

UNIVERSITY OF TWENTE.

A team is more than the sum of its parts

-The role of diversity in personalities in virtual teams-



Theresa Hackelberg

s0194883

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First supervisor: Dr. Elze G. Ufkes

Second supervisor: Dr. Sven Zebel

Prologue

This master-thesis is written for my graduation in Psychology at the University of Twente.

The idea for this study came up during a very interesting period of my time as a student. With a team of seven students we organized a recruitment event for more than 1000 students and recruiters. The organization took about a year and we faced a lot of problems and struggles. On the other hand we had an amazing time and the event was a great success for all participants. During this process it was very interesting to see the team-members interacting with each other. The problems and irritations occurring were handled very different by everybody. But also the way, we learned from each other's ways of thinking, acting and feeling really got my attention.

I thought it might be of big importance to have a closer look at the constellation of the team in terms of varieties in personality in teams with a common goal.

In the beginning of this study I had big ideas about bringing actual teams together, but after some consultation with my supervisor it became clear that this would take too much time. So I chose to work with expectations of the participants. The process of thinking about the construction of the experiment as well as the experiment self, were very interesting and instructive for me.

I want to thank my supervisors Elze Ufkes en Sven Zebel for their help, information and hints during this process. From the first idea until the last analyses, they provided me with advise, feedback and comments.

I also want to thank Michiel Scholten and Inge Hoogland for the time they spent on correcting and supporting my English.

Thank you very much!

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Theresa Hackelberg

Teamwork is the secret that make common people achieve uncommon result.

-Ifeyi Enoch Onuoh-

Life coach and inspirational teacher

Abstract

Working in teams is growing in popularity during the past decades. The purpose of this research is to identify the role of diversity in personality for the anticipated productivity and satisfaction of the team-members. Furthermore the effect of receiving information about diversity on the anticipated productivity and satisfaction is measured. After filling in a personality-questionnaire participants got the idea they had to work in a team. They had to solve some examples of the task and became members of a high emotional or high extravert team, as well as a homogeneous or diverse team. Participants received a preprogrammed message of their fictional team-members. They were asked to fill in another questionnaire about their expectations regarding productivity, satisfaction and conflict in their team. Conclusions of the questionnaires are that members of a diverse team expect more satisfaction in their team than in a homogeneous team. Also, members of a high extravert team expect more satisfaction than members of a high emotional team. Providing participants with positive information about diversity has a positive effect on the expected satisfaction in a diverse team, but not in a homogeneous team. Furthermore, the explorative part of this study indicates that high extravert participants expect high productivity, satisfaction and conflict in a diverse team constellation. They expect low productivity in a homogeneous team-constellation. We can conclude that personality, as well as diversity in a team, plays a crucial role in the anticipated productivity, satisfaction and conflict. Interesting is that anticipated conflict goes in combination with anticipated satisfaction and productivity. These ideas provide a good starting point for future research, to finally advise management on how to create a well balanced team in terms of personality-diversity.

A team is more than the sum of its parts: The role of diversity in personalities in virtual teams.

Individuals are involved in teams almost every day. Working in groups has become more popular in the last decade (Wuchty, Jones & Uzzi, 2007), and nowadays even leadership became a team-task (LeBlanc, London & Huisman, 2013). The constellations and settings of these teams vary greatly, as well as their goals and purposes. Most teams consist of individuals with different backgrounds, experiences, expectations, and norms. Whereas some of these differences such as gender or ethnical background are obvious at first sight, other differences such as personality traits or norms, are not as clear and appear at a later moment in the group's process (Harrison, Price & Bell, 1998).

This research focuses on different individuals that have to perform in a team, and thus work together to solve tasks. The paper's conclusion provides information in order to improve people's collaboration in teams. Firstly, I will discuss advantages and disadvantages of working in a group. This will be followed by an introduction of the topic 'diversity', which plays a crucial role in teamwork (Lawrence, 1997). Secondly, the distinction between diversity and a specific form of categorization, the creation of fault lines, will be made clear (Lau & Murnighan, 1998).

The focus is on the deep-level factor of personality within categorization. In order to explain these factors I will provide more information about personality. The goal is to detect the role extraversion and emotionality play in working as a team. After submerging in the topic of personality we will introduce the factor 'awareness of diversity'. The relationships between the different factors are portrayed in a model, which portrays the main research question: *what is the role of diversity in personality traits, as deep-level fault-lines, in relation to anticipated satisfaction with the productivity and the anticipated affective outcomes in a group?*

Working in a group

The topic of working in groups has been researched extensively. A prominent result of studies into this topic is that decisions made by groups are generally more satisfying than decisions made by individuals (Blinder & Morgan, 2000). The main reason for the group having provided more satisfying outcomes than individuals is that a group has several points of view, where an individual has only one. An additional advantages of being in a group is that group members have several critical perspectives on a problem, and can encourage one another. Encouragement is especially positive in complex tasks, since group members are motivated to perceive a problem in different ways. Due to the different ways of problem-solving, the team is encouraged to handle a complication while thinking out of the box. In addition, several people work on the same assignment, which results in problems within the task being identified and solved more easily. Lastly, group members are able to prevent each other from making wrong decisions (Kerr & Tindale, 2004).

Yet, working in groups is not a process that solely has advantages. A disadvantage of teamwork worth mentioning is the amount of time the decision-making process takes; teamwork is more time-consuming than working as an individual (Bresman, 2010). Furthermore, personal differences tend to make group members feel uneasy. Accordingly, people do not feel free to speak their minds; good ideas that would have been a key factor in influencing the decision-making process stay hidden, which undermine the quality of decisions. Especially at the start of a process it takes members of diverse groups longer to find their position in relation to others in the team, since personal differences result in less understanding of each other's thought processes than it does in more homogeneous groups (Bresman, 2010).

Self-categorization theory describes the way individuals perceive themselves in groups. The categorizing of a group into subgroups has been perceived as an attempt to make sense of a social situation (Haslam & Ellemers, 2005). By categorizing the group, individuals

are able to organize their environment and figure out their own role in the team. A person in a group identifies with other individuals who have the same qualities; together they can form a subgroup, called an in-group. When an in-group has been formed, others are categorized into out-groups (Turner, 1987). Social identity theory states that, since individuals have a basic motivation to see themselves in a more positive way, they are inclined to see their group as positive as well (Tajfel & Turner, 1986). Accordingly, when, in a team, group members see themselves as in-group members, they will differentiate themselves from out-group members by perceiving their own group's qualities superior to the out-group's.

Diversity in groups

Diversity describes the difference of characteristics and personalities within groups. A group consisting of a great variety of team members in terms of gender, ethnical background, or interests is described as diverse (Lawrence, 1997). Diversity among people in a team is a trigger for individuals to divide a group in subgroups. When these subgroups have been formed, the chance of conflicts within the team rises, while the chance of performing effectively declines (Williams & O'Reilly, 1998). All the differences in a group are indicators of diversity.

Diversity in a group has both positive and negative effects: positively, it helps making well substantiated decisions, while, negatively, it is able to divide a group and thus negatively influence its process. Research has shown different conclusions in terms of advantages of diversity in teams (Molleman, 2005). Diverse groups profit from advantages such as the generation of innovative ideas by using the group members' different backgrounds and experiences (Paulus & Yang, 2000). Groups can especially take advantage of diversity when group members are interested in different points of view, and allow these views to be fully equal to their own visions (Yakunina, Weigold, Weigold, Hercegovac & Elsayed, 2012).

On the other hand differences in groups can lead to disadvantages in group processes as irritation and lack of understanding. A main reason for these disadvantages is the difficulty

of understanding other group members' thought processes due to different backgrounds. If team-members are not open-minded, or if they are too insecure to contribute in a problem-solving process, they feel uncomfortable in a diverse team. Being uncomfortable in a team thus has a negative effect on the team and the group processes (Molleman, 2005).

There are different levels of diversity to be identified: demographic diversity and task-related knowledge. Research has shown that demographic diversity has negative effects on a group's task performance, where different standards in communication and social intercourse are the major pitfall (van Knippenberg, De Dreu, & Homan, 2004). In contrast to demographic diversity, task-related knowledge diversity is a great advantage for group performance (Horwitz & Horwitz, 2007). Different views on a topic can prevent overly quick solutions and tunnel-vision. Diversity in task-related knowledge is a favourable contribution to a team rather than an avoidable aspect (Meyer & Scholl, 2009). By dividing the group in subgroups members create fault-lines.

Fault-lines

People tend to categorise themselves in their environment and in groups. The categorization is based on a team member's unconscious choice, which relates them to people with whom they have characteristics in common (Lau & Murnighan, 1998). The categorization based on unconscious choices results in the creation of fault-lines, which draw boundaries between different categories. The concept of group fault-lines was created by Lau and Murnighan (1998). Fault-lines divide a group into subgroups and can be based on surface- or deep level features (Turner, 1985). Surface features are to be seen in the presentation of an individual, others are hidden in the deep-level. An example of a surface fault-line in an individual is gender, while personality is an example of a deep-level fault-line.

The strengths of fault-lines depend on three aspects. Firstly, fault-lines depend on the number of different attributes in a group; secondly, it depends on the attributes' order and array. These two factors tend to influence the way the differences are perceived. Lastly, the

fault-lines depend on the number of subgroups which could potentially be created (Lau & Murnighan, 1998; Shaw, 2004).

A short example will serve to clarify the context of the formulation of fault-lines. If a group of students from different studies have to research a topic with which none of them is familiar, the fault-lines will not be visible. As long as all students have an equal amount of knowledge on a topic, fault-lines will remain invisible. This also implies that the strength of fault-lines, or even the existence of them, depends on the assignment that is given to the team members. When one of the group members appears to have more experience, skills, or talent in solving a particular problem, fault-lines quickly arise to surface level. The fact of being, or not-being, an expert creates categories in a group.

Research on fault-lines supports this example: it has shown that the onset of fault-lines depends on how important differences in a team are for the group-members in diverse task-situations. As long as fault-lines in an assignment are not profitable in a particular task, one would find less chance of conflict, or other negative consequences of fault-lines (Van Knippenberg, De Dreu & Homan, 2004).

Fault-lines can lead to a separation of members from one group: subgroups oppose each other, and when differences cannot be solved, the team will not be seen as a group anymore, which will eventually lead to the separation of a group (Hogg & Terry, 2000). This tends to end in conflict between subgroups, including members being discriminated and the depiction of them in a stereotypical way (Jetten, Spears & Manstead, 1999). Eventually, this will lead to the decrease of the atmosphere in a group, and, in the worst case, the loss of the team's performance (Amason, 1996; Pelled, Eisenhardt & Xin, 1999).

Diversity and fault-line theories seem to be similar, but there is a specific difference between these two categories: diversity describes the variety of personal features in a group, where fault-lines categorize diverse groups on their members' surface-level and deep-level features. Diversity focuses on aspects of personalities, perceivable as well as hidden, that

differ between group members (Tsui, Egan, and O'Reilly 1992). Fault lines, on the other hand, focus on the option to differentiate between deep-level and surface-level, which makes it possible to see the group in a more detailed and more precise way (Bezrukova, Thatcher & Jehn, 2001). Research has shown that even groups with a high diversity can show weak fault-lines (Thatcher, Jehn & Zanutto, 2003). Imagine a group consisting of four people: a twenty year-old Native American woman who is an unskilled worker, a thirty year-old white male supervisor, a sixty-five year-old African American woman who works as a manager, and a fifty year-old male machinist from Asia. This is a diverse group, but despite its diversity this groups has weak fault-lines, because gender is the only factor that forms an alignment between the members.

This research

The difference between previous research on deep-level fault-lines and this research is that we do not manipulate deep-level diversity, but investigated the consequences of diversity with respect to existing differences in personality. That is, earlier research manipulated deep-level fault-lines: participants received a mutual topic, but focused on different aspects. They were told which aspect to focus on to create a deep level variety between team members (Harvey, 2013). For instance, in an experiment four participants are assigned to choose the most beautiful painting of a city. However, each one of them gets a different aspects to focus on: one has to choose the most beautiful colours, another the most precise copy of the city, the third has to focus on the thinnest lines and the last has to look at the way the sky is represented. By telling the participants on which aspect they should focus, a deep-level fault-line is created. Yet, only in a debate on the topic 'the most beautiful painting' these fault-lines would rise to the surface-level. These fault-lined are no natural deep-level differences. Similarly, most studies create and manipulate deep-level differences in participants (Harvey, 2013). The challenge in this research is to use existing deep-level varieties the participants have.

Diversity among group members, as well as the perception of differences and the fault-lines in the group play a key role in the way group members work together as a team (Van Knippenberg & Schippers, 2007). Theories show that the risks of miscommunication and arguments are smaller in homogeneous teams (Molleman, 2005). Because of a growing cultural diverse society, previous research is generally based on cultural and ethnical diversity (Van Oudenhoven, & Ward, 2013). Taking a step beyond that factor, the first hypothesis is dedicated to diversity in terms of personality.

H1: Homogenous teams, in terms of personality, lead to a more anticipated satisfaction among team-members compared to the anticipation of satisfaction in diverse teams.

HEXACO- model

This research focuses on the deep-level factor *personality trait*. One definition of personality is “*an enduring pattern of reactions and behaviours across similar situations*” (McCrae & Costa, 1999). It seems that personality is a factor in how the individual is observing his surroundings, but it is more elaborate and more important than only the observation of surroundings. Serfass and Sherman (2013) reflect on the influence of personality in considerably different situations by mentioning “... *personality is related to a propensity to interpret real-world situations in a certain way.*” Personality is pinpointed to be the instrument of an individual for the interpretation of situations in everyday life. Moreover, personality is not just something that influences our thinking, but it plays a great part on a person’s acting as well (Kramer, 1998). Therefore, personality is an important factor in individuals’ behaviour and their perception in a group.

To categorize personality, the ‘five factor model of personality’ has been developed (Norman, 1963; Costa, McCrae, & Dye, 1991). This model is also called ‘The Big 5’ and splits personality up into five different types: neuroticism, extraversion, agreeableness, openness and conscientiousness (Costa & McCrae, 1992). Based on the Big 5 model of

personality, De Vries, Ashton and Lee (2009) introduced the HEXACO personality model. The new model with six dimensions was invented to fill a lexical deficit in the five factor model. The lexical deficit implies that five factors were not enough to outline the whole array of the intended personality traits. Research has shown that by the addition of another trait, called honesty-humility, the six personality traits meet the associations and expectations of an individual with the personality trait better. Honesty-humility refers to the level of honesty and justness of an individual (De Vries, Ashton & Lee, 2009).

The terminology of these six factors is partially different than it was in the Big 5: honesty-humility, extraversion, emotionality, agreeableness, conscientiousness, and openness to experience. In the HEXACO-model 'emotionality' substitutes the Big 5 term 'neuroticism'. The main difference is that 'emotionality' is marked by sentiment and vulnerability versus autonomy and fearlessness, where else the Big 5 focused on irritability versus serenity (De Vries, Ashton & Lee, 2009). The two factors, which will be examined in this research, are extraversion and emotionality. As an introduction, the two factors are examined in more detail.

Emotionality - High emotionality can be described in a couple of attributes. On the one hand as self-confident, stable and grounded. On the other hand it is described as reserved, jumpy and indecisive (De Vries, Ashton & Lee, 2009).

Extraversion - Highly extravert individuals can be described in terms like gregarious, energetic and self-dramatizing but also as shy, withdrawn and unassertive (Hogan, 1991). Research has shown that people scoring high on extraversion tend to be happier than others (Chan & Joseph, 2000). Extravert individuals are more likely to get in contact with others and are the stimulating part in a group (Furnham & Brewin, 1990).

A brief explanation on the choice of extraversion and emotionality will serve to clarify the points that will be made in the research. Since the HEXACO model is relatively new, there is no research done concerning the relation between emotionality and extraversion.

Keeping in mind that emotionality is similar to neuroticism, research concerning the relationship between neuroticism and extraversion is used to manifest the choice of the two factors (De Vries, Ashton & Lee, 2009). Furthermore extraversion and emotionality are perceived as contrasting aspects (Costa & McCrae, 1980). Research has shown that individuals scoring high on emotionality tend to experience negative feelings, while individuals scoring high on extraversion tend to experience positive feelings (Costa & McCrae, 1980; Emmons & Diener, 1985; Watson, 1988). Individuals scoring high on these two factors experience the world and their environment in two different, even contrasting ways. Studies have shown that by comparing emotionality and extraversion, the differences between individuals become exceptionally distinct. Another observation is that these two factors do not only seem to relate to each other, but affect other personality factors as well (Costa & McCrae, 1980). The other four factors are important in assessing personality as well, but because of the limited extend of this research we focus on emotionality and extraversion, since it is important to see the individuals' differences in perception in a group. We expect the variety in perceptions of working in a group to become clear by measuring emotionality and extraversion. Concerning the extraverts' positive attitudes and energetic personalities, the second hypothesis goes as follows:

H2: Group members will anticipate higher productivity in teams that consist of extravert members than teams that predominately consist of emotional members.

Awareness

Research has shown that awareness of the participants' differences in a group, especially considering personality traits, increases a group's productivity (Weiler, Keller & Olex, 2012). Being aware of each other's strong and weak aspects leads to group members feeling more confident and being more secure in the team's process (Weiler, Keller & Olex, 2012). In a company where diversity is seen as an advantage, employees have a more positive

attitude towards diversity and a group's functioning, than in a company where diversity is seen as a taboo (Ely & Thomas, 2001). The so called integration-and- learning perspective on diversity shows that a positive attitude towards diversity, with a focus on an employee's role of bringing personal aspects into a company, results in an equal work atmosphere with respect to co-workers and a homogenous group feeling. This reflects the respect for each other's differences, talents and backgrounds (Ely & Thomas, 2001). By giving one part of the participants positive information about diversity in a team, the same atmosphere as in an integration-and-learning oriented company will be created.

Furthermore, the anticipated outcomes of a task play a crucial role in this research. Anticipated outcomes describe how participants expect to work in a team and be productive (Schneider & Northcraft, 1999). Most research about diversity was done by examining the individual's attitude towards diverse teams (Ely & Thomas, 2001; O'Reilly & Caldwell, 1985; Tekleab & Quigley, 2014). Cultural or gender differences between individuals are mostly recognized at first sight. Individuals tend to have a certain attitude towards a culture or a gender, based on their experience and opinions about a certain feature (O'Reilly & Caldwell, 1985). A lot of research has focussed on this attitude toward gender and culture differences, and focussed on how to manipulate or change it (Ely & Thomas, 2001). This research focuses on individuals' actual expectations for the team. Accordingly, the effect of the team constellation concerning diversity on personality traits will become clear. This leads to the following two hypotheses.

H3: Giving participants positive information about diversity in a team increases diverse group member's anticipated productivity, but not a homogeneous group member's anticipated productivity.

H4: Giving participants positive information about diversity in a team increases diverse group member's anticipated satisfaction with the group, but not homogeneity group member's anticipated satisfaction.

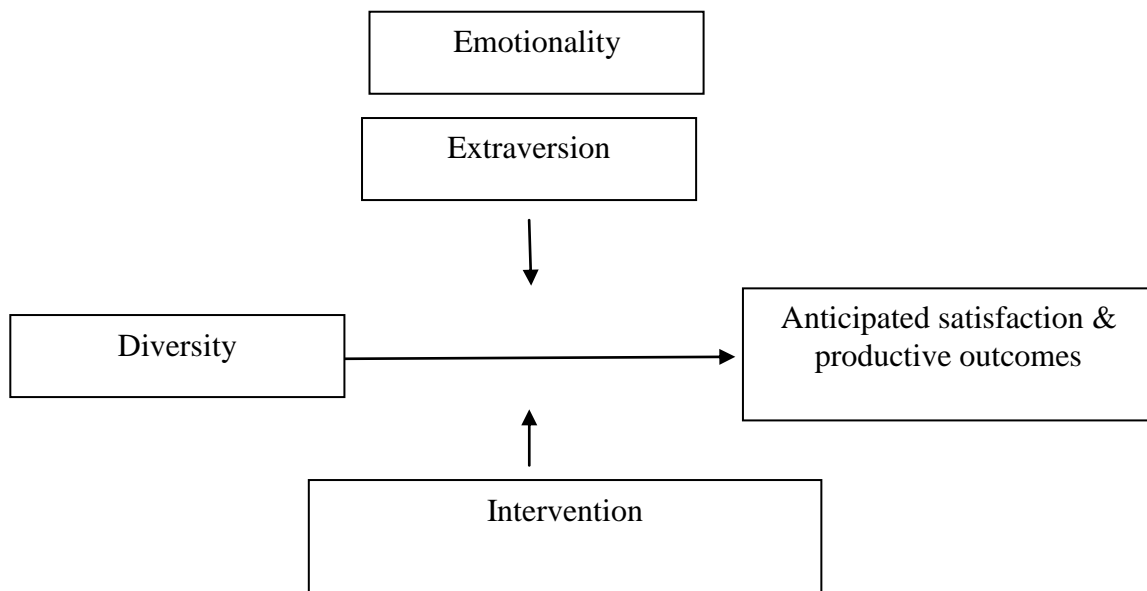
Additionally we are going to research the influence of the individual's personality in relation to the team-constellation and the anticipated productivity and satisfaction.

Research Model

The assembled literature and the formulated hypotheses are combined in the following research model.

Figure 1

Relationship between diversity, personality, the manipulation and the anticipated outcomes in teamwork.



Method

In this section of the experiment, the research instruments and the different analyses will be described.

Participants

A total of 144 students participated in the experiment. Five of the participants, were omitted, because of missing data. Therefore, the analyses were performed with $N = 139$. All of the participants were students of the University of Twente, where they study a wide range of topics at different departments. The students' average age was 21 ($SD = 2.81$). In the experiment both male and female students were allowed to participate: the male-female ratio was 46 male students (33.1 %) to 93 female students (66.9%). 81 participants were Dutch, 57 German and one participant had an Hungarian nationality. The questionnaire was applied only in Dutch, since all participants were proficient enough in the Dutch language. Most students were asked to enroll in the experiment online, others were recruited verbally or with emails. Students received half a research point for joining the experiment.

Design and material

The design of the experiment is a 2 (team constellation: homogenous/diverse) x 2 (personality of the team: emotional/extravert) x 2 (awareness: information/no information) design. The participants were randomly distributed across these conditions. The variables we tested were anticipated productivity, anticipated satisfaction and anticipated conflict.

Participants were told that they were going to work together in a team later, but had to fill in a questionnaire first. They filled in the questionnaire in one vacant room, and were told that the other team members were working on the questionnaire in other rooms. The questionnaire consisted of a total of 68 questions and was filled out with Qualtrics-software. The participants started with filling out informative questions about, among others, age, nationality, and study. These questions were followed by 32 items testing the participant's level of *extraversion* ($\alpha = 0.831$) and *emotionality* ($\alpha = 0.805$): 16 items for both dimensions.

These questions were approved by the Hexaco questionnaire, which is based on the Big 5 model of personality (de Vries, Ashton & Lee, 2009).

Subsequently the participants got five Raven test puzzle examples (Raven, 1938), having the assumption that they would have to solve these same puzzles with the other team members later on.

Next, the participants had the opportunity to send a message to their team members, and, if they had sent a message, received a response from the fictional team members as well. The other team member’s responses were pre-programmed, where men always received messages from male team members and women always from female team members. There were four possible team constellations for each gender and the participants were assigned randomly in these constellations, which is to be seen in the following table.

Table 1

Possible team constellations

Participant	Diverse/Homogenous	Team Constellation	Awareness
Extravert/Emotional	Homogenous	Extravert / Extravert / Extravert	Information/No Information
Extravert/Emotional	Homogenous	Emotional / Emotional / Emotional	Information/No Information
Extravert/Emotional	Diverse	Extravert / Extravert / Emotional	Information/No Information
Extravert/Emotional	Diverse	Extravert / Emotional / Emotional	Information/No Information

Every fictional members’ message contained five embedded personality traits, which were typically emotional or extravert.

Afterwards, the team was randomly divided into two different groups, following the

two possibilities of the questionnaire. The first group received information about diverse teams, presenting diversity as a positive characteristic of a team, while the other group didn't receive any information at all.

The participants were asked to fill out questions about the expectations of working in the team they had just met. Firstly, expectations of the team's anticipated *satisfaction* were assessed with eight items ($\alpha = 0.834$). These expectations had to be scored on a five point Likert scale. Satisfaction in participants would be measured in answers like "I can image to be a part of this team" or "I can image to create a close working-relationship with this team." Secondly, expectations of the team's anticipated *productivity* were assessed with seven items ($\alpha = 0.718$), like "I expect that we are able to properly solve the task as a team" or "I expect our team to perform well in creating new and innovative ideas.". Lastly, the participants had assess their expectations about anticipated *conflict* in their team with six items ($\alpha = 0.750$) like, "I expect emotional conflicts to occur." or " I expect personal conflicts and friction between the team-members to occur." The last part of the questionnaire consisted of a *manipulation check* of five questions, where participant were asked to present an idea about how introvert or extrovert, homogeneous, or diverse their team had been.

After having been finished with the questionnaire, the participants were presented with a short explanation about the experiment so they knew that the data collected was enough, and that they did not have continue to work with their team.

Correlations dependent variables

Table 2 shows the Pearson's correlations of the dependent variables. The correlations show there is a significant correlation between anticipated satisfaction and anticipated productivity, as well as between anticipated conflict and anticipated productivity. That means that team-members who anticipate high productivity in their team also anticipate high satisfaction and high conflict in the same group.

Table 2

Correlations anticipated productivity, satisfaction and conflict

	Productivity	Satisfaction	Conflict
	<i>M/SD</i>	<i>M/SD</i>	<i>M/SD</i>
Productivity	3.45/0.55	.350**	.552**
Satisfaction		3.40/0.55	.164
Conflict			3.52/0.56

* $p < 0,05$; ** $p < 0,01$

Results

In this chapter the results gathered by performing statistical tests are described per hypothesis.

By performing several ANOVA-analyses we tested whether the independent variables have the impact we had expected, and had formulated in the hypothesis. To test the interaction effect of the participants' manipulation and personality on the dependent variables, we conducted Linear Regression analyses.

Table 3 shows an overview of the mean values of all dependent and independent variables in participants.

Table 3

Overview dependent and independent variables

			Productivity		Satisfaction		Conflict	
			Mean	SD	Mean	SD	Mean	SD
Homogeneity	Extravert	Information	3.46	0.43	3.67	0.39	3.55	0.46
		No information	3.65	0.61	3.58	0.44	3.59	0.52
	Emotional	Information	3.19	0.58	2.82	0.48	3.46	0.59
		No information	3.39	0.58	3.16	0.544	3.61	0.59
Diverse	Extravert	Information	3.61	0.68	3.72	0.64	3.66	0.64
		No information	3.51	0.57	3.47	0.44	3.49	0.56
	Emotional	Information	3.38	0.43	3.40	0.57	3.52	0.47
		No Information	3.41	0.54	3.28	0.40	3.29	0.65

Analysis per hypothesis

By doing an ANOVA-analysis, the main-effects of the independent variables in a team constellation, personality of the team, and awareness of the dependent variables anticipated productivity and anticipated satisfaction were tested. In order to test the four hypotheses we conducted a univariate ANOVA-analysis.

The first hypothesis was:

Homogenous teams, in terms of personality, lead to a more anticipated satisfaction among team-members compared to the anticipation of satisfaction in diverse teams.

A marginally significant main-effect of the team-constellation concerning satisfaction of the team members was found ($F(1,131) = 3.36, p = .06$). In contrast to what we had expected, the marginal significance confirms that team-members of a diverse team expect to find more satisfaction ($M = 3.47, SD = .53$) than members of a homogenous team ($M = 3.33, SD = .56$).

The second hypothesis was:

Group members will anticipate higher productivity in teams that consist of extravert members than teams that predominately consist of emotional members.

The analysis showed a significant main-effect of the team's personality on productivity ($F(1,136) = 4.87, p = .02$). When taking a closer look, this effect proves that, as expected, members of a highly extravert team anticipate higher productivity in their team ($M = 3.55, SD = .56$), than members of a highly emotional team ($M = 3.36, SD = .54$). Comparatively, the main effect of the team's personality on anticipated satisfaction meets our hypothesis ($F(1,137) = 26.88, p < 0.01$). Members of highly extravert teams expect a higher satisfaction in their team ($M = 3.62, SD = .49$) than members of highly emotional team do ($M = 3.18, SD = .52$).

The third and fourth hypotheses test the effect of presenting information to, or withholding information from the participants.

The third hypothesis was:

Giving participants positive information about diversity in a team increases diverse group member's anticipated productivity, but not a homogeneous group member's anticipated productivity.

The analysis did not show a significant difference in either presenting or withholding information about diversity on the expected productivity of the group ($F(1,130) = 1.37, p = .24$).

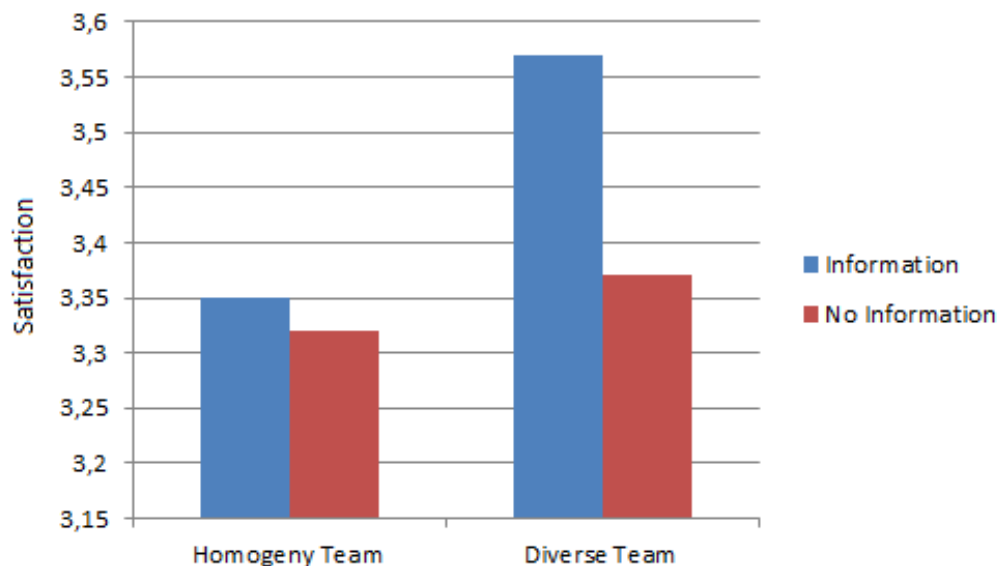
The fourth hypothesis was:

Giving participants positive information about diversity in a team increases diverse group member's anticipated satisfaction with the group, but not homogeneity group member's anticipated satisfaction.

In contrast to the third hypothesis, this analysis did show an effect on the interaction in the diverse team constellation, by either presenting ($M = 3.57, SD = .61$), or withholding information about diversity of the expected satisfaction ($M = 3.37, SD = .42$). This data was to be compared to presenting ($M = 3.35, SD = .59$) or withholding information ($M = 3.32, SD = .54$) in a homogeneous team ($F(1,131) = 3.10, p = .08$).

Figure 2

Anticipated satisfaction in homogeneous and diverse teams, with and without information



Tabel 4

ANOVA-analysis anticipated productivity

	<i>df</i>	<i>F</i>	<i>η</i>	<i>p</i>
Intervention	1	0.69	.00	.40
Constellation	1	0.38	.00	.53
PersonalityTeam	1	4.87	.03	.02
Intervention*Constellation	1	1.37	.01	.24
Intervention*PersonalityTeam	1	0.11	.00	.73
Constellation*PersonalityTeam	1	0.27	.00	.60
Intervention*Constellation* PersonalityTeam	1	0.08	.00	.77

Significant at $p < 0,05$

Tabel 5

ANOVA-analysis anticipated satisfaction

	<i>df</i>	<i>F</i>	<i>η</i>	<i>p</i>
Intervention	1	0.09	.00	.75
Constellation	1	3.36	.02	.06
PersonalityTeam	1	26.88	.17	.00
Intervention*Constellation	1	3.10	.02	.08
Intervention*PersonalityTeam	1	2.78	.02	.09
Constellation*PersonalityTeam	1	4.74	.03	.03
Intervention*Constellation* PersonalityTeam	1	0.63	.00	.42

Significant at $p < 0,05$

Explorative analysis

As mentioned before, an individual's personality plays a crucial role in their productivity, satisfaction, and conflict in a team (Costa & McCrae, 1980). Before, only the dominant personalities in the team had been analysed. Now, since we have data on the levels of emotionality and extraversion of each participant, an explorative test needed to be conducted to analyze the role of the participant's emotionality and extraversion in combination with the team constellation.

A Linear-Regression analysis was performed on the interaction of the participant's personality score in relation to the team constellation to predict each of the three dependent variables. The term team constellation reflects on the level of homogeneity and diversity in the team. Furthermore a simple slope analysis was performed to make the effect of the single interaction clear.

Productivity.

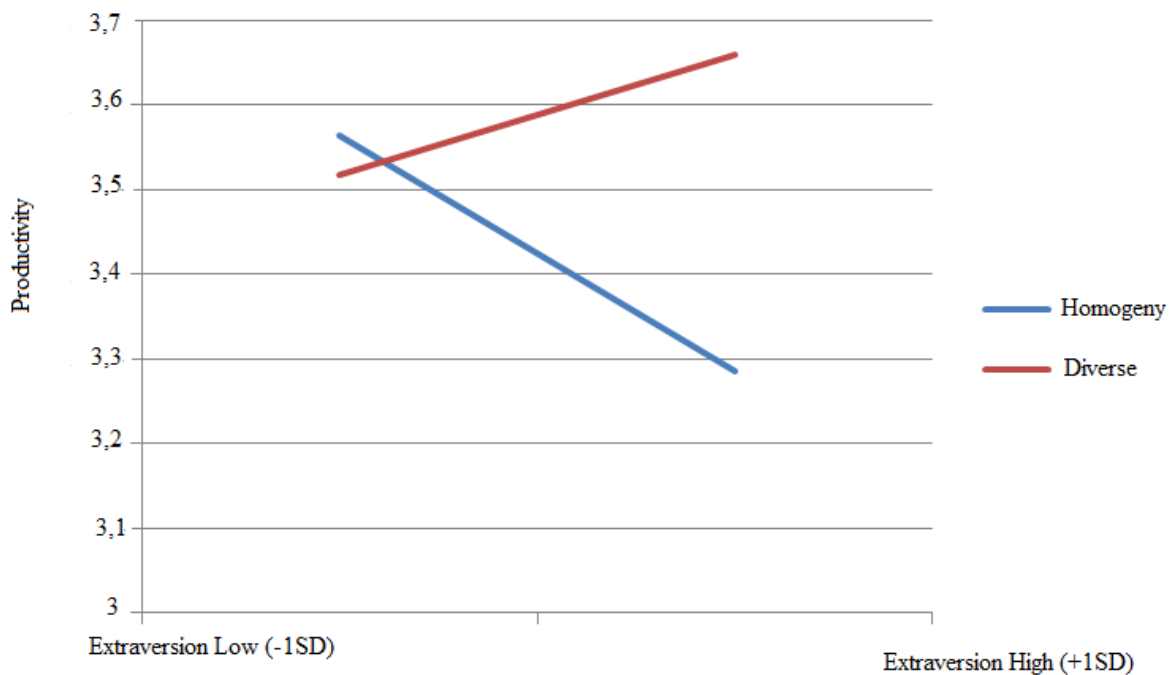
The regression analysis did not show an effect of emotionality ($b=.005$, $SE=.05$, $t(129)=.08$, $p=.93$), nor of extraversion ($b=.01$, $SE=.05$, $t(129)=.31$, $p=.75$), on the anticipated productivity. Furthermore, there was no significant main-effect of the team constellation on the anticipated productivity ($b=.03$, $SE=.04$, $t(129)=.66$, $p=.50$). In contrast, the regression analysis did show a marginally significant interaction effect of the constellation and emotionality ($b=.09$, $SE=.05$, $t(129)=1.75$, $p=.08$), and a significant interaction effect of the constellation and extraversion on the anticipated productivity ($b=.15$, $SE=.05$, $t(129)=3.01$, $p=.003$).

In order to the influence of personality on the effect of the constellation a simple slope analysis had been conducted. By performing the simple slope analysis, using the interactions between the constellation of the team and the individuals' personalities, a negative significant effect of extraversion in a homogeneous team constellation was found ($b=-.13$, $SE=.06$, $t(129)=-2.01$, $p=.04$), as well as a significant effect of extraversion in a diverse team

constellation ($b= .17$, $SE= .07$, $t(129)= 2.24$, $p= .02$). The analysis indicates a significant positive effect of extraversion on productivity in diverse conditions, which reflects the fact that highly extravert participants in a diverse team expect high productivity. In contrast, extraversion shows a negative effect on productivity in the homogeneous condition. These results indicate that highly extravert participants expect their team to be less productive in a homogeneous group constellation. Unfortunately, there were no significant results for emotionality in both team constellations.

Figure 3

Simple slope analysis for extravert individuals on anticipated productivity.



Satisfaction.

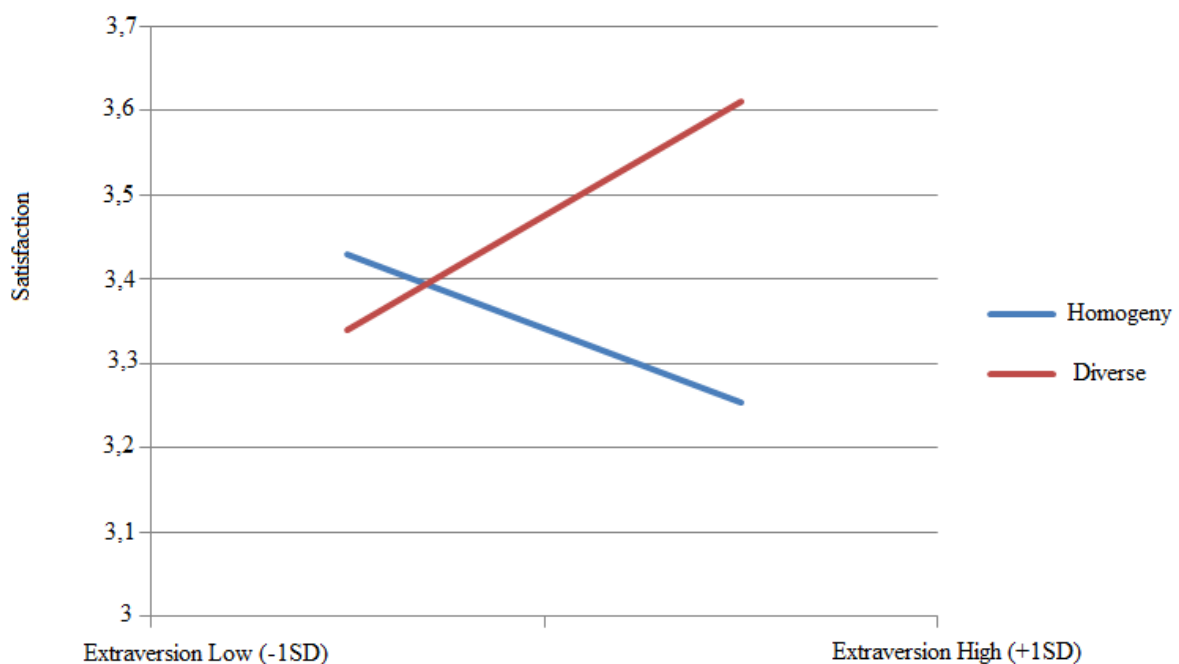
The regression analysis showed neither a main effect of emotionality ($b=.02$, $SE= .05$, $t(130)=.42$, $p=.67$), nor of extraversion on the anticipated satisfaction ($b=.02$, $SE= .05$, $t(130)=.46$, $p=.64$). Furthermore, there was no significant main-effect of the team constellation on the anticipated satisfaction ($b=.06$, $SE=.04$, $t(130)=1.37$, $p=.17$). The regression analysis did not show a significant interaction effect of the constellation and emotionality either ($b=.04$, $SE= .05$, $t(130)= .80$, $p=.42$), but there was significant

interaction effect of the constellation and extraversion on the anticipated satisfaction ($b = .11$, $SE = .05$, $t(130) = 2.17$, $p = .03$).

In order to see what the influence of personality was on the effect of the constellation, a simple slope analysis had been conducted. By conducting the simple slope analysis, with the interactions between the constellation of the team's and the individuals' personalities, no significant effect of extraversion in a homogeneous team constellation had been found ($b = -.08$, $SE = .06$, $t(130) = -1.26$, $p = .20$). Yet, there was a significant effect of extraversion in a diverse team constellation on the anticipated satisfaction ($b = .13$, $SE = .07$, $t(130) = 1.78$, $p = .07$). The effect of high extraversion in a homogeneous team-constellation showed a negative relation, which implies that high extravert participants would expect less satisfaction in a homogeneous team; unfortunately this result is not significant enough to prove this point. The significant results reflect on the fact that highly extravert participants expect to be satisfied in a diverse team. There were no significant results for emotionality in both team constellations.

Figure 4

Simple slope analysis for highly extravert individuals on anticipated satisfaction.



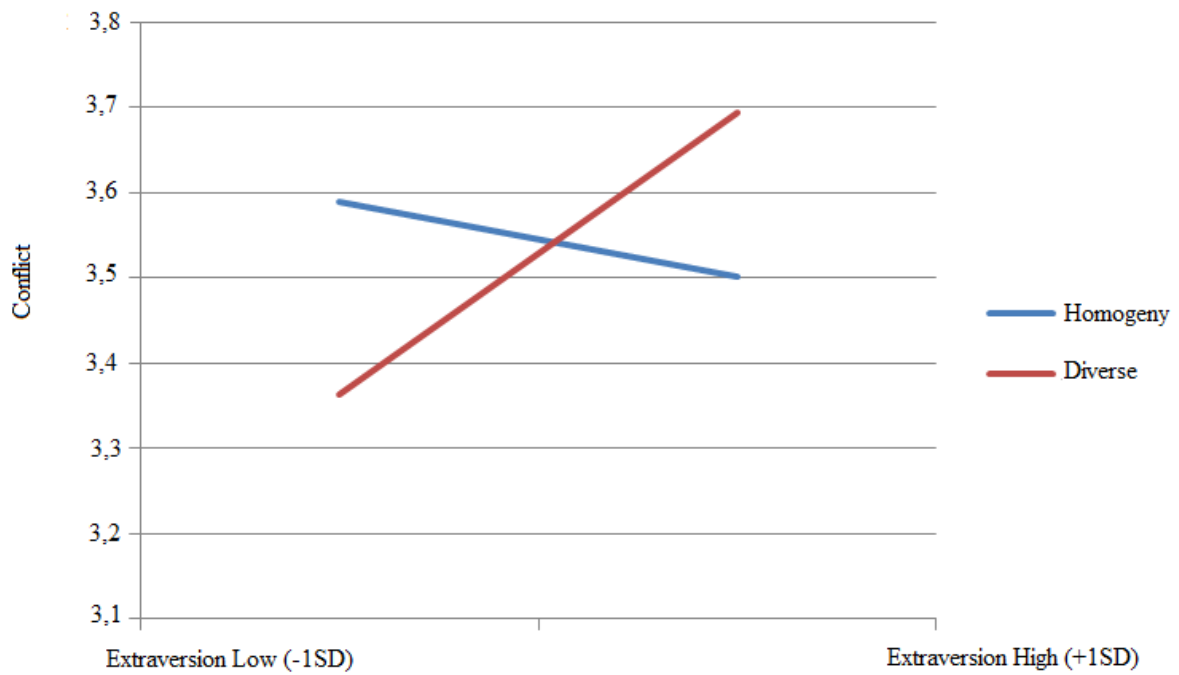
Conflict.

The regression analysis showed neither a main effect of emotionality ($b=-.04$, $SE=.05$, $t(130)=-.83$, $p=.40$), nor of extraversion on the anticipated conflict ($b=.06$, $SE=.05$, $t(130)=1.16$, $p=.24$). Furthermore, there was no significant main-effect of the team's constellation on the anticipated conflict ($b=-.009$, $SE=.05$, $t(130)=-.17$, $p=.86$). The regression analysis did not show a significant interaction effect of the constellation and emotionality either ($b=.06$, $SE=.05$, $t(130)=1.26$, $p=.21$). Yet, there was significant interaction effect of the constellation and extraversion on the anticipated conflict ($b=.10$, $SE=.05$, $t(130)=2.01$, $p=.04$).

In order to see what the influence of personality was on the effect of the constellation a simple slope analysis had been conducted. By conducting the simple slope analysis, with the interactions between the constellation of the team's and the individuals' personality, no significant effect of extraversion in a homogeneous team constellation had been found ($b=-.04$, $SE=.07$, $t(130)=-.63$, $p=.52$). Yet, there was a significant effect of extraversion in a diverse team constellation on the anticipated conflict ($b=.16$, $SE=.07$, $t(130)=2.15$, $p=.03$). The effect of extraversion in a homogeneous team-constellation showed a negative relation, which implies that highly extravert participants would expect less conflict in a homogeneous team. Unfortunately, this result is not significant enough to prove this point. The significant results reflect on the fact that highly extravert participants expect conflict in a diverse team. There were no significant results for emotionality in both team constellations.

Figure 5

Simple slope analysis for highly extravert individuals on anticipated conflict.



Discussion

Working in teams challenges individuals in accepting differences among group members and in finding ways to communicate properly in professional conditions (Edmonson, 1999). Therefore, this research's main objective is providing information to improve collaboration in teams.

Personality influences perception and the understanding of the environment (Kramer, 1998). Variation of personalities in a team can, at first sight, not be distinguished; therefore, personality is a so called deep-level factor. This classification means that differences between team-members' personalities only become visible after a period of time (Turner, 1985). On the one hand, homogeneous teams may have less communication problems compared to teams that are diverse with respect to personalities, which creates a significant advantage in terms of time. On the other hand, diverse teams can combine a variety of perspectives, which is useful in creating new ideas or in the prevention of tunnel vision (Molleman, 2005). By exploring a team's homogeneity and the individuals' diversity in terms of personality this research gives an idea about the role of diversity and personality in order to create an increasing productivity and satisfaction of teams.

Expectations and results

The results of our analysis will be discussed, and further explained, by discussing our expectations in relation to previous research on this topic. A first assumption is that a homogenous team-constellation leads to an increase of a team's satisfaction in terms of performance, where diverse team-constellation does not show this increase. Contradicting this expectation, the current results showed that diverse teams anticipate more satisfaction in team-members. Previous research showed similar results and provides explanations for this unanticipated phenomenon. That is, a team's homogeneity may lead to a better work-atmosphere in the group and creates an increase in the team's performance, but it does not exclude the possibility of satisfaction with a diverse team (Swann, Polzer, Seyle, & Ko,

2004). A diverse team's members mainly focus on similarities in the team and create a common ground to communicate on (Rink & Ellemers, 2010). A group member's feeling of being in a team with similar personalities takes more time and energy in a diverse team than it does in a homogeneous team. As long as team-members are able to find a shared idea in a common task, they will be as satisfied with a diverse team as they will be with a homogeneous team (Harrison & Klein, 2007). Yet, participants of studies on job-satisfaction (Harrison & Klein, 2007) anticipate a higher feeling of contentment in a diverse team than they would in a homogeneous team, which reflects that a shared interest, or similar personalities, are not the most important factor in solving a given task. Participants of the current study had to focus on the common task of solving the Raven-test. It seems that the focus of the task, which creates the shared goal of solving the puzzle, is strong enough to outweigh personality diversity. Therefore participants expect to be satisfied with their team-members in a diverse team constellation.

The current results meet the expectation that high-extravert teams expect more productivity in their team and, as a result, will be more satisfied. Higher expectations in productivity are explained by a higher capacity in highly extravert individuals, and their trying their utmost best to excel in tasks with a social component (Barrick & Mount, 1991). Participants in this research were presented with a problem that had to be solved by the team as a whole; teamwork creates a social component in answering such questions. Teamwork triggers the team-members' motivation to work harder and present well, so it is likely that the individual's expectations for the team's productivity also tend to be high. Higher expectations in satisfaction in a team reflect the earlier mentioned quality of highly extravert individuals to experience more positive feelings than highly emotional individuals (Costa & McCrae, 1980; Emmons & Diener, 1985; Watson, 1988). Individuals who are likely to perceive their environment in a positive way are more likely to precipitate more positive features in a team. This quality of highly extravert individuals explains their high expectations in satisfaction.

The previously announced expectation of individuals being given positive information about diversity in teams, and as a result an expectation of more productivity and satisfaction in diverse groups, can be opposed to individuals who did not receive this information. Those individuals do not share the positive view on the team's productivity. Unfortunately we cannot confirm this expectation concerning expected productivity based on the findings of the current study. Former research shows that making differences aware, and the advantages of variety in persons, in individuals does not necessarily influence the individual's attitude towards diversity (Kernahan & Davis, 2010). Accordingly, one perceives a difference: information people get from an outsider, and information that was assembled by an individual itself (Troisi, Young & Harris, 2012). Collecting information by oneself results in a higher acceptance of diversity, which opposes to the more personal and active approach of receiving information (Troisi, Young & Harris, 2012).

But in line with the expectation, participants in a diverse team are expecting more satisfaction with their team after receiving information about diversity. This result is confirmed by previous research. It makes individuals feel more comfortable to know about differences in the group (Weiler, Keller & Olex, 2012). Making diversity a topic to talk about and to learn from, results in a better work atmosphere and more comfort for the individuals (Ely & Thomas, 2001).

New coherences

Next to the hypothesized expectations, we conducted further exploratory analyses. The hypotheses take the dominant personality of the team into account, but we also have the opportunity to take a closer look at the role of the individual's personality and the constellation of the team concerning anticipated productivity, satisfaction and conflict in the team. This analysis showed that highly extravert individuals in a diverse team expect more productivity and more satisfaction than they would in a homogeneous team, or than highly emotional individuals in a diverse team would expect. Highly extravert individuals tend to

experience their surroundings in a positive way, as a result they think about their team's abilities positively (Costa & McCrae, 1980; Emmons & Diener, 1985; Watson, 1988). The highly extravert individuals expect a high productivity and satisfaction in a diverse team, more so than in a homogeneous team, which reflects the already formulated conclusion: a work-related question is not related to the variability in personality (Harrison & Klein, 2007). A reason why this effect is only found in the diverse team constellation and not in the homogeneous teams might be found in the fact that high-extravert individuals are highly communicative (Costa & McCrae, 1980). In a homogeneous team-constellation with high emotional individuals extraverts tend to feel unsatisfied about the level of communication. On the other hand a homogeneous team-constellation with only high extravert individuals the level of communication is satisfying, but resulting in a unsatisfying level of productivity (Littlepage, Schmidt, Whisler, & Frost, 1995). That is why high extravert individuals work on their best in diverse teams, which provide both: a high level of communication and productivity.

Interestingly, a new factor is introduced in this explorative part of the research. Next to high productivity and satisfaction, highly extravert individuals also expected more conflict in a diverse team. In line with this result, previous research shows that different levels of communication, and a variety of backgrounds, can lead to more conflict in a team (Molleman, 2005). Even though highly extravert individuals expect more productivity and satisfaction in the group, they expect more conflict in a group's process as well. The expectation of conflict does not necessarily have a negative influence on a team; conflict can be useful in a creative process. Earlier we also found a positive correlation between anticipated productivity and anticipated conflict. This enhances the conclusion that conflict can have a positive effect in the group process. The perception of a conflict being positive complements previous research that found that conflict may improve the quality of decision-making and the team's planning (Eisenhardt & Schoonhoven, 1990). The typically positive way of thinking highly extravert

individuals have, explains why they perceive conflict as a necessity in the creative process, which contributes to the high expectations of satisfaction and productivity in a team as well. Whereas high emotional individuals tend to perceive their environment as challenging, especially concerning difficult situation, they might tend to avoid conflict. In contrast high extravert individuals do not perceive challenges as something negative, rather as something renewing and valuable (Costa&McCrae, 1980; Emmons & Diener, 1985; Watson, 1988).

Limitations of the present research

Even though this research was established attempting to avoid possible biases and problems, there still are some limitations. This research's purpose was to examine the natural deep-level fault line of personality. Deep-level means that the differences between team-member's personalities are not visible when a process is initiated (Turner, 1985).

Firstly, we chose to work with a fictional team. This made it possible for us to manipulate the constellation of personalities in the group. Furthermore this makes it possible for us to measure the actual expectations of the participants for their team, not just measuring the expectations based on their attitudes. This is, like mentioned before an advantage of this study compared to other studies in this field (Ely & Thomas, 2001). Unfortunately this also made it more challenging to make the deep-level differences recognizable in a short period of time. We chose to provide participants with details about the personality of the virtual team-members. The main problem we faced was that, by providing details, the deep-level trait rose to the surface-level. Unfortunately, there is no indication of the participant's perception of the fault lines. As a result, the conclusions of the examined deep-level differences in personalities have to be considered in light of the assertion that we cannot be sure about the actual deep-level of personality.

Secondly, there had not been any pilot-testing of the tasks prior to the actual testing. Afterwards, many participants stated that they did not have any doubt in solving the team-task successfully, since the examples of the Raven test (Raven, 1938) from level one were too

easy. The utilization of more difficult examples of the Raven test (Raven, 1938) might have led to different results in the team's anticipated productivity. Without the certainty of even being able to solve the task alone, participants would be more depending on the team.

Therefore proper communication and collaboration would become more important.

Suggestions for future research & practical implications

It would make an interesting research to take a closer look at the results in diverse team-constellations. These were, contradictory to the expectations, more positive than the effects in homogeneous team-constellations, since the, unfortunately quite small number of, participants were not as trustworthy as we had hoped for.

Additionally, we recruited a large amount of students from different studies, but they all happened to be students of the Twente University. Culture plays a key role in how the environment and groups are perceived (John & Srivastava, 1999). A variety of significant different cultures might lead to another insight into the experience of emotionality and extraversion than concluded from this research. Furthermore, it could be interesting to have a larger group of participants from different backgrounds to see whether they influence the results.

For future research it would be interesting to take a closer look at the other four dimensions of the HEXACO-model (De Vries, Ashton & Lee, 2009). We only examined 'emotionality' and 'extraversion', but there might be other interesting implications to make when adding honesty-humility, agreeableness, conscientiousness, and openness to experience. The choice for emotionality and extraversion was as mentioned earlier, based on the fact that differences in the experience of the environment become distinct easily between these two factors (Costa & McCrae, 1980). But research has shown that openness to experience for example also has an influence on the way individuals perceive diversity in a team and handle the variety of personality, for example (Barrick & Mount, 1991). So we expect an interaction

between the personality traits and the experience of diversity in personality and the expected productivity and satisfaction.

This research provides conclusions that can be useful for practice, keeping in mind the higher satisfaction of diverse teams while combining a new team could lead to higher performance and higher satisfaction of the employees. Especially the distribution of highly extravert individuals in teams can lead to a better, and a more positive, atmosphere in teams. But an organization also needs low-extravert individuals to stay in balance of a good atmosphere and productivity. Because as mentioned earlier, a team-constellation of only high-extravert individuals might lead to decreasing productivity (Littlepage, Schmidt, Whisler, & Frost, 1995). A well balanced team-constellation of high- and low-extravert individuals plays a crucial role for the achievements of the team. Furthermore, conflict does not take away productivity and satisfaction in teams, but it might lead to a more open and honest work atmosphere. Being aware of the advantages of diversity, as well as of the employees personalities, will improve satisfaction and performances in a diverse team.

Conclusion and comment

In researching groups, we tried to improve team-work while keeping in mind differences between team-members' personalities and the perceptions of these differences. The results have to be seen as a beginning in understanding processes and difficulties in a team, and make them solvable or even avoidable. Keeping in mind the limitations and suggestions for future research, this initiation of research could be recorded in a script for managers on how to combine personalities in a team to reach the highest level of satisfaction and productivity in a team.

Turning back to the research-question: *what is the role of diversity in personality traits, as deep-level fault-lines, in relation to anticipated satisfaction with the productivity and the anticipated affective outcomes in a group?*

We can conclude that diversity in personality-traits plays a role in the anticipated level

of satisfaction with the process and the affective outcomes. This conclusion has been drawn from the personality traits emotionality and extraversion. The differences become clear in the team-constellation as well as in the personality of the individuals. Overall, we can say that highly extravert individuals are more satisfied in diverse team-constellation.

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Appendix A

Questionnaire

Individen komen dagelijks in contact met groepen. De samenstelling van een groep kan bepalend zijn voor het functioneren van deze groep. Verschillende aspecten zoals nationaliteit, geslacht of hobby's kunnen een groep divers maken. In dit onderzoek ligt de focus op de samenstelling van persoonlijkheden binnen een groep. Na een paar algemene vragen over jezelf volgt een persoonlijkheidstest. Na een paar oefentaken word je voorgesteld aan jouw team. Je teamgenoten zitten verdeeld in de kamers naast je. Na de oefentaken en de kennismaking worden jullie gevraagd om een inschatting van het verwachte succes van jullie groep te maken. Daarna gaan jullie echt aan de slag om als groep de taken op te lossen.

Ik verklaar hierbij op voor mij duidelijke wijze te zijn ingelicht over de aard en methode van het onderzoek, zoals uiteengezet in de bovenstaande informatiebrochure 'Diversiteit in groepen'. Mijn vragen zijn naar tevredenheid beantwoord. Ik stem geheel vrijwillig in met deelname aan dit onderzoek. Ik behoud daarbij het recht deze instemming weer in te trekken zonder dat ik daarvoor een reden hoeft te geven en besef dat ik op elk moment mag stoppen met het experiment. Indien mijn onderzoeks-resultaten gebruikt zullen worden in wetenschappelijke publicaties, dan wel op een andere manier openbaar worden gemaakt, zal dit volledig geanonimiseerd gebeuren. Mijn persoonsgegevens zullen niet door derden worden ingezien zonder mijn uitdrukkelijke toestemming. Als ik nog verdere informatie over het onderzoek zou willen krijgen, nu of in de toekomst, kan ik me wenden tot Theresa Hackelberg (t.hackelberg@student.utwente.nl).

Voor eventuele klachten over dit onderzoek kunt u zich wenden tot de secretaris van de Commissie Ethiek van de faculteit Gedragswetenschappen van de Universiteit Twente, mevr. J. Rademaker (telefoon: 053-4894591; e-mail:j.rademaker@utwente.nl, Postbus 217, 7500 AE Enschede). Aldus in tweevoud getekend:

Heb je voldoende informatie over het experiment ontvangen en ben je klaar om te beginnen?

- Ja
- Nee

Algemene informatie

Individen komen dagelijks in contact met groepen. Dit kan op verschillendste manieren gebeuren, bijvoorbeeld in een werk- of studiegroep, met huisgenoten of vrienden, of je maakt deel uit van een groep mensen die op de bus staan te wachten. Afhankelijk van het doel van de groep speelt de samenstelling een belangrijke rol. De samenstelling van een groep kan bepalend zijn voor het functioneren van de groep. Verschillende aspecten zoals nationaliteit, geslacht of hobby's kunnen een groep divers maken. In dit onderzoek ligt de focus op de samenstelling van persoonlijkheden binnen een groep.

Overzicht van het experiment :

Na een aantal algemene vragen volgt een persoonlijkheidstest. Nadat je deze hebt ingevuld ga je met oefentaken aan de slag die op de taken lijken, die jullie straks als team moeten oplossen. Daarna mag je een bericht sturen aan de rest van het team. Je krijgt vervolgens een persoonlijkheidsprofiel en een bericht van je teamgenoten te zien en vice versa. Daarna hoeft je alleen nog een korte inschatting te geven van je verwachtingen ten opzichte van de samenwerking met het team. Vervolgens kunnen jullie echt als team aan de slag!

Succes!

1. Wat is je geslacht?

- Man
 Vrouw

2. Wat is je leeftijd?

3. Wat is je nationaliteit?

- Nederlands
 Duits
 Anders, namelijk

4. Welke studie volg je?

We beginnen met een persoonlijkheidstest die jouw mate van extraversie en introversie meet. De uitkomst zal gebruikt worden om het team waarmee je straks moet gaan samenwerken te beschrijven.

Op de volgende pagina vind je een aantal uitspraken over jezelf. Je wordt verzocht de uitspraken te lezen en aan te geven in hoeverre je het met deze uitspraken eens dan wel oneens bent. Geef jouw antwoord door de meest geschikte optie aan te vinken met behulp van de volgende antwoordcategorieën:

- 1 = Helemaal mee oneens
 2 = Mee oneens
 3 = Neutraal (Noch mee eens, noch mee oneens)
 4 = Mee eens
 5 = Helemaal mee eens

Je wordt vriendelijk verzocht op elke vraag antwoord te geven, zelfs als je niet helemaal zeker van je antwoord bent.

	Helemaal mee oneens	Mee oneens	Neutraal	Mee eens	Helemaal mee eens
Alles bij elkaar heb ik wel een tevreden gevoel over mijzelf.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik zou bang worden als ik in slecht weer zou moeten reizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik denk dat de meeste mensen aspecten van mijn persoonlijkheid wel mogen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Het kan mij niet schelen om	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

gevaarlijke klussen uit te voeren.

Ik heb het gevoel dat ik een
impopulair persoon ben.

Als het gaat om fysiek gevaar, ben
ik een angsthais.

Soms heb ik het gevoel dat ik een
waardeloos persoon ben.

Zelfs in crisissituaties blijf ik
rustig.

Ik geef zelden mijn mening in
groepsbijeenkomsten.

Ik maak me soms zorgen over
onbenulligheden.

Als ik anderen ontmoet, ben ik
meestal diegene die het contact op
gang brengt.

Ik maak me veel minder zorgen
dan de meeste mensen.

Als ik met andere mensen samen
ben, ben ik vaak de woordvoerder
van de groep.

Ik heb zelden of nooit
slaapproblemen door stress of
angst.

Ik voel mijzelf niet erg op mijn
gemak als ik voor een groep
mensen sta te praten.

Ik word erg gespannen als ik moet
wachten op een belangrijke
beslissing.

Ik vermijd prietpraat.

Na een pijnlijke ervaring heb ik
iemand nodig om me te troosten.

Ik geniet ervan om veel mensen om
me heen te hebben met wie ik kan

praten.

Moeilijke situaties kan ik aan
zonder emotionele steun van
anderen nodig te hebben.

Ik heb liever een baan waarin men
veel met andere mensen omgaat.

Wanneer ik over iets inzit, wil ik
het liefst met iemand mijn zorgen
delen.

Het eerste dat ik altijd doe als ik
ergens nieuw ben, is vrienden
maken.

Ik bespreek zelden mijn problemen
met anderen.

Ik heb vrijwel altijd veel energie.
Ik voel tranen opkomen als ik
anderen zie huilen.

De meeste dagen voel ik me blij en
optimistisch.

Als iemand die ik ken ongelukkig
is, voel ik zelf bijna diens pijn.

Mensen vertellen me vaak dat ik
wat vrolijker zou moeten zijn.

Ik raak erg geëmotioneerd als
iemand die me na staat voor een
lange tijd weg gaat.

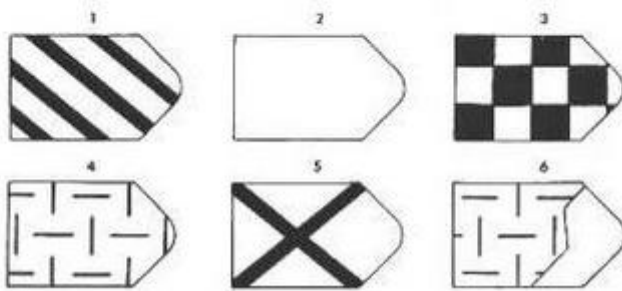
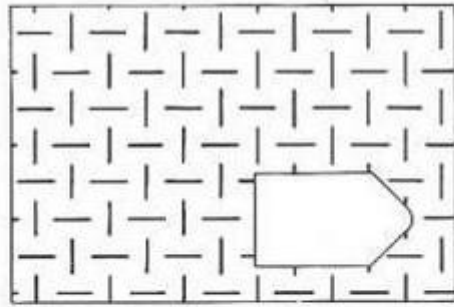
De meeste mensen zijn
levenslustiger en dynamischer dan
ik.

Ik raak niet snel geëmotioneerd,
zelfs niet in situaties waarin
anderen erg sentimenteel zijn.

Nu is het bijna zo ver en je mag met je team aan de slag. Allereerst volgen een aantal oefentaken als voorbeeld voor de taken die jullie straks als team op moeten lossen.

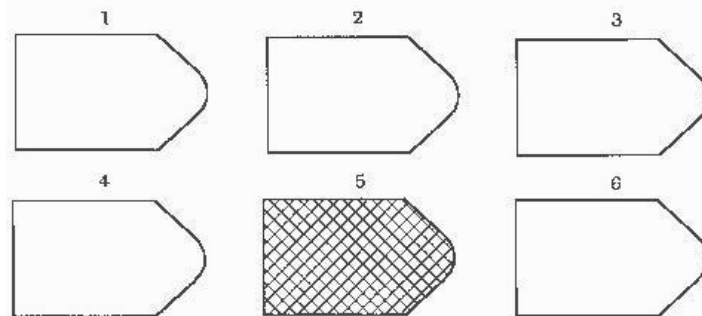
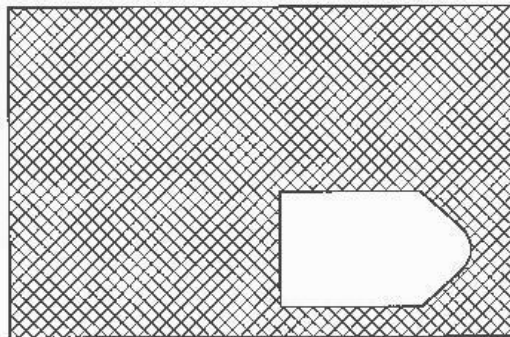
De taken zien er als volgt uit, het is de bedoeling dat je uit de onderstaande zes opties die optie kiest die in het patroon past. Je kiest een optie door erop te klikken, het plaatje wordt dan groen. Dit is een voorbeeld van de taak:

Voorbeeld



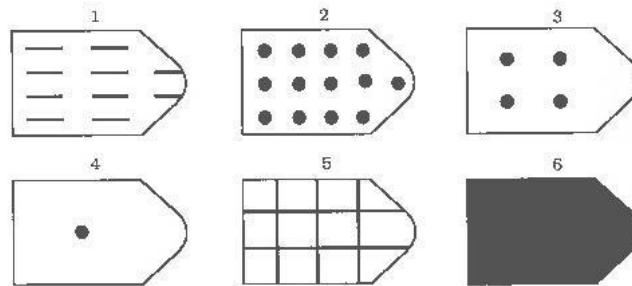
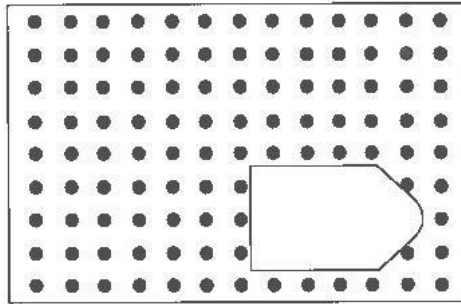
Oefentaak 1

Selecteer de goede optie door er een keer op te klikken, de optie wordt vervolgens groen.



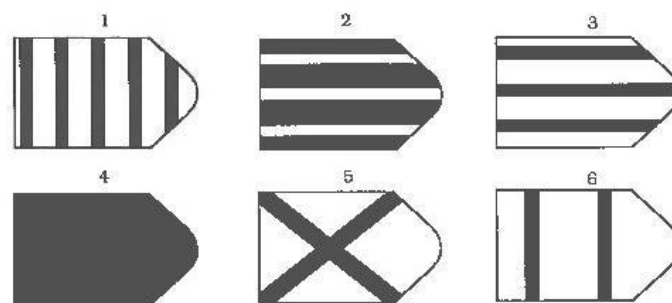
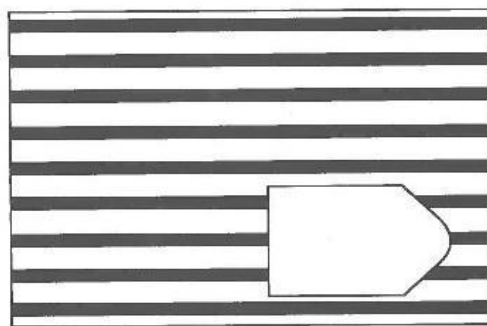
Oefentaak 2

Selecteer de goede optie door er een keer op te klikken, de optie wordt vervolgens groen.



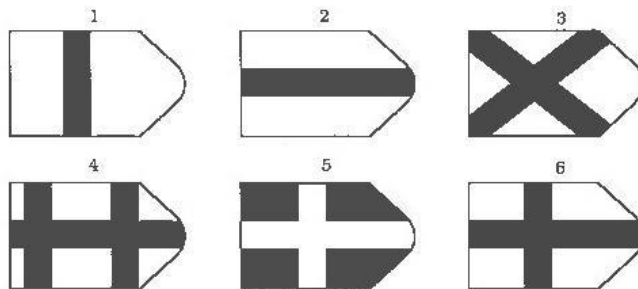
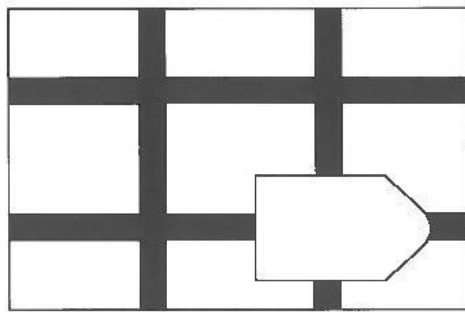
Oefentaak 3

Selecteer de goede optie door er een keer op te klikken, de optie wordt vervolgens groen.



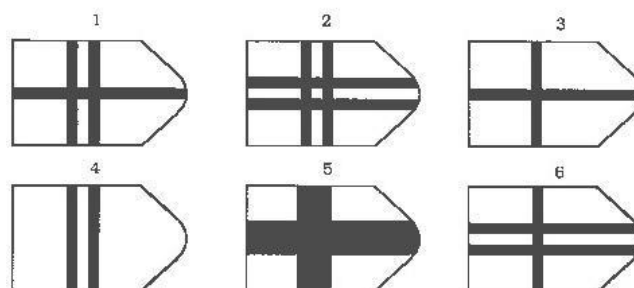
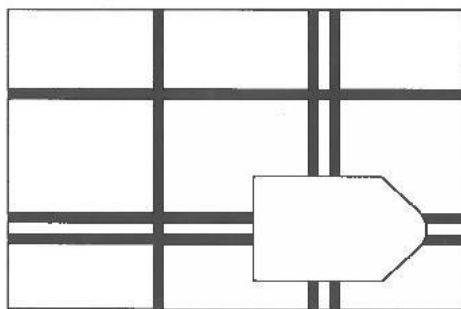
Oefentaak 4

Selecteer de goede optie door er een keer op te klikken, de optie wordt vervolgens groen.



Oefentaak 5

Selecteer de goede optie door er een keer op te klikken, de optie wordt vervolgens groen.



Dit waren de voorbeelden. In dit onderzoek zijn we onder andere benieuwd naar hoe de eerste indrukken van een taak groepssamenwerking beïnvloedt. We vragen je daarom om even de tijd te nemen om jouw eerste indruk van de taak te beschrijven. Hoe denk jij dat de groep deze taak zal uitvoeren?

Deze beschrijving zal samen met jouw score op de extravertie-introversielijst gebruikt worden om je voor te stellen aan de andere groepsleden.

Bedankt voor je reactie.

Nog niet alle deelnemers hebben hun reactie opgestuurd. We vragen je daarom om even geduld te hebben.

Als iedereen klaar is krijg je de antwoorden van je teamgenoten te zien.



(Het scherm ververs automatisch, en je krijgt de reacties van de anderen te zien zodra deze binnen zijn)

(Berichten per mogelijke team-samenstelling, proefpersonen krijgen alleen een van de onderstaande opties te zien)

Divers Vrouwen Extravert Hoog

Proefpersoon 1

Geslacht : Vrouw

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Hoog

-uitbundig –spontaan- levendig- enthousiast- vrolijk

Bericht aan het team:

Hoi mensen, ik ben benieuwd op de rest van de taken, let's go!

Proefpersoon 2

Geslacht : Vrouw

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Hoog

-optimistisch-opgewekt- monter -enthousiast-vlot

Bericht aan het team:

Zijn jullie er klaar voor? Ik wel hoor, kom maar op met de taken!

Proefpersoon 3

Geslacht : Vrouw

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Laag

-introvert – pessimistisch- neerslachtig – stug – somber

Bericht aan het team:

Okay dus dat was deel een, ben benieuwd naar de rest !

Homogeen Vrouwen Extravert Laag

Proefpersoon 1

Geslacht : Vrouw

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Laag

-introvert – pessimistisch- neerslachtig – stug – somber

Bericht aan het team:

We zien het wel jongens, ik ben benieuwd!

Proefpersoon 2

Geslacht : Vrouw

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Laag

-terughoudend – zwijgzaam- ontoegankelijk – stug – afstandelijk

Bericht aan het team:

Ik ben benieuwd wat gaat komen, kom maar op!

Proefpersoon 3

Geslacht : Vrouw

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Laag

-gesloten-somber-gereserveerd-stug –introvert

Bericht aan het team:

Ik ben er klaar voor hoor, laat de opdrachten maar zien!

Homogeen Vrouwen Extravert Hoog

Proefpersoon 1

Geslacht: Vrouw

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Hoog

-temperamentvol-extravert-blijgeestig-enthousiast-optimistisch

Bericht aan het team:

Ik heb er zin in jongens, kunnen we mooi laten zien wat we in huis hebben!

Proefpersoon 2

Geslacht: Vrouw

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Hoog

-optimistisch-opgewekt- monter -enthousiast-vlot

Bericht aan het team:

Zijn jullie er klaar voor? Ik wel hoor, kom maar op met de taken!

Proefpersoon 3

Geslacht : Vrouw

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Hoog

-uitbundig –spontaan- levendig- enthousiast- vrolijk

Bericht aan het team:

Hoi mensen, ik ben benieuwd op de rest van de taken, let's go!

Divers Vrouwen Extravert Laag

Proefpersoon 1

Geslacht : Vrouw

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Laag

-gesloten-somber-gereserveerd-stug –introvert

Bericht aan het team:

Laat de taken maar komen!

Proefpersoon 2

Geslacht : Vrouw

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Laag

-terughoudend – zwijgzaam- ontoegankelijk – stug – afstandelijk

Bericht aan het team:

Ik ben benieuwd wat gaat komen!

Proefpersoon 3

Geslacht: Vrouw

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Hoog

-temperamentvol-extravert-blijgeestig-enthousiast-optimistisch

Bericht aan het team:

Ik heb er zin in jongs, kunnen we mooi laten zien wat we in huis hebben!

Homogeen Mannen Extravert Laag

Proefpersoon 1

Geslacht : Man

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Laag

-gesloten-somber-gereserveerd-stug –introvert

Bericht aan het team:

Kom maar op met de taken, ben benieuwd!

Proefpersoon 2

Geslacht : Man

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Laag

-terughoudend – zwijgzaam- ontoegankelijk – stug – afstandelijk

Bericht aan het team:

Dat was deel een ,kom maar op met deel twee zou ik zeggen!

Proefpersoon 3

Geslacht: Man

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Laag

-introvert – pessimistisch- neerslachtig – stug – somber

Bericht aan het team:

Ik ben er klaar voor, laten we nu met de rest aan de slag gaan!

Homogeen Mannen Extravert Hoog

Proefpersoon 1

Geslacht: Man

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Hoog

-temperamentvol-extravert-blijgeestig-enthousiast-optimistisch

Bericht aan het team:

Ik heb er zin in jongens, kunnen we mooi laten zien wat we in huis hebben!

Proefpersoon 2

Geslacht : Man

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Hoog

-optimistisch-opgewekt- monter -enthousiast-vlot

Bericht aan het team:

Zijn jullie er klaar voor? Ik wel hoor, kom maar op met de taken!

Proefpersoon 3

Geslacht : Man

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Hoog

-uitbundig –spontaan- levendig- enthousiast- vrolijk

Bericht aan het team:

Hoi mensen, ik ben benieuwd op de rest van de taken, let's go!

Divers Mannen Extravert Laag

Proefpersoon 1

Geslacht: Man

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Laag

-gesloten-somber-gereserveerd-stug –introvert

Bericht aan het team:

Jongens, ik ben benieuwd, kom maar op met de taken!

Proefpersoon 2

Geslacht : Man

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Laag

-terughoudend – zwijgzaam- ontoegankelijk – stug – afstandelijk

Bericht aan het team:

Ik ben benieuwd, laat de taken maar komen zou ik zeggen!

Proefpersoon 3

Geslacht: Man

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Hoog

-temperamentvol-extravert-blijgeestig-enthousiast-optimistisch

Bericht aan het team:

Ik heb er zin in jongens, kunnen we mooi laten zien wat we in huis hebben!

Divers Mannen Extravert Hoog

Proefpersoon 1

Geslacht: Man

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Hoog

-optimistisch-opgewekt- monter -enthousiast-vlot

Bericht aan het team:

Zijn jullie er klaar voor? Ik wel hoor, kom maar op met de taken!

Proefpersoon 2

Geslacht : Man

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Hoog

-uitbundig –spontaan- levendig- enthousiast- vrolijk

Bericht aan het team:

Hoi mensen, ik ben benieuwd op de rest van de taken, let's go!

Proefpersoon 2

Geslacht : Man

Uit de vragenlijst is het volgende persoonlijkheidsprofiel ontstaan met vijf kenmerkende eigenschappen:

Score op Extraversie: Laag

-introvert – pessimistisch- neerslachtig – stug – somber

Bericht aan het team:

Nou laat de taken maar komen zou ik zeggen!

Informatie diversiteit

Hoe tevreden zijn mensen in een diverse werkomgeving?

Tegenwoordig komen mensen steeds vaker in een diverse werkomgeving terecht. Bedrijven zijn bezig met het internationaliseren en expanderen van hun projecten, wat ervoor zorgt dat ook medewerkers met meer diversiteit in hun teams moeten leren omgaan.

In verschillende bedrijven is het programma in de omgang al geïmplementeerd. “Het is belangrijk dat verschillende herkomsten geen geheim blijven.” Aldus de directeur van een groot consultant bureau. Volgens hem is het erg belangrijk om veel over elkaars origine te praten en het als bron van informatie te zien. De positieve invloed van deze aanpak is ook terug te vinden in de tevredenheid van zijn werknemers. “Diversiteit betekent dat je problemen en situaties anders bekijkt en in hoeverre je begrijpt wat gaande is. Er komt geen gevoel op, van : jij bent precies zoals ik.” Legt een Consultant uit. Een andere voegt toe “Soms ligt de samenwerking wel even buiten je comfort-zone, maar uiteindelijk zie je wel de voordelen van de verschillende typen talenten die mensen meebrengen.” . De directeur legt verder uit dat het wel tijd kost om elkaar en elkaars meningen te leren kennen. Waarop een andere consultant reageert: “Het is een leerproces om niet bang te zijn voor de verschillen. Leren over conflicten en leren deze te doorstaan en te proberen over moeilijke aspecten te praten.” Afsluitend voegt een werknemer toe: “Ik heb veel mogen leren over dingen die gewoon niet in mijn background te vinden waren. En dan heb ik het niet over salsa of iets dergelijks, maar gewoon hoe ik tegen situaties aankijk en ermee omga.”

Geen informatie diversiteit

Een moment geduld aub



Je hebt nu een korte indruk van de taak en je andere teamleden gekregen. Voordat jullie samen aan de slag gaan zijn we benieuwd naar je verwachtingen ten opzichte van dit team.

Je wordt vriendelijk verzocht op elke vraag antwoord te geven, zelfs als je niet helemaal zeker van je antwoord bent.

Geef hier aan in hoeverre je het eens bent met de onderstaande stellingen.

	Helemaal mee oneens	Mee oneens	Neutraal	Mee eens	Helemaal mee eens
Ik kan me voorstellen mij straks als deel van het team te voelen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik kan me voorstellen om veel plezier met het team te hebben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik kan me voorstellen het erg leuk te vinden om met het team samen te werken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik kan me voorstellen een hechte band met de groep te krijgen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik kan me voorstellen solidariteit voor de groep te ervaren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik kan me voorstellen mij bij de groep betrokken te voelen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht veel overeenkomsten met mijn teamleden te hebben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht op het gemiddelde teamlid te lijken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht dat wij samen de taak goed uit kunnen voeren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht dat wij als team, goed zijn in het creatief bedenken van nieuwe ideeën.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht dat de samenwerking met dit team in mijn persoonlijke ontwikkeling gaat helpen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ik verwacht dat wij ruzie gaan maken over taakgerelateerde zaken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht dat we taakgerelateerde meningsverschillen gaan hebben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht dat er veel verschillen zijn tussen standpunten van teamleden over besluiten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht dat wij veel aan meningsverschillen moeten gaan werken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht dat er persoonlijke fricties en wrijvingen zullen zijn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht dat er sprake zal zijn van botsende persoonlijkheden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht dat de sfeer gekenmerkt wordt door onderlinge irritaties en boosheid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht dat er emotionele conflicten zullen zijn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht dat persoonlijke normen en waarden aanleiding zullen zijn voor irritaties en frustratie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik verwacht dat teamleden veel overeenstemmingen met elkaar hebben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik heb het team in het geheel als extrovert ervaren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ik heb het team in het geheel als introvert ervaren.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ik heb het team in het geheel als divers ervaren.

Ik heb de groepsleden als even enthousiast over de taken ervaren.

Ik heb de groepsleden als even geschikt voor de taken ervaren.

Bedankt voor het invullen van de vragenlijsten.

Echter is het experiment nu al afgelopen. Jullie gaan niet meer daadwerkelijk samen als team aan de slag.

Waarom wij jou dit wel hebben laten denken?

In dit onderzoek speelt de samenstelling van persoonlijkheden binnen een team een belangrijke rol. Wij proberen erachter te komen in hoeverre de persoonlijkheidsprofielen van je teamgenoten je verwachtingen beïnvloeden. Hiervoor was het van groot belang dat jij ervan uitging op een later moment daadwerkelijk nog met het team samen te moeten werken.

Heel erg bedankt voor je deelname en tot ziens!