The Impact of Personality and Value Diversity on Team Performance

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Abstract.-The impact of team diversity on team performance is of vital concern as today's organizations rely on teams to accomplish organizational goals. Even though researchers have consistently found that psychological characteristics at the individual level are highly related to organizational outcomes, few studies have examined how team diversity in psychological characteristics affects team performance. Thus, this study examines how team personality and value composition relates to team task performance and perceptions of team processes. By and large, results indicated that less diversity relates to better performance and that personality and value diversity differentially relate to task performance and team processes.

The Impact of Personality and Value Diversity on Team Performance

Recent years have seen an increasing number of organizations restructuring work through the use of teams (cf. Cannon-Bowers et al., 1998; Fowlkes et al., 1994; Lepine et al., 1997; Partington, 1999; Sundstrom, 1999). The ultimate success of such teams is not only a result of the members' talents and resources, but also of the nature of team member interactions. Key determinants of these interactions are the characteristics of the individual team members. Team member individual differences play a vital role in the success of any given team. Some of these differences are readily visible to others (e.g. gender, age, ethnicity), while others are not (e.g. attitudes, values, personality). Yet, those characteristics that are less readily observable are likely as, if not more, important than surface-level differences.

Recent research efforts have focused on explaining how differences among team members impact both team process and outcomes. Many of these efforts have focused on socio-demographic variables such as team size, age, gender composition and cultural diversity (e.g. Milliken & Martins, 1996). More recently, other studies have begun to focus on psychological variables such as team member personality congruence (e.g. Neuman, Wagner & Christiansen, 1999) and team member schema similarity (e.g. Zelno, et al., 2003).

The primary objective of this research is to examine the impact of team diversity with respect to two major sets of psychological variables, personality and values, on team performance, relationship and task conflict, cohesion, and team self-efficacy. We focused on these interpersonal processes and states, primarily because we believe both personality and values play an influential role in these processes, and also, because in accordance with a recent taxonomy of team processes, these variables have been posited to impact all phases of the life of a team (Marks, Mathieu & Zaccaro, 2001).

Values

Values have been described as needs, beliefs, norms, etc. For the purpose of this study we conceive values as cognitive representations of universal needs (Rokeach, 1979; Schwartz, 1992), expressed trough trans-situational goals that are ordered by importance as guiding principles in life (Schwartz, 2001). Schwartz (1992) posits that the essence of a value is the motivational goal it expresses. From this idea, Schwartz derived 10 value types that form a dynamic structure (see figure 1), where types sharing a similar motivational goal appear closer together.

Insert Figure 1 about here

Alternately, types representing incompatible motivational goals, occupy opposite places in the continuum. For instance, power (PO) and achievement (AC) are two compatible types of values sharing the motivational goal of enhancing personal interests even at the expenses of others. Meanwhile, power (PO) and universalism (UN) are two conflicting values; the motivational goal of power is enhancing personal interests as previously mentioned; on the contrary, universalism has the motivational goal of promoting the welfare of others. Table 1 provides a brief description of the ten value types (for a full description of the 10 motivational types see Schwartz, 1992).

Insert Table 1 about here

The pattern of compatibilities and incompatibilities between value types, are based on the premise that actions taken in the pursuit of each typology have both psychological and

behavioural consequences, which may be compatible or in conflict with the goals derived from other values.

For the purpose of the present study, we conceive value profile similarity as the resemblance among the computed values profiles of the members of a team. The less the variability on the priorities assigned by the members of the team on each value type, the higher the similarity. Figure 1 shows this idea schematically. Each radius represents one of ten value types, and each irregular decagon, the profile of a team member. The lower the importance assigned by the team member to a specific value, the closer the angle of the profile on the respective radius to the center. For instance, in the case of the radius of benevolence (BE) the variance among the four value profiles is low compared to the variance on the radius for achievement (AC). Given the contradictory nature across the motivational goals underlying opposing values, it is inappropriate to compute an overall "values" score. Rather we examine each of the values separately.

Personality

This study utilized the Big Five framework (Digman, 1990) to examine personality diversity in team composition. These traits are typically labeled *extroversion* (social and assertive versus reserved and guarded), *conscientiousness* (responsible, meticulous, and self-disciplined versus irresponsible and unscrupulous), *agreeableness* (good-natured and cooperative versus irritable and inflexible), *openness to experience* (imaginative and curious versus down-to-earth and narrow) and *emotional stability* (calm and secure versus anxious insecure) (Neuman et al., 1999). Detailed discussions of these constructs are easy to find (e.g., McRae, 1989).

The relatively recent advent of the five-factor model (the Big Five), which has served to organize the plethora of proposed personality traits, resolved many of the inconsistencies that

historically plagued findings related to personality traits. Meta-analyses examining the relationship between performance and the Big Five traits have demonstrated the significant impact personality can have on job performance at the individual level (Barrick & Mount, 1991; Tett, Jackson, & Rothstein, 1991). Additionally, new research has begun to extend this focus to team level performance as well (Mohammed & Angell, 2003; Neuman et al., 1999; Barrick et al., 1998; Barry & Stewart, 1997).

Here, diversity in team composition with respect to personality is viewed as the variance among team members' scores on each personality dimension. The more the dispersion that appears among scores on a given dimension, the more diversity. For instance, a four-member team composed of a highly extroverted member, a slight extrovert, a slight introvert, and a highly introverted member would have a high diversity score. But, for example, if all four team members were highly extroverted or all slightly introverted then the team would score low on diversity. According to Barrick et al. (1998), this type of operationalization, "is appropriate when researchers seek to understand the relationship of team composition homogeneity to team process and team outcomes." (pg. 378). Since each of the five dimensions of personality are relatively independent constructs, we examine each of the five traits in this way separately.

The Impact of Team Member Similarity/Diversity

Weber and Donahue (2001) presented a meta-analytic review that suggested that diversity among team members on readily observable characteristics such as age, gender, race/ethnicity, and educational level had little or no relationship with cohesion or performance. This review, however, supports earlier contentions that very little research has examined the impact of team member diversity in terms of less readily observable characteristics such as attitudes, personality, or values (Bowers et al., 2000; Milliken and Martin; 1996). Moreover, little conceptual work has

been done to suggest the possible impact of team member similarity with respect to less observable characteristics on team level outcomes. Neuman et al. (1999) present two models offered by Muchinsky and Monahan (1987) that may describe the potential relationship between team diversity and performance. Drawn from the person/environment fit literature, a complimentary model suggests that greater diversity will contribute unique attributes that enhance performance. A supplementary model suggests that more homogeneity in personality and values will make members more compatible, motivating them to produce better results. Thus, team member diversity may either have a positive or negative impact on team-level outcomes. Certainly the nature of the individual characteristics may moderate this impact.

With respect to values, for example, it has been demonstrated that values influence many aspects of human behavior. Values influence our perceptions, that is, in the way we perceive and interpret reality, and other day-to-day actions such as decision-making processes (Arciniega & Gonzalez, 2002: Ravlin & Meglino, 1987). Thus it seems likely that teams comprised of members who have similar value profiles, will be more likely to share a common view of their reality and will have fewer problems managing their personal relationships. Here we posit that a supplementary model likely best describes the role of value similarity among team members on team level process and performance variables.

The role of personality differences among team members is less straightforward. Some recent studies have examined the impact of team member personality diversity in terms on team performance. For example, Barrick et al. (1998) examined a variety or organizational work-teams. Correlation results from this study revealed less diversity in conscientiousness was related to better team performance; less diversity in agreeableness was related to greater cohesion, less conflict, greater communication, and greater workload sharing; and more diversity in

extroversion related to more cohesion. Neuman et al. (1999) examined the relationship between personality diversity of teams in a retailing organization and ratings of each teams' performance. In terms of diversity, they found extroversion and emotional stability to be positively related to team performance. Finally, Mohammed and Angell (2003) examined student teams and the influence of personality diversity on oral versus written team task performance. These researchers reported higher variability on agreeableness and emotional stability resulted in lower oral presentation scores, whereas higher variability on extraversion related to better oral presentation performance. Furthermore, no relationship was found between personality diversity and team performance on the written task. Obviously these findings are inconclusive since a variety of both positive and negative relationships were reported between diversity and mixture of performance variables. Thus, personality trait compositions may play a complimentary or supplementary role in team performance and are in need of further study. The one consistent finding across these studies shows diversity in extroversion relates to enhanced performance, which causes us to lean toward the complimentary rationale with respect to personality composition and team performance.

Present Study

The primary goal of the present study is to provide a preliminary investigation of the impact of team diversity with respect to two major sets of psychological variables, personality and values, on team level process variables (i.e., relationship and task conflict, cohesion, and team self-efficacy) and team performance. We examine values in terms of Schwartz's (1992) ten value types. Here we expect that team member values will interact in a supplementary fashion such that less diverse teams will demonstrate enhanced team processes (i.e., less conflict and higher levels of cohesion and self efficacy) and better team performance. We examine

personality in terms of the Big Five personality dimensions. Here we expect a mixture of personalities to be beneficial. We anticipate that more diversity in personality traits will act in a complimentary fashion such that both team performance and processes are enhanced. Finally, we expect that these relationships will not hold across all personality and value dimensions, rather key dimensions will emerge.

Method

Participants

Sixty-one teams of undergraduate college students at a large Southeastern university participated in the present study. Participants were randomly assigned to team of 3 to 6 individuals. The total sample consisted of 306 participants, 43% (134) of whom were male and 78% (237) of whom reported their race as Caucasian. The mean age of participants was 22 years, and the ages ranged from 19 to 38 years (SD = 2.32).

Task

The present study utilized a complex team-based simulator called the Chinese Bridge (Arciniega & Castanon, 2002). The task is a relatively difficult one requiring both the design and building of a complex structure. Specifically, the task requires each team to design and build a replica of a real Chinese bridge using 33 plastic pipes of three different sizes and 20 rubber bands (with instructions that all of the materials are to be used in the bridge). The task is designed such that, given the material available, there is one optimal solution. In addition, the task is designed so that even if a team were given specific plans for the bridge, it requires multiple people working together to actually build the structure (e.g. one must hold pieces while another connects them, etc.). Thus, successful completion requires team members to work interdependently. The simulation consists of four phases: (a) a multimedia presentation

describing the task and presenting a picture of the real bridge, (b) a 20-minute period for team members to familiarize themselves with the materials, (c) a 30-minute period to sketch a proposed design of the bridge, and (d) the building phase lasting approximately 60 minutes.

Measures

Values. We used the Portrait Values Questionnaire (PVQ; Schwartz et al., 2001) to measure individual values. The 40-item PVQ measures the ten value types (see Table 1 for a description of the value types) proposed by Schwartz (1992). Respondents are asked to rate the extent to which they agree with each item on a scale from 1 (*not like me at all*) to 6 (*very much like me*).

Personality. We used Saucier's (1994) brief version of Goldberg's Unipolar Markers of the Big Five Traits to measure individual personality dimensions. The 40-item inventory measures five personality dimensions: extraversion, agreeableness, openness to experience, conscientiousness, and emotional stability. Each item consists of a one-word adjective (e.g., *bashful*) to which the respondents rate the accuracy of each statement on a scale form 1 (*very inaccurate*) to 7 (*very accurate*).

Cognitive and affective team conflict. Team conflict was measured using Jehn's Intragroup Conflict Scale (ICS; 1994). The scale contains four items measuring the cognitive conflict dimension (e.g., *How often did people in your work group disagree about ideas regarding the task?*), and four items measuring the affective conflict dimension (e.g., *How much friction was present in your work group?*). Participants provide their responses using a 5-point Likert-type scale ranging from 1 (*none*) to 5 (*a lot*).

Team cohesion. We measured team cohesion using an adapted combination of three items from Podsakoff and MacKenzie's (1994) Substitutes for Leadership Scale and four items

from Zaccaro (1990). Each item consists of a short statement regarding the cohesion of the individual's team (e.g., *I generally get along well with my fellow group members*). Respondents are asked to rate the extent to which they agree with each item on a scale from 1 (*strongly disagree*) to 7 (*strongly agree*).

Team self-efficacy. We assessed team self-efficacy with a 2-item scale constructed specifically for this study. Respondents rated the extent to which they agreed with each item using a 7-point scale from 1 *(strongly agree)* to 7 *(strongly* disagree).

Team performance. We assessed team performance as the extent to which a team was able to complete the task and the quality of the finished product (i.e., the bridge replica). Following completion of the task, a photograph was taken of each team's bridge. Next, each photograph was independently rated by 5 researchers familiar with the task. Ratings were made on a 5-point scale from 1 (*non-standing structure*) to 5 (*arched bridge with 5 cross pieces and perfect joints*). After each member of the research group provided their initial rating, the entire group came to consensus on a single rating for the bridge. The consensus rating was used as the measure of team performance.

Procedure

All participants completed the PVQ and Unipolar Markers measures during the week preceding their participation in the simulation. On the day of the simulation, all participants first viewed the task overview presentation as a group and then were broken up into their teams and assigned to their individual rooms to complete the task. Team members completed each of the four phases of the simulation and then each participant individually completed the team process measures.

Results and Conclusions

All analyses were conducted at the team level. The average time to complete the task was 54.7 minutes (SD = 16.74). To assess team diversity, we computed the variance across team members for each of the personality and value scales (e.g., Mohammed & Angell, 2003; Neuman et al., 1999; Barrick et al., 1998). We assessed team-level process variables as the aggregate (mean) score across team members on each of the process measures. [Prior to aggregating, we examined the level of agreement across team members for each of these variables. Results indicated adequate agreement to justify aggregation, (i.e., mean r_{wg} = .77, .87, .94, and .81 for task conflict, affective conflict, cohesion, and team efficacy respectively)]. The means, standard deviations, and correlations for all team-level variables are presented in Table 2.

Insert Table 2 about here

The data were analyzed in three stages. First, correlations between team personality diversity, team value diversity, and team processes and task performance were examined. Significant correlations from this analysis are summarized in Table 3. Next, significant correlations between mean levels of the team personality dimensions, mean levels of team values, and ratings of team task performance and team process were examined. While these correlations were not of direct interest in the current study, previous research has found that a team's mean level on a particular trait is a significant predictor of team performance. According to Steiner (1972), "a completely satisfactory description of the composition of groups must deal with members' average scores on attributes as well as with their dispersion around those averages" (p. 667). Therefore, it was necessary to control for these mean levels in order to examine the relationship between diversity and performance regardless of mean levels. Thus, we

calculated semi-partial correlations (presented in Table 4) representing the correlations between each of the team personality and value diversity scores and the outcome variables after controlling for each of the team personality and value scale means.

Insert Tables 3 and 4 about here

Examination of Table 3 indicates that variability across team members was significantly related to the 6 outcome variables for 23 of the possible 75 relationships. Examination of Table 4, however, indicates that only 13 of the 23 were significant after controlling for team mean. With respect to values, variability across team members on benevolence, self-direction, security, and conformity was significantly related to affective conflict. Variability across team members on self-direction, achievement, and security was significantly related to cognitive conflict. Variability on self-direction and achievement was significantly related to team self–efficacy. All of these relationships were such that higher levels of variability (i.e., more diversity) were associated with poorer team process (i.e., higher levels of conflict and lower levels of self-efficacy), thus supporting the expected supplementary effect of team member characteristics.

With respect to personality, variability across team members on extroversion and agreeableness was significantly related to task performance such that more variability was associated with poorer performance. Variability across team members on extroversion was also significantly related to cohesion such that more variability was associated with less cohesiveness. Again, each of these relationships supported a supplementary effect of team member characteristics. Alternately, more variability across team members on agreeableness was significantly associated with less affective conflict (even after controlling for mean agreeableness levels) suggesting a complimentary effect.

In sum, our results indicate that team member diversity (defined as variability across team members) on less readily observed variables such as personality and values are a significant factor with respect to team level process and performance outcomes. Specifically, diversity across values was negatively related to team process outcomes. This relationship was moderated by both value type and process variable. Similarly diversity in personality was related to both team performance as well as process outcomes. This relationship was moderated by both personality and outcome variable. Specifically, higher levels of diversity for both extroversion and agreeableness were associated with lower levels of task performance. However, more diversity on agreeableness was associated with less affective conflict, while more diversity on extraversion was associated with lower levels of cohesion.

This research adds to the emerging research suggesting that diversity in psychological characteristics is an importance aspect of team composition. While there is symbolic value is diversity in terms observable characteristics like race and gender; it appears that diversity in personality and values may have detrimental impact on team processes and performance. However, this generality should be interpreted with careful consideration to the specific type of diversity and the type of influence in has on difference aspects of the performance domain.

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Table 1.

Brief Definitions of the 10 Value Constructs and Examples of the PVQ items that Represent Them.

Value Definitions
POWER: Social status and prestige, control or dominance over people and resources (e.g., *He likes to be in charge and tell others what to do. He wants people to do what he says).*
ACHIEVEMENT: Personal success through demonstrating competence according to social standards. *(e.g., Being very successful is important to him. He likes to stand out and to impress other people).*
HEDONISM: Pleasure and sensuous gratification for oneself. *(e.g., He really wants to enjoy life. Having a good time is very important to him).*
STIMULATION: Excitement, novelty, and challenge in life. *(e.g., He looks for adventures and likes to take risks. He wants to have an exciting life).*
SELF-DIRECTION: Independent thought and action-choosing, creating, exploring. *(e.g., He thinks it's important to be interested in things. He is curious and tries to understand everything).*
UNIVERSALISM: Understanding, appreciation, tolerance and protection for the welfare of all people and for nature. *(e.g., He thinks it is important that every person in the world should be treated equally. He wants justice for everybody, even for people he doesn't know).*
BENEVOLENCE: Preservation and enhancement of the welfare of people with whom one is in frequent personal contact. *(e.g., He always wants to help the people who are close to him. It's very important to him to care for the people he knows and likes).*
TRADITION: Respect, commitment and acceptance of the customs and ideas that traditional culture or religion provide the self. *(e. g., He thinks it is important to do things the way he learned from his family. He wants to follow their customs and traditions).*
CONFORMITY: Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms. *(e.g., He believes that people should do what they're told. He thinks people should follow rules at all times, even when no one is watching).*
SECURITY: Safety, harmony and stability of society, of relationships, and of self. *(e.g., The safety of his country is very important to him. He wants his country to be safe from its enemies).*

Note. The content of this table was adapted from the definitions provided in Schwartz et al. (2001).

Table 2.

Means, Standard Deviations, and Zero-Order Correlations for All Variables.

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Diversity Means																			
1. Extroversion	35.76	4.22	-																
2. Agreeableness	38.59	6.84	.65	-															
3. Openness	36.88	4.10	.49	.72	-														
4. Conscientiousness	37.67	6.28	.62	.90	.70	-													
5. Emotional stability	32.82	4.90	.68	.76	.51	.70	-												
6. Benevolence	28.03	1.97	.20	.23	.19	.21	.18	-											
7. Universalism	25.02	2.58	-.08	.18	.29	.07	.02	.50	-										
8. Self-direction	27.19	2.17	.28	.02	.35	.17	.06	.26	.19	-									
9. Stimulation	25.28	2.83	.21	.01	.12	.14	.05	.37	.33	.61	-								
1. Hedonism	27.55	2.88	.31	.17	.17	.29	.15	.51	.16	.56	.65	-							
11. Achievement	27.62	2.69	.19	.02	.15	.17	.01	.28	.06	.55	.66	.65	-						
12. Power	21.42	3.29	.40	.18	.29	.28	.17	.04	-.11	.45	.40	.47	.59	-					
13. Security	26.12	2.50	.15	.06	.09	.09	.06	.39	.29	.43	.35	.47	.41	.21	-				
14. Conformity	25.83	2.45	-.04	.07	-.11	.03	.08	.38	.30	.10	.20	.27	.30	.11	.48	-			
15. Tradition	23.50	2.46	-.03	.10	.10	.00	.14	.34	.42	.06	.16	.03	-.01	-.08	.21	.34	-		
Diversity Variances																			
16. Extroversion	38.59	39.41	.25	.57	.43	.61	.31	.11	.05	-.13	-.09	.06	-.15	.05	.02	-.12	-.06	-	
17. Agreeableness	25.99	28.11	.28	.28	.40	.45	.26	.00	-.07	.27	.09	.25	.19	.41	.18	-.18	-.02	.32	-
18. Openness	26.67	24.18	.30	.31	.24	.35	.19	.20	.10	.17	.14	.27	.22	.05	.39	.10	-.08	.21	.29
19. Conscientiousness	26.88	26.67	.42	.39	.53	.41	.30	.01	.14	.21	.06	.03	.09	.26	.02	-.16	.15	.34	.45
20. Emotional stability	33.61	29.37	.17	.30	.38	.34	.21	-.10	-.10	.07	-.09	-.04	.10	.06	-.21	-.16	.03	.23	.12
21. Benevolence	17.88	21.03	-.02	-.03	-.03	-.07	-.12	-.29	-.26	-.20	-.22	-.33	-.06	-.03	-.36	-.35	-.40	-.05	-.07
22. Universalism	23.30	23.68	.08	-.01	-.01	.06	-.09	-.04	-.09	.00	-.03	-.04	.15	.10	-.20	-.28	-.34	.01	.09
23. Self-direction	18.64	20.33	-.06	-.11	-.18	-.13	-.14	-.26	-.16	-.31	-.24	-.38	-.06	-.05	-.31	-.15	-.22	-.04	-.06
24. Stimulation	32.84	22.21	-.14	-.21	-.16	-.15	-.19	.10	-.07	-.04	-.14	.04	.03	-.12	.12	-.21	-.05	-.03	.13
25. Hedonism	25.60	27.41	-.03	-.12	.05	-.07	-.10	-.20	-.08	-.01	-.10	-.33	-.05	-.01	-.16	-.38	-.16	-.10	.08
26. Achievement	30.12	33.09	-.22	-.08	-.05	-.13	-.21	-.01	.07	-.30	-.38	-.42	-.41	-.24	-.21	-.31	-.21	.10	-.07
27. Power	33.75	29.19	-.07	-.07	-.11	-.08	-.14	.00	.04	-.01	-.13	-.02	.00	.13	.15	.04	-.25	.00	-.02
28. Security	18.88	19.02	-.10	-.09	-.10	-.03	-.16	-.27	-.06	-.13	-.10	-.29	-.13	.04	-.51	-.29	-.21	-.05	-.15
29. Conformity	26.77	31.79	-.12	-.06	-.01	-.05	-.16	-.10	.05	-.15	-.18	-.28	-.18	-.29	-.33	-.45	-.25	.11	-.06
3. Tradition	22.12	18.25	.03	.06	.11	.15	.05	-.23	-.23	.08	.02	-.09	.09	.13	-.16	-.38	-.19	.11	.24
Team Performance																			
31. Task performance	2.44	1.33	-.34	-.39	-.32	-.47	-.22	-.21	.03	-.14	-.02	-.24	-.02	-.03	-.05	.04	.01	-.39	-.38
32. Task conflict	9.79	2.87	.06	-.02	-.02	-.06	-.02	-.01	.10	-.11	-.06	-.23	-.12	.00	-.03	.11	.02	-.11	-.18
33. Affective conflict	7.24	2.25	-.07	-.20	-.25	-.25	-.18	-.15	-.03	-.19	-.10	-.35	-.14	-.13	-.14	-.01	-.09	-.16	-.31
34. Cohesion	33.56	3.17	-.48	-.62	-.44	-.62	-.44	.02	.02	-.05	.04	.02	-.05	-.26	.01	-.02	-.02	-.38	-.35
35. Team self-efficacy	11.20	1.22	.11	-.02	.09	.04	.08	.12	-.08	.18	.14	.22	.03	.07	.09	-.18	-.01	.07	.26

Note. All correlation coefficients >.24 are significant at the $p < .05$ level. N = 61 teams.

Table 2 Continued.

	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	36
Diversity Means																		
1. Extroversion																		
2. Agreeableness																		
3. Openness																		
4. Conscientiousness																		
5. Emotional stability																		
6. Benevolence																		
7. Universalism																		
8. Self-direction																		
9. Stimulation																		
1. Hedonism																		
11. Achievement																		
12. Power																		
13. Security																		
14. Conformity																		
15. Tradition																		
Diversity Variances																		
16. Extroversion																		
17. Agreeableness																		
18. Openness	-																	
19. Conscientiousness	.30	-																
20. Emotional stability	.07	.37	-															
21. Benevolence	-.13	-.08	.01	-														
22. Universalism	-.02	.09	.05	.62	-													
23. Self-direction	-.09	-.07	-.02	.60	.61	-												
24. Stimulation	.20	-.04	-.08	.26	.34	.40	-											
25. Hedonism	-.06	.01	.03	.72	.62	.59	.47	-										
26. Achievement	-.20	-.16	.01	.50	.37	.41	.25	.63	-									
27. Power	-.04	-.10	-.13	.25	.21	.24	.14	.30	.41	-								
28. Security	-.25	.00	-.01	.48	.37	.40	.07	.46	.38	.20	-							
29. Conformity	-.02	-.08	-.04	.59	.47	.52	.51	.59	.53	.17	.48	-						
3. Tradition	-.17	.05	.20	.38	.45	.40	.24	.52	.27	-.06	.21	.38	-					
Team Performance																		
31. Task performance	-.21	-.32	-.19	.05	-.06	.12	-.04	.08	.04	-.09	.10	.13	.19	-				
32. Task conflict	.02	.11	-.03	.16	.18	.31	-.06	.21	.36	.24	.31	.08	.03	-.01	-			
33. Affective conflict	-.08	-.07	-.25	.33	.15	.48	.18	.24	.25	.17	.38	.29	-.03	.17	.66	-		
34. Cohesion	-.27	-.39	-.21	-.06	-.10	-.13	.09	.07	.07	.08	-.14	.01	-.13	.34	-.37	-.28	-	
35. Team self-efficacy	-.02	.02	-.04	-.21	-.09	-.36	-.10	-.20	-.28	-.20	-.25	-.16	.03	.00	-.58	-.63	.36	-

Table 3.

Significant Correlations between Team Personality Diversity, Team Value Diversity, Team Task Performance, and Team Processes

Variance on Psychological Diversity Variables	Task Performance	Task conflict	Affective conflict	Cohesion	Self-Efficacy
benevolence			.326(*)		
universalism					
self-direction		.311(*)	.475(**)		-.364(**)
stimulation					
hedonism		.214(*)	.244(*)		
achievement		.355(**)	.252(*)		-.276(*)
power					
security		.305(*)	.384(**)		-.247(*)
conformity			.291(*)		
tradition					
extroversion	-.388(**)			-.377(**)	
agreeableness	-.376(**)		-.306(*)	-.353(**)	.263(*)
openness				-.269(*)	
conscientiousness	-.316(*)			-.386(**)	
emotional stability			-.248(*)		

Note. e.s. = emotional stability. N = 61 teams

** Correlation is significant at the 0.01 level (1-tailed).

* Correlation is significant at the 0.05 level (1-tailed).

Table 4.

Semi-Partial Correlation between Personality and Value Variances and Team Performance and Process Controlling for Team Mean level of each Personality and Value Dimension

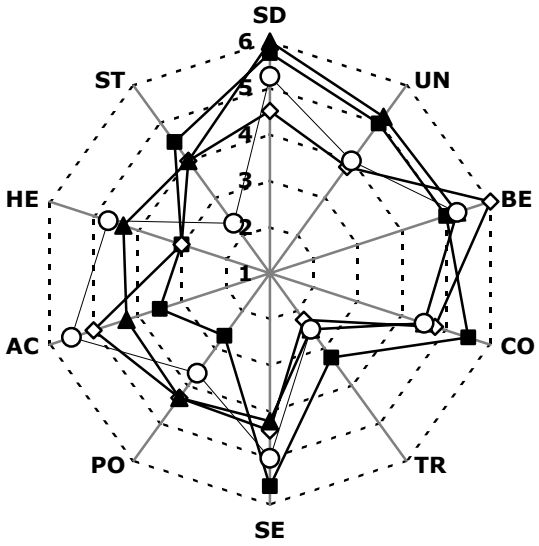
Variance on Psychological Diversity Variables	Task Performance	Cognitive conflict	Affective conflict	Cohesion	Self-Efficacy
benevolence			.296*		
universalism					
self-direction		.293*	.437**		-.324**
stimulation					
hedonism		*.151*	*.137*		
achievement		.338**	*.213*		-.290*
power					
security		.339**	.362**		*-.232*
conformity			.324*		
tradition					
extroversion	-.311*			-.267*	
agreeableness	-.275*		-.258*	*-.186*	*.277*
openness				*-.168*	
conscientiousness	*-.137*			*-.148*	
emotional stability			*-.212*		

Note. Non-significant italicized correlations shown represent variance variables that were significantly related to performance before controlling for the mean level. N = 61 teams.

** Correlation is significant at the 0.01 level.

* Correlation is significant at the 0.05 level.

Figure 1. Value profiles of the members of a team.



SD= Self-direction. UN=Universalism. BE= Benevolence. CO= Conservation. TR=Tradition. SE= Security. PO= Power. AC= Achievement. HE= Hedonism. ST= Stimulation.