to promote and harness the employees who show innovative potential (Anderson, De Dreu, & Nijstad, 2004).

According to Scott and Bruce (1994), the concept IWB includes three separate tasks including; idea generation, idea promotion, and idea realization. De Jong and den Hartog (2010), indicated four dimensions to measure IWB consisting out of; exploration of ideas, generation of ideas, championing of ideas, and implementation of ideas. Evidence found for the actual distinctiveness between the three or four dimensions is weak (Scott & Bruce, 1994; Jong & Hartog, 2010). This overall indicates that IWB is one-dimensional (Jong & Hartog, 2010). Therefore, de Jong and den Hartog (2010) measured IWB as one dimension rather than as four dimensions.

It has been suggested that innovation in organizations can be promoted by teams (Tjosvold et al., 2004). In the past, the idea that teams can come up with creative, quality, and new solutions was viewed on sceptically by organizational researchers (van Knippenberg, van Knippenberg, & van Dijk, 2000). It has been said that teams might suppress individual creativity and as a result, this will lead to inferior solutions to problems (Aldag & Fuller, 1993). Recently, the view on innovation has changed from being mostly individual to being that innovation is an effort of the team to grasp the needs of the customer and to be able to develop adequate methods to meet them (West, 2002). Research suggests that teams productiveness depends on the situation and the task, but if a situation or task is appropriate for collaborative work it increases overall performance (Stewart & Barrick, 2000). Overall, teams have the potential for innovation.

Bücker & Korzilius (2018) developed a scale to measure IWB on team level. The team IWB scale is an adapted version of the Individual IWB scale of de Jong and den Hartog (2010) constructed by Bücker & Korzilius (2018). Six additional items were added to the scale (Bücker & Korzilius, 2018). These items are part of the Innovative Output scale of de Jong and den Hartog (2010). As indicated above, team IWB is of great importance for organizational success (Woods et al., 2018).

2.4 Team CQ and team IWB

According to Bücken & Korzilius (2018), global teams which are characterized by diversity are anticipated to handle the complexity that comes with globalization. Having a multicultural and diverse team composition is argued to enable a team to stay connected with their customers, supporting appropriate responses to the changing global demands (McKinsey, 2018).

Gorodnichenko, Svejnar, and Terrell (2008) mention that globalization has brought both pressures and opportunities for organizations to innovate and advance their position in comparison to the competition. West (2002) calls these pressures conflicts that stand in the way of success for teams in terms of innovation.

Teams, in general, have a larger group of innovation behavior resources (Jordan & Troth, 2004). Each member of a team brings their own background, expertise, and dispositions, which can lead to performance benefits (Jordan & Troth, 2004). Teams with a large group of innovation behavior resources may develop more creative solutions (Hughes, Rigtering, Covin, Bouncken, & Kraus, 2018). Hülshager et al. (2009) presented support for the fact that teams play an important role when it comes to innovation within organizations.

Being in a multicultural and diverse team can come with challenges, such as miscommunication and conflict (Humes & Reilly, 2007). Diversity in terms of nationality and demographics could divide a team into sub teams, which is caused by fault lines (Lau & Murnighan, 1998). Fault lines are deemed to be differences in opinion, which may lead to serious consequences (Martinez, Zouaghi, & Marco, 2016). In certain contexts, fault lines are indicated to be healthy (Martinez et al., 2016). According to Martinez et al. (2016), innovation is a context in which fault lines create a 'healthy divide' between people. A team that is diverse, in this research diverse in terms of culture, helps to increase the total task-related skills as well as information and perspectives (West, 2002). Within a team, interdependent conflict management should be promoted instead of win/lose conflict management (West, 2002). These type of teams are said to be more innovative (West, 2002). Teams which are to a large extent diverse are said to need integration skills in order to ensure adequate innovation (West, 2002). Having a high team CQ can be said to be related to having integration skills. As for instance having integration skills is a key element of the dimension coexistence of construct of team CQ (Bücken & Korzilius, 2018). Task-related conflict, caused by diversity, can encourage debate as well as team members thinking of alternatives and other information available, which leads to innovation (West, 2002). Without diversity, in this research in terms of culture, conflict is non-existent (West, 2002). This suggests that a certain degree of conflict and therefore also diversity is needed to trigger innovation.

CQ has proven to make people work more effectively within a multicultural environment

(Adair et al., 2013). According to Adair et al. (2013), CQ facilitates understanding, communication, adaptation, and coordination in multicultural contexts. According to Bückner and Korzilius (2018, p. 7), *“Team CQ is focused on the ability to effectively process information and behave responsively in a cross-cultural environment”*.

As said before, having multicultural and diverse teams is argued to be of importance within a world of changing global demands (McKinsey, 2018). Furthermore, innovation within teams is argued to be productive in certain situations and with certain tasks (Stewart & Barrick, 2000). Korzilius, Bückner and Beerlage (2017), found that individual CQ increases IWB at the individual level. Bückner and Korzilius (2018), found that team CQ increases team IWB. This research took place at a Dutch dairy company within their R&D department (Bückner & Korzilius, 2018). The sample consisted out of 110 respondents (Bückner & Korzilius, 2018). This is a limited sample to make such a statement. Next to that, as indicated earlier the scale for team CQ needs to be further tested within a larger and more diverse sample. This leads to the first hypothesis:

H1: Team CQ will be positively related to team IWB

2.5 Team tenure

Team tenure is mostly defined as either additive, collective or dispersive in nature (Ilgen, Hollenbeck, Johnson, & Jundt, 2005; Mathieu, Maynard, Rapp, & Gilson, 2008). The critical problem that comes with that is that the three forms of team tenure are being studied in isolation, while ignoring the fact that there are other forms of team tenure (Ilgen et al., 2005; Mathieu et al., 2008).

The first form, additive team tenure is defined as the *“average amount of time that team members have spent in a given job, team, or organizational role, which conveys the relevant knowledge and skills that exist within the team”* (Gonzalez-Mulé, Cockburn, McCormick, & Zhao, 2019, p.154). This definition is based on the studies of Stachowski, Kaplan, and Waller (2009) and Haas (2006). Additive team tenure is measured on the level of the individual and aggregated to become a measure of the level of the team (Gonzalez-Mulé et al., 2019). Therefore, it is said to be possibly unable to express the degree of experience and shared knowledge individuals have on the team (Gonzalez-Mulé et al., 2019).

The second form, collective team tenure is defined as the *“amount of time team members have spent together, conveying the shared experience of team members with one another. Also referred to as team age, team duration, or time spent together as a team”* (Gonzalez-Mulé et al., 2019, p.154). This definition is based on the studies of Boerner, Linkohr, and Kiefer (2011) and Bresman (2010). It is argued that when the duration of a team being together increases the processes that the team is responsible for become more continuous and self-regulated (Gonzalez-

Mulé et al., 2019).

The third form, team tenure dispersion is defined as the *“variance of individuals’ time in job, team, or organizational roles, conveying differences in points of view, knowledge, and skills among team members”* (Gonzalez-Mulé et al., 2019, p.154). This definition is based on the studies of Simsek, Veiga, Lubatkin, and Dino (2005) and Koopmann, Lanaj, Wang, Zhou, and Shi (2016). To measure team tenure dispersion, the variance between the individuals in duration within the team is measured (Gonzalez-Mulé et al., 2019). This will result in variation between the members of a team in terms of knowledge as well as skills (Gonzalez-Mulé et al., 2019). These variations result in more rich information and more diverse approaches within a team, which in the end enlarges the resources of a team (Joshi & Roh , 2009).

2.6 Team tenure and team IWB

In recent literature, inconsistencies have been found in respect to the relationship between tenure and innovation (Hammond et al., 2011; Ng & Feldman, 2013). Tenure has showed a positive influence on innovation, while in other cases a negative influence on innovation (Hammond et al., 2011; Ng & Feldman, 2013). According to Gonzalez-Mulé et al. (2019), there is also a lack of clarity surrounding the topic of team tenure and IWB. The lack of clarity most likely has to do with the fact that there are different forms of team tenure, which have been poorly distinguished in past research (Gonzalez-Mulé et al., 2019). The different forms of team tenure might also influence team performance in its own unique way (Ilgen et al., 2005; Mathieu et al., 2008). Team IWB is an example of team performance. Gonzalez-Mulé et al. (2019) has suggested that the combined individual assets of team members is more important than shared experience in the facilitation of performance. Research has suggested that managers that are interested in optimizing performance should try to maximize the tenure of individual members of a team before considering the complete team in terms of tenure diversity or shared experience (Gonzalez-Mulé et al., 2019). However, this has not been researched for team IWB in particular.

There is a negative stereotype that surrounds longer-tenured employees when it comes to innovation (Woods et al., 2018). Employees that are long-tenured show less innovative behavior and are more resistant when it comes to change (Wood et al., 2018). However, this negative stereotype is contradicted by Ng and Feldman (2013). The main advantage of an employee that is longer tenured in regards to innovation is that over time someone gains more expertise of the processes, systems, structures, and politics within an organization (Ng & Feldman, 2013; Zhou & Oldham, 2001). Ng and Feldman (2013), predicted that tenure and innovation related behavior shows a curvilinear relationship. This means that the relationship becomes more weak and more negative when the tenure of the group of employees increases (Ng & Feldman, 2013). The argumentation behind it is

the following, when employees are reaching the age of retirement motivation to show innovation related behavior decreases, which in the end counteracts the positive effects of the increase of individual assets for longer-tenured employees (Ng & Feldman, 2013). This all has been measured based on average individual tenure. However, no support for a curvilinear relationship has been found (Ng & Feldman, 2013).

Individual tenure is found to positively influence innovation related behavior (Ng & Feldman, 2013). Therefore, it is expected that team tenure positively relates to team IWB. Considering the fact that there are different forms of team tenure, all forms of team tenure are hypothesized separately to check if the different forms of team tenure influence team IWB differently. Additive team tenure is expected to be positively related to team IWB as additive team tenure is based on the mean scores of individual tenure. Collective team tenure is expected to be positively related to team IWB as collective team tenure has shown to make processes run more continuous and self-regulated (Gonzalez-Mulé et al., 2019). It is expected that employees show more IWB within the team as time allows for this. Team tenure dispersion is expected to be positively related to team IWB as team tenure dispersion has shown to cause for more variation between the members of a team in terms of knowledge and skills (Gonzalez-Mulé et al., 2019). These variations result in more rich information and more diverse approaches within a team, which in the end enlarges the resources of a team (Joshi & Roh, 2009). Differentiated knowledge of each team member has proven to positively influence innovative behavior and team innovation (Fan, Chang, Albanese, Wu, Yu, & Chuang, 2016).

This leads to the second hypothesis:

H2a: Additive team tenure will be positively related to team IWB

H2b: Collective team tenure will be positively related to team IWB

H2c: Team tenure dispersion will be positively related to team IWB

2.7 Team size

The term team size can be defined as *“the number of individuals in each team”* (Pearce & Herbig, 2004, p.300).

2.8 Team size and team IWB

Team size is overlooked within the field of innovation (Carral et al., 2001). According to Stewart (2006), research results on team size are mixed. Teams are argued to be most productive when they consist of enough, but not more than enough, team members to perform the team task (Guzzo, 1988). Small teams, two or three persons, have been argued to lack diversity in terms of

perspectives and viewpoints needed for innovation (Jackson, 1996). On the other hand, large teams, above 12 persons, run the risk to become unmanageable in terms of effective interaction, participation, and exchange (Poulton & West, 1999). Research suggests that adding a new member to a team does not automatically improve a team's innovativeness (Curral et al., 2001). Before adding a new member, it is suggested that it should be considered if this new team member is making it more or less difficult for a team to be innovative (Curral et al., 2001). It has been indicated that large teams prioritize quality less, have less clear objectives, and have less support and guidance for innovation, in comparison to teams that are smaller (Curral et al., 2001). In recent years, temporary members are used to offer organizations flexibility and cost control (Foote & Folta, 2002). The core team might not always identify temporary team members as part of the team. Therefore, a distinction is made between the core team members and the temporary team members to get a more representable indication of the team size. Curral et al. (2001) has indicated that an interaction between team size, group processes, and innovation requirements exists. In a more recent research, team size has shown to positively influence innovation (Hülshager et al., 2009). However, determining the ideal number of members that a team should consist of is difficult (Mathieu et al., 2019). Therefore, it is expected that team size positively relates to team IWB up until a certain point whereby at some point the relationship becomes negative. In academic research, this is called an inverted U-shape relationship. This leads to the following hypothesis:

H3: Team size has an inverted U-shape relationship with team IWB

2.9 Team CQ, team tenure, team size, and team IWB

Looking at the dyadic level, which is the simplest form of a team, it is found that the maximum CQ predicts success within dyads on creative and collaborative tasks (Chua et al., 2012). In contrast, Li et al. (2017) found effects related to both minimum and maximum CQ member. In the sense that the minimum CQ of a dyad influences collaborative behaviors, while the quality evaluation of collaboration is influenced by maximum CQ (Li et al., 2017). Fang et al. (2018) concluded from this that when having task-oriented and temporary teams, team members with maximum CQ is crucial. On the other hand, when having stable and long-term teams there is a larger importance of supporting team members that have a minimum CQ instead of supporting team members with maximum CQ (Fang et al. 2018). Therefore, it has been suggested that the team's CQ, in this case of a dyad, might be improved by adapting team composition (Li et al., 2017). In particular, it has been suggested that team tenure and team size may play a role in improving team composition in order to improve the relationship between team CQ and overall processes and outcomes (Li et al., 2017). However, this has been under-researched (Li et al., 2017).

Team IWB can be part of the overall processes and outcomes of a team (Li et al., 2017). Team tenure and team size have mostly been included as control variables within studies related to innovation (Hammond et al., 2011). Research done by Mathieu et al. (2019) has concluded that these type of compositional features have shown to strengthen the relationships with the effectiveness of team outcomes under certain circumstances.

Mathieu et al. (2019) suggested that for future research team size and team tenure should be investigated in terms of the degree these variables matter within team relationships and in which kind of contexts. A team relationship discussed earlier is the relationship between team CQ and team IWB. Therefore, it is suggested that team tenure and team size could possibly act as moderators within such team relationships (Mathieu et al., 2019). Tenure according to Ng and Feldman (2013) has a positive influence on innovation related behavior and team size is said to positively influence innovation up until a certain point (Hülshager et al., 2009; Mathieu et al., 2019).

Considering the fact that there are different forms of team tenure, all forms of team tenure are hypothesized separately to check if the different forms of team tenure moderate the relationship between team CQ and team IWB differently. These hypotheses are based on the same reasons as in sub-chapter 2.6. Due to the fact that the different forms of team tenure are expected to positively influence team IWB, it is also expected that the different forms of team tenure positively moderate the relationship between team CQ and team IWB. Team size on the other hand, is expected to show an inverted U-shape moderation on the relationship between team CQ and team IWB. This leads to the following hypotheses:

H4a: Additive team tenure will positively moderate the relation between team CQ and team IWB

H4b: Collective team tenure will positively moderate the relation between team CQ and team IWB

H4c: Team tenure dispersion will positively moderate the relation between team CQ and team IWB

H5: Team size will show an inverted U-shape moderation on the relation between team CQ and team IWB

In sum, a moderation model of the relationship between team CQ and team IWB is developed. Team tenure and team size are the moderators in this model. These variables are also proposed to directly influence team IWB. All the hypotheses are conceptualized into a conceptual model (see Figure 1).

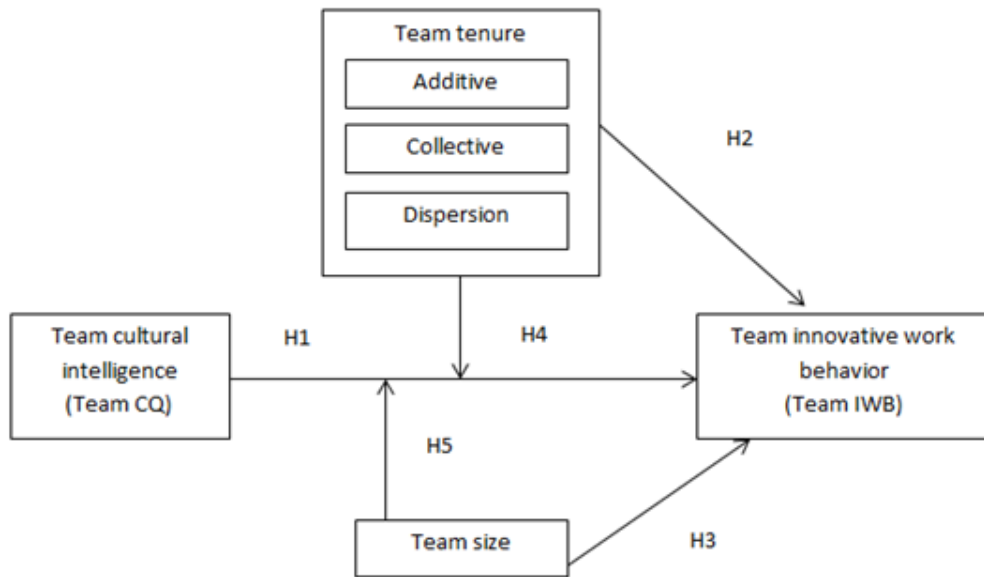


Figure 1. Conceptual model and hypotheses

Note. H1-3 direct effects; H4-5 moderation effects

3. Methodology

This chapter includes several sub-chapters which together explain the decisions made for this research in regards to methodology. Furthermore, a full description of the sample is presented.

3.1 Description of the research

This research is deductive and quantitative in nature. The reason being is that the key constructs used were previously measured in a quantitative way (Bücker & Korzilius, 2018; Hülshager et al., 2009; Mathieu et al., 2019). Next to that, to research the relationships and effects visualized in Figure 1 quantitative research methods, such as a regression analysis, were needed (Hair, Black, Babin, & Anderson, 2014). Within quantitative research, the most commonly used method of data collection is a questionnaire. A questionnaire is a convenient method to collect data (Hair et al., 2014). Next to that, in the current circumstances with the Corona crisis being of a concern a questionnaire that could be distributed online was ought to be the best method to collect data.

3.2 Sample

The sample consists of 102 respondents from 15 multicultural teams of different international organizations. The population of this research are all multicultural teams that work for an international organization. According to Hair et al. (2014), a sample size of 10:1 per variable is accepted. Considering that this research has six main variables, the sample size was deemed to be sufficient. Through an international network and via social media teams were selected. This means that non-random and purposive sampling was used. The sample consists of teams that work in a variety of departments and industries. Examples of industries are: Photography, IT, and Adhesives. Overall, the teams were diverse in terms of nationality. In total, twenty five nationalities are represented in the sample. A more detailed sample description can be found below in Table 1.

Table 1. Sample description (N = 102)

| Characteristic | N | % |
|------------------------|--------------|------|
| Team ID | | |
| Photography | 16 (1 team) | 15.7 |
| IT | 33 (2 teams) | 32.4 |
| Legal and taxes | 2 (1 team) | 2.0 |
| Municipality | 2 (1 team) | 2.0 |
| Adhesives | 25 (4 teams) | 24.4 |
| International contacts | 4 (1 team) | 3.9 |
| Youth work | 2 (1 team) | 2.0 |
| University | 2 (1 team) | 2.0 |
| Bikes | 3 (1 team) | 2.9 |
| Energy | 4 (1 team) | 3.9 |
| Nationalbank | 9 (1 team) | 8.8 |

| | | |
|--|----|------|
| Team cultural diversity | | |
| Not diverse (all team members are from the same nationality) | 8 | 7.8 |
| Somewhat diverse (10% - 30% different nationalities) | 26 | 25.5 |
| Quite diverse (30% - 50% different nationalities) | 35 | 34.3 |
| Very diverse (more than 50% different nationalities) | 33 | 32.4 |
| Age (M = 42.19, SD = 11.09, range = 18 - >70) | | |
| 18-30 | 20 | 19.6 |
| 31-40 | 24 | 23.5 |
| 41-50 | 32 | 31.4 |
| 51-60 | 22 | 21.6 |
| 61 - >70 | 4 | 3.9 |
| Gender | | |
| Male | 71 | 69.6 |
| Female | 31 | 30.4 |
| Non-binary | 0 | 0.0 |
| Department | | |
| Research and Development | 26 | 25.5 |
| Marketing (including sales) | 29 | 28.4 |
| Human Resource Management | 3 | 2.9 |
| Accounting and Finance | 6 | 5.9 |
| Other ^a | 38 | 37.3 |
| Nationality | | |
| Belgian | 7 | 6.9 |
| British | 13 | 12.7 |
| Dutch | 29 | 28.4 |
| French | 5 | 4.9 |
| German | 5 | 4.9 |
| Italian | 4 | 3.9 |
| Lithuanian | 5 | 4.9 |
| Romanian | 17 | 16.7 |
| Other ^b | 17 | 16.7 |
| Team role | | |
| Team member | 64 | 62.7 |
| Project leader | 10 | 9.8 |
| Principal | 12 | 11.8 |
| Other | 16 | 15.7 |

Note. ^a These respondents worked in the following departments: Commercial Operations, Risk management, Customer service, Information security, IT, Professional services, Programming, Social work, and Software development. ^b These respondents had the following nationalities: American, Austrian, Belarusian, Belizean, Citizen of Bosnia and Herzegovina, Danish, Dominican, English, Finnish, Greek, Nicaraguan, Polish, Portuguese, Russian, Spanish, Swedish, and Venezuelan.

3.3 Measurement scales

The measurement scales used within this research are measured on individual level. The items that the measurement scales consist of can be found in Appendix 1.

3.3.1 Team CQ

The 21 item scale for team CQ developed by Bückner and Korzilius (2018) was used. The items were measured using a 7-point Likert scale. The Likert scale ranged from 'strongly agree' to 'strongly disagree'. The 21 item scale is divided into 5 dimensions namely: metacognition (MC) (4 items); coexistence (CE) (4 items); meaningful participation (MP) (3 items); openness to diversity in value, visibility, and information (VVI) (6 items); and openness to linguistic diversity (LD) (4 items) (Bücker & Korzilius, 2018). An example item is: *"The team is conscious of the cultural knowledge it applies to cross-cultural interactions"* (Bücker & Korzilius, 2018, p.15). For each dimension, a new variable was created with use of the mean score of the different items of a dimension. Finally, a new variable was created to represent the complete scale with use of the means of the separate dimensions (Team CQ).

3.3.2 Team IWB

An adapted version of the 10-item scale of de Jong and den Hartog (2010) was used. The original scale is a 10-item scale that measures IWB on the individual level. Bückner and Korzilius (2018), adapted the 10-item scale in a way in which it was able to measure at team IWB. An additional six items were added to the scale (Bücker & Korzilius, 2018), which are part of the Innovative Output scale of de Jong and den Hartog (2010). For the purpose of this research, the six additional items were not taken into account. Considering the length of the questionnaire it was ought to be best to leave them out. Next to that, Cronbach's alpha only increased from .90 with only the original scale for IWB to .92 with the Innovate Output scale items included in the total scale. The items were measured using a 7-point Likert scale. The Likert scale ranges from 'never' to 'all the time'. An example item is: *"How often does the team pay attention to issues that are not part of their daily work?"* (Bücker & Korzilius, 2018, p.16). A new variable was created to represent the complete scale (Team IWB).

3.3.3 Team tenure

Gonzalez-Mulé et al. (2019) identified that there are different forms of team tenure. The different forms are: additive (Ateamtenure), collective (Cteamtenure), and team tenure dispersion (Dteamtenure) (Gonzalez-Mulé et al., 2019). There are no scales with several items for the different forms of team tenure as these variables are mostly used as a control variable and only determined

by one item (Hammond et al., 2011). As the different forms of team tenure were measured by one item, no scale analysis was needed for any of the forms of team tenure.

3.3.3.1 Additive team tenure

Additive team tenure was measured based on the index used within the research of Stachowski et al. (2009). According to Stachowski et al. (2009), additive team tenure is measured by taking the average amount of time team members are together. The following item was constructed to be able to measure this: How long have you been part of this team? The answering categories a respondent could choose from appeared as a drop down menu. The first option being shorter than 1 year followed by the option of 1 year, 2 years, 3 years all up until 20 years, with as the last category longer than 20 years. After having collected the data, the individual duration each team member of one team has been part of the team has been averaged to calculate the additive team tenure. This has then been filled in for each team member of that particular team.

3.3.3.2 Collective team tenure

Collective team tenure was measured based on the index used within the research of Boerner et al. (2011). According to Boerner et al. (2011), collective team tenure is measured by taking the last time a new team member has joined the team. This was measured with the following item: When was the last time a new team member joined the team? The answering categories a respondent could choose from appeared as a drop down menu. The answering categories used here are the same as for the item additive team tenure. At times, the responses of individuals of the same team differed. Therefore, the average has been taken per team and filled in for each team member of that particular team.

3.3.3.3 Team tenure dispersion

Team tenure dispersion was measured based on the index used within the research of Koopmann et al. (2016). Items to measure team tenure dispersion were not included in the online questionnaire. The reason being is that team tenure dispersion is measured based on the standard deviation (Koopmann et al., 2016). To measure team tenure dispersion, the variance between the individuals in duration within the team is measured (Gonzalez-Mulé et al., 2019). The standard deviation of the item used to measure additive team tenure per team was calculated and filled in for each team member of that particular team.

3.3.4 Team size

There are no scales for team size as this variable is mostly used as a control variable and only determined by one item (Hammond et al., 2011). The first items used to measure team size is: The

core team I am working in consists of ... team members. The second item used to measure team size is: The team I am working in, including both the core team members and the temporary team members, consists of ... team members. Temporary members may not always be seen as part of the team. Therefore, the second item to measure team size explicitly addresses temporary team members. The answering categories a respondent could choose from appeared as a drop down menu. The options are: 2, 3, 4, 5, and >20. These two items were not constructed into one variable. Therefore, no scale analysis was needed. The items are distinguished with use of two different names namely; core team members (Cteamsize) and core team members including temporary members (CTteamsize). This was done to see if including temporary members changes the proposed relationships of hypothesis 3 and 5.

3.3.5 Control variables

The control variables presented below are based on previous research done within the field of CQ and innovation. These variables are deemed to be of importance to use as control variables (Bücker & Korzilius, 2018; Hülshager et al., 2009; Mathieu et al., 2019). No scale analysis was needed for any of the control variables as they all consist of one item.

3.3.5.1 Age

The control variable age was measured with use of answering categories. The respondent could choose from the following categories that appeared as a drop down menu: 18, 19, 20, to 70 and as the last answering option >70.

3.3.5.2 Gender

The control variable gender was measured with use of answering categories. The respondent could choose from the following categories: male, female, and non-binary.

3.3.5.3 Team ID

The control variable team ID was used to be able to distinguish the teams that participate within this research. This means that the Team ID is unique for each team. The team ID that the respondents were deemed to use was send along with the link of the Qualtrics questionnaire. The team ID was constructed in such a way that it represents the type of industry a team works in.

3.3.6 Other variables

The items in this sub-chapter were added to the questionnaire to be able to describe the sample. These variables all consist of one item. Next to that, two items related to the Corona crisis were

added to the questionnaire. These two items were not treated as one construct and analysed separately. Therefore, no scale analysis was needed.

3.3.6.1 Team Cultural Diversity

The variable team cultural diversity was based on diversity of national culture within a team (Groves & Feyerherm, 2011). Within this research, the adapted version of the operationalization of Groves and Feyerherm (2011) constructed by Bücken and Korzilius (2018) was used. The item used to measure team cultural diversity is: How would you describe the cultural diversity of the team? The following answering categories appeared as a drop down menu: Not diverse (all team members are from the same nationality), Somewhat diverse (10% - 30% different nationalities), Quite diverse (30% - 50% different nationalities), and Very diverse (more than 50% different nationalities).

3.3.6.2 Department

The variable for department was measured with use of answering categories. These answering categories included: Research and Development, Purchasing, Marketing (including sales), Human Resource Management, Accounting and Finance, and Other. The option Other, included an open field in which the respondent could fill in their department.

3.3.6.3 Nationality

The variable nationality was measured with use of answering categories. The respondent could choose from all the nationalities that exist with use of a drop down menu.

3.3.6.4 Team role

The variable team role was measured with use of answering categories. The respondent could choose from the following categories that appeared as a drop down menu: team member, project leader, principal, and other.

3.3.6.5 Items added due to Corona crisis

During this research, the Corona crisis had a considerable impact on the daily lives of everyone. For instance, most people during the time of this research worked from home. Therefore, the questionnaire used for data collection was filled in by most of the respondents from home. This meant that the teams were not physically together. To measure the impact that the Corona crisis may have had on the responses, two extra items have been added to the questionnaire. The first item is: Do you think you would have answered questions differently before the corona crisis? The answering categories included: definitely, very probably, probably, possibly, probably not, and definitely not. The second item is: To what extent does the corona crisis has an impact on your

innovative work behavior? The answering categories included: to a great extent, somewhat, very little, and not at all. These items together gave a good indication if the answers given were different due to the Corona crisis and therefore if they were representable for the population.

3.4 Procedure

The questionnaire was conducted with use of Qualtrics (www.qualtrics.com). It has been an online questionnaire. The items that were used within the questionnaire are presented within Appendix 1. In Appendix 1, only the items that were used for this research are presented. This is due to the fact that the questionnaire was constructed together with Sabrina Adam (s1042101). To be able to reach a large sample the choice was made to conduct the online questionnaire together. In Appendix 2, the full questionnaire is presented including the introduction and instructions. By making use of an online questionnaire it required that respondents self-rate the teams' CQ and teams' IWB. The questionnaire was distributed among individuals of 15 multicultural teams. The scales that were part of the questionnaire appeared in random order. The items of the scales appeared in the same order as in the original scale. With self-rating of team CQ and team IWB there is a risk of non-interrater agreement and common method variance (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). For minimization of common method bias, Likert scales including different scale ranges and answer categories were part of the online questionnaire. Next to that, the Harman's single-factor test was used to identify any common method bias. To test for interrater agreement, the Average Deviation Index was calculated for five teams for the scale of team CQ and team IWB (Burke & Dunlap, 2002).

3.5 Analysis strategy

For data cleaning and data analysis, a program called IBM SPSS (Version 25.0) was used. Before the data could be analysed, the data had to be cleaned and coded. Examples of this procedure are: missing values and reversed coding.

As a first step, an exploratory factor analysis (EFA) was performed to evaluate all the items of team CQ and team IWB within the questionnaire. After the exploratory factor analysis, a confirmatory factor analysis (CFA) was performed to be able to confidently be sure of the dimensions and items used for the construct of team CQ and team IWB. IBM SPSS Amos was used to perform the CFA. A reliability analysis based on the Cronbach's alpha was performed to test the constructs on their reliability. Based on the results of the EFA, CFA, and reliability analysis, new variables for the different dimensions and complete constructs have been constructed.

As a univariate analysis, the mean, the standard deviation, minimum, maximum, kurtosis, and skewness were determined of the variables used in further analysis. A frequency table including the mean and standard deviation of the items related to the Corona crisis is presented. This was

done to examine if the results had been influenced by the impact the Corona crisis has on businesses and therefore also on the multicultural teams that were the sample used in this research.

As a bivariate analysis, a bivariate correlation test was performed among the variables. The correlations of the different constructs were inspected in order to reveal that multicollinearity is not an issue. Based on the correlations, the first conclusions could have been drawn from the data.

As a multivariate analysis, a hierarchical multiple regression was performed to test hypotheses H1 to H5. This is suitable as there is just one dependent variable and several independent variables and moderators. A multiple linear regression analysis was performed to test the influence that the separate dimensions of team CQ have on team IWB. Before conducting these analyses, the assumptions were checked. Moreover, the scatterplots and graphs between team size and team IWB and team size as a moderator within the relationship between team CQ and team IWB have been interpreted. The scatterplots and graphs have been interpreted to identify any relationship that could not have been identified with the hierarchical multiple regression.

3.6 Reliability and validity

Reliability is described as the *“extent to which a variable or a set of variables is consistent in what it is intended to measure”* (Hair et al., 2014, p.2). Reliability is ensured by checking the Cronbach's alpha of the constructs used for the analyses (Hair et al., 2014). According to Hair et al. (2014) a Cronbach alpha of .6 acceptable. To ensure reliability, the constructs used will all had a Cronbach's alpha of at least .6.

Validity is described as the *“extent to which a measure or set of measures correctly represents the concept of study - the degree to which it is free from any systematic or nonrandom error”* (Hair et al., 2014, p.3). To ensure appropriate construct validity, several items were used to measure constructs such as team IWB and team CQ. These concepts are difficult to measure in reality, but the scales used have proven to have appropriate construct validity. The scales used for team IWB (Jong & Hartog, 2010) and team CQ (Bücker & Korzilius, 2018) showed appropriate convergent validity, discriminant validity, and nomological validity in previous research. Therefore, these scales are deemed to be valid scale to use in this research. Next to that, for both scales an EFA and CFA analysis was performed to check if the scale structure used is also valid to use in this particular research.

3.7 Ethical considerations

Ethical considerations are part of the research process (Guillemin & Gillam, 2004). Ethical dilemmas have been taken into account when constructing the online questionnaire and have been considered during all the other stages of this research. As this research is based on questionnaire results, it is of

importance that respondents are told about the purpose of this research, the publication of the data, and that in all cases their anonymity and confidentiality will be protected (Gilbert, 2001). This has been done with an adequate description of this research before the respondents started to fill in the online questionnaire. The respondents were also provided with the email address of the researcher. In case of any questions or concerns, the respondents could email the researcher. The researcher responded to all emails in a professional manner. Next to that, the organizations that were approached to participate within this research were provided with a more detailed description. Anonymity and confidentiality was guaranteed by making sure that results cannot be traced back to a single respondent. Next to that, for research in general it is of importance for performing ethical research that of all participants there is informed consent and that harm of the participants is avoided (Guillemin & Gillam, 2004). In this research, the participants were team members of multicultural teams that filled in the online questionnaire. Informed consent was achieved by giving participants the chance to ask questions and by continuously providing information where necessary. At all times, the participants had the freedom to withdraw themselves from this research. Harm to the participants was avoided by only asking them to fill in an online questionnaire of around 15 minutes. This meant that participation in this research did not costed the participants a lot of time. Lastly, all the organizations that were willing to provide some teams that filled in the online questionnaire received a copy of the Master Thesis ones finished. The managerial implications that were written based on the results could be of use for these organizations.

4. Results

This chapter includes several sub-chapters. First of all, the steps that were taken to prepare the data will be explained. Secondly, the results of the EFA, CFA, reliability analysis, common method bias, and interrater agreement will be discussed. The hypotheses constructed within chapter 2 will be supported or rejected based on the presented univariate, bivariate, and multivariate analysis below.

4.1 Data preparation

The data set was exported from Qualtrics to IBM SPSS (Version 25.0). The items that are part of the scales of climate for innovation, team potency, international working experience, language proficiency, individual CQ, and inclusive leadership were deleted from the data set. These are the questions 6 to 11 from the questionnaire (see Appendix 2). These variables were deleted from the data set as these variables were not needed to test the hypotheses constructed in chapter 2. The labels and names of the items were changed to make the data understandable. The next step was to check for missing data. Before deletion there were 144 individual cases, which each represents an individual respondents' answers given to the questionnaire. All individual cases in which there was missing data for the dependent variable (team IWB) were deleted. This was done to avoid any artificial increase in relationships with independent variables (Hair et al., 2014). After the deletion of these individual cases, 102 individual cases were left. It can be concluded that there were quite some individual cases that had to be deleted. This mainly had to do with the fact that responses when started were saved and recorded as a response after 7 days in the data set by Qualtrics. This means that respondents who only filled in the first question were at times part of the initial data set. After deletion, there were just two individual cases left which had missing data. This missing data was only for the descriptive information of the respondent. To solve this there was made use of mean substitution to provide all the individual cases with complete information (Hair et al., 2014). To assess if there are outliers, univariate detection was used (Hair et al., 2014). Each variable was checked on unique or extreme observations. For this rather small sample, an observation was identified as an outlier when the standard score was 4 or larger (Hair et al., 2014). In Appendix 3, the results of the univariate detection are presented. Case 59 and 102 showed standard scores of 4 or larger. Due to the fact that the same case was not an issue in terms of being an outlier for several items the cases 59 and 102 were chosen not to be deleted from the data set.

4.2 EFA

An EFA was performed for team IWB and team CQ. A principal component analysis was used for both.

Based on the results of de Jong and den Hartog (2010), team IWB was expected to be an one-dimensional construct. The KMO and Bartlett's test of sphericity is important for testing if the

factor analysis is appropriate. KMO should be $>.5$ and Bartlett's test of sphericity should be significant ($p < .05$) (Hair et al., 2014). The KMO was .94 and the Bartlett's test of sphericity was $p = .000$. These results indicate that the EFA was appropriate to use. All communalities were above .3, which indicates that enough variance was extracted by the factor solution (Hair et al., 2014). The eigenvalues indicated that the construct is one-dimensional as one component explained 67.6% of the variance. A percentage of 60% or larger is satisfactory according to Hair et al. (2014). Next to that, no other components had an appropriate eigenvalue (above 1) (Hair et al., 2014). The results of the EFA, are in line with the results of de Jong and den Hartog (2010) and confirms a one-dimensional construct for team IWB.

Based on the results of Bückner and Korzilius (2018), team CQ was expected to be a five-dimensional construct. Before a EFA could be done, one item of team CQ had to be reversed. All items except for LD4 were positively formulated (see Appendix 1). Therefore, the answering categories of this item had to be reversed. The reversed item was called LD4_r. After completion, the EFA could be performed. The KMO was .85 and the Bartlett's test of sphericity was $p = .000$. Therefore, an EFA was appropriate to use. The communalities were all above .3, which was satisfactory (Hair et al., 2014). The eigenvalues indicated that the construct was five-dimensional, with a satisfactory total explained variance of 67.0%. Looking at the component correlation matrix with use of oblique rotation, correlations were not larger than .50. This indicated that rotation had to be orthogonal. The EFA with orthogonal rotation was performed (Option Varimax in SPSS). The results were that the items expected to load together on the same dimension did not load together. For instance, the items related to the dimension of coexistence were expected to all load on the second dimension. The items either loaded on the first, third or fifth dimension. Next to that, there was one double and one triple loading. For well-established scales, the results of an EFA may not be enough evidence to remove items and/or create new dimensions (Hair et al., 2014). In this case, several items according to the EFA had to be removed. Therefore, a CFA was needed to confirm the dimensions and the complete construct of team CQ.

4.3 CFA

IBM SPSS Amos was used to perform a CFA for team IWB and team CQ. The one-dimensional construct of team IWB was confirmed as well by the results of the CFA (see Table 2) (Jong & Hartog, 2010). All the 10 items of team IWB loaded sufficiently (all above .5) and significantly ($p < .01$) on the one-dimensional construct of team IWB. The model fit was based on the comparative fit index (CFI), which was .97. A CFI of $>.95$ indicates an appropriate fit (Hu & Bentler, 1999).

The five-dimensional second-order model of Bückner and Korzilius (2018) was tested in a CFA. Of the 21 items of team CQ 19 loaded sufficiently (all above .5), but all 21 loaded significantly ($p < .05$) on the dimensions they were expected to load on (see Table 2). Item CE4 loaded .38 on the dimension it was expected to load on, with a significance level of $p < .01$. Item LD4_r loaded .28 on the dimension it was expected to load on, with a significance level of $p < .05$. The comparative fit index (CFI) was .81. As said before, a CFI of $>.95$ indicates an appropriate fit (Hu & Bentler, 1999). Based on this criteria, model fit was rather weak.

Table 2 – Results CFA team IWB and team CQ

| Team IWB | | Team CQ | |
|----------|------------------------------|---------|------------------------------|
| Item | Standardized factor loadings | Item | Standardized factor loadings |
| IE1 | .52 | MC1 | .86 |
| IE2 | .75 | MC2 | .83 |
| IG1 | .84 | MC3 | .83 |
| IG2 | .84 | MC4 | .68 |
| IG3 | .90 | CE1 | .59 |
| IC1 | .81 | CE2 | .68 |
| IC2 | .78 | CE3 | .88 |
| II1 | .90 | CE4 | .38 |
| II2 | .82 | MP1 | .74 |
| II3 | .83 | MP2 | .62 |
| | | MP3 | .80 |
| | | VVI1 | .72 |
| | | VVI2 | .68 |
| | | VVI3 | .71 |
| | | VVI4 | .81 |
| | | VVI5 | .73 |
| | | VVI6 | .68 |
| | | LD1 | .77 |
| | | LD2 | .53 |
| | | LD3 | .72 |
| | | LD4_r | .28* |

Note. All items had significant values ($p < .01$; * $p < .05$)

4.4 Reliability of the constructs

A reliability analysis based on the Cronbach's alpha was used to be able to fully confirm the constructs of team IWB and team CQ. A Cronbach's alpha of .6 or larger is acceptable (Hair et al., 2014).

Based on the outcomes of the EFA and CFA, all 10 items of the one-dimensional construct team IWB were tested in the reliability analysis. The Cronbach's alpha of this construct was .95. This is a high Cronbach's alpha, which confirms that the 10 item construct of team IWB was reliable. The reliability could not be improved significantly by removing an item. For this reason, a new variable

was computed to be able to measure team IWB as a whole. This was done by adding up all the 10 items with use of the option MEAN in SPSS and dividing it by 10 (Field, 2018).

Based on the outcomes of the EFA and CFA, team CQ consists of five dimensions. The original scale consists of 21 items. For the original dimensions a reliability analysis was performed. The Cronbach's alpha for the dimensions were: meaningful participation (.70); openness to linguistic diversity (.57); coexistence (.69); metacognition (.87); and openness to diversity in value, visibility, and information (.87). The Cronbach's alpha, except for the dimension of openness to linguistic diversity, for each dimension was acceptable and could not be significantly increased when deleting one item. The Cronbach's alpha of openness to linguistic diversity could be increased from .57 to .71 when deleting the item LD4_r. Field (2018) states that when the Cronbach's alpha can be increased by .10 the item should be deleted. This was the case for this dimension. Also based on the results of the CFA, removing item LD4_r was appropriate as it had a rather low standardized factor loading (.28). After removing item LD4_r, each dimension had an acceptable Cronbach's alpha. The total team CQ scale including 20 items had an Cronbach's alpha of .91. For the reasons above, a new variable was computed for each dimension to be able to measure the dimensions of team CQ separately. Per dimension this was done by adding up the items of that particular dimension with use of the option MEAN in SPSS and dividing it by the amount of items (Field, 2018). Next to that, a new variable was computed for the total team CQ scale. This was done by adding up all the 20 items with use of the option MEAN in SPSS and dividing it by 20 (Field, 2018).

4.5 Common method bias and Interrater agreement

To test for common method bias, the Harman's single factor test was performed. Common method bias can be an issue in self-reported questionnaires (Tehseen, Ramayah, & Saijilan, 2017). Common method bias is present when there is an amount of spurious correlation between the variables used (Tehseen et al., 2017). This may be due to using the same method, in this case a questionnaire, for measuring each construct. All items of the constructs, in this research team IWB and team CQ, were entered into a principal component analysis. The two assumptions for common method bias are: a single factor emerges from the factor analysis and most of the variance is captured in the first factor (Tehseen et al., 2017). Both of the assumptions are not met as six factors emerged from the factor analysis accounting for 69.6% of the total variance and the first factor only captured 38.3% of the variance. Therefore, it could be concluded that common method bias was not an issue in this research.

Team CQ and team IWB were expected to be rated similar by members of the same team. Therefore, an individual measure to evaluate team CQ and team IWB was used. To test this expectation, the interrater agreement was calculated. This has been done according to the Average

Deviation (AD) Index of Burke and Dunlap (2002). First of all, for the five teams the mean was calculated separately per item. The score of a respondent, for instance 4, was then subtracted from the mean score of that item. This number was then divided by the number of respondents of that team. This provided each team member with an AD score per item. For a 7-point Likert scale a mean AD Index of 1.714 is accepted (Burke & Dunlap, 2002). This means that the team members of one team may deviate just under 2 points on the Likert scale from the mean of team CQ and team IWB. To calculate the mean AD index all individual AD scores were summed regardless of the sign. This means that the minus sign was ignored. The mean AD index per item for the construct team CQ and team IWB can be found in Appendix 4 and 5. Only four items, two for team CQ and two for team IWB, showed some issues with interrater agreement. However, these four items came from two different teams in which of the team just two respondents filled in the questionnaire. For the teams with a larger amount of respondents, interrater agreement showed no issues. Overall, this means that there was agreement in the team members' scores given to the items used to measure team CQ and team IWB. In total, team members' of 15 teams filled in the questionnaire. Therefore, checking five teams on interrater agreement seemed an appropriate number to evaluate agreement in the scores.

4.6 Univariate analysis

Below in Table 3, a summary of the univariate analysis can be found for the variables used in this research.

In this research, only team IWB was a dependent variable. Team IWB consisted of 10 items and had a mean score of 4.15. A 7-point Likert scale was used in which a score of 4 meant that the teams shows 50% of the time IWB. The standard deviation for this variable was 1.07, which indicates that on average the scores deviated one-point from the mean based on the 7-point Likert scale. The independent variable of team CQ consisted of 20 items and had a mean score of 5.55. A 7-point Likert scale was used in which a score of 6 meant agree. This means that on average the positively formulated statements that were intended to measure team CQ were agreed on by the respondents. This indicates that team CQ was deemed to be rather high. The standard deviation for this variable was rather low as well (.66), which means that most scores were close to the mean of 5.55. Looking at the separate dimensions of team CQ (MC, CE, MP, VVI and LD) similar results were found.

To test for normality, the variables were tested on skewness and kurtosis. An acceptable skewness and kurtosis is between +3 and -3 (Field, 2018). All variables showed no significant deviation in terms of skewness. In terms of kurtosis, only the variable that measures team tenure dispersion has been found to show a significant deviation for kurtosis (4.81). Transformations to

solve Kurtosis are difficult and most of the time do not completely solve the issue of normality (Hair et al., 2014). Next to that, the violation of normality was not extreme. Therefore, in this research the variable was chosen to be used in its original form.

Table 3 – Univariate analysis

| | Mean | SD | Min | Max | Skewness | Kurtosis |
|----------------|-------|-------|------|-----|----------|----------|
| 1.Team CQ | 5.55 | .66 | 3.50 | 7 | -.34 | .24 |
| 2.MC | 5.38 | .91 | 2.00 | 7 | -.89 | 1.55 |
| 3.CE | 5.37 | .87 | 2.50 | 7 | -.69 | .84 |
| 4.MP | 5.90 | .83 | 3.67 | 7 | -.69 | -.19 |
| 5.VVI | 5.50 | .81 | 3.50 | 7 | -.26 | -.48 |
| 6.LD | 5.77 | .81 | 3.00 | 7 | -.44 | .33 |
| 7.Team IWB | 4.15 | 1.07 | 2.30 | 7 | .46 | -.13 |
| 8.Ateamtenure | 4.25 | 2.15 | 1.00 | 11 | 1.07 | 1.01 |
| 9.Cteamtenure | 1.57 | .82 | 1.00 | 4 | 1.29 | .77 |
| 10.Dteamtenure | 3.78 | 1.86 | 1.00 | 11 | 1.70 | 4.81 |
| 11.Cteamsize | 10.18 | 5.69 | 1.00 | 20 | .67 | -.69 |
| 12.CTteamsize | 13.57 | 6.09 | 1.00 | 20 | -.12 | -1.59 |
| 13.Age | 25.19 | 11.10 | 1.00 | 44 | -.13 | -1.03 |
| 14.Gender | 1.30 | .46 | 1.00 | 2 | .87 | -1.28 |
| 15.Team ID | 6.02 | 4.52 | 1.00 | 15 | .65 | -.92 |

Note. For abbreviations see sub-chapter 3.3

Below in Table 4, a frequency table is presented for the items added due to the Corona crisis the world is currently in.

The first item represents the extent the respondent would have answered the questions differently due to the current circumstances. The most frequently answered answer was ‘definitely not’ (see Table 4). This suggests that overall the results of the questionnaire would not have been different if the same respondents would have filled in the questionnaire before the Corona crisis.

The second item specifically focuses on IWB and the impact the Corona crisis may have on that. Due to the Corona crisis, most businesses do not operate as usual. For instance, to what extent employees are encouraged to work from home could in some way impact IWB. The results of the frequency analysis, show that the most frequently answered answers were ‘somewhat’ and ‘very little’ (see Table 4). This suggests that the answers given related to team IWB may slightly have been affected by the Corona crisis.

Table 4 – Frequency: Items of Corona crisis

| | Frequency | % |
|---|-----------|------|
| <i>Do you think you would have answered questions differently before the corona crisis? (M = 5.19, SD = 1.04)</i> | | |
| Definitely | 1 | 1.0 |
| Very probably | 2 | 2.0 |
| Probably | 6 | 5.9 |
| Possibly | 7 | 6.9 |
| Probably not | 38 | 37.3 |
| Definitely not | 48 | 47.1 |
| <i>To what extent does the corona crisis has an impact on your innovative work behavior? (M = 2.35, SD = .79)</i> | | |
| To a great extent | 12 | 11.8 |
| Somewhat | 50 | 49.0 |
| Very little | 32 | 31.4 |
| Not at all | 8 | 7.8 |

4.7 Bivariate analysis

Within this sub-chapter, the results of the bivariate correlation test are discussed. The bivariate correlation matrix can be found in Appendix 6. This correlation matrix was based on Pearson correlation values. First of all, the bivariate correlation matrix was used to check for multicollinearity. The explanatory variables in the best case should highly correlate with the dependent variable. However, the explanatory variables should correlate little among them. Normality is assumed to be of no concern as according to Field (2018) a sample of above 100 respondents can be considered normally distributed.

Multicollinearity is present when R-values are .90 or larger (Field, 2018). The highest R-value in the bivariate correlation matrix was .81. This is rather large, but not of a concern for further analysis within the multivariate analysis. The reason being is that the larger R-values among explanatory variables were the dimensions of team CQ with the overall construct of team CQ. This was expected as when one of the dimensions of team CQ is high overall team CQ will also be higher. Within further analysis, only the explanatory variable team CQ was used to test the hypotheses. Without taking into account the dimensions of team CQ and the overall construct of team CQ the highest R-value was .66, which is acceptable.

The bivariate correlation matrix was used to identify any relationships which are not hypothesized and to get a first glimpse of which hypotheses might be supported by the data.

According to Field (2018), around .1 indicates a small effect, around .3 indicates a medium effect, and .5 or larger indicates a large effect. Firstly, the different forms of team tenure all showed a positive and significant effect with age. Additive team tenure (.32), collective team tenure (.41), and team tenure dispersion (.35) had a significant coefficient of $p < .01$ on age (see Appendix 6). This indicates that the longer team tenure is the older individuals are of age. For additive team tenure, this was expected as the older team members are the more likely it is that they are already working in a particular team for a long time. For collective team tenure, when age increases it was expected that team members do not switch as much from teams and therefore the last time someone new joined the team increases. For team tenure dispersion, this was expected as well as when the age of team members increases dispersion in the time someone has been working within that particular team increases. Secondly, team size considering only the core team members and team size considering both core and temporary members showed a positive and significant correlation among each other. The coefficient was .58 with a significance of $p < .01$ (see Appendix 6). This indicates that the larger the core team is, the larger the core team including the temporary members is. This was expected as when the core team in the first place is already quite large it is expected that the core team including the temporary members is the same or even larger.

4.7.1 Hypothesis testing based on bivariate analysis

Hypothesis 1 predicts that team CQ positively influences team IWB. The coefficient between these variables was .55 and significant ($p < .05$) (see Appendix 6). This indicates a large effect (Field, 2018). The dimensions of team CQ separately also correlated with team IWB. The correlations were between .35 and .51, which indicate medium to large effects (see Appendix 6). All of these correlations were significant. Based on the bivariate analysis, hypothesis 1 was supported.

Hypothesis 2 predicts that the different forms of team tenure positively influence team IWB. According to the bivariate analysis, these predictions were not supported. The different forms of team tenure are additive, collective, and team dispersion. The coefficients were -.03, .05, and -.14 respectively and were all not significant (see Appendix 6).

Hypothesis 3 to 5 could not be tested based on the bivariate analysis. These hypotheses include inverted U-shape relationships and moderation effects, which cannot be properly tested in a bivariate analysis. The multivariate analysis was used to test these hypotheses.

4.8 Multivariate analysis

Within this sub-chapter, the results of the hierarchical multiple regression are presented. Next to that, a multiple linear regression was performed to test the influence of the team CQ dimensions on team IWB. Besides, a closer look was taken at the scatterplots and graphs of team size with team

IWB. Lastly, the scatterplots that visualize the interaction effect of team size and team CQ with team IWB was examined.

4.8.1 Hierarchical multiple regression

To test all five hypotheses, a hierarchical multiple regression was performed. First of all, new variables had to be created to test the hypotheses and to be able to test the complete model within a hierarchical multiple regression (see Figure 1). For the different forms of team tenure (centered), an interaction variable was made with team CQ (centered) to test the moderation effect on the positive relationship between team CQ and team IWB. For team size, dummies had to be created to test the inverted U-shape relationship expected between team size and team IWB. This was also needed to test the moderation effect of team size on the positive relationship between team CQ and team IWB. To test if there was a difference between taking only the core members into account and also including temporary members, dummies were created for both variables. The reference category for team size including just core team members was: 2 to 5 team members. The dummies created were: 6 to 10 team members, 11 to 15 team members, and 16 to larger than 20 team members. For team size including both core members and temporary members the reference category was: 2 to 9. The dummies created were: 10 to 20 and larger than 20. The ranges chosen were based on a frequency analysis. When the ranges are too small, which is when less than 10 respondents have chosen answers within that range, a multiple regression analysis cannot be performed. The reason being is that effects cannot be measured when the number of respondents is too small. For the different dummies of team size stated above interaction variables were made with team CQ (centered). The independent variable team CQ was centered as especially when creating interaction variables with an independent variable and a dummy for interpretation purposes it is wise to center the independent variable, which in this case was team CQ. The dummies were not centered as the values of a dummy are 0 and 1. For the control variable team ID, dummies have been made as well. The reference category for team ID was: other. The dummies created were: Photography, IT, and Adhesives.

The variables were entered within a linear regression analysis based on the method 'Enter'. In Model 1, only the control variables were entered. In Model 2, team CQ was entered. In Model 3, additive team tenure and the interaction effect between additive team tenure and team CQ were entered. In Model 4, collective team tenure and the interaction effect between collective team tenure and team CQ were entered. In Model 5, team tenure dispersion and the interaction effect between team tenure dispersion and team CQ were entered. In Model 6, team size core and the interaction effect between team size core and team CQ were entered. In Model 7, team size core and temporary and the interaction effect between team size core and temporary and team CQ were

entered.

The assumptions that come with this analysis needed to be assessed before the results could be interpreted. For linearity, the scatterplot of the regression model should show no distinct pattern (Hair et al., 2014). This assumption was met (see Appendix 7). For homoscedasticity, the scatterplot was used as well (Hair et al., 2014). The residuals showed no clear pattern (see Appendix 7). For the independents of errors, the Standardized Predicted Value was checked, which is presented in the residuals statistics table (Hair et al., 2014). To meet this assumption, the mean should be ,000 and the standard deviation should be 1,000 (Hair et al., 2014). This assumption was met (see Appendix 7). To test if the errors were distributed normally, the histogram and P-P plot were assessed. (Hair et al., 2014). The histogram and P-P plot indicated normally distributed errors (see Appendix 7). Lastly, multicollinearity was assessed. To check for multicollinearity, the tolerance values should be above .10 and the VIF should be below 10 (Hair et al., 2014; Field, 2018). Overall, the variables used show no serious issues in regards to multicollinearity in any of the models (see Appendix 7). However, additive team tenure showed some issues in Model 5, 6, and 7 (see Appendix 7). Next to that, team CQ showed some issues in Model 6 and 7 (see Appendix 7). Therefore, for further analysis these variables will not be interpreted based on the models in which these variables showed issues in regards to multicollinearity.

The model could be further interpreted as assumptions were met. Below in Table 5, Model 7 of the hierarchical multiple regression is presented. Model 1 to 6 are presented in Appendix 8 due to page limit constraints. The R^2 value increases with each model beginning at .07 in Model 1 with only the control variables to .49 in Model 7 in which all variables were included in the model (see Appendix 8 and Table 5). This means that the last model explains most of the variation in team IWB. With a R^2 value of .49, a total of 49% of the variance of team IWB was explained. The adjusted R^2 was interpreted next. The adjusted R^2 gives an indication of the generalizability of the model. The difference between the R^2 and adjusted R^2 ideally should be small. When comparing the different models, the largest difference was .14 (see Table 5 Model 7: $.49 - .35 = .14$). It can be concluded that when the model was measured with use of the population instead of the sample there would be around 14% less variance in the outcome. In Appendix 8 and Table 5, the change in hierarchy per model could be derived as well. For Model 1, 3, 5, 6, and 7 the R^2 increased not significantly enough to present a significant F-change. Within Model 2, R^2 increased from .07 to .36 (see Appendix 8). This resulted in a significant F-change of 42.59 ($p < .01$) (see Appendix 8). Within Model 4, R^2 increased from .37 to .42 (see Appendix 8). This resulted in a significant F-change of 4.04 ($p < .05$) (see Appendix 8). In Appendix 8 and Table 5, the output of the ANOVA tests are presented for each model. The F-statistic gives an indication whether the model can significantly predict the outcome

better than when using an estimation of the mean. In Model 1, this was not the case as the F-statistic was not significant (see Appendix 8). Model 2 to 7 had an F-statistic between 3.43 and 8.73 and were significant ($p < .01$) (see Appendix 8 and Table 5). It can be concluded that all models, except for Model 1 with only the control variables, were able to predict team IWB better in comparison when the model would not be fitted to the data.

For Model 1 to 7, the b-coefficients are given (see Appendix 8 and Table 5). In Model 1, none of the variables were able to significantly predict team IWB. In Model 2, team CQ had a significant b-coefficient of .89 ($p < .01$). In Model 3, team CQ had a significant b-coefficient of .87 ($p < .01$). In Model 4, there were three variables that were significant. First of all, IT with a significant b-coefficient of .43 ($p < .1$). Secondly, team CQ with a significant b-coefficient of .79 ($p < .01$). Thirdly, collective team tenure with a significant b-coefficient of .53 ($p < .1$). In Model 5, the same three variables were significant as in Model 4. The b-coefficients were .47 ($p < .1$), .82 ($p < .01$), and .44 ($p < .1$) respectively. In Model 6, the same three variables were significant as in Model 4 and 5. The b-coefficients were .48 ($p < .1$), 1.09 ($p < .05$), and .43 ($p < .1$) respectively. In Model 7, the same three variables were significant as in Model 4, 5 and 6. The b-coefficients were .60 ($p < .1$), 1.14 ($p < .05$), and .45 ($p < .1$) respectively. Within Model 6 and 7, the b-coefficients for team CQ were above 1 as team CQ within this model showed some issues in regards to multicollinearity (see Appendix 7).

The industry IT showed a significant b-coefficient in Model 4 to 7. The variable IT, was a dummy variable of team ID and had as a reference category Other. Other included all type of teams that were not in the industry of Photography, IT or Adhesives. The b-coefficients within Model 4 to 7 were between .43 and .60 with a significance of $p < .10$. Model 4 has been chosen to be interpreted as this model showed the best model fit. The b-coefficient of Model 4 was .43 ($p < .10$). This indicated that teams that work in IT in comparison with the reference category Other showed a significantly higher team IWB of .43.

Team CQ had a significant b-coefficient in Model 2 to 7. Model 2 has been chosen to be interpreted as this model showed the best model fit. The b-coefficient of team CQ in Model 2 was .89 ($p < .01$). This indicates that when team CQ increases with one unit, team IWB increases with .89. This is almost a complete category.

Collective team tenure had a significant b-coefficient in Model 4 to 7. Model 4 has been chosen to be interpreted as this model showed the best model fit. The b-coefficient of collective team tenure in Model 4 was .53 ($p < .10$). This indicates that when collective team tenure increases by one unit, team IWB increases with .53.

The interpretations above are true when the rest of the model is held constant.

Table 5 – Hierarchical multiple regression team IWB Model 7

| | Team IWB | | |
|---|----------|------|------|
| | b | SE b | Beta |
| Control variables | | | |
| Age | -.00 | .01 | -.01 |
| Gender | .25 | .24 | .11 |
| <i>Team ID Dummy – Other (= ref)</i> | | | |
| Team ID Dummy – Photography | .61 | .52 | .21 |
| Team ID Dummy – IT | .60* | .29 | .26 |
| Team ID Dummy - Adhesives | -.28 | .43 | -.11 |
| Explanatory/interaction variables | | | |
| Team CQ | 1.14** | .52 | .71 |
| Additive team tenure | -.03 | .14 | -.06 |
| Additive team tenure*Team CQ | -.13 | .10 | -.16 |
| Collective team tenure | .45* | .22 | .34 |
| Collective team tenure*Team CQ | .12 | .24 | .06 |
| Team tenure dispersion | -.14 | .11 | .18 |
| Team tenure dispersion*Team CQ | -.04 | .12 | -.05 |
| <i>Team size core Dummy – 2 to 5 (=ref)</i> | | | |
| Team size core Dummy - 6 to 10 | .14 | .30 | .07 |
| Team size core Dummy - 11 to 15 | .39 | .41 | .11 |
| Team size core Dummy - 16 to larger than 20 | .76 | .36 | .30 |
| Team size core 6 to 10 * Team CQ | -.44 | .53 | -.20 |
| Team size core 11 to 15 * Team CQ | -1.08 | .68 | -.26 |
| Team size core 16 to larger than 20 * Team CQ | -.95 | .72 | -.24 |
| <i>Team size core and temporary Dummy – 2 to 9 (=ref)</i> | | | |
| Team size core and temporary Dummy - 10 to 20 | -.33 | .27 | -.15 |
| Team size core and temporary Dummy - larger than 20 | -.91 | .36 | -.42 |
| Team size core and temporary 10 to 20 * Team CQ | .33 | .42 | .12 |
| Team size core and temporary larger than 20 * Team CQ | .31 | .47 | .13 |
| Model information | | | |
| F | 3.43*** | | |
| F change | 1.86 | | |
| R ² | .49 | | |
| R ² change | .05 | | |
| Adjusted R ² | .35 | | |
| N | 102 | | |

Note. (=ref) means reference category. *** = $p < .01$; ** = $p < .05$; * = $p < .1$.

4.8.2 Multiple linear regression

In sub-chapter 4.8.1, the results of the hierarchical multiple regression were discussed. The results support hypothesis 1 that team CQ positively influences team IWB. As team CQ consists of five dimensions it is interesting to test if and which dimensions positively influence team IWB.

The assumptions that come with this analysis needed to be assessed before the results could be interpreted. The assumptions are: linearity, homoscedasticity, the independents of errors, normally distributed errors, and multicollinearity. The methods and criteria used are the same as in sub-chapter 4.8.1. All of the assumptions were met (see Appendix 9).

As the assumptions were met, the model could be further interpreted. In Table 6, the results of the multiple linear regression analysis are presented. With a R^2 value of .34, a total variance of 34% of the variance of team IWB was explained. The adjusted R^2 was interpreted next. The difference between R^2 and adjusted R^2 should be small. The difference was $.34 - .31 = .03$. It can be concluded that when the model was measured with use of the population instead of the sample there would be around 3% less variance in the outcome. In Table 6, the change in hierarchy per model could be derived as well. The R^2 increased significantly enough to present a significant F-change of 10.00 ($p < .01$). The F- statistic in Table 6, gives an indication whether the model can significantly predict the outcome better than when using an estimation of the mean. The F- statistic of this model was 10.00 and was significant ($p < .01$).

The b- coefficients of the different dimensions of team CQ were all positive except for metacognition. Two dimensions had a significant b-coefficient. Firstly, the dimension coexistence had a significant b-coefficient of .30 ($p < .01$). This indicated that when the dimension coexistence increases by one unit, team IWB increases with .30. Secondly, the dimension meaningful participation had a significant b-coefficient of .43 ($p < .01$). This indicated that when the dimension meaningful participation increases by one unit, team IWB increases with .43.

The results of the bivariate analysis suggested a positive relationship between all of the dimensions on team IWB. Within the multiple linear regression, only two dimensions seemed to significantly predict team IWB.

Table 6 – Multiple linear regression team CQ dimensions explaining team IWB

| | Team IWB | | |
|------------------------------|----------|------|------|
| | b | SE b | Beta |
| Explanatory variables | | | |
| MC | -.04 | .14 | -.03 |
| CE | .30** | .13 | .24 |
| MP | .43** | .14 | .33 |
| VVI | .20 | .17 | .15 |
| LD | .04 | .14 | .03 |
| Model information | | | |
| F | 10.00*** | | |
| F change | 10.00*** | | |
| R^2 | .34 | | |
| R^2 change | .34 | | |
| Adjusted R^2 | .31 | | |

4.8.3 Interpretation of scatterplots and graphs team size

By making a dummy variable of team size, team size was appropriate to put into the hierarchical multiple regression model to test for an inverted U-shape relationship with team IWB. An inverted U- shape relationship was predicted as well when team size acts as a moderator on the relationship between team CQ and team IWB. The predictions do not seem to be true based on the hierarchical multiple regression. It was expected that the lower ranges of team size, for both core team size and core and temporary team size, would positively influence team IWB.

A closer look has been taken to the scatterplots and graphs, to check if there might be another nonlinear relationship between team size and team IWB. For this analysis, the original variables of core team size and core team size and temporary members have been used. In Appendix 10, the four different scatterplots and two graphs are presented. All of the four scatterplots showed that there is no clear association between the variables. This means that there was neither a clear pattern for a linear relationship nor a nonlinear relationship, such as an inverted U- shape. To get a more visual representation of the relationship between team size and team IWB, two graphs have been created as well. The two graphs neither show a linear nor a nonlinear relationship, such as an inverted U-shape. For the interaction effect, no graphs have been presented as interaction effects are not appropriate to visualize in graphs.

4.8.4 Hypothesis testing based on multivariate analysis

Hypothesis 1 – predicting a positive relationship between team CQ and team IWB – was supported. A b-coefficient of .89 ($p < .01$) within the hierarchical multiple regression made that this hypothesis could be supported (Model 2). This indicates that when team CQ increases with one unit, team IWB increases with .89. Based on the results of the bivariate analysis, this hypothesis was also supported. The dimensions of team CQ were also tested separately within a multiple linear regression. Two dimensions indicated a significant relationship with team IWB. Coexistence had a b-coefficient of .30 ($p < .01$) and meaningful participation had a b-coefficient of .43 ($p < .01$). This indicates that when these dimensions increase with one unit, team IWB increases with .30 and .43 respectively. As a result, hypothesis 1 was supported.

Hypothesis 2 – predicting a positive relationship between the different forms of team tenure (additive, collective, and team tenure dispersion) and team IWB – was partially supported. Additive team tenure within the hierarchical multiple regression had a b-coefficient of -.01 (Model 3), which was not significant. Therefore, hypothesis 2a was not supported. Collective team tenure within the hierarchical multiple regression had a significant b-coefficient of .53 ($p < .10$) (Model 4). This

indicates that when collective team tenure increases with one unit, team IWB increases with .53. Based on the bivariate analysis, this outcome was not expected as collective team tenure and team IWB showed no significant correlation. The Pearson correlation value was .05. This indicates a weak correlation. A hierarchical multiple regression is a more sophisticated model in comparison to a bivariate correlation. Therefore, hypothesis 2b which predicts that collective team tenure positively influences team IWB was supported. Team tenure dispersion within the hierarchical multiple regression had a b-coefficient of $-.13$ (Model 5), which was not significant. Therefore, hypothesis 2c was not supported.

Hypothesis 3 – predicting an inverted U-shape relationship between team size and team IWB – was not supported. For all the dummies created for team size none of them showed a significant b-coefficient. No difference with only taking into account core team members and including temporary members could be identified from the data. With a predicted inverted U-shape relationship it was predicted that team size positively influences team IWB up until a certain point. After a certain point it was expected that when team size increases team IWB decreases. The results of the hierarchical multiple regression did not show such a relationship. A closer look has been taken to the scatterplots and graphs of team size and team IWB. No association between these variables could be identified. As a result, hypothesis 3 was not supported.

Hypothesis 4 – predicting a positive moderation effect between the different forms of team tenure (additive, collective and team tenure dispersion) on the relationship between team CQ and team IWB – was not supported. The interaction effect of additive team tenure had a b-coefficient of $-.08$ (Model 3), which was not significant. The interaction effect of collective team tenure had a b-coefficient of $.15$ (Model 4), which was not significant. As said before, collective team tenure positively influences team IWB. The results of the hierarchical multiple regression indicate that when acting as a moderator on the positive relationship between team CQ and team IWB, this effect disappears as the moderation effect was not significant. The interaction effect of team tenure dispersion had a b-coefficient of $-.11$ (Model 5), which was not significant. As a result, hypothesis 4a, 4b, and 4c were not supported.

Hypothesis 5 – predicting an inverted U-shape moderation of team size on the relation between team CQ and team IWB – was not supported. For all the interaction effects created with the dummies for team size none of them showed a significant b-coefficient. No difference with only taking into account core team members and including temporary members could be identified from the data. With a predicted inverted U-shape relationship it was predicted that team size positively moderated the relationship between team CQ and team IWB up until a certain point. The results of the hierarchical multiple regression did not show such a relationship. A closer look has been taken to

the scatterplots of the interaction effects of team size and team IWB. No association between these variables could be identified. As a result, hypothesis 5 was not supported.

Below in Table 7, an overview of the hypotheses are presented. Based on the results of this research, the hypotheses have been either supported or rejected.

Table 7 – Overview of hypotheses

| <i>Hypothesis</i> | <i>Supported / Rejected</i> |
|--|-----------------------------|
| <i>H1: Team CQ will be positively related to team IWB</i> | Supported |
| <i>H2a: Additive team tenure will be positively related to team IWB</i> | Rejected |
| <i>H2b: Collective team tenure will be positively related to team IWB</i> | Supported |
| <i>H2c: Team tenure dispersion will be positively related to team IWB</i> | Rejected |
| <i>H3: Team size has an inverted U-shape relationship with team IWB</i> | Rejected |
| <i>H4a: Additive team tenure will positively moderate the relation between team CQ and team IWB</i> | Rejected |
| <i>H4b: Collective team tenure will positively moderate the relation between team CQ and team IWB</i> | Rejected |
| <i>H4c: Team tenure dispersion will positively moderate the relation between team CQ and team IWB</i> | Rejected |
| <i>H5: Team size will show an inverted U-shape moderation on the relation between team CQ and team IWB</i> | Rejected |

5. Conclusion

This chapter will bring the outcomes of the results chapter together to be able to answer the main research question. The main research question could be answered with use of two sub-questions.

To be able to answer the first sub-question, hypotheses 1 to 3 were constructed. The answer to the first sub-question is: team CQ (.89) and collective team tenure (.53) both positively influence team IWB within a multicultural team. The other variables show no significant influence on team IWB within a multicultural team.

To be able to answer this second sub-question, hypotheses 4 and 5 were constructed. The answer to the second sub-question is: none of the predicted moderators significantly moderate the relationship between team CQ and team IWB within a multicultural team.

Based on the answers of the two sub-questions the main research question of this research could be answered. The answer is: only team CQ (.89) and collective team tenure (.53) positively influence team IWB within a multicultural team. All the other hypothesized relationships could not be supported based on the data of this research.

6. Discussion

This chapter includes a reflection on the theory, scientific contributions, managerial contributions, limitations, and future research.

6.1 Reflection on the theory incl. scientific contributions

Hypothesis 1 was supported. This confirms the outcomes of a previous study on team CQ and team IWB of Bücken and Korzilius (2018). In this previous study, this relationship was tested with respondents from a Dutch dairy company within the R&D department (Bücken & Korzilius, 2018). In this research, multicultural teams from different industries and departments were part of the sample. This may conclude that the positive relationship between team CQ and team IWB holds within multicultural teams of different industries and departments. This research has also distinguished the different dimensions of team CQ and the relationship these dimensions have separately with team IWB. Within the research of Bücken and Korzilius (2018), only a bivariate correlation was used to analyse these relationships. Within this research, these relationships were analysed with use of a multiple linear regression. The dimensions coexistence and meaningful participation showed to positively influence team IWB. Besides, the construct of team CQ and team IWB has been tested within a more diverse sample. The constructs of team CQ and team IWB used in the research of Bücken and Korzilius (2018) have been confirmed. Only for team CQ, LD4_r was deleted from the construct based on the EFA, CFA, and reliability analysis.

Hypothesis 2 was partially supported. Of the three forms of team tenure only collective team tenure seems to positively influence team IWB. Previously, individual tenure was found to positively influence innovative related behavior (Ng & Feldman, 2013). Therefore, it was expected that the different forms of team tenure all positively influence team IWB. Due to the fact that only collective team tenure positively influences team IWB it can be said that team tenure does not automatically positively influence IWB within the team. Collective team tenure increases once the team as a whole spends more time together and no new team members join the team (Gonzalez-Mulé et al., 2019). Previously it has been argued that collective team tenure causes processes to run more continuous and self-regulated (Gonzalez-Mulé et al., 2019). There is a logical reasoning why collective team tenure may positively influence team IWB. Due to the fact that overall processes run more continuous and self-regulated, once collective team tenure increases, there is more time to show IWB as time allows for this.

Hypothesis 3 was not supported. Based on previous studies team size was predicted to possibly show an inverted U-shape relationship with team IWB (Curral et al., 2001; Hülshager et al., 2009; Mathieu et al., 2019). On the other hand, to determine the ideal number of members of a team to positively influence innovation was deemed to be rather difficult (Hülshager et al., 2009;

Mathieu et al., 2019). Within this research, the ideal team size could also not have been determined based on the data. Team size showed no linear nor a nonlinear relationship, such as the predicted inverted U-shape relationship with team IWB. The results of the research of Hülshager et al. (2009), indicated that team size positively influences innovation. A possible reason that hypothesis 3 could not have been supported is it that innovation is conceptually different enough from IWB.

Hypothesis 4 was not supported. The different forms of team tenure were indicated to possibly act as a moderator within team relationships (Mathieu et al., 2019). Li et al. (2017), suggested that team CQ might be improved by adapting team composition. Team tenure is part of team composition. According to Mathieu et al. (2019), team tenure under certain circumstances may strengthen team relationships. The proposed team relationship in this research is the positive relationship between team CQ and team IWB. Under the circumstances of this research, the different forms of team tenure do not seem to moderate the relationship between team CQ and team IWB.

Hypothesis 5 was not supported. Based on previous studies team size has been suggested to positively moderate the relationship between team CQ and team IWB up until a certain point (Hülshager et al., 2009; Mathieu et al., 2019). In academic research, this is called an inverted U-shape relationship. A possible reason that hypothesis 5 could not have been supported is again that innovation might be conceptually different enough from IWB (Hülshager et al., 2009).

6.2 Managerial contributions

Team CQ has shown to positively influence the ability to show team IWB. Team CQ consists out of five dimensions (Bücker & Korzilius, 2018). Two out of five dimensions were shown to positively influence team IWB. These dimensions were: coexistence and meaningful participation. For international organizations, it might be beneficial for improving team IWB to improve team CQ based on the two dimensions mentioned above. To compose multicultural teams and to increase their IWB it is important to first know where the team stands. Team CQ could be measured at different points in time to see if there are any changes. Multicultural teams should be made aware of the importance of team CQ by the responsible managers of these teams. Once the manager of a multicultural team knows the team CQ of that particular multicultural team, appropriate measures can be taken. In a previous study, individual CQ did not show to positively influence team CQ (Bücker & Korzilius, 2018). Therefore, it is suggested to take appropriate measures that involve all the team members of a particular multicultural team. An appropriate measure could be intercultural training. Intercultural training has proven to stimulate the success of interactions within multicultural organizations (Rehg & Gundlach, 2012). Besides, individual CQ has been proven to be strengthened by intercultural training (Chen, 2015). These intercultural trainings are most of the time facilitated by

members of the HR department (Rehg & Gundlach, 2012). However, previous research has indicated that strengthening CQ with use of intercultural trainings is challenging (Chen, 2015). The format of these intercultural trainings should be appropriate for the multicultural team this training is given to. For instance, learning style is shown to be affected by culture (Chen, 2015). This may mean that for certain members of a culture an intercultural training might be an appropriate format and for members of another culture the training is less appropriate to strengthen team CQ. There are different formats of intercultural trainings. Intercultural trainings can be distinguished in two main formats (Fowler & Blom, 2004). The formats are: experiential and didactic (Fowler & Blom, 2004). The experiential format involves incorporating role plays and simulations within intercultural training (Fowler & Blom, 2014). The didactic format involves incorporating discussions and lectures within intercultural training (Fowler & Blom, 2004). Previous research has recommended the experiential type of intercultural training (Graf, 2004). A distinction between culture general and culture specific intercultural trainings has been made as well (Graf, 2004). The preferred type of intercultural training is culture general (Graf, 2004). Within culture general no specific culture is the focus of the intercultural training, while in culture specific this is the case (Graf, 2004). In a more recent research, personality has been viewed as a moderator between the effectiveness of a training and cultural intelligence (Fischer, 2011). Once a person showed to be more open-minded, motivational CQ was positively influenced by the intercultural training (Fischer, 2011). The impact of intercultural training on team CQ is under researched. However, it is expected that ones all individuals of a team together follow intercultural trainings team CQ could strengthen. To determine if team CQ has strengthened, team CQ could be measured before and after the intercultural trainings. To be able to identify if the increase of team CQ has positively influenced team IWB, team IWB could be measured as well before and after the intercultural trainings. Research has indicated that assessment of CQ before intercultural training is important (Graf, 2004). It enables improvement of the training due to a more clearer focus and an evaluation upfront of the effectiveness of the intercultural training can be made (Graf, 2004).

Collective team tenure has shown to positively influence team IWB. Therefore, increasing collective team tenure might be something to consider for managers of international organizations that manage multicultural teams. Collective team tenure could be increased when a team is fixed for a longer period of time. Research has shown that increasing collective team tenure causes processes to run more continuous and self-regulated (Gonzalez-Mulé et al., 2019). Due to the fact that overall processes run more continuous and self-regulated in collective longer tenured teams it could be that there is more time left to show IWB. Based on the reasons above, managers of multicultural teams and HR managers are advised to critically evaluate any team member that joins or leaves the team.

As when a team member joins or leaves the team this might have a (negative) influence on team IWB.

6.3 Limitations

Team CQ and team IWB were only measured at one point in time. Team CQ and team IWB could be affected by many variables. For instance, a large change within an international organization may force multicultural teams to show team IWB to deal with those changes. On a daily basis this particular multicultural team might not show as much team IWB. To get a good representation of reality, team CQ and team IWB should have been measured at different points in time. Considering the time limit of this research, this was unfortunately not possible.

Team size at times was viewed differently by members of the same multicultural team. Each individual respondent of a multicultural team was asked for the size of the team they were working in. The decision was made to not aggregate the individual scores of team size per multicultural team. The answers of the respondents of the same multicultural team differed only slightly. Most of the time the team size differed by only one team member. This may be dedicated to the fact that some team members did include themselves as part of the team and others did not. It would have been better if the question clearly indicated if the respondent should include or exclude themselves from the team size. Besides, team size had as the last answering category >20. To get a more complete picture of team size and the relationship this variable has with team CQ and team IWB it would have been better to have a larger range of options. For instance, running up until 50 and as a last answering category >50.

The items related to the Corona crisis were incomplete. Outcomes of this research indicated that team IWB may be slightly affected by the Corona crisis, but not how it affected team IWB. The respondents should have been asked if the Corona crisis positively or negatively affected team IWB.

Lastly, the desired sample size has not been reached. In these uncertain times due to the Corona crisis, organizations were most of the time not willing to participate in this research as they had other things to worry about. Next to that, not all team members of a team filled in the questionnaire. This could mean that the actual outcomes are different in comparison with reality as there is not a complete picture of the entire team. However, this risk was reduced with use of the interrater agreement. Next to that, only a limited amount of teams have filled in the questionnaire. For all independent and dependent variables, this could mean that the results are not generalizable to a great extent. For instance, for the different forms of team tenure it is important to know how long each individual has been part of the team to get a complete picture. Due to the Corona crisis, the target of a 75% response rate per team and 50 teams in total was in the end unfortunately not realistic.

6.4 Future research

Individual tenure is previously found to positively influence innovation related behavior (Ng & Feldman, 2013). The three different forms of team tenure were hypothesized to positively influence team IWB (see H2a, H2b, and H2c). Of the three different forms of team tenure, only collective team tenure was found to positively influence team IWB (see H2b). Additive team tenure is calculated by taking the mean of the individual tenure scores of the members of a particular multicultural team. Therefore, especially for this form of team tenure it was expected to have a positive influence on team IWB. Future research should investigate whether the circumstances of this research might have caused these hypotheses to not be supported (see H2a and H2c).

Team size did not show the predicted inverted U-shape relationship with team IWB neither as a moderator within the relationship between team CQ and team IWB (see H3 and H5). The reason being could be that when there is innovation it does not automatically mean that there is a lot of IWB within the team. The hypotheses 3 and 5, were hypothesized based on the mixed outcomes of the influence of team size on innovation (Curall et al., 2001; Guzzo, 1988; Tjosvold et al., 2004). Previous research has indicated that team size positively influences innovation (Hülshager et al., 2009). However, other research has indicated that there is an ideal team size for team performance outcomes such as team IWB, but that this is difficult to determine (Mathieu et al., 2019). Future research should investigate the relationship between innovation and team IWB, while taking into account team size as this is under researched. The results of this future research may help to explain why no inverted U-shape relationship between team size and team IWB was found in this research (see H3). It might also help to explain why no inverted U-shape moderation on the relation between team CQ and team IWB was found in this research (see H5).

Compositional features have shown to strengthen the relationships with the effectiveness of team outcomes under certain circumstances (Mathieu et al., 2019). The relationship of concern in this research is between team CQ and team IWB. The compositional features of concern in this research are team tenure and team size. None of the hypotheses could be confirmed (see H4a, H4b, H4c, and H5). Future research should investigate under which exact circumstances the hypothesized relationships may hold as in this research the hypotheses could not be confirmed.

Within this research, multicultural teams that work in IT in comparison with other multicultural teams that work in different industries show significantly more team IWB. For future research, it is of interest to investigate what makes that multicultural teams that work in IT show significantly more team IWB. The results of this future research could be favourable for international organizations of other industries that want to improve team IWB within their multicultural teams.

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Appendices

Appendix 1 – Items questionnaire

| Item | Description | Source |
|-----------------------------|--|--------|
| Team CQ | | |
| Team cultural metacognition | | |
| MC1 | The team is conscious of the cultural knowledge it uses when interacting with people with different cultural backgrounds | BK |
| MC2 | The team adjusts its cultural knowledge as it interacts with people from a culture that is unfamiliar to the team | BK |
| MC3 | The team is conscious of the cultural knowledge it applies to cross-cultural interactions | BK |
| MC4 | The team checks the accuracy of the cultural knowledge it uses when interacting with people from different cultures | BK |
| Coexistence | | |
| CE1 | The team uses a combination of norms or practices from different members' cultures | BK |
| CE2 | The team tolerates members following their own cultural norms and practices | BK |
| CE3 | The team accepts that members from different cultures have different ways of expressing themselves | BK |
| CE4 | The team uses some norms and practices from some members and some from others | BK |
| Meaningful participation | | |
| MP1 | Team members participate in the team discussions openly and freely | BK |
| MP2 | Each team member participates in decision-making | BK |
| MP3 | All team members are encouraged to participate in team discussions | BK |

| | | |
|--|--|-------|
| Openness to diversity in value, visibility and information | | |
| VVI1 | In my team, members enjoy doing jobs with people of different ethnicity, gender and/or age | BK |
| VVI2 | In my team, members make an extra effort to listen to people of different ethnicity, gender, and/or age | BK |
| VVI3 | In my team, members make an extra effort to listen to people who hold different work values and/or motivations | BK |
| VVI4 | In my team, members are keen to learn from people who have different work values and/or motivations | BK |
| VVI5 | In my team, members enjoy doing jobs with people from different professional background and/or work experiences | BK |
| VVI6 | In my team, members make an extra effort to listen to people from different professional backgrounds and/or work experiences | BK |
| Openness to linguistic diversity | | |
| LD1 | The team enjoys doing jobs with people despite language barriers | BK |
| LD2 | The team makes an extra effort to listen to people speaking different languages | BK |
| LD3 | The team is keen to learn from people even when communication is slowed down by language barriers | BK |
| LD4 | The team is less willing to communicate when faced with people speaking a different language | BK |
| Team IWB | | |
| Idea exploration | | |
| IE1 | How often does the team pay attention to issues that are not part of their daily work? | BK/JH |
| IE2 | How often does the team wonder how things can be improved? | BK/JH |
| Idea generation | | |
| IG1 | How often does the team search out new working methods, techniques, or instruments? | BK/JH |
| IG2 | How often does the team generate original solutions for problems? | BK/JH |
| IG3 | How often does the team find new approaches to execute tasks? | BK/JH |
| Idea championing | | |

| | | |
|-------------------------------|---|-------|
| IC1 | How often does the team make important organizational members enthusiastic for innovative ideas? | BK/JH |
| IC2 | How often does the team attempt to convince people to support an innovative idea? | BK/JH |
| Idea implementation | | |
| II1 | How often does the team systematically introduce innovative ideas into work practices? | BK/JH |
| II2 | How often does the team contribute to the implementation of new ideas? | BK/JH |
| II3 | How often does the team put effort into the development of new things? | BK/JH |
| Team size | | |
| Cteamsize | The core team I am working in consists of ... team members | - |
| CTteamsize | The team I am working in, including both the core team members and the temporary team members, consists of ... team members | - |
| Team tenure | | |
| Additive team tenure | | |
| Ateamtenure | How long have you been part of this team? | S* |
| Collective team tenure | | |
| Cteamtenure | When was the last time a new team member joined the team? | BO* |
| Control variables | | |
| Age | Age | - |
| Gender | Gender | - |
| TeamID | TeamID | - |

| Other variables | | |
|------------------------|---|-------|
| Nationality | Nationality | - |
| Teamrole | Team Role | - |
| Department | Department | - |
| Teamdiv | Team cultural diversity | BK/GF |
| | How would you describe the cultural diversity of the team? | |
| Corona1 | Do you think you would have answered questions differently before the corona crisis? | - |
| Corona2 | To what extent does the corona crisis has an impact on your innovative work behavior? | - |

Note. Sources: BK = Bücken & Korzilius (2018); BO= Boerner et al. (2011); GF = Groves & Feyerherm (2011); JH = de Jong & den Hartog (2010); S = Stachowski et al. (2009).

Legend:

*Items marked with a star are adjusted from the original scale used.

Appendix 2 – Questionnaire Qualtrics

Team cultural intelligence and Team innovative work behavior

Dear respondent,

We would hereby like to thank you for your participation. The aim of our research is to contribute to the knowledge acquisition about team cultural intelligence and its effects on the innovative work behavior of teams in the course of our master's thesis.

We guarantee you that all your data stays anonymous and any information that refers to you will not be published. Furthermore, the data set which is build up by means of this questionnaire will remain exclusively in the possession of the university. Therefore, please be honest and take your time for this questionnaire. The estimated time to complete the questionnaire is 15 minutes.

If you are interested in the results of this research or have any other questions. You can contact us via e-mail: iris.liebrand@student.ru.nl and/or sabrina.adam@student.ru.nl. After the finalization of the master's thesis we will provide the contact person with one digital copy of the report. In case you are also interested in the results, you can sent us an inquiry via e-mail.

Thank you again for your participation and we hope that everything is clear and understandable.

Best wishes,

Iris & Sabrina

This questionnaire begins with an open question regarding your team ID, followed by seven questions with answer categories and drop down menus about the characteristics and competences of your team (Q1-Q7). Afterwards, the following six questions (Q8-Q13) refer to your individual competences as well as judgement and the questionnaire ends with five short questions (Q14-Q18) regarding your demographic information. Choose the answer that best represents your thoughts about yourself or about your team.

Team ID

The team ID was sent via e-mail to our contact person within your company. You should have received it in advance to this questionnaire. If not, please fill in the first two letters of the company and the department you work in (CC_department).

The following seven questions refer to the characteristics and competences of your team:

Question 1

The core team I am working in consists of ... team members

The team I am working in, including the core team members and the temporary team members, consists of ... team members

Question 2

How long have you been part of this team?

When was the last time a new team member joined the team?

Question 3

How would you describe the cultural diversity of the team?

Question 4

Definition cultural knowledge: it refers to one's level of familiarization with selected general and specific cultural characteristics, history, values, belief systems, and behaviors of members of another ethnic group (Adams, 1995)

Definition conscious: Another word for conscious is "aware"

| | Strongly disagree | Disagree | Somewhat disagree | Neither agree nor disagree | Somewhat agree | Agree | Strongly agree |
|--|-------------------|----------|-------------------|----------------------------|----------------|-------|----------------|
| The team is conscious of the cultural knowledge it uses when interacting with people with different cultural backgrounds | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The team adjusts its cultural knowledge as it interacts with people from a culture that is unfamiliar to the team | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The team is conscious of the cultural knowledge it applies to cross-cultural interactions | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The team checks the accuracy of the cultural knowledge it uses when interacting with people from different cultures | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The team uses a combination of norms or practices from different members' cultures | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The team tolerates members following their own cultural norms and practices | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The team accepts that members from different cultures have different ways of expressing themselves | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The team uses some norms and practices from some members and some from others | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Team members participate in the team discussions openly and freely | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Each team member participates in decision-making | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All team members are encouraged to participate in team discussions | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| In my team, members enjoy doing jobs with people of different ethnicity, gender and/or age | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| In my team, members make an extra effort to listen to people of different ethnicity, gender, and/or age | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| In my team, members make an extra effort to listen to people who hold different work values and/or motivations | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| In my team, members are keen to learn from people who have different work values and/or motivations | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| In my team, members enjoy doing jobs with people from different professional background and/or work experiences | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| In my team, members make an extra effort to listen to people from different professional backgrounds and/or work experiences | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The team enjoys doing jobs with people despite language barriers | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The team makes an extra effort to listen to people speaking different languages | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The team is keen to learn from people even when communication is slowed down by language barriers | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The team is less willing to communicate when faced with people speaking a different language | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Question 5

| | Never | Rarely (<10% of the time) | Occasionally (about 30% of the time) | Sometimes (about 50% of the time) | Frequently (about 70% of the time) | Usually (about 90% of the time) | All the time |
|--|-------|------------------------------------|--|---|---|---|-----------------|
| How often does the team pay attention to issues that are not part of their daily work? | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| How often does the team wonder how things can be improved? | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| How often does the team search out new working methods, techniques, or instruments? | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| How often does the team generate original solutions for problems? | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| How often does the team find new approaches to execute tasks? | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| How often does the team make important organizational members enthusiastic for innovative ideas? | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| How often does the team attempt to convince people to support an innovative idea? | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| How often does the team systematically introduce innovative ideas into work practices? | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| How often does the team contribute to the implementation of new ideas? | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| How often does the team put effort into the development of new things? | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Question 6

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|-------------------|----------|----------------------------|-------|----------------|
| Creativity is encouraged in the team | 0 | 0 | 0 | 0 | 0 |
| Our ability to function creatively is respected by the team leader | 0 | 0 | 0 | 0 | 0 |
| Around the team, people are allowed to try to solve the same problems in different ways | 0 | 0 | 0 | 0 | 0 |
| The main function of members in this team is to follow orders which come down through channels | 0 | 0 | 0 | 0 | 0 |
| Around the team, a person can get in a lot of trouble by being different | 0 | 0 | 0 | 0 | 0 |
| This team can be described as flexible and continually adapting to change | 0 | 0 | 0 | 0 | 0 |
| A person can't do things that are too different in this team without provoking anger | 0 | 0 | 0 | 0 | 0 |
| The best way to get along in this team is to think the way the rest of the group does | 0 | 0 | 0 | 0 | 0 |
| People around the team are expected to deal with problems in the same way | 0 | 0 | 0 | 0 | 0 |
| This team is open and responsive to change | 0 | 0 | 0 | 0 | 0 |
| The team leader usually gets credit for others' ideas | 0 | 0 | 0 | 0 | 0 |
| In this team, we tend to stick to tried and true ways | 0 | 0 | 0 | 0 | 0 |
| This team seems to be more concerned with the status quo than with change | 0 | 0 | 0 | 0 | 0 |
| This team publicly recognizes those who are innovative | 0 | 0 | 0 | 0 | 0 |
| Assistance in developing new ideas is readily available | 0 | 0 | 0 | 0 | 0 |
| There are adequate resources devoted to innovation in this team | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| There is adequate time available to pursue creative ideas here | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lack of funding to investigate creative ideas is a problem in this team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personnel shortages inhibit innovation in this team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This team gives me free time to pursue creative ideas during the workday | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Question 7 | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| This team has confidence in itself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This team believes it can become unusually good at producing high-quality work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This team expects to be known as a high-performing team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This team feels it can solve any problem it encounters | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This team believes it can be very productive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Great, you made it half way through the questionnaire

By the way, how often do you watch a movie?

More than once a week

Once a week

Once a month

Once half a year

Once a year

Less than once a year

Never

The following questions refer to your individual and your team leader's competences:

Question 8

How many years did you work outside your home country?

How many years did you work inside your home country with people from different cultural backgrounds?

Question 9

| | Novice | Intermediate | Advanced | Superior | Native speaker |
|--|--------|--------------|----------|----------|----------------|
| How would you evaluate your mastery of the team's working language? | 0 | 0 | 0 | 0 | 0 |
| In your team's working language, how would you evaluate the average language proficiency of your colleagues? | 0 | 0 | 0 | 0 | 0 |

Question 10

| | Not at all | Slightly | Moderately | Very well | Extremely well |
|---|------------|----------|------------|-----------|----------------|
| I know the ways in which cultures around the world are different | 0 | 0 | 0 | 0 | 0 |
| I can give examples of cultural differences from my personal experience, regarding, and so on | 0 | 0 | 0 | 0 | 0 |
| I enjoy talking with people from different cultures | 0 | 0 | 0 | 0 | 0 |
| I have the ability to accurately understand the feelings of people from other cultures | 0 | 0 | 0 | 0 | 0 |
| I sometimes try to understand people from another culture by imagining how something looks from their perspective | 0 | 0 | 0 | 0 | 0 |
| I can change my behavior to suit different cultural situations and people | 0 | 0 | 0 | 0 | 0 |
| I accept delays without becoming upset when in different cultural situations and with culturally different people | 0 | 0 | 0 | 0 | 0 |
| I am aware of the cultural knowledge I use when interacting with someone from another culture | 0 | 0 | 0 | 0 | 0 |
| I think a lot about the influence that culture has on my behavior and that of others who are culturally different | 0 | 0 | 0 | 0 | 0 |
| I am aware that I need to plan my course of action when in different cultural situations and with culturally different people | 0 | 0 | 0 | 0 | 0 |

Question 11

| | Not at all | To a small extent | To some extent | To a moderate extent | To a large extent |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The team leader is open to hearing new ideas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The team leader is attentive to new opportunities to improve work processes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The team leader is open to discuss the desired goals and new ways to achieve them | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The team leader is available for consultation on problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The team leader is an ongoing “presence” in this team – someone who is readily available | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The team leader is available for professional questions I would like to consult with him/her | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The team leader is ready to listen to my requests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The team leader encourages me to access him/her on emerging issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The team leader is accessible for discussing emerging problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Question 12

Do you think you would have answered questions differently before the corona crisis?

- Definitely
- Very probably
- Probably
- Possibly
- Probably not
- Definitely not

Question 13

To what extent does the corona crisis has an impact on your innovative work behavior?

- To a great extent
- Somewhat
- Very little
- Not at all

You are almost done!

The last five questions refer to your demographic information:

Question 14

Age

Question 15

Gender

Male

Female

Non-binary

Question 16

Department

Research and Development

Purchasing

Marketing (including sales)

Human Resource Management

Accounting and Finance

Other

Question 17

Nationality

Question 18

Team role

Thank you for your participation!

Iris Liebrand & Sabrina Adam

Radboud University

Appendix 3 – Outliers

Outliers (N=102)

Univariate detection of outliers

Cases >4.0 Standardized values

| | |
|---------------|----------|
| Ateamtenure_M | No cases |
| Ateamtenure | 59 |
| Cteamtenure_M | No cases |
| Cteamtenure | 102 |
| Dteamtenure | No cases |
| Cteamsize | No cases |
| CTteamsize | No cases |
| MC1 | No cases |
| MC2 | No cases |
| MC3 | No cases |
| MC4 | No cases |
| CE1 | No cases |
| CE2 | No cases |
| CE3 | No cases |
| CE4 | No cases |
| MP1 | No cases |
| MP2 | No cases |
| MP3 | No cases |
| VVI1 | No cases |
| VVI2 | No cases |
| VVI3 | No cases |
| VVI4 | No cases |
| VVI5 | No cases |
| VVI6 | No cases |
| LD1 | No cases |
| LD2 | No cases |
| LD3 | No cases |
| LD4 | No cases |
| IE1 | No cases |
| IE2 | No cases |
| IG1 | No cases |

| | |
|---------|----------|
| IG2 | No cases |
| IG3 | No cases |
| IC1 | No cases |
| IC2 | No cases |
| II1 | No cases |
| II2 | No cases |
| II3 | No cases |
| Corona1 | No cases |
| Corona2 | No cases |

Appendix 4 – Interrater agreement team CQ

| Interrater agreement – Team CQ | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|------|------|------|------|-----|------|------|------|------|------|------|------|------|------|-----|------|------|------|------|------|------|
| Team 1 | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| R1 | 6 | 6 | 6 | 5 | 5 | 7 | 7 | 6 | 7 | 6 | 7 | 6 | 6 | 6 | 6 | 7 | 6 | 6 | 7 | 7 | 6 |
| R2 | 5 | 2 | 2 | 4 | 4 | 6 | 6 | 4 | 5 | 6 | 6 | 5 | 4 | 3 | 4 | 6 | 6 | 5 | 5 | 5 | 4 |
| R3 | 7 | 6 | 6 | 6 | 5 | 6 | 7 | 6 | 7 | 5 | 6 | 7 | 6 | 5 | 6 | 7 | 6 | 7 | 5 | 6 | 6 |
| R4 | 5 | 5 | 5 | 3 | 4 | 5 | 6 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 5 | 5 | 5 | 5 | 4 | 3 |
| R5 | 6 | 5 | 6 | 4 | 5 | 4 | 7 | 4 | 6 | 6 | 7 | 7 | 6 | 6 | 6 | 7 | 6 | 6 | 6 | 6 | 6 |
| R6 | 6 | 5 | 6 | 3 | 6 | 6 | 6 | 5 | 6 | 3 | 6 | 6 | 5 | 3 | 5 | 6 | 6 | 6 | 6 | 6 | 6 |
| R7 | 6 | 7 | 6 | 5 | 6 | 7 | 6 | 6 | 7 | 7 | 7 | 5 | 5 | 4 | 5 | 6 | 5 | 6 | 6 | 6 | 4 |
| R8 | 7 | 6 | 7 | 6 | 7 | 3 | 7 | 6 | 6 | 6 | 7 | 7 | 6 | 6 | 7 | 6 | 6 | 6 | 7 | 6 | 6 |
| R9 | 6 | 6 | 6 | 6 | 5 | 7 | 7 | 5 | 6 | 3 | 7 | 7 | 4 | 4 | 6 | 5 | 4 | 7 | 6 | 5 | 7 |
| R10 | 6 | 6 | 7 | 5 | 7 | 6 | 7 | 7 | 7 | 6 | 7 | 7 | 6 | 7 | 7 | 6 | 6 | 7 | 6 | 6 | 3 |
| R11 | 7 | 6 | 6 | 6 | 6 | 6 | 7 | 5 | 7 | 6 | 7 | 6 | 5 | 5 | 5 | 7 | 6 | 6 | 6 | 5 | 6 |
| R12 | 7 | 6 | 7 | 5 | 6 | 7 | 7 | 6 | 7 | 5 | 7 | 7 | 6 | 6 | 6 | 7 | 6 | 6 | 7 | 6 | 7 |
| R13 | 6 | 5 | 6 | 5 | 7 | 7 | 7 | 5 | 7 | 5 | 7 | 6 | 6 | 5 | 5 | 5 | 4 | 4 | 5 | 6 | 5 |
| R14 | 7 | 6 | 7 | 6 | 5 | 6 | 7 | 7 | 7 | 6 | 7 | 7 | 5 | 5 | 6 | 6 | 6 | 7 | 7 | 7 | 7 |
| R15 | 4 | 5 | 5 | 3 | 4 | 6 | 5 | 5 | 6 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 |
| R16 | 5 | 5 | 5 | 5 | 6 | 6 | 6 | 5 | 7 | 4 | 7 | 7 | 6 | 5 | 6 | 7 | 6 | 7 | 7 | 7 | 1 |
| M | 6,00 | 5,44 | 5,81 | 4,81 | 5,5 | 5,94 | 6,56 | 5,44 | 6,50 | 5,25 | 6,56 | 6,31 | 5,38 | 5,00 | 5,6 | 6,13 | 5,56 | 6,00 | 6,00 | 5,81 | 5,06 |

ADm 0,63 0,63 0,78 0,88 0,88 0,73 0,48 0,74 0,56 0,97 0,60 0,69 0,53 0,88 0,72 0,55 0,60 0,63 0,63 0,63 1,43

Team 2

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| R1 | 6 | 6 | 6 | 7 | 6 | 7 | 7 | 3 | 7 | 4 | 7 | 4 | 5 | 6 | 5 | 6 | 6 | 6 | 6 | 4 | 4 |
| R2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 7 | 7 | 7 | 7 | 4 | 4 | 5 | 5 | 5 | 6 | 6 | 6 | 6 | 5 |
| R3 | 6 | 6 | 6 | 4 | 2 | 6 | 6 | 5 | 7 | 7 | 6 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 6 | 6 |
| R4 | 6 | 6 | 5 | 6 | 6 | 5 | 6 | 2 | 6 | 7 | 7 | 7 | 6 | 6 | 6 | 5 | 5 | 7 | 7 | 6 | 7 |
| R5 | 5 | 5 | 5 | 4 | 5 | 3 | 5 | 5 | 6 | 7 | 7 | 7 | 4 | 4 | 6 | 7 | 3 | 7 | 2 | 7 | 7 |
| R6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 7 | 5 | 4 | 6 | 7 | 7 | 6 | 6 | 5 | 4 | 6 |
| R7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 1 |
| R8 | 7 | 7 | 7 | 6 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 6 |
| R9 | 6 | 7 | 6 | 5 | 5 | 7 | 7 | 6 | 7 | 6 | 7 | 7 | 5 | 6 | 6 | 6 | 7 | 7 | 6 | 7 | 6 |
| R10 | 5 | 6 | 5 | 5 | 5 | 5 | 5 | 5 | 7 | 6 | 6 | 6 | 3 | 3 | 6 | 7 | 7 | 7 | 5 | 7 | 3 |
| R11 | 7 | 7 | 7 | 5 | 5 | 7 | 7 | 4 | 7 | 7 | 7 | 7 | 5 | 5 | 7 | 5 | 5 | 5 | 5 | 6 | 7 |
| M | 5,91 | 6,09 | 5,82 | 5,36 | 5,27 | 5,82 | 6,09 | 5,18 | 6,73 | 6,45 | 6,82 | 6,00 | 4,91 | 5,36 | 6,10 | 6,10 | 5,82 | 6,27 | 5,55 | 6,10 | 5,27 |
| ADm | 0,68 | 0,66 | 0,78 | 0,94 | 1,02 | 1,14 | 0,83 | 1,29 | 0,40 | 0,69 | 0,30 | 1,09 | 1,01 | 1,06 | 0,67 | 0,83 | 0,96 | 0,79 | 1,04 | 0,83 | 1,47 |

Team 3

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|
| R1 | 6 | 6 | 6 | 5 | 4 | 4 | 4 | 6 | 6 | 6 | 5 | 5 | 4 | 4 | 5 | 6 | 5 | 6 | 6 | 6 | 6 |
| R2 | 6 | 5 | 6 | 4 | 4 | 5 | 6 | 7 | 6 | 4 | 5 | 6 | 2 | 2 | 6 | 5 | 4 | 7 | 2 | 6 | 7 |
| R3 | 6 | 6 | 6 | 6 | 6 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| R4 | 6 | 6 | 6 | 5 | 4 | 6 | 6 | 5 | 6 | 4 | 6 | 6 | 6 | 6 | 6 | 5 | 5 | 7 | 6 | 6 | 7 |

| | | | | | | | | | | | | | | | | | | | | | |
|--------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| R5 | 6 | 5 | 4 | 5 | 5 | 7 | 7 | 5 | 7 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 7 | |
| R6 | 5 | 3 | 3 | 3 | 2 | 7 | 5 | 4 | 6 | 1 | 6 | 6 | 6 | 6 | 5 | 5 | 6 | 6 | 5 | 5 | 6 |
| R7 | 7 | 4 | 6 | 3 | 6 | 3 | 6 | 6 | 7 | 5 | 7 | 7 | 5 | 4 | 5 | 6 | 5 | 6 | 7 | 6 | 6 |
| R8 | 3 | 3 | 3 | 2 | 2 | 5 | 4 | 4 | 6 | 6 | 7 | 5 | 3 | 4 | 3 | 3 | 3 | 5 | 6 | 5 | 3 |
| R9 | 5 | 5 | 4 | 3 | 4 | 5 | 5 | 4 | 6 | 6 | 6 | 6 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 6 |
| R10 | 6 | 6 | 6 | 4 | 4 | 6 | 6 | 4 | 5 | 4 | 5 | 6 | 6 | 6 | 5 | 6 | 6 | 6 | 6 | 5 | 3 |
| R11 | 5 | 6 | 5 | 5 | 4 | 6 | 6 | 4 | 6 | 3 | 3 | 5 | 4 | 3 | 5 | 5 | 3 | 5 | 6 | 5 | 2 |
| R12 | 6 | 6 | 5 | 3 | 2 | 7 | 6 | 2 | 7 | 6 | 7 | 7 | 6 | 6 | 7 | 7 | 6 | 7 | 6 | 6 | 6 |
| R13 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 6 | 5 | 6 | 6 | 2 | 2 | 5 | 5 | 3 | 6 | 3 | 6 | 6 |
| R14 | 6 | 6 | 5 | 5 | 5 | 4 | 6 | 6 | 5 | 5 | 6 | 6 | 6 | 5 | 4 | 5 | 4 | 6 | 7 | 7 | 7 |
| R15 | 7 | 7 | 7 | 6 | 6 | 7 | 6 | 5 | 6 | 6 | 6 | 7 | 6 | 6 | 7 | 5 | 6 | 6 | 3 | 5 | 2 |
| R16 | 6 | 6 | 6 | 6 | 6 | 7 | 7 | 5 | 6 | 3 | 6 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 3 | 4 | 5 |
| R17 | 6 | 6 | 7 | 6 | 4 | 6 | 5 | 3 | 7 | 5 | 6 | 7 | 7 | 6 | 6 | 6 | 6 | 6 | 7 | 7 | 6 |
| R18 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 6 | 6 | 6 | 7 | 4 | 4 | 5 | 6 | 4 | 6 | 4 | 5 | 6 |
| R19 | 5 | 5 | 5 | 3 | 6 | 6 | 7 | 6 | 7 | 3 | 5 | 7 | 7 | 5 | 5 | 6 | 5 | 7 | 5 | 6 | 7 |
| R20 | 5 | 5 | 5 | 3 | 6 | 6 | 6 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 6 | 6 | 5 | 5 | 5 | 6 | 6 |
| R21 | 6 | 5 | 5 | 4 | 4 | 6 | 5 | 6 | 6 | 6 | 7 | 7 | 6 | 5 | 6 | 6 | 5 | 7 | 7 | 6 | 7 |
| R22 | 6 | 6 | 6 | 6 | 5 | 5 | 6 | 5 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| M | 5,68 | 5,36 | 5,32 | 4,41 | 4,50 | 5,68 | 5,77 | 4,86 | 6,14 | 4,73 | 5,86 | 6,14 | 5,14 | 4,86 | 5,41 | 5,50 | 4,91 | 6,05 | 5,36 | 5,73 | 5,64 |
| ADm | 0,62 | 0,79 | 0,86 | 1,14 | 1,09 | 0,95 | 0,67 | 0,98 | 0,47 | 1,26 | 0,65 | 0,63 | 1,21 | 1,08 | 0,81 | 0,73 | 0,93 | 0,52 | 1,21 | 0,62 | 1,20 |
| Team 4 | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |

| | | | | | | | | | | | | | | | | | | | | | |
|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| R1 | 5 | 4 | 3 | 6 | 2 | 6 | 7 | 4 | 4 | 2 | 5 | 4 | 4 | 4 | 4 | 5 | 2 | 6 | 6 | 5 | 2 |
| R2 | 6 | 4 | 5 | 4 | 6 | 7 | 7 | 3 | 6 | 2 | 6 | 6 | 6 | 5 | 4 | 5 | 5 | 6 | 6 | 4 | 6 |
| M | 5,5 | 4 | 4 | 5 | 4 | 6,5 | 7 | 3,5 | 5 | 2 | 5,5 | 5 | 5 | 4,5 | 4 | 5 | 3,5 | 6 | 6 | 4,5 | 4 |
| ADm | 0,50 | 0,00 | 1,00 | 1,00 | 2,00 | 0,50 | 0,00 | 0,50 | 1,00 | 0,00 | 0,50 | 1,00 | 1,00 | 0,50 | 0,00 | 0,00 | 1,50 | 0,00 | 0,00 | 0,50 | 2,00 |

Team 5

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| R1 | 6 | 6 | 5 | 5 | 4 | 6 | 7 | 6 | 7 | 5 | 6 | 6 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 6 | 6 |
| R2 | 7 | 5 | 7 | 5 | 6 | 6 | 6 | 6 | 7 | 6 | 6 | 6 | 6 | 5 | 5 | 6 | 6 | 7 | 7 | 7 | 6 |
| M | 6,5 | 5,5 | 6 | 5 | 5 | 6 | 6,5 | 6 | 7 | 5,5 | 6 | 6 | 5 | 4,5 | 5 | 5,5 | 5,5 | 6 | 6 | 6,5 | 6 |
| ADm | 0,50 | 0,50 | 1,00 | 0,00 | 1,00 | 0,00 | 0,50 | 0,00 | 0,00 | 0,50 | 0,00 | 0,00 | 1,00 | 0,50 | 0,00 | 0,50 | 0,50 | 1,00 | 1,00 | 0,50 | 0,00 |

Note. Numbers at the top represent the 21 items of the team CQ scale ; M = mean ; ADm = Average Deviation mean ; R = respondent

Appendix 5 – Interrater agreement team IWB

| Interrater agreement – Team IWB | | | | | | | | | | |
|---------------------------------|------|------|------|------|------|------|------|------|------|------|
| Team 1 | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| R1 | 4 | 5 | 6 | 4 | 5 | 4 | 5 | 5 | 5 | 4 |
| R2 | 3 | 5 | 4 | 3 | 4 | 2 | 3 | 2 | 3 | 3 |
| R3 | 3 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 6 | 5 |
| R4 | 3 | 5 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 |
| R5 | 4 | 6 | 5 | 6 | 6 | 5 | 5 | 5 | 7 | 7 |
| R6 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 |
| R7 | 3 | 4 | 4 | 6 | 5 | 5 | 5 | 4 | 4 | 5 |
| R8 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 6 | 5 |
| R9 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 2 | 4 | 2 |
| R10 | 6 | 7 | 7 | 4 | 4 | 3 | 5 | 5 | 5 | 6 |
| R11 | 5 | 6 | 5 | 5 | 6 | 6 | 6 | 5 | 6 | 6 |
| R12 | 5 | 6 | 5 | 7 | 5 | 6 | 6 | 5 | 4 | 5 |
| R13 | 2 | 5 | 5 | 5 | 4 | 3 | 3 | 3 | 5 | 5 |
| R14 | 4 | 5 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 |
| R15 | 4 | 3 | 4 | 3 | 3 | 2 | 4 | 3 | 3 | 4 |
| R16 | 6 | 7 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 5 |
| M | 3,81 | 5,13 | 4,50 | 4,31 | 4,19 | 4,06 | 4,38 | 3,81 | 4,50 | 4,50 |
| ADm | 0,94 | 0,80 | 0,75 | 1,10 | 0,76 | 0,95 | 0,88 | 0,96 | 1,06 | 1,06 |
| Team 2 | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| R1 | 4 | 5 | 5 | 5 | 6 | 4 | 5 | 6 | 5 | 6 |
| R2 | 2 | 6 | 5 | 4 | 4 | 3 | 3 | 5 | 3 | 4 |
| R3 | 3 | 5 | 2 | 3 | 4 | 3 | 3 | 2 | 4 | 5 |
| R4 | 4 | 6 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 |
| R5 | 6 | 7 | 5 | 5 | 6 | 5 | 7 | 6 | 6 | 6 |
| R6 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 6 | 6 |
| R7 | 7 | 7 | 7 | 7 | 7 | 5 | 6 | 7 | 5 | 5 |
| R8 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| R9 | 6 | 6 | 5 | 5 | 5 | 6 | 5 | 5 | 6 | 5 |
| R10 | 4 | 7 | 6 | 5 | 5 | 4 | 4 | 5 | 7 | 7 |

| | | | | | | | | | | |
|-----|------|------|------|------|------|------|------|------|------|------|
| R11 | 7 | 7 | 7 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| M | 5,00 | 6,18 | 5,36 | 5,00 | 5,36 | 4,82 | 5,09 | 5,36 | 5,45 | 5,55 |
| ADm | 1,45 | 0,74 | 1,01 | 0,91 | 0,94 | 0,96 | 1,02 | 0,94 | 0,96 | 0,86 |

Team 3

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-----|------|------|------|------|------|------|------|------|------|------|
| R1 | 5 | 4 | 3 | 4 | 3 | 2 | 2 | 2 | 2 | 3 |
| R2 | 4 | 5 | 4 | 3 | 4 | 3 | 3 | 5 | 4 | 4 |
| R3 | 6 | 6 | 7 | 5 | 5 | 5 | 5 | 6 | 5 | 6 |
| R4 | 3 | 5 | 4 | 3 | 3 | 3 | 5 | 4 | 5 | 4 |
| R5 | 3 | 5 | 4 | 4 | 3 | 5 | 3 | 4 | 5 | 4 |
| R6 | 3 | 5 | 6 | 4 | 5 | 6 | 6 | 5 | 6 | 6 |
| R7 | 3 | 2 | 4 | 4 | 3 | 2 | 2 | 3 | 3 | 5 |
| R8 | 3 | 5 | 5 | 5 | 5 | 4 | 6 | 6 | 5 | 5 |
| R9 | 3 | 5 | 3 | 2 | 2 | 4 | 3 | 2 | 4 | 5 |
| R10 | 3 | 5 | 5 | 4 | 3 | 3 | 3 | 3 | 4 | 4 |
| R11 | 2 | 5 | 3 | 4 | 4 | 3 | 3 | 2 | 4 | 3 |
| R12 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 |
| R13 | 3 | 4 | 2 | 4 | 4 | 3 | 6 | 4 | 4 | 4 |
| R14 | 3 | 5 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 5 |
| R15 | 4 | 5 | 5 | 4 | 5 | 5 | 6 | 6 | 5 | 7 |
| R16 | 4 | 5 | 4 | 4 | 3 | 2 | 2 | 3 | 3 | 3 |
| R17 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 6 |
| R18 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 |
| R19 | 4 | 5 | 5 | 4 | 4 | 3 | 4 | 3 | 4 | 4 |
| R20 | 3 | 4 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| R21 | 3 | 6 | 5 | 7 | 4 | 4 | 5 | 5 | 4 | 7 |
| R22 | 2 | 3 | 5 | 6 | 5 | 4 | 5 | 4 | 4 | 4 |
| M | 3,45 | 4,63 | 4,27 | 3,95 | 3,77 | 3,50 | 3,86 | 3,72 | 4,05 | 4,50 |
| ADm | 0,76 | 0,71 | 0,93 | 0,70 | 0,79 | 1,00 | 1,24 | 1,12 | 0,79 | 1,09 |

Team 4

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|-----|---|-----|-----|---|-----|-----|---|-----|----|
| R1 | 6 | 5 | 4 | 5 | 4 | 3 | 4 | 5 | 6 | 3 |
| R2 | 3 | 7 | 5 | 4 | 4 | 4 | 3 | 5 | 5 | 5 |
| M | 4,5 | 6 | 4,5 | 4,5 | 4 | 3,5 | 3,5 | 5 | 5,5 | 4 |

| | | | | | | | | | | |
|--------|------|------|------|------|------|------|------|------|------|------|
| ADm | 1,50 | 1,00 | 0,50 | 0,50 | 0,00 | 0,50 | 0,50 | 0,00 | 0,50 | 1,00 |
| Team 5 | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| R1 | 3 | 4 | 3 | 2 | 2 | 3 | 4 | 2 | 3 | 2 |
| R2 | 2 | 6 | 6 | 6 | 6 | 5 | 5 | 5 | 4 | 6 |
| M | 2,5 | 5 | 4,5 | 4 | 4 | 4 | 4,5 | 3,5 | 3,5 | 4 |
| ADm | 0,50 | 1,00 | 1,50 | 2,00 | 2,00 | 1,00 | 0,50 | 1,50 | 0,50 | 2,00 |

Note. Numbers at the top represent the 10 items of the team IWB scale ; M = mean ; ADm = Average Deviation mean ; R = respondent.

Appendix 6 – Bivariate analysis

Bivariate correlation matrix (N=102)

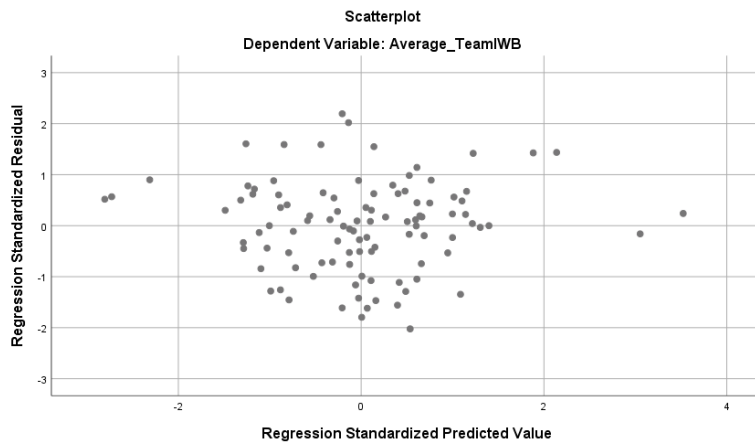
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|-----------------|---|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|--------|-------|--------|--------|
| 1. Team CQ | 1 | .80** | .75** | .71** | .81** | .68** | .55** | .01 | .09 | .08 | -.10 | .00 | -.08 | -.02 | .15 | -.01 | .02 |
| 2. MC | | 1 | .59** | .48** | .59** | .33** | .37** | -.01 | .06 | .07 | -.13 | -.10 | -.05 | .04 | .07 | .01 | .04 |
| 3. CE | | | 1 | .35** | .51** | .41** | .43** | -.06 | .02 | -.07 | .05 | .17 | -.15 | .01 | .25* | -.03 | -.07 |
| 4. MP | | | | 1 | .62** | .42** | .51** | -.02 | -.01 | .03 | -.24* | -.11 | .07 | .05 | .11 | .03 | -.02 |
| 5. VVI | | | | | 1 | .59** | .48** | .07 | .12 | .14 | -.06 | .01 | -.05 | -.04 | .09 | -.04 | .05 |
| 6. LD | | | | | | 1 | .35** | .02 | .11 | .11 | -.04 | .03 | .03 | -.15 | .09 | .02 | .06 |
| 7. Team IWB | | | | | | | 1 | -.03 | .05 | -.14 | .01 | .03 | -.18 | -.02 | .07 | .17 | -.20** |
| 8. Ateamtenure | | | | | | | | 1 | .66** | .62** | -.00 | .14 | .32** | -.03 | .56** | -.30** | -.18 |
| 9. Cteamtenure | | | | | | | | | 1 | .54** | -.17 | -.16 | .41** | -.23* | .23* | -.49** | .30** |
| 10. Dteamtenure | | | | | | | | | | 1 | .00 | -.06 | .35** | -.13 | .05 | -.17 | .35** |
| 11. Cteamsize | | | | | | | | | | | 1 | .58** | -.13 | .13 | -.02 | .15 | -.16 |
| 12. CTteamsize | | | | | | | | | | | | 1 | -.16 | .20* | .40** | .16 | -.28** |
| 13. Age | | | | | | | | | | | | | 1 | -.34** | .17 | -.45** | .43** |
| 14. Gender | | | | | | | | | | | | | | 1 | -.05 | -.00 | -.18 |
| 15. Photography | | | | | | | | | | | | | | | 1 | -.30** | -.25* |
| 16. IT | | | | | | | | | | | | | | | | 1 | -.40** |
| 17. Adhesives | | | | | | | | | | | | | | | | | 1 |

Note. ** Correlations significant at 0.01 level *Correlations significant at 0.05 level (2-tailed)

Appendix 7 – Assumptions hierarchical multiple regression team IWB Model 1 to 7

1. Linearity

2. Homoscedasticity

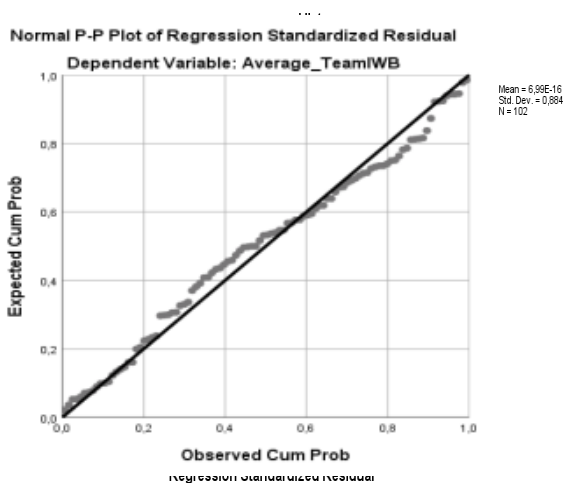


3. Independent errors

| Residual statistics | | |
|------------------------------|------|----------------|
| | Mean | Std. Deviation |
| Standardized predicted value | ,000 | 1,000 |

a. Dependent variable: Average_Team IWB

4. Normally distributed errors



5. Multicollinearity

| | Tolerance | VIF |
|-----------------------------|-----------|------|
| Model 1 | | |
| Age | .62 | 1.62 |
| Gender | .84 | 1.19 |
| Team ID Dummy – Photography | .72 | 1.39 |
| Team ID Dummy – IT | .61 | 1.64 |
| Team ID Dummy Adhesives | .60 | 1.66 |
| Model 2 | | |
| Age | .61 | 1.65 |

| | | |
|--------------------------------|-----|-------|
| Gender | .84 | 1.19 |
| Team ID Dummy – Photography | .69 | 1.45 |
| Team ID Dummy – IT | .61 | 1.64 |
| Team ID Dummy Adhesives | .59 | 1.69 |
| Team CQ | .95 | 1.06 |
| Model 3 | | |
| Age | .54 | 1.84 |
| Gender | .83 | 1.20 |
| Team ID Dummy – Photography | .57 | 1.75 |
| Team ID Dummy – IT | .60 | 1.67 |
| Team ID Dummy Adhesives | .55 | 1.81 |
| Team CQ | .93 | 1.08 |
| Additive team tenure | .58 | 1.72 |
| Additive team tenure*Team CQ | .92 | 1.09 |
| Model 4 | | |
| Age | .53 | 1.88 |
| Gender | .75 | 1.33 |
| Team ID Dummy – Photography | .51 | 1.95 |
| Team ID Dummy – IT | .53 | 1.88 |
| Team ID Dummy Adhesives | .46 | 2.15 |
| Team CQ | .88 | 1.13 |
| Additive team tenure | .26 | 3.86 |
| Additive team tenure*Team CQ | .72 | 1.40 |
| Collective team tenure | .30 | 3.31 |
| Collective team tenure*Team CQ | .74 | 1.35 |
| Model 5 | | |
| Age | .51 | 1.98 |
| Gender | .73 | 1.36 |
| Team ID Dummy – Photography | .34 | 2.90 |
| Team ID Dummy – IT | .50 | 2.01 |
| Team ID Dummy Adhesives | .25 | 4.06 |
| Team CQ | .82 | 1.23 |
| Additive team tenure | .10 | 10.72 |
| Additive team tenure*Team CQ | .48 | 2.07 |
| Collective team tenure | .27 | 3.73 |
| Collective team tenure*Team CQ | .71 | 1.41 |
| Team tenure dispersion | .21 | 4.67 |
| Team tenure dispersion*Team CQ | .47 | 2.11 |
| Model 6 | | |
| Age | .49 | 2.05 |
| Gender | .68 | 1.47 |
| Team ID Dummy – Photography | .28 | 3.52 |
| Team ID Dummy – IT | .45 | 2.24 |
| Team ID Dummy Adhesives | .22 | 4.63 |
| Team CQ | .08 | 12.77 |
| Additive team tenure | .09 | 11.43 |
| Additive team tenure*Team CQ | .37 | 2.68 |
| Collective team tenure | .24 | 4.16 |
| Collective team tenure*Team CQ | .56 | 1.79 |
| Team tenure dispersion | .20 | 5.09 |
| Team tenure dispersion*Team CQ | .43 | 2.35 |

| | | |
|---|-----|-------|
| Team size core 6 to 10 | .33 | 3.08 |
| Team size core 11 to 15 | .49 | 2.04 |
| Team size core 16 to larger than 20 | .45 | 2.24 |
| Team size core 6 to 10 * Team CQ | .37 | 2.68 |
| Team size core 11 to 15 * Team CQ | .24 | 4.15 |
| Team size core 16 to larger than 20 * Team CQ | .56 | 1.79 |
| Model 7 | | |
| Age | .44 | 2.25 |
| Gender | .59 | 1.69 |
| Team ID Dummy – Photography | .20 | 4.90 |
| Team ID Dummy – IT | .41 | 2.46 |
| Team ID Dummy Adhesives | .22 | 4.66 |
| Team CQ | .06 | 15.90 |
| Additive team tenure | .08 | 11.84 |
| Additive team tenure*Team CQ | .36 | 2.75 |
| Collective team tenure | .23 | 4.27 |
| Collective team tenure*Team CQ | .50 | 2.00 |
| Team tenure dispersion | .18 | 5.54 |
| Team tenure dispersion*Team CQ | .40 | 2.52 |
| Team size core 6 to 10 | .32 | 3.14 |
| Team size core 11 to 15 | .45 | 2.20 |
| Team size core 16 to larger than 20 | .32 | 3.11 |
| Team size core 6 to 10 * Team CQ | .11 | 8.95 |
| Team size core 11 to 15 * Team CQ | .24 | 4.25 |
| Team size core 16 to larger than 20 * Team CQ | .19 | 5.32 |
| Team size core and temporary 10 to 20 | .43 | 2.31 |
| Team size core and temporary larger than 20 | .23 | 4.30 |
| Team size core and temporary 10 to 20 * Team CQ | .29 | 3.43 |
| Team size core and temporary larger than 20 * Team CQ | .18 | 5.48 |

Appendix 8 – Hierarchical multiple regression team IWB Model 1 to 6

| | Team IWB | | | | | | | | |
|--|----------|------|------|----------|------|------|---------|------|------|
| | Model 1 | | | Model 2 | | | Model 3 | | |
| | b | SE b | Beta | b | SE b | Beta | b | SE b | Beta |
| Control variables | | | | | | | | | |
| Age | -.01 | .01 | -.13 | -.00 | .01 | -.03 | -.00 | .01 | -.02 |
| Gender | -.16 | .25 | -.07 | -.12 | .21 | -.05 | -.12 | .21 | -.05 |
| <i>Team ID Dummy – Other (= ref)</i> | | | | | | | | | |
| Team ID Dummy – Photography | .29 | .34 | .10 | -.09 | .29 | -.03 | -.01 | .32 | -.00 |
| Team ID Dummy – IT | .25 | .29 | .11 | .20 | .24 | .09 | .19 | .24 | .09 |
| Team ID Dummy - Adhesives | -.21 | .32 | -.08 | -.43 | .27 | -.17 | -.44 | .28 | -.18 |
| Explanatory/interaction variables | | | | | | | | | |
| Team CQ | | | | .89*** | .14 | .55 | .87*** | .14 | .54 |
| Additive team tenure | | | | | | | -.01 | .05 | -.02 |
| Additive team tenure*Team CQ | | | | | | | -.08 | .07 | -.10 |
| Model information | | | | | | | | | |
| F | 1.36 | | | 8.73*** | | | 6.68*** | | |
| F change | 1.36 | | | 42.59*** | | | .70 | | |
| R ² | .07 | | | .36 | | | .37 | | |
| R ² change | .07 | | | .29 | | | .01 | | |
| Adjusted R ² | .02 | | | .32 | | | .31 | | |
| N | 102 | | | 102 | | | 102 | | |

Note. (=ref) means reference category. *** = $p < .01$; ** = $p < .05$; * = $p < .1$

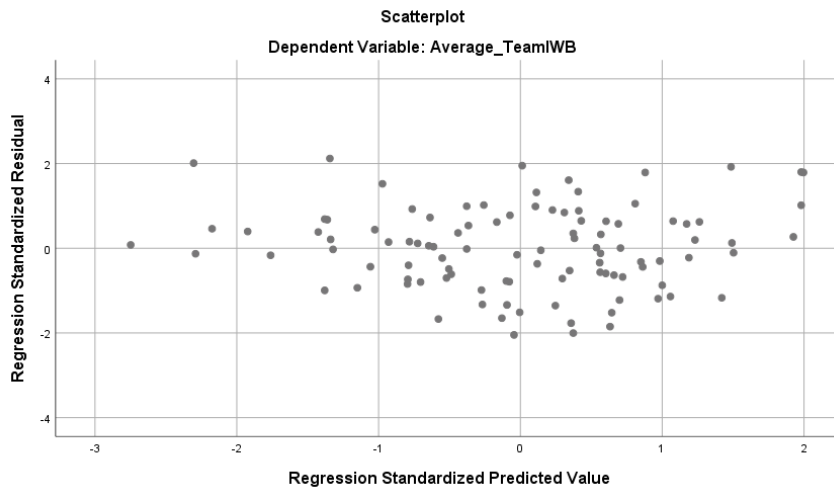
| | Team IWB | | | | | | | | |
|---|----------|------|------|---------|------|------|---------|------|------|
| | Model 4 | | | Model 5 | | | Model 6 | | |
| | b | SE b | Beta | b | SE b | Beta | b | SE b | Beta |
| Control variables | | | | | | | | | |
| Age | .00 | .01 | .03 | .00 | .01 | .03 | .00 | .01 | .02 |
| Gender | .06 | .21 | .02 | .03 | .22 | .01 | .04 | .23 | .02 |
| <i>Team ID Dummy – Other (= ref)</i> | | | | | | | | | |
| Team ID Dummy – Photography | .28 | .33 | .10 | -.05 | .40 | -.02 | .01 | .45 | .00 |
| Team ID Dummy – IT | .43* | .25 | .19 | .47* | .26 | .21 | .48* | .28 | .21 |
| Team ID Dummy - Adhesives | -.73 | .29 | -.29 | -.40 | .40 | -.16 | -.33 | .44 | -.13 |
| Explanatory/interaction variables | | | | | | | | | |
| Team CQ | .79*** | .14 | .49 | .82*** | .14 | .51 | 1.09** | .48 | .67 |
| Additive team tenure | -.17 | .08 | -.35 | -.03 | .13 | -.07 | -.02 | .13 | -.05 |
| Additive team tenure*Team CQ | -.11 | .07 | -.14 | -.05 | .09 | -.06 | -.10 | .10 | -.12 |
| Collective team tenure | .53* | .19 | .40 | .44* | .20 | .33 | .43* | .22 | .33 |
| Collective team tenure*Team CQ | .15 | .19 | .07 | .20 | .20 | .10 | .21 | .23 | .10 |
| Team tenure dispersion | | | | -.13 | .10 | -.22 | -.13 | .11 | -.23 |
| Team tenure dispersion*Team CQ | | | | -.11 | .11 | -.11 | -.07 | .12 | -.08 |
| <i>Team size core Dummy – 2 to 5 (=ref)</i> | | | | | | | | | |
| Team size core Dummy - 6 to 10 | | | | | | | .12 | .31 | .05 |
| Team size core Dummy - 11 to 15 | | | | | | | .19 | .40 | .06 |
| Team size core Dummy - 16 to larger than 20 | | | | | | | .29 | .31 | .12 |
| Team size core 6 to 10 * Team CQ | | | | | | | -.23 | .53 | -.11 |
| Team size core 11 to 15 * Team CQ | | | | | | | -.51 | .63 | -.13 |
| Team size core 16 to larger than 20 * Team CQ | | | | | | | -.28 | .63 | -.07 |
| Model information | | | | | | | | | |
| F | 6.50*** | | | 5.59*** | | | 3.63*** | | |
| F change | 4.04** | | | 1.02 | | | .26 | | |
| R ² | .42 | | | .43 | | | .44 | | |
| R ² change | .05 | | | .01 | | | .01 | | |
| Adjusted R ² | .35 | | | .35 | | | .32 | | |
| N | 102 | | | 102 | | | 102 | | |

Note. (= ref) means reference category. *** = p < .01 ; ** = p < .05 ; * = p < .1.

Appendix 9 – Assumptions multiple linear regression team IWB: Dimensions of team CQ

1. Linearity

2. Homoscedasticity

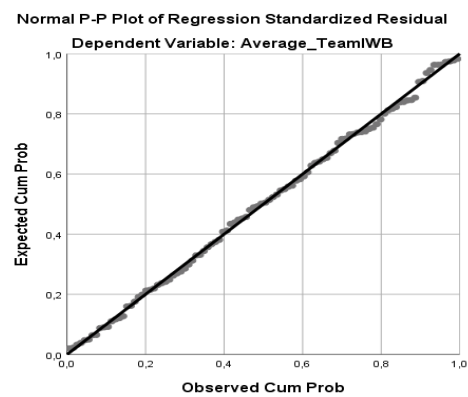
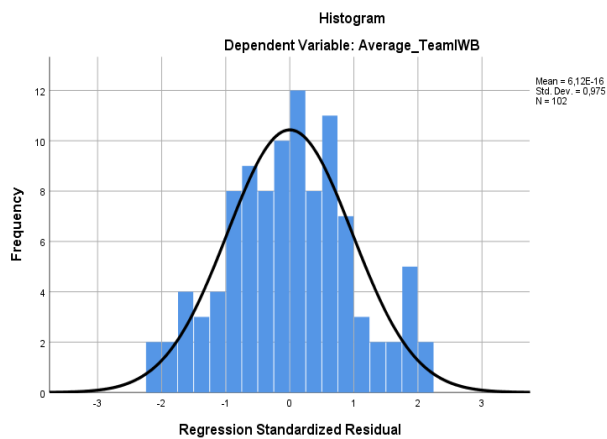


3. Independent errors

| Residual statistics | | |
|------------------------------|------|----------------|
| | Mean | Std. Deviation |
| Standardized predicted value | ,000 | 1,000 |

a. Dependent variable: Average_TeamIWB

4. Normally distributed errors

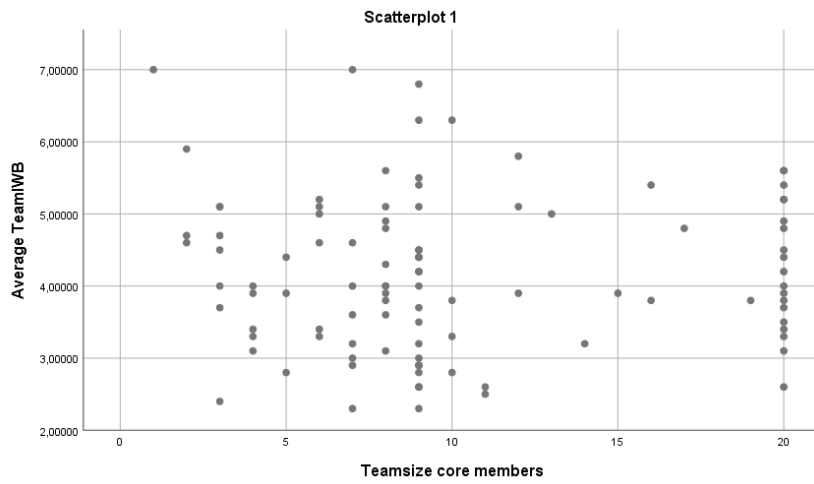


5. Multicollinearity

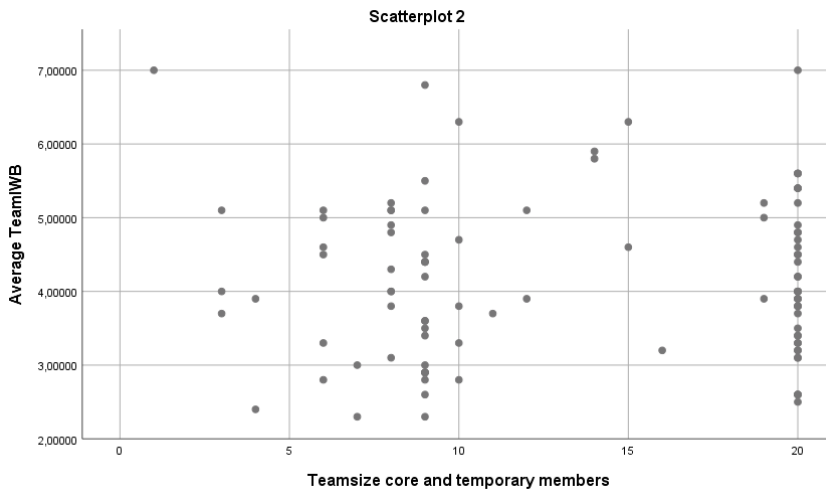
| | Tolerance | VIF |
|-----|------------------|------------|
| MC | .52 | 1.93 |
| CE | .60 | 1.68 |
| MP | .60 | 1.68 |
| VVI | .40 | 2.50 |
| LD | .63 | 1.60 |

Appendix 10 – Scatterplots and graphs team size

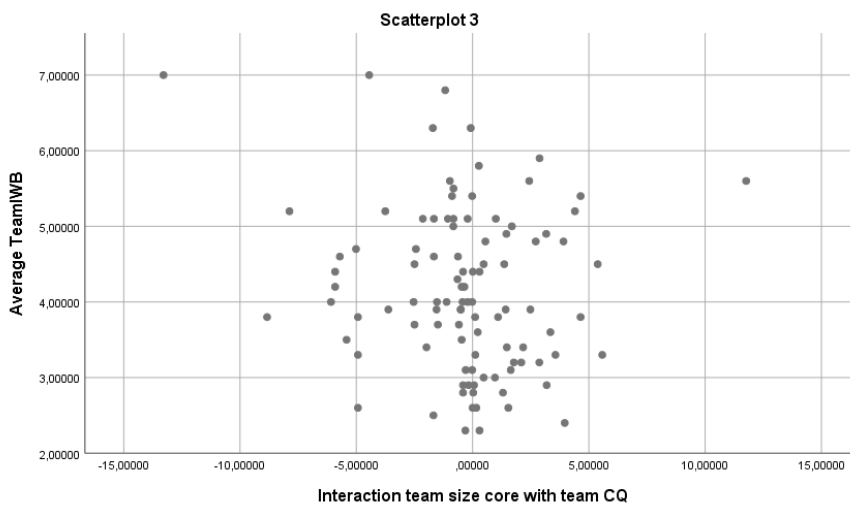
Scatterplot 1 – team size core / team IWB



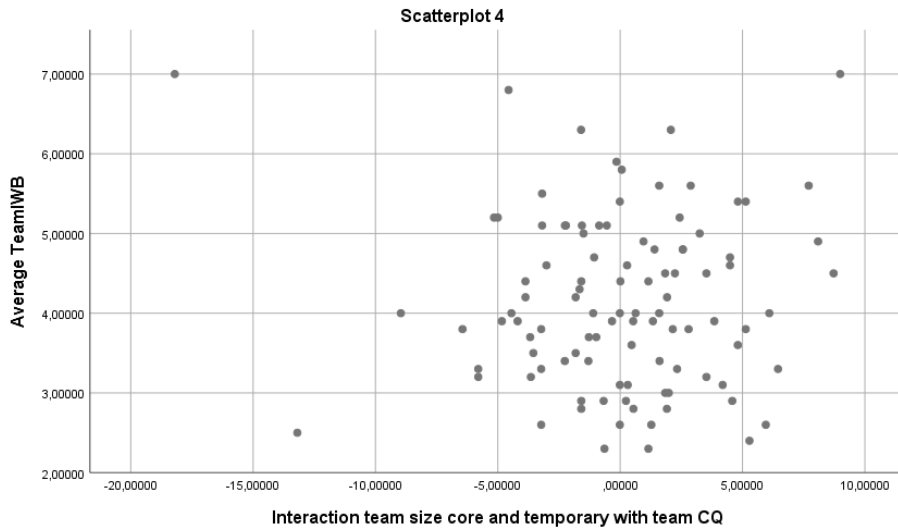
Scatterplot 2 – team size core and temporary / team IWB



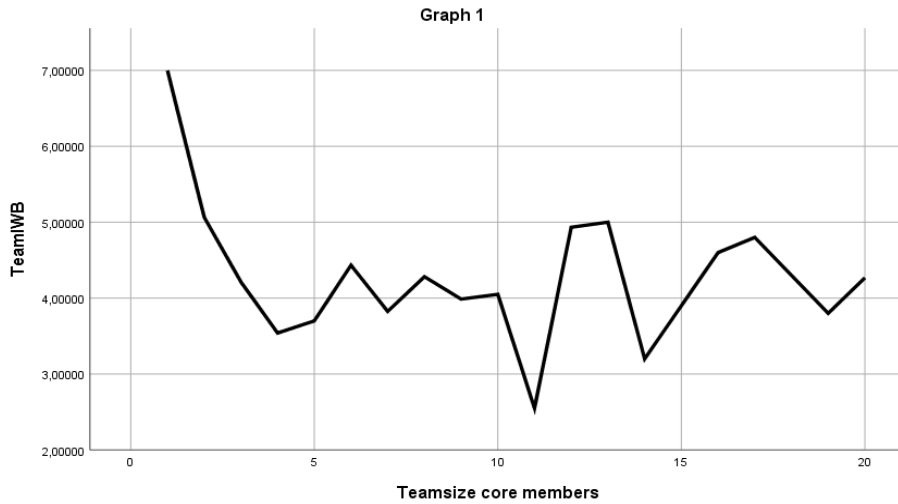
Scatterplot 3 – interaction effect of team size core * team CQ / team IWB



Scatterplot 4 – interaction effect of team size core and temporary * team CQ / team IWB



Graph 1 - team size core / team IWB



Graph 2 – team size core and temporary / team IWB

