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The role of training in decreasing anxiety among experienced computer users

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THE MEDIATING ROLE OF IT KNOWLEDGE INTEGRATION CAPABILITY IN THE RELATIONSHIP BETWEEN TEAM PERFORMANCE AND TEAM CLIMATE

Abstract

The purpose of our paper is twofold: on one hand we draw on the team climate literature to understand how IT knowledge integration capability can be promoted within team-based structures; on the other hand we rely on resource-based view framework for understanding how IT knowledge integration capability affects teams performance, in terms of effectiveness, and efficiency. We tested our research model on a sample of 410 members and leaders of 69 organizational work teams. Results show the critical role played by team climate for favouring IT knowledge integration capability, which in turn affects team outcomes..

1 INTRODUCTION

Organizational researchers and managers acknowledge the importance of teams to organizations (Hoegl and Gemuenden, 2001). In modern organizations, knowledge workers are becoming more and more important, and cooperation became completely immanent to the labouring activity itself. Productivity, wealth, and the creation of social surplus take the form of cooperative interactivity through linguistic, communicational, and affective networks. In mainstream literature terms, this means the increasing relevance of teams within modern organizations (Appelbaum and Batt, 1994; Argote and McGrath, 1993; Adler et al., 2008).

Researchers have developed several models and constructs in the attempt to analyze the degree to which team members interact for explaining their ability to accomplish complex tasks (i.e. creative, innovative, and knowledge-based task). Indeed, complex tasks are regularly conducted through teams, as teams represent the most immediate social entities through which individuals obtain resources (Faraj and Xiao, 2006; Hoegl et al. 2003). For example, Li and Zhang (2002) found that members' integration facilitates innovative solutions in the product development domain, which relies on the ability to exchange, coordinate and aggregate individual contributions (Faraj and Sproull, 2000). Thus, the ability of team to integrate resources through the leverage of team processes represents a favourable condition for facing the complexity of their task. In order to cope with such complexity, team members should be able to exchange and integrate knowledge for obtaining positive performance (Garud and Kumaraswamy 2005; Gold et al. 2001; Lee and Choi 2003; Pfeffer and Sutton 1999; Wasko and Faraj 2005).

According to the resource-based view framework, knowledge represents one of key resources to obtain and transform other resources. The way through which team members rely on processes for favouring the creation, codification, and sharing of knowledge, has been recognized to positively affect performance (Gold et al. 2001). Despite the widely recognized importance of team capability to activate processes for integrating knowledge, the effectiveness of knowledge management process capability needs to come along with technological capability that supports and incorporates knowledge management processes (Burgelman 1994). While established rules and directives contribute to firm performance, proper IT support is required to maximize the effect of the rules and directives as the knowledge integration mechanism (Ray et al., 2004). IT as an organizational capability can facilitate

the process of transforming knowledge into action, and the effective exploitation of the rules and directives may depend upon a well-established technological infrastructure (Armour, 2001). Thus, the harmonious combination of knowledge management process capability and IT capability represents the effective configuration of resources and knowledge to determine team performance.

Moreover, according to previous literature pointing out that facilitating conditions have emerged as an important precursor to knowledge integration (Grant, 1996a), we believe that IT knowledge integration capability is affected by the existence of a team level climate that favours the circulation of information among team members. Indeed, a positive team climate creates the types of team environments in that collaboration, team learning, and thus innovative activities are encouraged (Lumpkin and Dess 1996). In such environments, teams can integrate knowledge to reduce members' isolation (Kanter 1983). Thus, a positive team climate may enhance an organizational performance by creating new knowledge (Ireland, Hitt and Sirmon 2003). Through developing a positive climate, teams are able to create a new knowledge and exploit it (Dess et al. 2003; Kazanjian, Drazin and Glynn 2001)

The remainder of this paper is structured as follows. First, we present constructs and hypotheses. Next we discuss the methodology, including data collection, and analyses. We conclude with a discussion of our results and implications for theory and practice.

2 THEORY AND HYPOTHESES

The *first objective* of this paper is to understand how IT knowledge integration capability can be promoted within team-based structures.

Following some previous researches (i.e. Grant 1996a,b), we name IT knowledge integration capability, a type of combinative capability (Kogut and Zander, 1992), which consists of knowledge management process capability, and technological capability. Knowledge management process capability is defined as the capability to capturing, storing, sharing, and using knowledge (Davenport and Prusak 1998; Bock et al., 2005). Technological capability is defined as the capability to leverage IT in order to obtain tangible and/or intangible benefits (Bharadwaj, 2000).

Extant literature in organizational behaviour domain proposed different types of teams, and analysed different team mechanisms and properties (Cohen and Bailey, 1997; Barrick et al. 2007). Team climate plays a pivotal role because it refers to the creation and influence of social contexts (Bock et al., 2005) that influence team members' behaviour. Climate represents a shared perception of the types of behaviours, practices, and procedures that are supported in a specific context (Schneider et al., 1998). According to Glomb and Liao (2003) team climate influences individual behaviour through social information processing mechanism (Salancik and Pfeffer, 1978), thus leveraging the way individuals think and feel about a certain aspect of their environment (i.e. specific team environment). In this study, we examine the relationship between two critical properties of team climate (autonomy and experimentation) and IT knowledge integration capability. We focus on these two dimensions of climate because they represent the salient aspects of organizational climate which have been outlined by scholars interested in understanding individuals' knowledge sharing (Bock et al. 2005). Individuals' tendency toward knowledge sharing is mostly influenced by those climate facets that can be traced back to a tolerance of well-reasoned failure (Leonard and Sensiper 1998), and a freedom to make decisions (Kirkman et al. 2004)

Teams vary in the degree to which they are characterized by an autonomy climate, or decision-making authority for their actions (Bruhn and Gibson, 2006). Autonomy climate may be defined as "*the degree to which the task provides substantial freedom, independence, and discretion in scheduling the work and in determining the procedures to be used in carrying it out*" (Hackman and Oldham, 1980, p. 79). Autonomy climate refers to freedom, independence, and discretion in the task of a team (Cordery et al., 1991; Hackman, 1987; Kirkman and Rosen, 1999; Langfred, 2000). Organizations with centralized decision-making decrease (1) collaborative processes within the team as

communication increasingly flows vertically rather than horizontally, and (2) team members' willingness to fully contribute their knowledge to problem-solving processes. On the contrary, team members in teams with a high degree of autonomy climate are reliant upon themselves for task decisions, which will likely increase the sharing of information, the coordination of task activities horizontally within the team (Hoegl and Parboteeah, 2006), and knowledge creation (Zellmer-Bruhn and Gibson, 2006). Moreover, autonomy climate strongly influences team learning because members in autonomous teams are encouraged to develop new ideas and/or to adapt ideas developed in other parts of the organization to fit their particular local context (Zellmer-Bruhn and Gibson, 2006). IT users need to acquire and/or develop IT and task-related knowledge to be able to use technology effectively in order to gain the planned objectives (Attewell, 1992; Nelson et al., 1995; Sein et al., 1999; Lassila and Brancheau, 1999; Rogers, 2003; Sharma and Yetton, 2007). Two dimensions characterize users' knowledge: an individual one, and an inter-individual one. The inter-individual cognition (Sharma and Yetton, 2007) is based on a transactive memory system (Argote 2005; Liang et al. 1995) and the development of collaborative task knowledge (Kang and Santhanam 2003-04). According to Wegner et al. (1985), transactive memory develops when individuals use the memories of other individuals as external storage, and it consists of (1) knowledge contained in the memories of individual group members, and (2) knowledge relevant communication processes among group members. Sharma and Yetton (2007, p. 221) follows Kang and Santhanam in defining collaborative task knowledge as "an understanding of the interdependent relationships among all users' work procedures, enabling users to assess the collective consequences of their individual ways of using a collaborative application in the context of a business process, coordinating across individuals and contributing to group performance". Autonomy climate supports the creation of these two dimensions of the inter-individual cognition through the fostering of information sharing, collaboration, knowledge creation, and team learning. Therefore, autonomy climate may enhance the development of IT knowledge integration capability. Formally,

Hypothesis 1: Increasing autonomy climate at team level will have a positive impact on IT Knowledge Integration Capability.

Teams vary not only in terms of autonomy climate, but also in terms of innovative behavior. Teams may be innovative in the use of knowledge and technology if they incorporate the rule of agreement (i.e. non blocking the ideas of others) as a norm of their climate. The norm of agreement is critical for the creation of an experimental climate in teams, which is defined as a climate that provides room for experimentation and is tolerant of "competent" mistakes (Vera and Crossan 2004). Low levels of room for experimentation and low tolerance for mistakes represent climate that pursue efficiency over effectiveness and exploitation over exploration (Crossan and Hurst 2003). In contrast, high levels of possibility to experiment and tolerance for error are not associated with blind risk taking and lack of discipline, but represent a climate that promotes action as opposed to reflection as a way to understand and deal with reality (Cunha et al. 1999) and where boundaries and minimal constraints are defined so that experimentation can occur (Vera and Crossan, 2005). When team members perceive their environment as interpersonally nonthreatening and tolerant of, or even supportive of, taking risks and trying new approaches, higher levels of psychological safety and engagement in innovative processes. This means that experimental climate supports (1) creation, and new combination of knowledge, and (2) change in the technology and/or in the way of doing things by users. Indeed, technology is an effective knowledge medium and relates to the transformation of experimentation to performance (Walsh and Ungson 1991). This aspect is also corroborated by recent research outlined that team-level climate may affect the degree of experimental behaviors performed in interacting with technology for integrating knowledge (Maruping et al. 2008) Formally,

Hypothesis 2: Increasing experimental climate at team level will have a positive impact on IT Knowledge Integration Capability.

Previous research has emphasized the importance of team-internal processes, and it has recently analysed processes between teams (e.g. Hoegl et al., 2004), but it has overlooked the analysis of team capabilities (Tiwana and McLean, 2005). In particular, we know little about the role of technological

capabilities in influencing both team effectiveness and efficiency. Resource-based view literature in the IS field has analyzed the role of technological capabilities, and the link between these capabilities and performance (e.g. Bharadwaj, 2000; Wade and Hullan, 2004), but the main focus of these studies is the firm level. They have overlooked the role of technological capabilities at team level. The *second objective* of this paper is to understand the relationship between IT knowledge integration capability and team effectiveness, and efficiency.

Teams conduct knowledge-based complex tasks (e.g. new product development) (Faraj and Xiao, 2006; Hoegl et al. 2003). Therefore, IT knowledge process management capability may positively influence (1) output effectiveness because it supports the use of knowledge within the team (Faraj and Sproull, 2000), (2) efficiency because it supports the storing, and the sharing of knowledge enhancing the team members' ability to exploit process and procedures (Faraj and Sproull, 2000). IT knowledge integration capability as a combinative capability may enhance these positive effects. Formally,

Hypothesis 3: Increasing IT Knowledge Integration Capability at team level will have a positive impact on team effectiveness.

Hypothesis 4: Increasing IT Knowledge Integration Capability at team level will have a positive impact on team efficiency.

3 METHOD

3.1 Study context

Data were collected in two large European companies in the retail and insurance industries which introduced a new communication technology - voice over IP (VoIP). The technology was introduced to manage all technology-mediated communications among individuals in an integrated manner. The technology was needed to support activities such as agenda sharing, information sharing, mobility management, and event coordination. In addition to offering more information that can be accessed and managed by users, this system embodied the convergence of different communication capabilities, enabling individuals to communicate with their colleagues. This is particularly relevant because individuals, through a unique platform, are allowed to choose among different communication channels that match their synchronicity needs (e.g., voice, instant messaging, conference call, and e-mail). In this particular case, while the use of the system was strongly encouraged, there was no policy in place for non-compliance and no actions were being taken as a result of the usage reports, suggesting that system use was voluntary. Data were collected using a survey methodology. The questionnaire was developed using a multi-stage iterative procedure. First, an initial set of items was constructed drawing upon prior work that measured the constructs adopted in our study (Langfred, 2005; Vera and Crossan, 2005; Chan et al. 1997; Pearce and Sims, 2002). Next, we conducted interviews with the IT managers responsible for the implementation project. This helped ensure that the questionnaire was appropriate for the organizational setting and the technology introduced. One week before the launch of the survey, CIOs at the participating organizations sent an e-mail memo explaining the importance of the study to all potential respondents. This procedure has been already adopted in previous studies (Teo et al. 2003).

Data were gathered through a web survey containing five-point Likert-type scales. To obtain more reliable ratings of the team-level constructs under consideration, multiple respondents from each team participated: the team leader and at least three team members. To ensure data validity, only teams returning at least three questionnaires (the team leader and two team members) were considered. Of a total of 810 individuals and 129 teams targeted for the survey, 410 usable surveys referring to 69 teams were completed, yielding response rates of 50.6% (individuals) and 53.4% (team). The teams were functional long term teams involved in the commercial processes of their organization.

3.2 Measures

In order to obtain reliable team-level ratings for the variables in the study and to avoid potential common source bias, we collected responses from multiple sources in each team, including the team leader. Because some of the data from this team-level study were collected from multiple individuals within each team, it was necessary to justify the aggregation of individual-level within-team ratings to team-level scores (Klein and Kozlowski 2000; Rousseau 1985). This included a one-way analysis of variance (ANOVA) based on team membership to test the between-group variation, and the computation of ICC (Interclass Correlation Index) for assessing the stability of the team-level means (Bliese 2000).

Team autonomy climate. We used a five-item scale adapted from Langfred (2005) which captures the shared perception of the degree of autonomy that team has in the decision making process. Results of a one-way ANOVA indicated significant between-team differences in ratings of team autonomy climate ($F = 1.44$; $p < .05$). The ICC was 0.79 indicating stable team-level means for this construct. A team-level score for autonomy climate was computed by averaging within-team responses to the scale.

Team experimental climate was measured through a three-item scale derived from Vera and Crossan (2005) tapping the shared degree that experimentation is allowed within the team. Results of a one-way ANOVA indicated significant between-team differences in ratings of team experimental climate ($F = 2.01$; $p < .01$). The ICC was 0.68 indicating stable team-level means for this construct. A team-level score for team experimental climate was computed by averaging within-team responses to the scale.

IT Knowledge Integration Capability was measured adopting five items from Chan et al. (1997) related to IT capability and 3 items from Gold et al. (2001) for assessing the knowledge-oriented facet of the construct. The scale had a reliability of .84. Results of a one-way ANOVA indicated significant between-team differences in ratings of IT Knowledge Integration Capability ($F = 2.13$; $p < .01$). The ICC was 0.58 indicating stable team-level means for this construct. A team-level score for this construct was computed by averaging within-team responses to the scale.

Team effectiveness was measured through four items derived from the output effectiveness scale by Pearce and Sims (2002) which assesses the quality of the output delivered by the team. The scale had a reliability of .84. Results of a one-way ANOVA indicated significant between-team differences in ratings of team effectiveness ($F = 1.78$; $p < .01$). The ICC was 0.63 indicating stable team-level means for this construct. A team-level score for effectiveness was computed by averaging within-team responses to the scale.

Team efficiency was measured adopting a two item scale developed for the study in order to assess whether the team delivers its output respecting the budget and the deadlines. The scale had a reliability of .84. Results of a one-way ANOVA indicated significant between-team differences in ratings of team efficiency ($F = 1.35$; $p < .05$). The ICC was 0.84 indicating stable team-level means for this construct. A team-level score for efficiency was computed by averaging within-team responses to the scale.

Controls. Following Hoegl et al. (2003), we included team size as a control variable. Larger team sizes have been associated with both increased and decreased performance. Larger teams are argued to give team members access to a broader array of resources. However, larger teams also create greater coordination complexity, thereby hindering the ability of individuals to collaborate and perform effectively. Since the teams involved in our study are characterized by varying degrees of task interdependence in team members' work, the behavior of each team member has an impact not only on the effectiveness of that individual, but also on the effectiveness of the team as a whole (Griffin et al. 2007). Thus, we included task interdependence as control variable. Interdependence was measured using a three-item scale adapted from Campion et al. (1993). This scale had a reliability of .67. A one-way ANOVA revealed significant between-team variation on individual

ratings of this scale ($F = 1.75$; $p < .01$). The ICC for task interdependence was 0.80. Tenure was measured through an interval scale with the following anchors: 1= less than 3 years; 2=3 -5 years; 3= 6 – 10 years; 4= more than 10 years.

4 ANALYSIS AND RESULTS

We adopted partial least square (PLS) method to analyze the data. PLS is a structural equation modeling technique which use a component based approach to evaluate the relationship within, and variance explained by a structural equation model. PLS is a technique that is increasingly being used in IS research because it requires minimal sample size and it places minimal demands on residual distributions (Chin, 1998; Fornell and Bookstein, 1982). According to Agarwal and Karahanna (2000) data analysis process was divided in two steps. During the first phase we established the psychometric validity of the adopted measures, while in the second we tested the hypotheses.

4.1 Measurement Model Assessment

The psychometric properties of the scales were assessed in terms of items loading, internal consistency, and discriminant validity. As can be seen from the factor analyses results reported in table 1 all items loaded respectfully on their corresponding factor (Fornell and Bookstein, 1982). In order to assess the discriminant validity the average variance extracted (AVE) should be higher than the interconstruct correlations. As indicated in table 2 all the constructs share more variance with their indicators than other constructs. Moreover, as depicted in table 2, Cronbach alpha and composite reliability for each construct exceeds 0.7, confirming the internal consistency. These results are consistent with previous studies (e.g. Karahanna et al., 2006; Tiwana and McLean, 2005) allowing us to conclude that the measures testing the model all display good psychometric properties. Table 2 reports also correlations, descriptive statistics, and ICC indexes.

| | Autonomy | Efficiency | Experimental | IT KMCap | Efficacy | Interdep |
|-------------|-------------|-------------|--------------|-------------|-------------|-------------|
| Aut1 | .581 | .123 | .434 | .186 | .121 | .073 |
| Aut2 | .735 | .255 | .321 | .206 | .295 | .066 |
| Aut3 | .776 | .355 | .376 | .295 | .350 | .105 |
| Aut4 | .630 | .104 | .303 | .247 | .090 | .205 |
| Aut5 | .739 | .270 | .363 | .308 | .274 | .204 |
| Efficiency1 | .275 | .858 | .295 | .296 | .625 | .073 |
| Efficiency2 | .278 | .858 | .320 | .343 | .584 | .137 |
| Efficiency3 | .348 | .269 | .749 | .303 | .307 | .173 |
| Expc2 | .458 | .336 | .909 | .358 | .362 | .222 |
| Expc3 | .486 | .285 | .880 | .328 | .293 | .226 |
| IT KMCap1 | .269 | .326 | .317 | .821 | .300 | .249 |
| IT KMCap2 | .243 | .261 | .298 | .807 | .241 | .269 |
| IT KMCap3 | .299 | .377 | .348 | .827 | .359 | .237 |
| IT KMCap4 | .262 | .284 | .287 | .810 | .219 | .227 |
| IT KMCap5 | .336 | .315 | .316 | .853 | .312 | .258 |
| IT KMCap6 | .311 | .229 | .319 | .718 | .282 | .213 |
| IT KMCap7 | .292 | .196 | .247 | .694 | .233 | .211 |
| IT KMCap8 | .276 | .193 | .281 | .683 | .193 | .234 |
| Efficacy1 | .313 | .714 | .309 | .296 | .871 | .048 |
| Efficacy2 | .272 | .748 | .243 | .232 | .788 | .004 |
| Efficacy3 | .293 | .661 | .332 | .304 | .885 | .035 |
| Efficacy4 | .268 | .662 | .342 | .309 | .837 | .139 |
| Interd1 | .161 | .104 | .212 | .247 | .103 | .919 |
| Interd2 | .150 | .024 | .183 | .251 | .030 | .739 |
| Interd3 | .190 | .069 | .216 | .288 | .039 | .781 |

Table 1: Factor analysis

| | | Cronbach Alpha | CR | ICC | Mean | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|------------------|----------------|-----|-----|------|-----|------|------|------|------|------|------|-----|----|
| 1 | Autonomy | .73 | .82 | .79 | 3.32 | .65 | .70 | | | | | | | |
| 2 | Efficacy | .83 | .90 | .63 | 3.83 | .66 | .34 | .86 | | | | | | |
| 3 | Efficiency | .76 | .86 | .84 | 3.57 | .74 | .33 | .78 | .82 | | | | | |
| 4 | Experimental | .80 | .88 | .68 | 3.30 | .82 | .51 | .38 | .35 | .84 | | | | |
| 5 | IT KM Capability | .91 | .92 | .58 | 3.41 | .73 | .37 | .35 | .36 | .39 | .77 | | | |
| 6 | Interdependence | .79 | .86 | .80 | 3.29 | .85 | .20 | .09 | .10 | .25 | .30 | .81 | | |
| 7 | Team size | na | na | na | 9.39 | 5.8 | -.25 | -.10 | -.02 | -.22 | -.25 | -.15 | na | |
| 8 | Tenure | na | na | na | 3.38 | .97 | -.02 | -.05 | -.03 | -.03 | -.09 | -.09 | .06 | na |

Table 2: Correlations, descriptives and reliabilities. CR=Composite reliability.

4.2 Structural Model Assessment

According to Agarwal and Karahanna (2000), in a PLS analysis, “paths can be interpreted as standardized beta weights in a regression analysis”. As figure 1 illustrates, team autonomy and experimental climate factors explain 19% of the variance in IT Knowledge Integration Capability, while IT Knowledge Integration Capability explains 13.4% of the variance in team effectiveness and 12.4% in team efficiency. Results provide support for hypothesis 1 stating a positive relationship between autonomy climate and IT Knowledge Integration Capability (coeff.= .23, $p < .05$). Team experimental climate has a positive effect on IT Knowledge Integration Capability, providing support to hypothesis 2 (coeff.= .27, $p < .01$). Hypothesis 3 and 4, which posit that IT Knowledge Integration Capability have a positive influence on effectiveness and efficiency are supported (coeff.=.35, $p < .01$ and coeff.=.38 , $p < .01$, respectively). Since data collection at the same point in time and using the same instrument the potential for common method variance exists. We controlled for common method variance running a Harman’s one factor test, which demonstrated that common method variance was not a threat to our findings. Indeed: (1) the unrotated factor structure, explaining 69.6% of the variance, did not show a single factor; (2) the first factor did not account for all of the variance (38.9%) (Podsakoff and Organ 1986).

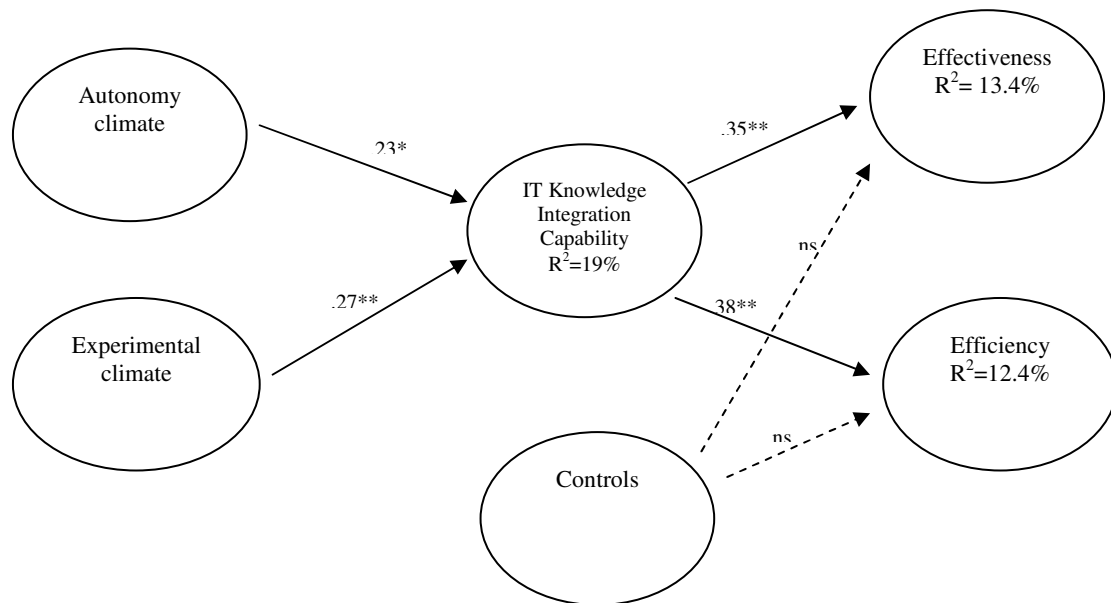


Figure1. PLS results. * $p < .05$; ** $p < .01$

5 DISCUSSION

5.1 Theoretical implications

This research contributes to the literature on team climate, IT capability, and team performance in two ways.

First, our results show that team autonomy climate enhances the IT knowledge integration capability. This means that teams with high level of autonomy, in terms of freedom, independence, and discretion in scheduling the work and determining the procedures, may positively benefit the IT knowledge integration capability. Moreover, team experimental climate enhances the IT knowledge integration capability. Thus the existence of room for experimentation and tolerance of “competent” mistakes

within the team, may positively influence the IT knowledge integration capability. Our paper goes beyond the traditional climate literature pointing out a direct effect of team level climate team level capabilities. In particular, our research answers existing call for developing a better understanding of the contextual factors at the team level of analysis which may influence the way through which members exploit resources and technology for developing processes and procedures for acquisition, combination, creation, and sharing of knowledge (e.g. Tiwana and McLean, 2005). Thus, our examination of the drivers that affect IT knowledge integration capability represents an important step in overcoming the knowledge and capabilities at the team level of analysis.

Second, our results underscore the positive effect of IT knowledge integration capability on team performance (i.e. effectiveness, efficiency). Therefore, our results are worthy because we shed some light on the role of IT capabilities on team outcomes. Literature in the IS field has explored the role of IT capabilities, and the link between these capabilities and firm performance (e.g. Bharadwaj, 2000; Wade and Hullan, 2004), while scant research examined these issues at the team level. In particular we answer previous research calls that underscored a lack of knowledge about the link between IT capabilities and team performance (Tiwana and McLean, 2005).

5.2 Managerial implications

The results of this study have substantial implications for organizations that adopt technologies for supporting team activities. It has long been recognized that the introduction of new technologies is not enough for realizing gains in performance. Thus, to the degree that it facilitates the discovery of new sources of value for the technology, active experimentation and autonomy are desirable contextual factors.

Based on our findings about team climate, managers may consider creating a climate that is supportive for exploration and autonomy team structures that emphasize a tight integration of technology use into employee work practices. While previous research underscores the need to design team-based structures, our results point out that IT knowledge integration capability is influenced by a climate that facilitate information exchange and learning among team members.

5.3 Limitations and future research directions

As with any work our research has limitations that should be addressed in future studies. Because of the cross-sectional nature of the study we were unable to test for true causality, although causality is theoretically implied in some of the proposed relationships. A longitudinal study can provide some more relevant considerations and implications. Therefore, this study should be reiterated over time in order to catch the temporal effects of depicted variables. Moreover, we did not have access to the demographic data of non-respondents and were thus unable to verify the existence of any significant differences between respondents and non-respondents. Some issues for future research emerge from this study. Although the system we examined embodied characteristics that are common to other systems, future research should validate our results in other settings in order to increase the generalizability of our findings. Moreover, the results are based on the Italian context, suggesting the need for future research in other national and cultural settings.

5.4 Conclusion

In conclusion, the primary contribution of this work is the empirical validation of team level climate as factors influencing IT knowledge integration capability. From a theoretical perspective, a climate-based perspective provides new opportunities for extending the research on team capabilities related to

IT. Clearly, an understanding of the effect of IT knowledge integration capability on team performance is of significant importance to practitioners who are attempting to fully exploit the potential of new information technologies and team knowledge-related processes.

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