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Microdynamics in diverse teams

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**Microdynamics in diverse teams: A review and integration
of the diversity and stereotyping literatures**

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5 A Review and Integration of the Diversity and Stereotyping Literatures
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Abstract

Research on the consequences of diversity in teams continues to produce inconsistent results. We review the recent developments in diversity research and identify two shortcomings. First, an understanding of the microdynamics affecting processes and outcomes in diverse teams is lacking. Second, diversity research has tended to treat different social categories as equivalent and thus not considered how members' experiences may be affected by their social category membership. We address these shortcomings by reviewing research on stereotypes, which indicates that stereotypes initiate reinforcing microdynamics among (a) attributions of a target team member's warmth and competence, (b) perceiving members' behavior towards the target team member, and (c) the target team member's behavior. Our review suggests that perceivers' *impression formation motivation* is the key determinant of the extent to which perceivers continue to treat a target based on categorization. Based on our review, we provide an integrative perspective and corresponding model that outlines these microdynamics of diversity and stereotyping in teams and indicates how stereotyping can benefit as well as harm team functioning. We discuss how this integrative perspective on the microdynamics of diversity and stereotyping in teams relates to the social categorization and the information/decision-making perspective, set a research agenda, and discuss the managerial implications.

Keywords

Diversity; Teams; Stereotypes; Microdynamics; Performance

Microdynamics in Diverse Teams: A Review and Integration of the Diversity and Stereotyping Literatures

Globalization, demographic changes, and the increased use of teams in contemporary organizations have created a surge in research on the consequences of different team members working together (Harrison & Klein, 2007). The many recent meta-analyses on the consequences of team diversity signify the considerable amount of attention that has gone to this field of study (e.g., Bell, 2007; Bell, Villado, Lukasik, Belau, & Briggs, 2011; Horwitz & Horwitz, 2007; Joshi & Roh, 2009; van Dijk, van Engen, & van Knippenberg, 2012). For the past two decades, diversity research has mainly relied on a dual theoretical approach where the social categorization and the information/decision-making perspectives inform answers to the questions why and how diversity affects team performance (Milliken & Martins, 1996; van Knippenberg, De Dreu, & Homan, 2004; Williams & O'reilly, 1998). There is much that we have learned from these perspectives, but despite the fact that theories have been advanced and research models have become more sophisticated, so far the main conclusion that has been drawn is that research on the relationship between team diversity and team performance is inconclusive (Harrison & Klein, 2007; Meyer, *in press*; van Dijk et al., 2012; van Knippenberg & Schippers, 2007). In the quest for making sense of the disparate findings, many researchers have refined the processes and parameters that inform the diversity-performance relationship (e.g., by looking at different dimensions of diversity, e.g., Srikanth, Harvey, & Peterson, *in press*; distinguishing between objective differences and diversity perceptions, e.g., Shemla, Meyer, Greer, & Jehn, 2016; focusing on moderators, e.g., Guillaume, Dawson, Otake-Ebede, Woods, & West, *in press*; examining subgroup formation and faultlines, Carton & Cummings, 2012). In the first part of our review, we take stock of these developments in diversity research and review how they unpack our understanding of the complexities of the diversity-performance relationship.

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3 We conclude this first part by summarizing that the recent developments are
4 promising, but are limited in scope for two reasons. First, they build on a tradition that
5 focused on team statics (cf. Humphrey & Aime, 2014) and mainly examine what happens in
6 diverse teams in the functioning phase (Ilgen, Hollenbeck, Johnson, & Jundt, 2005).
7 Understanding what happens at the forming phase however is of critical importance to
8 understanding team functioning, because from a dynamics perspective it is likely that what
9 happens at the forming phase carries over to the functioning phase (due to path dependency,
10 cf. Cronin, Weingart, & Todorova, 2011). Moreover, given that members' individual-level
11 attitudes, behaviors and interactions in combination shape what happens at the emergent team
12 level (Kozlowski & Klein, 2000), a proper understanding of phenomena at the team level
13 necessitates an examination of dynamics at the individual level (i.e. microdynamics;
14 Humphrey & Aime, 2014). Whereas relational demography researchers have focused on the
15 individual-level consequences of diversity (Chattopadhyay, George, & Ng, *in press*; Tsui &
16 O'reilly, 1989), a first attempt to integrate these individual- and team-level literatures has only
17 been conducted recently (Guillaume et al., 2014), but still lacks a temporal, dynamic
18 perspective.

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21 Second, a more fundamental problem is that diversity research tends to bypass
22 studying processes and outcomes that stem from beliefs we have about the typical
23 characteristics of certain social categories memberships. With few exceptions, diversity
24 researchers have not taken into account that members of different social groups are likely to
25 be perceived and approached differently because of their membership in a given social
26 category (e.g., the women members of a gender-diverse team may be perceived to be more
27 capable at a certain task than the men members) and, in part as a consequence, may behave
28 differently (van Dijk & van Engen, 2013). Given that the predominant theories and models in
29 diversity research do not account for such category-dependent consequences of diversity, it
30 may not be too surprising that their predictive validity is limited.
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3 We argue that both shortcomings of the diversity literature can be overcome by
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5 integrating insights from the literature on stereotyping with diversity theory. Extant research
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7 on stereotyping indicates that stereotypes (a) initiate microdynamics the moment that group
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9 members meet and (b) cause members of different groups or categories to be approached and
10
11 treated and to act differently. Yet surprisingly, the wealth of this literature on the
12
13 consequences of stereotypes has hardly been touched upon in research on team diversity and
14
15 performance. In parts two and three, we therefore review the large volume of research that
16
17 shows that stereotypes can have pervasive effects on the attitudes and behaviors of individuals
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19 who are stereotyped (i.e. targets) *as well as* individuals who stereotype others (i.e. perceivers).
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21 In part two, we review the literature that shows how stereotypes initiate microdynamics in
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23 teams in the forming phase. We subsequently discuss in part three the literature that shows
24
25 how stereotype-based microdynamics extend into the functioning phase and review the
26
27 boundary conditions and contextual factors that play a role in whether and how stereotypes
28
29 yield long-term consequences in team functioning and performance.
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34 In the fourth and final part, we integrate the insights on the processes and
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36 microdynamics in diverse teams identified in the reviews of the diversity and stereotyping
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38 literatures into a model on the microdynamics of diversity and stereotyping in teams. We
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40 discuss how the model goes beyond the dual theoretical approach and improves our
41
42 understanding of the positive and negative effects of team diversity on team performance. We
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44 conclude with offering a research agenda for the future and discussing the managerial
45
46 implications of our review and model.
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49 **Part I: A Brief Review of the Diversity Literature**

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51 Team emergent processes and states are the core drivers of team performance (Carter,
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53 Carter, & DeChurch, *in press*), and team composition is one of the central inputs that colour
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55 emergent processes (Ilgen, Hollenbeck, Johnson, & Jundt, 2005; van Knippenberg &
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57 Schippers, 2007). So it is not surprising that research on the effect of team diversity on team
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3 performance has a long history (e.g., Pfeffer, 1983; Williams & O'reilly, 1998). The majority
4
5 of current research on team diversity and on relational demography is rooted in the bi-
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7 theoretical approach to team diversity (Meyer, *in press*), as summarized in earlier reviews
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9 (e.g., van Knippenberg & Schippers, 2007; Williams & O'reilly, 1998). This approach builds
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11 on two theoretical paradigms, the social categorization perspective and the
12
13 information/decision making perspective, which make opposing predictions regarding the
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15 effects of team diversity.
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18 The social categorization perspective is rooted in both social identity theory (Tajfel &
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20 Turner, 1986) and self-categorization theory (Turner, Hogg, Oakes, Reicher, & Wetherell,
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22 1987). Social identity theory posits that individuals derive a feeling of self-worth from the
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24 subjective experience of belonging to valued social groups, and that the positivity of
25
26 perceived membership in one's social group (the in-group) is construed by a tendency to
27
28 devalue other social groups (out-groups). This so-called intergroup bias, i.e. the automatic
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30 tendency to favor one's in-group over the out-group, is the core process for the attainment and
31
32 maintenance of individual self-worth in social identity theory. Self-categorization theory, on
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34 the other hand, predicts *which* social categories become salient for ingroup-outgroup
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36 distinctions. According to the accessibility \times fit hypothesis (Turner et al., 1987; van
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38 Knippenberg, De Dreu, & Homan, 2004), social categories become salient when they are
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40 cognitively accessible (e.g., because of priming, recency effects, or habit) and when the
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42 distinction brought about by the category is a meaningful distinction for the given social
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44 context. The degree to which a distinction among a given category aligns with differences of
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46 the social situation is called comparative fit or meta contrast (Oakes, Turner, & Haslam, 1991;
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48 Turner et al., 1987), and higher meta contrasts increase the likelihood of a social category to
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50 become salient (see van Knippenberg et al., 2004). For example, differences between
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52 overweight versus slim team members are likely to be more salient in task contexts where
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54 physical fitness matters more (e.g., fire-fighters) compared to contexts where it matters less
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3 (e.g., administrators). Social identity and self-categorization theories are typically invoked to
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5 predict negative outcomes of diversity, because according to these theories, pronounced
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7 differences in noticeable and/or work-related social categories are likely to become salient,
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9 resulting in intergroup bias among colleagues who are supposed to collaborate when outgroup
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11 members are devalued. Due to the reduced levels of trust and liking that are associated with
12
13 intergroup bias, the social categorization perspective suggests that diversity in teams harms
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15 performance because it increases the likelihood of conflicts and decreases levels of cohesion,
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17 information exchange (van Knippenberg et al., 2004), and team identification (Guillaume et
18
19 al., 2014).
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23 Possible positive consequences of diversity for team performance are commonly
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25 explained by the information/decision making perspective (Guillaume et al., *in press*; Homan,
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27 van Knippenberg, van Kleef, & De Dreu, 2007a; Reagans, Zuckerman, & McEvily, 2004; van
28
29 Knippenberg et al., 2004). The assumption here is that differences between members in
30
31 demographic and work-related features result in different perspectives and different
32
33 knowledge among members. Because teams are information processing units (Hinsz, Tindale,
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35 & Vollrath, 1997), diversity potentially increases the informational resources of the team, and
36
37 the different views of diverse team members can stimulate constructive debate and a deeper
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39 elaboration of task-relevant information (van Knippenberg & Schippers, 2007). Therefore, if
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41 the task is structured in such a way that it can benefit from information elaboration, diversity
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43 can contribute to performance (van Knippenberg et al., 2004).
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48 Given that the social categorization perspective and information/decision making
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50 perspective make opposite predictions about the effects of diversity (Williams & O'reilly,
51
52 1998), a substantial part of diversity research has revolved around strategies for reconciling
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54 these opposites. These strategies can be organized into four partly overlapping approaches
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56 (Meyer, *in press*): (a) attributing different outcomes to different types or dimensions of
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58 diversity (e.g., more positive team performance for task related versus demographic diversity,
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3 see, for example Harrison, Price, Gavin, & Florey, 2002; Srikanth et al., *in press*; Zellmer-
4 Bruhn, Maloney, Bhappu, & Salvador, 2008), (b) distinguishing between objective and
5 perceived differences (while typically assuming that negative effects of diversity increase
6 with the extent to which members are perceived to differ from each other, see Shemla et al.,
7 2016, for a review), (c) contingency approaches that propose that the effects of diversity are
8 contingent on moderating variables (e.g. task routiness, complexity, interdependence, team
9 member motivation, Guillaume et al., *in press*; Joshi & Roh, 2009; van Knippenberg &
10 Schippers, 2007), and (d) subgroup and faultline approaches, which propose that the negative
11 effects of diversity are stronger when (subgroups of) members differ from each other on more
12 than one attribute (e.g., when women team members are also younger than their men
13 counterparts; Carton & Cummings, 2012; Meyer, Glenz, Antino, Rico, & González-Romá,
14 2014; Thatcher & Patel, 2011, 2012). Within the extent of the research in any of these four
15 paradigms, temporal dynamics (processes and relationships of team diversity and outcomes
16 altering over time) as well as level of analysis are seldom explicitly taken into account. Yet
17 we will argue that these are central to understanding dynamics in diverse teams. Therefore, in
18 the remainder of this section, we organize the review of the diversity literature by focusing on
19 the level of analysis, moving from the individual team member and his or her individual
20 dissimilarity from the team to subgroups and then team-level research. On each level, we
21 integrate findings from the four above-mentioned approaches and also review findings
22 pertaining to microlevel dynamics, if available.

23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 **The Individual in Relation to the Diverse Team: Relational Dissimilarity**

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49 We are not the first to notice that research on team diversity operates on different
50 levels: a prior review (Guillaume, Brodbeck, & Riketta, 2012) distinguishes between the
51 team-level compositional approach (see also Tsui & Gutek, 1999), which refers to “diversity
52 as the distribution of differences among the members of a unit (e.g., team or organization)
53 with respect to common attributes, such as demographics, personality, attitudes, and many
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3 others” (Guillaume et al., 2012, p. 82) and the relational approach, which focuses on “the
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5 relationship between an individual’s characteristics (e.g., in respect to a demographic or
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7 personality attribute) and the distribution of these characteristics in the individual’s unit”
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9 (Guillaume et al., 2012, p. 82). Relational dissimilarity researchers thus examine the impact of
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11 differences between an individual and his or her team on individual-level outcomes. Research
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13 following the relational approach builds on the social categorization perspective
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15 (Chattopadhyay, Tluchowska, & George, 2004; Riordan, 2000) and commonly predicts
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17 negative consequences of dissimilarity for the individual (Guillaume et al., 2012). Within the
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19 relational approach, studies have examined the consequences of surface-level and deep-level
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21 diversity, a common distinction in the diversity literature (e.g., Harrison, Price, & Bell, 1998;
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23 Harrison et al., 2002; Phillips & Loyd, 2006). Surface-level diversity refers to differences on
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25 social categories that are easily visible such as age, gender, and ethnicity, while deep-level or
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27 cognitive diversity refers to underlying differences such as in personality, knowledge, or work
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29 styles. A meta-analysis investigating the effects of surface- and deep-level dissimilarity on
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31 social integration and individual effectiveness (Guillaume et al., 2012) found negative effects
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33 for both kinds of dissimilarity, but effect sizes were very small.
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39 The individual perspective of the relational dissimilarity approach is also present in
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41 many studies investigating perceptions of team diversity. As Shemla and colleagues (2016)
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43 note, several researchers have asked their study participants to rate whether they perceive that
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45 they are different from their work unit with questionnaire items such as “I feel I am racially
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47 different from others on the team” (Cunningham, Choi, & Sagas, 2008, p. 171) or “I feel I am
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49 visibly dissimilar to other team members” (Hobman, Bordia, & Gallois, 2003, p. 312). When
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51 elicited in this way, perceived relational dissimilarity is commonly associated with negative
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53 outcomes for the individual (Shemla et al., 2016).
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57 Of note, the relational approach accommodates the possibility that different members
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59 of a given team react to the composition of the team in different ways. For example, men and
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3 women can react differently to sex dissimilarities with their team (Chattopadhyay, George, &
4 Shulman, 2008), and the effects of self-to-team differences on negative emotions can be
5 moderated by individual employee status (Chattopadhyay, Finn, & Ashkanasy, 2010). In this
6 way, the relational approach to the consequences of team diversity is also aligned with
7 contingency approaches. Furthermore, these examples show that moderators of the
8 dissimilarity-outcome relationship exist on different levels of analysis, e.g. individual status
9 and team-level diversity (Elvira & Cohen, 2001; Joshi, Liao, & Jackson, 2006). Temporal
10 aspects such as individual tenure or team phases are rarely studied in the relational
11 dissimilarity literature, but the studies that we did find on this subject (Chatman & Flynn,
12 2001; Sacco & Schmitt, 2005) suggest that the negative effects of relational dissimilarity
13 decline over time.

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27 In sum, diversity research with an individual-level focus has delivered results that are
28 either inconclusive or characterized by small negative effect sizes. Dynamic and cross-level
29 approaches are present, but they are not integrated on a theoretical level. For example, the
30 most comprehensive model of the effects of dissimilarity (Guillaume et al., 2014) features
31 multiple mediators and moderators of the diversity-outcome relationship without
32 incorporating temporal dynamics or feedback loops.

33 34 35 36 37 38 39 40 41 **Subgroup-Level Dynamics in Diverse Teams**

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43 Now that we have discussed the individual-level dissimilarity literature, we move up
44 one level and review the studies focusing on different processes in different subgroups within
45 a diverse team. This relatively new field of research is based on subgroup theory (Carton &
46 Cummings, 2012), which proposes that a team can be split into subgroups based on faultlines,
47 hypothetical dividing lines splitting a team into relatively homogeneous subgroups based on
48 multiple member attributes (Lau & Murnighan, 1998, 2005; Meyer & Glenz, 2013). Research
49 on the team-level effects of faultlines, which we review below, generally finds that the
50 presence of faultlines inhibits team performance and effectiveness (see Thatcher & Patel,
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3 2011; 2012, for meta-analyses). However, the subgroups that are created by faultline splits
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5 within a team have different properties, such as different sizes and different informational
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7 resources, that create a unique level of interdependence within a given subgroup (Carton &
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9 Cummings, 2012; 2013). Accordingly, one study found that members of larger subgroups are
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11 more likely to exhibit social loafing behavior, especially if they displayed low levels of social
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13 competence (Meyer, Schermuly, & Kauffeld, 2016). Similarly, members of homogeneous
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15 subgroups that include the leader of the team perform better than members of leaderless
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17 subgroups if the organization faces a crisis (Meyer, Shemla, Li, & Wegge, 2015). These
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19 findings show that diversity-related processes can operate between the individual and the
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21 team level of analysis. As such, they highlight the importance of microdynamic cross-level
22
23 theories on the effects of team diversity, because the moderating factors that govern the
24
25 effects of subgroup properties in these studies are situated on both the individual and the team
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27 level. Given that this field of research is relatively new and that only very few studies have
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29 investigated subgroup effects, it may not be surprising that findings integrating temporal
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31 dynamics are absent from subgroup level diversity research.
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36 **The Team-Level Compositional Approach to Team Diversity**

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38 The largest part of the diversity literature has focused on the group level of analysis,
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40 investigating how team-level diversity affects team-level outcomes such as creativity,
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42 conflict, and performance (Guillaume et al., *in press*; Nishii, 2013). Numerous meta-analyses
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44 summarizing this stream of research (Bell, Villado, Lukasik, Belau, & Briggs, 2011; Bowers,
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46 Pharmer, & Salas, 2000; Horwitz & Horwitz, 2007; Joshi & Roh, 2009; van Dijk, van Engen,
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48 & van Knippenberg, 2012) are inconclusive and have failed to identify a main effect of
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50 surface- or deep-level diversity. A finer distinction among different types of diversity, namely
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52 among separation diversity, disparity diversity, and variety diversity (Harrison & Klein, 2007)
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54 proposed positive effects for variety, but this prediction was also contradicted by meta-
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56 analytic findings (Bell et al., 2011; van Dijk et al., 2012). Therefore, it is now generally
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3 accepted that there is no team-level main effect of objective diversity – regardless of which
4 diversity type – on team performance (Mello & Rentsch, *in press*; Meyer, *in press*; van
5 Knippenberg & Schippers, 2007).
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9 Given that objective diversity does not have a main effect on team performance,
10 several scholars proposed that perceptions of team diversity influence team performance,
11 because perceived diversity may be more proximal to behavior than objective diversity (e.g.,
12 Zellmer-Bruhn et al., 2008). There is some empirical evidence supporting this assumption
13 (Jehn, Northcraft, & Neale, 1999; Liao, Chuang, & Joshi, 2008; Zellmer-Bruhn et al., 2008),
14 and the effects of perceived demographic diversity seem to decline over time, while the
15 effects of deep-level diversity seems to increase (Harrison et al., 2002). However, these
16 temporal effects of perceived diversity could not be replicated (Acar, 2010) and a recent
17 review (Shemla et al., 2016) suggests that there is also no main effect of perceived diversity
18 on team performance.
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31 All of these findings speak to the importance of contingency theories of team
32 diversity. These posit that the processes underlying potential positive and negative effects of
33 diversity operate simultaneously. Reagans, Zuckerman and McEvily (2004) proposed that
34 increasing demographic diversity increases the external network of a team, thereby increasing
35 its potential access to external knowledge, while simultaneously decreasing the team's
36 internal network density, thereby making it more difficult for the team to integrate this
37 knowledge (cf. Crawford & LePine, 2013). Reagans et al. (2004) found empirical support for
38 both processes, which indeed operated at such magnitudes that they cancelled each other out.
39 Consistent with this, the Categorization-Elaboration Model (CEM; van Knippenberg et al.,
40 2004) proposed that moderating variables (including team members' motivation, their task-
41 related abilities, the extent of social categorization processes, and the degree to which
42 members feel threatened by out-group perceptions) determine whether social categorization
43 processes inhibit information/decision making processes (see also Guillaume et al., *in press*).
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3 Several studies supported aspects of the CEM, such as the centrality of elaboration processes
4 for the positive consequences of diversity (e.g., Homan et al., 2007a; Homan, van
5 Knippenberg, van Kleef, & De Dreu, 2007b), the moderating effects of trait
6 operationalizations of identity threat such as pro-diversity beliefs and openness (e.g.,
7 Hentschel, Shemla, Wegge, & Kearney, 2013; Homan et al., 2008; Homan et al., 2007a;
8 Nakui, Paulus, & van Oudenhoven-van der Zee, 2011; van Dick, van Knippenberg, Hagele,
9 Guillaume, & Brodbeck, 2008; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001), and the
10 moderating role of task motivation (Meyer & Schermuly, 2012). Further moderators that go
11 beyond those explicitly mentioned in the CEM include certain leadership styles (Homan &
12 Greer, 2013; Kearney & Gebert, 2009), team members' need for cognition (Kearney, Gebert,
13 & Voelpel, 2009), norms (Mitchell & Boyle, 2015), and leader inclusiveness (Mitchell et al.,
14 2015), to name only a few. Indeed, the central role of moderators for the effects of team
15 diversity has been underscored by two meta analyses (Joshi & Roh, 2009; van Dijk et al.,
16 2012), with the latter even suggesting that the diversity beliefs of the person rating team
17 performance moderate the diversity-outcome relationship.

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37 Team-level research on the effects of faultlines suggests that the distribution of
38 multiple team member attributes on a continuum from cross-cut to aligned into (hypothetical)
39 homogeneous subgroups also moderates the effects of diversity, such that stronger alignment
40 makes negative effects more likely (Meyer, *in press*). The extent to which a team is divided
41 into hypothetical homogeneous subgroups – the so-called faultline strength – can be
42 understood as an operationalization of the meta contrast principle of comparative fit (Meyer,
43 Shemla, & Schermuly, 2011) and thus makes social categorizations and intergroup bias
44 between subgroups especially likely. Indeed, meta-analytic evidence shows negative main
45 effects of demographic faultline strength on team performance and effectiveness (Thatcher &
46 Patel, 2011; 2012). However, recent subgroup theory (Carton & Cummings, 2012) suggests
47 that things may not be as simple as “faultline are always bad”, but suggests that the effects of
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3 faultlines depend on many contingency factors including the number and size of subgroups
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5 within a team and the type of attributes that are used to determine the faultline. For example,
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7 subgroup theory proposes that several evenly-sized subgroups that are split by an alignment of
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9 attributes that indicate knowledge, expertise, and background, can be beneficial for team-level
10
11 performance. We are aware of one empiric study that supports this claim (Carton &
12
13 Cummings, 2013). Therefore, in sum, while earlier faultline research that employed
14
15 demographic attributes for determining faultlines and subgroup splits consistently yielded
16
17 negative effects of faultlines, newer theory and findings indicate that just as single-attribute
18
19 team diversity, faultlines can sometimes have negative and can sometimes have positive
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21 consequences.
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24 25 **The Need for a Microdynamic Perspective on the Diversity-Performance Relationship** 26

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28 The contradicting predictions of the bi-theoretical approach to diversity have been
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30 difficult to reconcile as evidenced by the numerous attempts mentioned above. No clear
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32 picture about the effects of diversity has emerged, other than that its effects depend on
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34 numerous moderating factors. A recent review of these contingencies (Guillaume et al., *in*
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36 *press*) identifies no less than six broad categories of moderators spanning multiple levels from
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38 the individual team member to the organization (strategy, unit design, human resource
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40 management practices, leadership, climate and culture, and individual differences among team
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42 members). Accordingly, there is a clear need for overarching theories integrating multiple
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44 levels of analysis, which is also evident in the fact that an increasing number of recent studies
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46 adopt multilevel frameworks (Joshi, *in press*; Joshi & Knight, 2015; Leslie, *in press*; Meyer et
47
48 al., 2015; Richard, Stewart, McKay, & Sackett, *in press*). A microdynamic perspective is
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50 particularly necessary when considering temporal dynamics, which has been largely absent in
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52 diversity research (Cronin et al., 2011; Humphrey & Aime, 2014).
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56 Srikanth et al. (*in press*) in their recent review of the diversity-performance literature
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58 offer a first step towards a temporal, dynamic perspective on the consequences of diversity.
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3 However, their model is limited to the team level, whereas multilevel theory and research
4 suggests that team-level phenomena emerge from individual members' attitudes, behaviors
5 and interactions – i.e. microdynamics that occur at the individual and interpersonal levels of
6 analysis (e.g., Humphrey & Aime, 2014; Waller, Okhuysen, & Saghafian, 2016). In the
7 following, we therefore review literature that allows insights into such microdynamics in
8 diverse teams by starting with an individual member's experiences the moment that the
9 member meets his or her fellow team members, and from there discuss how microdynamics
10 evolve over time and pave the way for emergent team-level processes. This choice is also
11 driven by another, more fundamental problem that implicitly surfaced from our review of the
12 diversity literature: Although diversity researchers have extensively studied and argued that
13 the effects of diversity may be different for different dimensions of diversity (e.g., surface- vs.
14 deep-level; Harrison et al., 2002; Srikanth et al., *in press*) or types of diversity (e.g., gender,
15 age; Bell et al., 2011) with inconclusive results (van Dijk et al., 2012; van Knippenberg &
16 Schippers, 2007); the sub-group and team diversity literatures have tended to treat different
17 social categories (e.g., men, women) as equivalent. As such, a team that consists of, for
18 example, one trainee and three seniors has been treated the same as a team that consists of
19 three trainees and one senior. Relational dissimilarity research has however pointed out that
20 experiences and behaviors differ for low-status members compared to their high-status
21 counterparts (Chattopadhyay et al., 2010; see also van Dijk & van Engen, 2013). Given that a
22 member's status tends to depend on the member's attributes (Berger et al., 1972), we argue
23 that a coherent understanding of emergent team-level processes in diverse teams starts with a
24 perspective on individual-level experiences and needs to be cognizant of how individuals'
25 experiences may be affected by their social category membership.
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54 To that end, a caveat of the relational dissimilarity literature is that it lacks a temporal,
55 dynamic perspective that is sensitive to how diversity-based attributions of members'
56 expertise, status and so forth may be apt to change over time. It is, for example, likely that
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3 dissimilarity evokes different reactions in ad hoc student teams whose members just meet
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5 each other in the lab for half an hour compared to teams of professionals that have been
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7 collaborating for years. Fortunately, there is a massive amount of literature available that
8
9 assesses how individuals react and respond to differences starting the moment that individuals
10
11 meet for the first time, and that surprisingly has seldom been accessed by diversity research to
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13 date; i.e research on stereotyping. In the following, we therefore review the research on
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15 stereotyping to increase our understanding of how differences between team members affect
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17 their experiences.
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20 21 **Part II: The Role of Stereotypes in the Forming Phase**

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23 Allport's definition of stereotypes as "exaggerated belief[s] associated with a
24
25 category" (1954, p. 191) laid the groundwork for a surge of research on stereotypes by social
26
27 psychologists. Researchers to date tend to define stereotypes as "cognitive structures that
28
29 provide knowledge, beliefs, and expectations about individuals based on their social group
30
31 membership" (Quadflieg & Macrae, 2011, p. 216-217). As such, stereotypes suggest, for
32
33 example, that Germans are punctual, women enjoy shopping, and elderly people are hard of
34
35 hearing.
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39 Social categorization is a prerequisite for stereotyping (Reynolds & Oakes, 2000). One
40
41 must first identify a person as Black before applying stereotypes of Blacks to that person
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43 (Blair, Judd, Saddler, & Jenkins, 2002). Accordingly, stereotype activation depends on the
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45 same predictors as whether or not a person is socially categorized, i.e. the level of
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47 accessibility and fit mentioned earlier (Turner et al., 1987; van Knippenberg et al., 2004).
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49 Whether activated stereotypes are used for making inferences about a target depends on the
50
51 extent to which making stereotype-based inferences are functional to the perceiver (Quadflieg
52
53 & Macrae, 2012). There are two main functions of stereotypes. The first is *efficiency*.
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55 Stereotypes reduce the amount of effort that needs to be spent on gaining an impression of a
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57 person by streamlining which information is attended to and remembered (Biernat, 2003;
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3 Fiske & Neuberg, 1990). For example, the stereotype content model (Fiske, Cuddy, Glick, &
4 Xu, 2002; which is discussed below) suggests that stereotypes primarily aim to capture a
5 target's warmth and competence, which are argued to be the two most important features a
6 perceiver should discern. Moreover, by creating a quick, global impression, stereotypes
7 reduce uncertainty, which is especially useful in novel situations where lots of ambiguous and
8 unspecified information demand attention (Allport, 1954; van Knippenberg & Dijksterhuis,
9 2000). Another way in which stereotypes drive efficiency is by simplifying communication:
10 referring to a person in terms of his or her social group membership (e.g., Asian, Christian)
11 conveys more meaning and information than a name of an individual (Gilbert & Hixon,
12 1991). The second function of stereotypes is *self-affirmation*. Stereotypes can regulate and
13 boost self-esteem, for example by activating a negative stereotype about the social category
14 an outgroup member belongs to when that person poses a threat to one's self-esteem (Sinclair
15 & Kunda, 1999; 2000). Further, stereotypes can legitimize inequality and uphold a belief of a
16 just world by ascribing different qualities to members of advantaged and disadvantaged
17 groups (Glick & Fiske, 2001; Jost & Banaji, 1994). In sum, when a person is subject to social
18 categorization, the extent to which that person will also be a target of stereotyping depends on
19 whether making stereotype-based inferences leads to efficiency benefits for the perceiver and
20 the extent to which it facilitates the perceiver's self-affirmation.

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43 In this part, we clarify how these two functions of stereotypes create microdynamics in
44 the forming stage of diverse teams. Specifically, we review theories and perspectives that
45 examine how stereotypes shape initial impressions about targets and direct subsequent
46 behavior towards and interactions with those targets. We start with discussing the Stereotype
47 Content Model (Fiske et al., 2002), which suggests that people use stereotypes to assess a
48 person's warmth and competence. After providing a more in-depth explanation of how
49 stereotypes lead to attributions of competence based on the Lack of Fit Model (Heilman,
50 1983) and Role Congruity Theory (Eagly & Karau, 2002), we discuss the proposition of the
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3 Behaviors from Intergroup Affect and Stereotypes Map (Cuddy, Fiske, & Glick, 2007) that
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5 stereotype-based attributions cause stereotype-reinforcing behaviors towards a target. We
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7 subsequently clarify how stereotypes affect a target's self-attributions and behavior by
8
9 discussing research on self-stereotyping, and affect a target's performance by discussing
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11 research on stereotype threat. We conclude each section by discussing the implications for
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13 diverse teams, given that the literature on stereotypes tends to rely on experiments with
14
15 individuals, which may obscure the relevance for understanding the effects on microdynamics
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17 in organizational teams.
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20 21 **Stereotype Content Model**

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23 The Stereotype Content Model (SCM; Fiske et al., 2002) provides insight into what
24
25 stereotypes aim to capture during the first moments that persons meet each other. The SCM is
26
27 grounded in over fifty years of research suggesting that there are two fundamental dimensions
28
29 of stereotypes people use to evaluate and judge each other: warmth and competence (e.g.,
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31 Katz & Braly, 1933; Rosenberg, Nelson, & Vivekananthan, 1968; for recent reviews, see
32
33 Abele & Wojciszke, 2014; Fiske, 2012). In fact, warmth and competence may account for as
34
35 much as 80-90% of the variance in person impression (Fiske & Borgida, 2011; Wojciszke,
36
37 2005). Warmth (i.e. friendliness, trustworthiness, empathy, kindness, communion) captures a
38
39 person's intent: is a person a friend who intends to help, or a foe who intends to hurt?
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41 Competence (i.e. intelligence, power, efficacy, skill, agency) captures a person's ability to act
42
43 on this intent (Cuddy, Glick, & Beninger, 2011). In combination, these two dimensions enable
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45 a person to estimate what the other's goals are regarding the self or the group, and how
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47 effective the other will be in pursuing those goals¹.
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52 There are groups that tend to receive high or low scores on both dimensions. For
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54 example, persons who are likely to be stereotyped as both warm and competent are ingroup
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56 members, allies, and the cultural default (examples in the Western world are men, Christians,
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58 heterosexuals, Whites, middle class, middle-aged). The SCM also predicts that warmth and
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3 competence attributions elicit emotions, and the emotions that are shaped by persons who are
4
5 stereotyped as warm and competent are pride and admiration. In contrast, persons who are
6
7 likely to be stereotyped as both cold and incompetent are individuals who are perceived as
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9 having negative intent towards society and are unable to succeed on their own (e.g., homeless
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11 people and welfare recipients; Fiske et al., 2002). Contempt and disgust are the emotions that
12
13 are elicited by these low warmth and low competence attributions according to the SCM.
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16 The other two combinations of attributions are called ambivalent stereotypes, such that
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18 targets are either judged as warm-but-incompetent (paternalistic stereotypes), or competent-
19
20 but-cold (envious stereotypes). Research on the SCM suggests that most outgroup members
21
22 are subject to either of these ambivalent stereotypes. Paternalistic stereotypes have been
23
24 shown in research on stereotypes and prejudice regarding race, age, dialect, and gender. Black
25
26 people (Katz & Hass, 1986), older people (Cuddy & Fiske, 2002), speakers of nonstandard
27
28 dialects (Ruscher, 2001), and women tend to be perceived among Western samples as less
29
30 competent but friendly by others. The emotions that are shaped by such warm-but-
31
32 incompetent stereotypes are pity and sympathy. In contrast, envious stereotypes portray target
33
34 groups as competent but not sociable. Groups that in Western samples tend to be subject to
35
36 such envious stereotypes include nontraditional women (e.g., career women, feminists,
37
38 lesbians; Eagly, 1987; Glick & Fiske, 2001), Jews (Glick, 2002), and Asians (Lin, Kwan,
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40 Cheung, & Fiske, 2005). As is suggested by the name, the corresponding emotions for this
41
42 combination of attributions are envy and jealousy.
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47 The SCM also predicts that stereotype-based judgments result from socio-structural
48
49 relations in two ways (Fiske et al., 2002; Russell & Fiske, 2008). First, perceptions of warmth
50
51 depend on the extent to which the outgroup is perceived to be in competition with the ingroup.
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53 The more that an outgroup is perceived to compete with the ingroup or with society at large,
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55 the more the outgroup is judged as cold. In the absence of competition, more warmth can be
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57 attributed to members of an outgroup (e.g., women, gay men, Black professionals) than to
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3 ingroup members (Broverman, Vogel, Broverman, Clarkson, & Rosenkrantz, 1972; Madera,
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5 Hebl, & Martin, 2009; Rudman & Goodwin, 2004). Second, status affects judgments of
6
7 competence, such that groups with higher status are perceived as more competent than groups
8
9 with lower status (Fiske, 2012). Correlational evidence has supported these relationships
10
11 between competition and warmth and between status and competence in studies spanning
12
13 more than 35 countries (Cuddy et al., 2009; Durante et al., 2013).

16
17 Whereas the SCM thus overall points at how stereotypes facilitate efficiency in
18
19 impression formation, it also lays bare how stereotypes create biased perceptions of other
20
21 persons. First, in aiming to gain a quick impression of another person's warmth and
22
23 competence, judgments based on stereotypes of members who belong to specific social
24
25 categories are likely to be inaccurate because they are based on generalizations. As Cuddy et
26
27 al. (2011, p.74) point out, in a work context such misjudgments can lead to negative
28
29 consequences:

31
32 *Assuming warmth, or lack thereof, can lead decision-makers to miss warning signs*
33 *that an apparently warm associate is untrustworthy or, conversely, to forgo a lucrative*
34 *opportunity to form a partnership because a false gut reaction sparks mistrust.*
35 *Assumptions about competence similarly can undermine effective decision-making,*
36 *leading to a hiring decision that is soon regretted, for example.*

38
39 Second, in suggesting that there is a negative relationship between warmth and
40
41 competence, ambivalent stereotypes bias perceptions of outgroup members stereotyped as
42
43 warm by making them appear less competent, and those stereotyped as competent by making
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45 them appear less warm (Judd, Hawkins, Yzerbyt, & Kashima, 2005). Working mothers, for
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47 example, are perceived as less competent than women without children, whereas women
48
49 without children are perceived as less warm than working mothers (Cuddy, Fiske, & Glick,
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51 2004; Kervyn, Yzerbyt, Judd, & Nunes, 2009). Not all studies show this trade-off between
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53 warmth and competence (e.g., Koenig & Eagly, 2014) which suggests the presence of
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55 moderators in determining whether warmth and competence negatively affect each other.
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3 However, a substantial number of studies have found evidence for such a trade-off (Kervyn,
4 Yzerbyt, & Judd, 2010), suggesting that ambivalent stereotypes at work pose substantial
5 threats to many groups because being evaluated as high on one dimension can negatively
6 affect evaluations on the other dimension.
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11 Third, the influence of competition and status on stereotype-based judgments further
12 inflicts bias in assessing a person's warmth and competence. In an attempt to reduce
13 uncertainty and protect the self, competitive contexts determine judgments of warmth to
14 distinguish friend from foe, such that more competitive contexts enhance the perception of an
15 outgroup member as cold and of an ingroup member as warm (Fiske et al., 2002). Further,
16 attributing higher competence to members of high-status outgroups serves to uphold a just
17 world belief given that it justifies better treatment of members of advantaged, high-status
18 outgroups compared to members of disadvantaged, low-status outgroups.
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29 **Implications for diverse teams.** Assessments of warmth and competence are likely to
30 affect many decisions in organizations, including whom we trust, doubt, defend, attack, hire,
31 or fire (Cuddy et al., 2009). Whereas attributions of competence may be assumed to be more
32 important in task contexts, perceived warmth in fact is more important than perceived
33 competence when choosing a collaboration partner (Casciaro & Lobo, 2008; 2015) because
34 competence can be harmful when a person turns out to be a foe. Further, the shift from
35 command-and-control leadership towards transformational and ethical leadership indicates
36 that how leaders and potential leaders are evaluated has shifted, such that warmth has taken
37 more prominence (Koenig, Eagly, Mitchell, & Ristikari, 2011). Accordingly, not only
38 judgments of competence, but also judgments of warmth are used to make decisions at work.
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51 We posit that the SCM holds a number of important implications for understanding the
52 functioning of diverse teams. First, the SCM indicates that when a diverse team forms,
53 members are likely to rely on stereotypes to assess to what extent members intend to
54 contribute to the team's goals (i.e. warmth) and to what extent members will be able to
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3 facilitate or harm the team's goals (i.e. competence). Second, when members who are
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5 different from the self are attributed higher levels of warmth [competence], it is likely that
6
7 they are attributed lower levels of competence [warmth]. Third, when members who are
8
9 different from the self are perceived as competitors, it reduces the extent to which they are
10
11 seen as warm. Note that this corresponds with the notion that identity threat increases ingroup
12
13 favoritism (van Knippenberg et al., 2004), but the specificity of the SCM in pointing at
14
15 competition reducing warmth allows for more fine-grained and concrete predictions. Fourth,
16
17 whereas diversity theory suggests that the main function of social categorization is to
18
19 distinguish between ingroup and outgroup members and display ingroup favoritism, the SCM
20
21 indicates that there are various outgroups and helps to distinguish reactions to such different
22
23 outgroups. Some outgroups may, for example, be considered warmer than the ingroup (but
24
25 less competent), while other outgroups may be the opposite, and yet others may be perceived
26
27 as allies and thus as equally warm and competent. Accordingly, to understand dynamics
28
29 between team members from different social groups, it is pivotal to go beyond categorizing
30
31 them as ingroup or outgroup, and instead gain an understanding of how members see each
32
33 other in terms of warmth and competence. Fifth, because we know that a member's status can
34
35 be affected by his or her characteristics (Berger et al., 1972; van Dijk & van Engen, 2013),
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37 attributions of competence in diverse teams are likely to be biased in favor of members with
38
39 high-status characteristics and against members with low-status characteristics.
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46 Taken together, the SCM provides a relatively context-free theory on how stereotypes
47
48 affect judgments about target members' warmth and competence based on their social
49
50 category membership. As such, any prejudice against a person based on his or her social
51
52 category membership can be interpreted as arising from an unfavourable stereotype that
53
54 causes a person to be evaluated as lower in warmth or competence. Although such a context-
55
56 free view is in line with classic theories of prejudice (e.g., Allport, 1954), it is incongruent
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58 with findings that (competence) stereotypes can differ across contexts. The standard example
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3 here involves stereotype-based attributions of women's competence. Although women are
4 stereotypically depicted as less competent than men in leadership functions, they are assumed
5 to be more competent when it comes to domestic or nurturing tasks (Eagly, 1987). Two
6 theories that speak more elaborately about how competence stereotypes are context dependent
7 are role congruity theory and the lack-of-fit model. We turn to these theories first before we
8 look at how attributions of warmth and competence turn into behavior.
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16 **Lack of Fit Model and Role Congruity Theory**

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18 Heilman's (1983; 2001; 2012) Lack of Fit Model and Eagly and Karau's (2002) Role
19 Congruity Theory are related theories that account for the context-dependency of stereotype-
20 based attributions of competence. Both the lack of fit model and role congruity theory propose
21 that for each job or position, there is a range of characteristics or competencies that are
22 believed to be important for success (Eagly & Karau, 2002; Heilman, 2012). Specifically,
23 both theories propose that stereotypes give rise to expectations about how a target will
24 (descriptive aspect of stereotypes) and should (prescriptive or normative aspect of stereotypes)
25 behave (i.e. a social role; Eagly, 1987). As such, the more that stereotype-based attributions of
26 a target's competencies based on a target's characteristics or social role (e.g., the male gender
27 role) fit or are congruent with the competencies that are deemed necessary to be successful on
28 a given task or occupational role (e.g., the leader role), the more the target will be perceived
29 as competent.
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45 The lack of fit model and role congruity theory have both been predominantly used to
46 account for prejudice against women leaders. Because the communal female stereotype or
47 role is less congruent with the stereotypical leader than the agentic male stereotype or role, the
48 lack of fit model and role congruity theory both predict that women are perceived as less
49 competent leaders than men (Koenig et al., 2011). This 'role incongruity', or 'lack of fit' may
50 result in two types of biases against women. The first, description-based bias, results from the
51 mismatch people perceive between stereotypes of leaders and that of women, causing
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3 perceivers to believe that women are less competent for a leader role and therefore
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5 overlooking women for leadership positions. The second, prescription-based bias, results from
6
7 the normative aspect of stereotypes. When women leaders display leader-congruent agentic
8
9 behavior, they violate gender role norms and can experience backlash, a topic we will cover in
10
11 more detail later. That these stereotypes are tenacious becomes clear from a longitudinal
12
13 Gallup (2014) survey in which respondents are asked whether they would prefer a man or
14
15 woman as a boss. Despite meta-analytical evidence indicating that women leaders in fact are
16
17 somewhat more transformational and participative, whereas men leaders are more autocratic
18
19 (Eagly, Johannesen-Schmidt, & van Engen, 2003; Eagly & Johnson, 1990), respondents
20
21 overall prefer men over women as bosses (see Figure 1). This finding is in line with the lack
22
23 of fit model and role congruity theory, as is the trend towards convergence regarding the
24
25 preference for a man or woman as boss: whereas gender stereotypes tend to remain constant
26
27 (Lueptow, Garovich, & Lueptow, 1995), leadership stereotypes are apt to change such that
28
29 communal attributes and behaviors are increasingly valued in leaders (Koenig et al., 2011),
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31 thereby creating an increasing level of fit or congruence between the female stereotype and
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33 the leader stereotype. But as the Gallup (2014) survey shows, this is an incremental and slow
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35 process. But as the Gallup (2014) survey shows, this is an incremental and slow
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37 process.
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41 How easily stereotypical beliefs about ideal leaders can shift across task contexts has
42
43 been argued and shown in various studies by Ryan and Haslam (2005; 2007; 2009; Ryan,
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45 Haslam, Hersby, & Bongiorno, 2011) on crises in organizations. Although they replicated
46
47 other studies by finding that the ‘think manager – think male’ stereotype prevailed in
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49 organizations where things were going well, they found something different for organizations
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51 that were in the middle of a crisis. In such organizations, women leaders were preferred over
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53 men leaders given that the “people management” abilities that are assumed to be important in
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55 times of crises are more congruent with the female stereotype. As such, research on the lack
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3 of fit model and role congruity theory has documented well how competence attributions vary
4
5 across task contexts depending on the prevailing task/role stereotypes.
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7 **Implications for diverse teams.** There is a general awareness among diversity
8
9 researchers that the effects of team diversity may be context-dependent. For example, the
10
11 meta-analysis by Joshi and Roh (2009) indicates that team diversity has different relationships
12
13 with performance for different industry contexts. Whereas demographic diversity was
14
15 negatively related with performance in the high-tech industry, it was positively related with
16
17 performance in the service sector. In contrast, job-related diversity was positively related with
18
19 performance in the high-tech industry, but had a nonsignificant relationship with performance
20
21 in the service sector. These findings, although not replicated in a subsequent meta-analysis
22
23 (van Dijk et al., 2012), point at the importance of understanding the industry context when
24
25 assessing the consequences of team diversity.
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29 The lack of fit model (Heilman, 1983; 2012) and role congruity theory (Eagly &
30
31 Karau, 2002) go even further by pointing out that attributions – which form the basis of
32
33 subsequent behaviors, interactions and performance as we explain below – are likely to differ
34
35 by task context. A first, rather straightforward implication for team diversity is that the
36
37 prevalent task-specific stereotypes and their relevance for each type of diversity need to be
38
39 understood to comprehend the microdynamics in diverse teams (cf. Maloney, Bresman,
40
41 Zellmer-Bruhn, & Beaver, 2016). The perceived value of, for example, a person with a
42
43 background in physics may differ depending on whether the task at hand involves engineering
44
45 or management.
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49 A second implication of the lack of fit model and role congruity theory is that different
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51 categories of a diversity type cannot be treated as conceptual equivalents, which is common
52
53 practice in diversity research. For example, a team consisting of three men and one woman
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55 tends to be considered equally diverse as a team consisting of three women and one man.
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58 However, given a context where gender stereotypes suggest that gender predicts task
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3 competence, one of these teams consists of three members who are attributed low levels of
4 competence (and one high), whereas the other consists of three members with high levels of
5 competence (and one high), whereas the other consists of three members with high levels of
6 competence (and one high), whereas the other consists of three members with high levels of
7 attributed competence (and one low). Theory and methodology on diversity as disparity
8 (Harrison & Klein, 2007; van Dijk & van Engen, 2013) points out that the dynamics in such
9 teams are likely to differ (cf. Chatman et al., 2008), which means that they need to be
10 conceptualized and operationalized differently.
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16 Third, competence attributions are likely to differ across tasks in diverse teams. Given
17 that many teams work on a variety of tasks and are multidisciplinary, socio-structural
18 relationships between members may be best characterized as a heterarchy, meaning that
19 whether a particular member is considered more- or less-competent varies across (sub-) tasks
20 (Aime, Humphrey, DeRue, & Paul, 2014). Compared to homogeneous teams, in diverse
21 teams the disparate competence attributions thus facilitate the emergence of a heterarchy (cf.
22 van Dijk & van Engen, 2013).
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32 In sum, the lack of fit model and role congruity theory specify how attributions of
33 competence are affected by the task context. As mentioned before, perceivers make such
34 competence (and warmth) judgments to know how to behave and interact with a target. In the
35 following section, we therefore turn to the question what kind of behaviors are likely to result
36 from stereotype-based attributions of warmth and competence.
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43 **Behaviors from Intergroup Affect and Stereotypes Map**

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45 The Behaviors from Intergroup Affect and Stereotypes (BIAS) Map (Cuddy, Fiske, &
46 Glick, 2007) is an extension of the SCM that indicates what behavioral reactions are elicited
47 by stereotypes. In short, the BIAS Map posits that the emotions that are the result of warmth
48 and competence stereotypes (i.e. admiration, contempt, pity, envy) shape corresponding
49 behavior. These four behaviors are active facilitation, passive facilitation, active harm, and
50 passive harm (see Figure 2).
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3 Active behaviors are “conducted with directed effort to overtly affect the target”
4
5 (Cuddy et al., 2007, p. 633). As such, they are behaviors aimed to either benefit or harm the
6
7 target (e.g. through assisting or attacking, respectively). Passive behaviors “are conducted or
8
9 experienced with less directed effort but still have repercussions for (...) the target” (2007, p.
10
11 633). These behaviors thus benefit or harm the target in a more indirect way (e.g., through
12
13 getting along or neglecting, respectively). Because perceived warmth assesses a target’s
14
15 intentions towards the perceiver and thus has more direct implications for the perceiver, the
16
17 BIAS map suggests that attributions of warmth require a more active response than
18
19 competence attributions. Targets who are perceived as warm are actively facilitated, whereas
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21 targets who are perceived as lacking warmth are actively harmed. Passive behaviors then
22
23 result from attributions of competence, such that targets attributed with higher levels of
24
25 competence are passively facilitated, whereas those perceived as lower in competence are
26
27 passively harmed.
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31
32 Accordingly, the BIAS map posits that targets who are admired because they are
33
34 attributed high levels of warmth and competence, will be actively as well as passively
35
36 facilitated (Cuddy et al., 2007; 2011). Examples include help, support, endorsements and
37
38 affiliations that are offered to members from the ingroup, reference groups, and allies. In
39
40 contrast, targets who elicit contempt due to low levels of perceived warmth and competence
41
42 are posited to be actively as well as passively harmed. Such resented groups may be subject to
43
44 harassment, discrimination, bullying, gossip and neglect. Active facilitation and passive harm
45
46 are proposed to characterize behaviors towards those who are pitied because they are
47
48 perceived as warm but less competent. Consider, for example, older workers who may be
49
50 actively helped when they ask for support but are provided less access to training than
51
52 younger workers (Buyens, van Dijk, Dewilde, & De Vos, 2009; see also research on
53
54 dependency-oriented help, e.g., Nadler, 1997; 2002). Finally, the BIAS map proposes that
55
56 targets who are subject to envious stereotypes due to low attributed warmth and high
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1
2
3 attributed competence fall prey to active harm and passive facilitation. Examples include
4
5 subtle discrimination (Cortina, 2008; van Laer & Janssens, 2011) and many types of
6
7 opportunistic behavior where perceivers associate themselves with a target as long as it
8
9 benefits them, but renounce the target the moment that the (s)he is no longer of benefit to the
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11 perceivers (Carson, Madhok, & Wu, 2006; Popov & Simonova, 2006).
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14 In two correlational studies (including a representative U.S. sample) and two
15
16 experiments, Cuddy et al. (2007) found support for the BIAS map. A number of studies in
17
18 different countries and settings have provided further support for the predictions advanced in
19
20 the BIAS map that warmth and competence stereotypes elicit specific emotions that translate
21
22 into corresponding behaviors towards the targets of the stereotypes (Asbrock, Nieuwoudt,
23
24 Duckitt, & Sibley, 2011; Becker & Asbrock, 2012; Krings, Johnston, Binggeli, & Maggiori,
25
26 2014; Sweetman, Spears, Livingstone, & Manstead, 2013; Ufkes, Otten, van der Zee, Giebels,
27
28 & Dovidio, 2011; van Rijssen, Schellart, Berkhof, Anema, & van der Beek, 2010; Wiener,
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30 Gervais, Brnjic, & Nuss, 2014; but see Rogers, Schröder, & Scholl, 2013).
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34 **Implications for diverse teams.** The main implication of the BIAS Map for diverse
35
36 teams is that perceivers tend to act on their stereotypes in a manner that is congruent with the
37
38 emotions that are elicited by the stereotype. From a functional perspective, this is
39
40 understandable given that stereotypes function as a first assessment of how to act or behave
41
42 towards targets. However, given the biases in stereotype-based evaluations, the BIAS Map
43
44 also makes clear which two groups of targets are likely to suffer from being stereotyped.
45
46

47 First, because many outgroups are likely to be attributed lower levels of warmth, they
48
49 are more likely to be harmed and less likely to be facilitated compared to ingroup members. In
50
51 diverse teams, this means that whether members are likely to be a cohesive and cooperative
52
53 unit depends on whether they perceive each other as a diverse set of ingroup and outgroup
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55 members, or whether they perceive each other as allies who are part of the same team. If such
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57 a superordinate team identity is salient, members may be able to look beyond their initial,
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3 social category-based judgments and hence treat each other – regardless of how different from
4
5 the self – as equal (Haslam, Eggins, & Reynolds, 2003; Hogg & Terry, 2000; Sethi, 2000).
6

7 Second, many outgroups are perceived as lower in competence compared to the
8
9 ingroup. This increases the chances that members of such outgroups are (passively) harmed
10
11 and reduces the likelihood that they are (passively) facilitated. Specifically, this means that
12
13 members whom are attributed low levels of competence receive less room and opportunity to
14
15 participate – exactly the kind of perpetuating behavior that reinforces and maintains low
16
17 competence attributions (Magee & Galinsky, 2008). Moreover, given that such competence
18
19 attributions in (diverse) teams to a large extent determine team members' status (Berger et al.,
20
21 1974; van Dijk & van Engen, 2013), this suggests that when a target member initially is
22
23 attributed low status, it may be very difficult for him or her to attain a higher status (cf. Gould,
24
25 2002).
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29 The BIAS map thus paints a rather gloomy picture of how in diverse teams, target
30
31 members who are perceived as less warm and/or less competent are treated by their fellow
32
33 team members. Once perceived as such, targets will be treated in a way that reinforces the
34
35 initial, stereotype-based perceptions (cf. Metiu, 2006; Snyder, Tanke, & Berscheid, 1977).
36
37 This raises the question what kind of behavior stereotyped persons must display to counter
38
39 such negative attributions. In the following, we therefore switch perspective and instead of
40
41 discussing how stereotypes about others affect how we treat them, we review research that
42
43 considers how stereotypes about oneself affects one's own behavior.
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47 **Self-Categorization and Self-Stereotyping**

48

49 Individuals not only categorize and stereotype others, they also categorize and
50
51 stereotype themselves. Self-categorization theory (Turner et al., 1987) indicates that the
52
53 determinants of categorizing oneself are similar to those of categorizing and stereotyping
54
55 others. Specifically, self-categorization theory posits that the formation and salience of a self-
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57 category depends on the presence of differences (comparative fit; Hogg & Turner, 1987) that
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3 are meaningful for making a distinction into social categories (normative fit; Oakes, Turner,
4 & Haslam, 1991; Turner et al., 1987). In other words, the team context affects what
5 characteristics will become salient and used for self-categorization (Nishii, 2013; van
6 Knippenberg et al., 2004). For example, in an all-men team context, without women to
7 provide a comparison, team members are not likely to categorize themselves as men.
8
9 However, in a gender diverse team the presence of men and women encourages individuals to
10 categorize themselves as men or women team members, respectively. This is especially likely
11 when gender is also perceived to be meaningful in the specific context: the more that gender
12 is stereotypically believed to predict value or contribution, the more likely it is that a person
13 will categorize herself [himself] as a woman [man].
14
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16
17 Because categorization activates stereotypes, self-categorization also leads to self-
18 stereotyping (Turner et al., 1987). Self-stereotyping is defined as “the systematic process of
19 seeing oneself as having the characteristics and behaviors that are associated with the group”
20 (Oswald & Lindstedts, 2006, p. 448). Because the function of self-categorization is to satisfy
21 the need for belonging and derive positive self-esteem, self-stereotyping can be problematic
22 when faced with negative stereotypes that pose a threat to one’s positive social identity. A
23 number of studies indicate that individuals manage this threat in two distinct ways. The first is
24 by being selective about the group with which one identifies. When multiple identities are
25 salient, individuals are more likely to identify with the social category that is accorded the
26 highest status (Chattopadhyay, Tluchowska, & George, 2004; Tajfel & Turner, 1986).
27 Especially when a person is categorized by others in a way that the person deems irrelevant
28 (e.g. based on one’s gender or ethnicity in a management context), the person is likely to
29 resist the imposed categorization (Barreto & Ellemers, 2001; Hornsey & Hogg, 2000). The
30 second way individuals manage the potential threat of being confronted with negative
31 stereotypes is by being selective in internalizing characteristics and behaviors that are
32 stereotypically associated with the particular category with which a person identifies (Biernat,
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3 Vescio, & Green, 1996; Oswald & Chapleau, 2010; Oswald & Lindstedt, 2006). *Selective*
4 *self-stereotyping* as such refers to the process by which a person internalizes positive group
5 stereotypes and distances him or herself from the negative stereotype. Negative stereotypes
6 may still be endorsed as characterizing the group, but when engaging in selective self-
7 stereotyping, they are refuted as representative of the self.
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14 Whereas the processes and determinants of self-categorization and self-stereotyping
15 are similar to those of the categorization and stereotyping of others, self-categorizations and
16 self-stereotypes are not necessarily congruent with others' categorizations and stereotypes of
17 oneself. The more negative a categorization or stereotype attributed by others, the more likely
18 it is that it is incongruent with a person's self-categorization and/or self-stereotype. This is not
19 to say that self-categorizations and self-stereotypes are independent of others' categorizations
20 and stereotypes, nor that individuals refrain from internalizing any negative stereotype. First,
21 the more a person identifies with and is committed to a group, the more likely it is that the
22 person internalizes a negative stereotype (Ellemers, Spears, & Doosje, 2002). In fact, a series
23 of four experiments indicate that self-stereotyping (without being selective) actually increases
24 when faced with negative ingroup stereotypes for individuals with high levels of ingroup
25 identification, because it is easier to battle such a threat as a collective than as an individual
26 (Spears, Doosje, & Ellemers, 1999; see also Turner, Hogg, Turner, & Smith, 1984). Second, a
27 person is more likely to internalize a negative stereotype when others close to the person (e.g.
28 family, close friends) endorse the negative stereotype as relevant to the person (Sinclair,
29 Hardin, & Lowery, 2006). For example, the widespread view that women are worse at math
30 and science than men may explain why women tend to internalize this negative stereotype
31 (Oswald & Chapleau, 2010).
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54 **Implications for diverse teams.** Because the mere presence of diversity increases the
55 salience of distinct categories, diversity is likely to initiate the process of self-categorization
56 and self-stereotyping. Although to date there has been no study examining whether warmth
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3 and competence are also the core dimensions underlying self-stereotypes, there is no reason to
4
5 assume that they are not – especially given that (self-)stereotypes are used to contrast and
6
7 compare oneself with others (cf. Festinger, 1954).
8

9
10 An important implication of this line of research is that self-attributions in diverse
11
12 teams may differ from perceivers' attributions. The more a target is subject to negative
13
14 stereotypes, the more likely it is that the target will engage in selective self-stereotyping and
15
16 self-other attributions will be incongruent. In Parts III and IV, we outline that such
17
18 incongruencies can create negative microdynamics that result in conflict and harm team
19
20 performance, given that perceivers may consider a target's behavior to be ill-fitting and
21
22 inappropriate based on the stature attributed to the target. Interestingly, meta-analytical
23
24 findings indicate that selective self-stereotyping occurs more in lab-created teams than in real-
25
26 life teams (Mullen, Brown, & Smith, 1992), which may be due to members identifying more
27
28 with real-life teams and being closer to each other in real-life teams compared to lab-created
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30 teams. Self-other attributions are thus more likely to be congruent under high levels of team
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32 identification and social cohesion.
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37 There is however obviously a limit to how much members internalize negative
38
39 stereotypes, as they represent a clear threat to a person's identity and self-esteem. In the
40
41 following, we therefore focus on how negative stereotypes affect a person's behavior and
42
43 performance.
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45 **Stereotype Threat**

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47 Stereotype threat refers to “the psychological experience of a person who, while
48
49 engaged in a task, is aware of a stereotype about his or her identity group suggesting that he or
50
51 she will not perform well on that task” (Roberson & Kulik, 2007, p. 26). This awareness of
52
53 the stereotype can be due to self-stereotyping, stereotyping by others, or both. Ever since
54
55 Steele and Aronson (1995) argued and showed that stereotype threat impairs performance and
56
57 consequently creates a self-fulfilling prophecy by confirming negative competence
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3 expectations, a vast number of researchers have tried to further qualify these findings. A
4
5 review by Wheeler and Petty (2001) largely confirmed that stereotype threat occurs. In fifteen
6
7 out of 21 studies, participants behaved in a manner congruent with a negative stereotype (in
8
9 five studies there was no effect, in one study there was a contrast effect). In two meta-
10
11 analyses, Walton and Spencer (2009) showed that stereotype threat negatively affects the SAT
12
13 Math score of women, African and Hispanic Americans with just under one-fifth of a standard
14
15 deviation.
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17
18 What makes these findings of stereotype threat research particularly interesting, is that
19
20 they mainly focus on situations in which a person engages in selective self-stereotyping, i.e.
21
22 does *not* consider the negative stereotype as applicable to the self. In their conceptual review,
23
24 Schmader, Johns and Forbes (2008) posit that stereotype threat is the result of a cognitive
25
26 imbalance among the concept of one's ingroup (i.e. I am like my group), the concept of the
27
28 ability domain (i.e. my group does not have this ability), and the concept of the self (I have
29
30 this ability). Participants in these situations thus engage in self-categorization by identifying
31
32 with a target group while being selective in self-stereotyping by distancing themselves from
33
34 the negative stereotype pertaining to the task at hand. Despite this, the stereotype still
35
36 negatively affects the target's performance.
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40 Schmader et al. proposed that the mechanisms underlying this negative effect of
41
42 stereotypes on performance are threefold. First, stereotype threat is thought to impair
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44 performance because the cognitive imbalance motivates a person to avoid failure by more
45
46 closely monitoring his or her performance. Because conscious monitoring consumes working
47
48 memory, it can be detrimental to performance. Second, stereotype threat is known to increase
49
50 negative thoughts and feelings such as self-doubt and anxiety (e.g., Stangor, Carr, & Kiang,
51
52 1998; Steele & Aronson, 1995). In trying to regulate and suppress such thoughts and feelings,
53
54 people tax their working memory. Third, the cognitive imbalance is likely to increase arousal,
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56 distress or discomfort, which leads to a physiological stress response. Although stress can
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3 enhance performance when it increases focused attention, it is likely to disrupt performance
4
5 when sustained attention is required because that taxes one's working memory, which comes
6
7 at the expense of the cognitive resources available for performing the task (Schmader et al.,
8
9 2008). In support of this explanation, Nguyen and Ryan (2008) meta-analytically showed that
10
11 stereotype threat inhibits performance on difficult tasks but not on easy tasks that require less
12
13 cognitive resources.
14

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16 Interestingly, when confronted with a negative stereotype even members of normally
17
18 high-status groups tend to experience a performance detriment (Roberson & Kulik, 2007). For
19
20 example, white men performed worse on an athletic task than black men when a negative
21
22 stereotype about white men's physical ability was made salient (Stone, Lynch, Sjomeling, &
23
24 Darley, 1999). Another study showed that whites performed worse on an implicit racism test
25
26 when they were told that the test was diagnostic of racism (Frantz, Cuddy, Burnett, Ray, &
27
28 Hart, 2004). Finally, men made more errors in indicating whether words were affective or not
29
30 after they were told that men are less capable than women in dealing with affective
31
32 information (Leyens, Désert, Croizet, & Darcis, 2000), and performed worse than women on
33
34 a test of social insensitivity when they were told that women perform better on that test (but
35
36 not when they were told that the test assessed information processing) (Koenig & Eagly,
37
38 2005). Stereotype threat thus affects all people who are negatively stereotyped. However,
39
40 because there are more negative stereotypes pertaining to low-status groups, low-status group
41
42 members are more likely to suffer from stereotype threat than members of high-status groups.
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47 **Implications for diverse teams.** Self-categorization theory (Turner et al., 1987)
48
49 indicates that the presence of actual differences that are perceived as meaningful for a task at
50
51 hand increases stereotype salience. Members of diverse teams who are facing a negative
52
53 stereotype thus are likely to perform worse and confirm the stereotype. This is particularly
54
55 likely for solo (Sekaquaptewa & Thompson, 2003; Thompson & Sekaquaptewa, 2002) or
56
57 token (Kanter, 1977; Roberson, Deitch, Brief, & Block, 2003) members in a team, given that
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3 being a small minority makes the disparate characteristic stand out and, hence, increases
4
5 stereotype salience. Sekaquaptewa and Thompson (2003), for example, found that solo
6
7 women in a gender-diverse team performed worse than nonsolo women on a math task.
8

9
10 While the detriments of negative stereotypes on individual members' performance
11
12 may be limited to complex task settings, these are exactly the settings that tend to require a
13
14 diverse composition and where diverse teams tend to outperform homogeneous teams (van
15
16 Dijk et al., 2012). As such, stereotype threat may, at the individual level, hurt the most where
17
18 diversity is most needed. At the team level, there is evidence suggesting that the negative
19
20 effects of stereotype threat may be attenuated. Aramovich (2014) found that all-women teams
21
22 facing stereotype threat performed as well as all-women teams not facing a threat on a logical
23
24 reasoning task, while outperforming individual women participants. Moreover, teams under
25
26 threat reported similar concerns about the stereotype as individuals under threat, but teams
27
28 under threat made less problem-solving errors than individuals. Accordingly, Aramovich's
29
30 findings suggest that the team context does not diminish individuals' experience of stereotype
31
32 threat, but increases the capacity to monitor performance. Although Aramovich studied all-
33
34 women teams and these findings need empirical validation for diverse teams, we therefore
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36 have reason to expect that the detrimental effects of stereotype threat are reduced under higher
37
38 levels of task interdependence.
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43 **Integrative Summary: Stereotypes in the Forming Phase**

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45 In sum, in line with the idea that stereotypes serve the function of providing a quick
46
47 assessment of how to behave and interact with others in a given situation, the literatures
48
49 reviewed above indicate that stereotypes cause reinforcing behavior. Targets who are
50
51 stereotyped as warm and competent are treated with warmth and are facilitated, whereas
52
53 targets who are perceived as lacking warmth and competence are avoided, or even treated
54
55 with hostility. Targets who are subject to ambivalent stereotypes are treated ambivalently, for
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57 example by displaying paternalistic behavior towards targets who are stereotyped as warm but
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3 incompetent. Besides the stereotype-reinforcing behavior of perceivers, targets also tend to
4 engage in and act based on self-stereotyping, for example by deferring more to perceivers
5 when identifying with a low-competence stereotype. Even when such an individual distances
6 him- or herself from such a negative competence stereotype, on complex tasks the stereotype
7 is still likely to negatively affect the target's performance because the negative stereotype
8 taxes the target's working memory.
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16 In line with the idea that stereotypes also serve to regulate and boost self-esteem, the
17 literatures above indicate that stereotypes pertaining to members of other social categories
18 (i.e., to outgroup members) are frequently ambivalent. Except for close allies and the cultural
19 default, many outgroup members are seen as less warm when they are perceived as
20 competent, or as less competent when they are perceived as warm. As such, it is always
21 possible for a perceiving member to appear favorable (i.e. as either warmer or more
22 competent) when comparing oneself with a target outgroup member. Whereas this self-
23 affirming tendency is likely to create incongruences between self- and other's attributions, the
24 reinforcing effects of stereotypes suggest that such incongruences are not likely to disappear
25 automatically. As such, they may have a long-lasting impact, for example by inhibiting a
26 target member's performance in the case of negative competence stereotypes.
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40 So how can these reinforcing microdynamics that are due to stereotyping be altered?
41 In the following part, we review the literatures on two potential answers to this question. The
42 first involves research on the question of whether stereotype-based attributions fade as
43 members work together for a longer time period. The second involves research on the
44 question of whether stereotype-incongruent behavior is likely to alter initial stereotype-based
45 attributions. To assess each of these two possibilities, we review literature on the longer-term
46 effects of stereotypes. As such, we move beyond the forming stage where members assess
47 each other's worth based on first impressions, and move to the functioning phase where
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3 members are supposed to be able to know each other better. How prominent will the
4
5 reinforcing effects of stereotypes still be in such situations?
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7 **Part III: The Role of Stereotypes in the Functioning Phase**

8 **Impression Formation**

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11 Not all attributions are based on stereotypes. The more team members get to know one
12
13 another, the more they are exposed to individuating information (e.g., attitudes, beliefs, skills,
14
15 behaviors) that provides a richer understanding of a target member. Research on impression
16
17 formation examines how perceivers combine stereotype-based attributions and individuating
18
19 information to form an impression of a target.
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21

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23 Since its publication, Fiske and Neuberg's (1990) continuum model has received
24
25 widespread support (Fiske, Lin, & Neuberg, 1999) and has been the predominant model in the
26
27 literature on impression formation (Swencionis & Fiske, 2014; but for a slightly different
28
29 model, see Brewer, 1988; Kunda & Thagard, 1996). The continuum model, which is
30
31 displayed in Figure 3, suggests that after the initial stage of social categorization, perceivers
32
33 allocate more attention to a target's attributes when there is a reason for the perceiver to do so,
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35 i.e. when the target has a certain relevance to the perceiver. If the attribute (i.e. piece of
36
37 individuating information) is perceived to be congruent with the initial categorization (e.g., a
38
39 man behaving assertively), then the confirmatory categorization will determine the perceiver's
40
41 attitudes, cognitions and behaviors towards the target. In case the attribute is perceived to be
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43 incongruent with the initial categorization (e.g., a man behaving communally), the perceiver
44
45 will attempt to find a different category that provides a better fit. This process of
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47 'recategorization' (1990, p. 7) usually entails accessing a subcategory (e.g., gay), but can also
48
49 entail accessing an exemplar (e.g., my brother John) or creating a new category (e.g., a
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51 sociable person). Either way, the benefit of recategorization for the perceiver is that he or she
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53 no longer needs to tax the working memory on forming an impression given that the
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3 recategorization will determine his or her attitudes, cognitions and behaviors towards the
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5 target.
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7 If recategorization fails or does not suffice, the perceiver will engage in what Fiske
8 and Neuberg (1990, p. 8) called ‘piecemeal integration’, i.e., a process of integrating all
9 information in an attribute-by-attribute fashion in order to arrive at a final impression of the
10 target. As such, piecemeal integration represents the stage in which impression formation is
11 based the most on individuation and where the initial categorization will only be of minor
12 impact. For example, in an ethnographic study of a team of software developers located in the
13 United States (U.S.) and India, a U.S.-based engineer at a certain point exclaimed about an
14 Indian engineer he got familiar with: “Why do we need India anyway? We should just hire
15 Gautam” (Metiu, 2006, p. 429). Finally, the continuum model suggests that regardless of
16 whether an impression is formed based on initial categorization, confirmatory categorization,
17 recategorization, or piecemeal integration; a perceiver may always feel the need to reassess a
18 target and decide to spend more attentional resources to form an impression, until the implicit
19 decision is made that no further assessment is needed.
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36 **Inhibitors of individuation.** At first blush, the continuum model seems to propose a
37 dynamic process that over time will result in category-based impressions fading away because
38 members get to know each other better and better. However, such an understanding of the
39 process of impression formation is too simplistic:
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45 *Much research on impression formation implicitly assumes that the goal of impression*
46 *formation is, or should be, accuracy. However, accuracy is seldom the only goal*
47 *regulating impression formation processes, because outcomes also matter (Einhorn &*
48 *Hogarth, 1978; Friedrich, 1993). Except in laboratory experiments, people cannot*
49 *always afford to continue to sample events or individuals if they believe the outcome*
50 *will be negative. (Denrell, 2005, p. 968)*
51

52
53 Indeed, instead of perceiving impression formation as aiming for accuracy, the continuum
54 model indicates that the main aim of impression formation is *efficiency*, i.e. forming an
55 impression of a target that is as accurate as possible in a way that consumes the least amount
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3 of cognitive effort. To that end, the continuum model is established on a number of premises
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5 that suggest that perceivers are likely to stop forming an impression of a target in one of the
6
7 earlier, category-based stages.
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9
10 A *first* premise is that perceivers give priority to categorization over individuation.
11
12 This does not only show in the fact that a perceiver first tries to categorize a target before
13
14 individuation takes place (but see Kunda & Thagard, 1996), but also in several biases that
15
16 steer a perceiver towards categorization. For example, the anchoring bias (or primacy effect)
17
18 causes perceivers to rely more heavily on information that is offered first. In an early study,
19
20 Anderson (1965) showed that the influence of additional pieces of information in impression
21
22 formation when three adjectives were offered decreased linearly (see also Denrell, 2005;
23
24 Tversky & Kahneman, 1974). Further, confirmation bias (for a review, see Nickerson, 1998)
25
26 causes perceivers to pay more attention to information that confirms their pre-existing beliefs
27
28 compared to disconfirming information. As such, perceivers are more likely to seek as well as
29
30 pay attention to information that supports an initial categorization. Well-documented
31
32 assimilation effects (Darley & Fazio, 1980; Gawronski, Geschke, & Banse, 2003) show that
33
34 anchors are also used to value and interpret subsequent information in such a way that they
35
36 confirm initial beliefs, ideas, and – relevant to our argument – observations.
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40 A *second* premise of the continuum model that indicates how impression formation
41
42 prioritizes categorization over individuation is that a perceiver must pay attention (i.e. tax the
43
44 working memory) to attributes in order to individuate (Fiske & Neuberg, 1990). When a
45
46 perceiver is confronted with an attribute that is inconsistent with the initial categorization, he
47
48 or she needs to spend more attentional resources to form an impression compared to when the
49
50 attribute is consistent with the initial categorization. As a consequence, if a perceiver has
51
52 limited attentional resources, (s)he is likely to stick with category-based impressions given
53
54 that these come to a perceiver at no or little cost. Implicit association tests (Greenwald,
55
56 McGhee, & Schwartz, 1998; Nosek, Greenwald, & Banaji, 2005) are grounded in this
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3 premise, given that they suggest that perceivers rely more on a stereotype when they take
4
5 longer to process a stereotype-inconsistent pair of words (e.g., woman, engineer) compared to
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7 a stereotype-consistent pair (e.g., man, engineer).
8

9
10 Finally, a *third* premise of the continuum model that indicates how individuation is
11 inhibited is that progress along the continuum depends on a perceiver's impression formation
12 motivation. Fiske and Neuberg (1990) posit that the effect of impression formation motivation
13 on impression formation is determined by three factors: (a) what the perceiver wants, (b) who
14 controls what the perceiver wants, and (c) what the criteria are for attaining the desired
15 outcome. Consider a team manager of a diverse team whose main motivation is the approval
16 of his or her boss. If the boss' approval mainly depends on how much the manager enhances
17 the team's functioning, the manager is much more likely to pay attention to the individual
18 team members and engage in individuation than when the boss' approval mainly depends on
19 the two of them personally getting along. Alternatively, if the main motivation of the manager
20 is self-approval, the manager is more likely to individuate team members when he or she
21 values getting the best out of the team, as opposed to when the manager mainly values not
22 being disturbed. As a consequence, this third premise suggests that individuation will only
23 take place when a perceiver is (intrinsically or extrinsically) motivated to do so, but that a
24 perceiver otherwise will refrain from paying attention to a target's individuating attributes
25 (Goodwin, Gubin, Fiske, & Yzerbyt, 2000; Neuberg & Fiske, 1987). In line with these
26 premises, Nelson, Acker and Manis (1996) found that even under conditions that should be
27 ideal for individuation, perceivers tend to rely on stereotypes when judging targets.
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49 **Implications for diverse teams.** The interdependent nature of teams is likely to
50 enhance members' motivation to get to know each other and move beyond the stage of initial
51 categorization. However, the impression formation literature suggests that members in diverse
52 teams may opt for and stick with confirmatory categorization or recategorization, which
53 means that perceiving members will continue to use target members' characteristics and
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3 corresponding stereotypes as a guide for their behavior towards target members. Moreover,
4
5 the continuum model suggests that the burden of proof lies with the target member:
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7 perceiving members will not actively look for stereotype-disconfirming evidence, so
8
9 individuation may only occur after a target member displays stereotype-disconfirming
10
11 behavior.
12

13
14 Accordingly, impression formation research suggests that the effects of stereotyping
15
16 on members' behavior may carry on for a long time - well into the functioning phase. The
17
18 only thing causing stereotype-based attributions and corresponding behaviors to fade is when
19
20 targets display stereotype-disconfirming behavior. However, even then stereotype-based
21
22 attributions may not be abandoned, given that assimilation effects may occur, or a perceiver's
23
24 working memory may already be taxed to such an extent that he or she is unable to process
25
26 individuating information. Again, then, it seems that stereotype-based attributions are most
27
28 likely to prevail in complex task environments that require members' full attention, i.e. those
29
30 situations where diversity in teams is supposed to be most beneficial (van Dijk et al., 2012).
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34 We can therefore conclude that even in the functioning phase, members of diverse
35
36 teams will frequently continue to rely on stereotypes for guiding their behaviors towards other
37
38 team members. The continuum model suggests that this may only change when target
39
40 members display behavior that is perceived by others as stereotype-disconfirming. However,
41
42 whereas the continuum model suggests that at such a moment individuation actually takes
43
44 place and members may truly get to know each other, research on disconfirming stereotypes –
45
46 better known as the *backlash* literature - indicates otherwise. It is to this final subdomain of
47
48 the relevant stereotyping literature that we now turn.
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51 52 **Backlash Following Stereotype Incongruency**

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54 Research on people's reactions to counterstereotypical behavior indicates that when
55
56 individuals deviate from stereotypical expectations, they may encounter so called 'backlash',
57
58 i.e. social and economical reprisals for violating expectations that stereotypes carry (Heilman
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3 & Wallen; 2010; Moss-Racusin, Phelan, & Rudman, 2010; Rudman, 1998; Rudman &
4
5 Phelan, 2008). As mentioned before, stereotypes have a descriptive aspect to them, meaning
6
7 that they describe what we have observed, learned or been socialized to believe about the
8
9 typical characteristics and behaviors of social groups. But stereotypes also carry a prescriptive
10
11 aspect, which represent norms about how we think members of groups *should* be and act
12
13 (prescriptions) and *should not* be and act (proscriptions) (Eagly & Karau, 2002; Heilman,
14
15 2001; Rudman & Fairchild, 2004; Rudman & Phelan, 2008). Violations of these prescriptive
16
17 stereotypes by means of counterstereotypical behaviors can lead to social and economical
18
19 reprisals, the so-called *backlash effect* (Rudman, 1998).
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22
23 In the context of work, backlash effects have been predominantly studied as an
24
25 explanation of gender inequality in organizations. Backlash effects for women who display
26
27 counter stereotypical behavior or have counter stereotypic attributes in the work context have
28
29 been found to contribute to inequality in a variety of settings, including hiring decisions
30
31 (Brescoll, Dawson, & Uhlman, 2010; Gill, 2004; Livingston, Rosette, & Washington, 2012;
32
33 Rudman, 1998; yet see contrasting findings in a field study by Carlsson et al., 2014),
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35 promotion decisions (Vinkenburg et al., 2012), salary negotiations (e.g. Bowles, Babcock, &
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37 Lai, 2007; for meta-analyses, see Walters, Stuhlmacher, & Meyer, 1998; Stuhlmacher &
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39 Walters, 1999), and the evaluations of leaders (see Eagly, Karau, & Makhijani, 1995, for a
40
41 meta-analysis on experimental studies comparing women and men leaders, and Eagly,
42
43 Makhijani, & Klonky, 1992, for a meta-analysis on evaluations of women and men leaders in
44
45 field studies). Studies have also shown backlash effects for men who violate gender role
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47 prescriptions in a work context (Heilman & Wallen, 2010; Moss-Racusin, Phelan, & Rudman,
48
49 2010).
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54 Most of these studies have focused on backlash for women displaying agency or
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56 competence on a stereotypically masculine task. Whereas the type of backlash effect differs
57
58 per work context (e.g., not being hired, not being promoted, receiving lower evaluations),
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3 what is interesting is that meta-analytical findings show that such women are generally *not*
4
5 perceived as less competent, but that their counterstereotypical behavior results in lower
6
7 ratings of liking (Williams & Tiedens, 2016). The same study however also showed that this
8
9 is only true for explicit displays of dominance (e.g., making demands). Implicit displays of
10
11 dominance (e.g. increased eye contact) did not result in lower attributions of liking, thereby
12
13 indicating that not all counterstereotypical behaviors evoke backlash.
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16
17 These findings are congruent with the Status-Incongruity Hypothesis (SIH) of Rudman
18
19 and colleagues (Moss-Racusin, Phelan, & Rudman, 2010; Rudman, Moss-Racusin, Phelan, &
20
21 Nauts, 2011), which holds that backlash only follows when (women or men) targets are
22
23 perceived to threaten the gender hierarchy in society (cf. Ridgeway, 2009). In a series of
24
25 studies, Rudman and colleagues (2011) showed that the justification of the gender hierarchy
26
27 motivates backlash against women in positions of power, and that it is status proscriptions for
28
29 women rather than agency that creates discrimination. An experimental study (Moss-Racusin,
30
31 Phelan, & Rudman, 2010) similarly found that modest men were less liked and were
32
33 perceived to violate men's proscriptions linked to low status (e.g., weakness and uncertainty),
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35 as well as agentic men's prescriptions linked to high status (e.g., confidence and ambition).
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39 Furthermore, studies by Rudman and colleagues (Phelan & Rudman, 2010; Rudman &
40
41 Fairchild, 2004) showed that backlash is likely to result in a preservation of the status quo and
42
43 stereotype maintenance. From the side of perceivers, this may be evident. When confronted
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45 with a target who challenges a social hierarchy, perceivers punish the target with the aim of
46
47 restoring the status quo. Notice that this may be true for perceivers who are different from the
48
49 target as well as for perceivers who are similar to the target. If, for example, a woman
50
51 displays competence on a masculine task, her behavior may not only be perceived as a threat
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53 to the high-status position of men, but it may also threaten other women's just world belief
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55 and self-esteem, given that the target woman's success suggests that it may be the perceiving
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3 women's own lack of competence that they do not have a higher status (cf. Duguid, Loyd, &
4 Tolbert, 2012).
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6
7 From the side of targets, backlash is also likely to lead to stereotype-conforming
8 behavior. In one study, Rudman and Fairchild (2004) showed that targets who were successful
9 in a gender incongruent domain feared backlash from perceivers and therefore tried to restore
10 being perceived as stereotype congruent. They tried to hide being successful, or compensated
11 with gender conforming behavior to avoid a loss of self-esteem. Consequently, perceivers
12 engaging in backlash as well as a target's responses to (the threat of) backlash seem to be
13 driven by self-affirming tendencies and tend to result in a reinforcement of stereotypes.
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22 **Implications for diverse teams.** The mechanisms underlying backlash are congruent
23 with a number of theories that we have discussed before. For example, the SIH (Rudman et
24 al., 2011) and Williams and Tiedens (2016) meta-analytical findings align well with the
25 SCM's (Fiske et al., 2002) argument that competition comes at the expense of attributed
26 warmth: the more a target is perceived to threaten the status quo, the more the self-affirming
27 function of stereotypes causes perceivers to perceive the target as competition and, hence, low
28 in warmth. It also illustrates the SCM's contention that warmth and competence tend to be
29 negatively related and that most outgroup members are subject to ambivalent stereotypes.
30 Moreover, that such targets are subject to backlash is congruent with the assertion of the
31 BIAS map (Cuddy et al., 2007) that targets perceived as low in warmth are actively harmed.
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45 Although research on backlash primarily focuses on how backlash harms the target, it
46 is not difficult to see how it can also harm the performance of a team. For instance, if women
47 surgeons are more likely than men surgeons to be sabotaged by coworkers in the surgical
48 team (Heim, 1990), the performance of the team as well as its' patients suffer. Performance
49 would also suffer if such a woman surgeon would hide her competence or lower her
50 performance out of a fear of backlash. Moreover, (the fear of) backlash undermines the
51 woman surgeon's ability to gain respect and visibility (Rudman & Fairchild, 2004). As a
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3 consequence, the perceived lack of fit between stereotypes of surgeons and stereotypes of
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5 women is likely to remain intact (see also Rudman & Kilianski, 2000).
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7 Although most studies on backlash exclusively focus on gender, the SIH suggests that
8
9 it is not gender *per se*, but a challenge of societal status hierarchies that drives backlash. As
10
11 such, members of diverse teams may experience (a fear of) backlash whenever they display
12
13 counterstereotypical behavior that defies social hierarchies, regardless of whether the social
14
15 hierarchy is based on gender, race, education, functional background, tenure, or any other
16
17 characteristic that is known to affect status (cf. van Dijk & van Engen, 2013).
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20 **Integrative Summary: Stereotyping in the Functioning Phase**

21
22 Conventional wisdom suggests that the effects of stereotypes wane as members work
23
24 together over a prolonged period of time and get to know each other better. Our review of the
25
26 consequences of stereotypes in the functioning phase however indicates that this is anything
27
28 but a given. Specifically, research on impression formation indicates that perceivers will only
29
30 individuate targets when (a) they are motivated to get to know the target better, (b) are
31
32 confronted with stereotype-incongruent attributes or behavior, and (c) (re)categorization does
33
34 not suffice. Perceivers however prefer to use categorization over individuation to form an
35
36 impression of a target, and the burden of disproving stereotypes resides with the targets, not
37
38 the perceivers. As such, it can happen that members work together for years but still judge
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40 and treat each other in stereotype-corresponding ways because the stereotype has never been
41
42 (fully) disconfirmed.
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47 Further, research on backlash indicates that even if targets disprove stereotypes by
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49 behaving in ways that are incongruent with them, this can come at great costs for the targets.
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51 The prescriptive nature of stereotypes causes perceivers to consider stereotypes as norms, and
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53 violations of such norms tend to be punished by perceivers. The possibility of such
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55 repercussions can – and frequently does - cause targets to opt for conforming to perceivers’
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3 expectations. As a consequence, stereotypes are not disconfirmed and perceivers can
4
5 continue to rely on their category-based impression of a target.
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7 Notice that the impression formation and backlash literatures in combination reflect
8
9 the two main functions of stereotypes. Specifically, by pointing out that perceivers prefer
10
11 forming impressions based on categorization and try to avoid individuation because it taxes
12
13 the working memory, the impression formation literature illustrates the efficiency function of
14
15 stereotypes. The backlash literature, on the other hand, indicates how stereotypes fulfill a self-
16
17 affirming function in two ways. First, because stereotypes are seen as behavioral norms,
18
19 punishing those who disconfirm stereotypes serves to affirm the perceiver's worldview.
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21 Second, because stereotype-disconfirming behavior tends to challenge the status quo,
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23 repercussions are perceivers' attempts to maintain the social hierarchy and their own position
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25 in it.
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29 Literature on the consequences of stereotypes in the functioning phase thus suggest
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31 that stereotypes can affect attributions and behaviors over an extensive period of time and
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33 may, in fact, never fully wane. Whereas in real-life teams the interdependent nature of
34
35 teamwork may motivate members to look beyond initial categories and engage in
36
37 individuating targets, we can also conclude that in real-life settings there are two factors that
38
39 are likely to increase the extent to which diverse team members rely on stereotypes in
40
41 comparison to the lab contexts where the majority of studies have been conducted. First,
42
43 members are more likely to experience time pressure and be confronted with deadlines in
44
45 actual teams than in lab-created teams, and the mono-task settings in labs tend to be a
46
47 simplification of the more complex multi-task environments of actual teams. As such, the
48
49 efficiency function of stereotypes is more likely to matter and, hence, be used by members of
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51 actual teams compared to members of lab-created teams. Second, people tend to derive
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53 significant amounts of self-esteem from their work and their (hierarchical) position (Pierce &
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3 Gardner, 2004). The self-affirmation function of stereotypes is therefore also more likely to be
4
5 activated in actual teams compared to lab-created teams.
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8 Taken together, our review of the literatures addressing the initial and longer-term
9
10 consequences of stereotypes suggests that stereotypes drive attributions, behaviors and
11
12 performance in (diverse) teams in ways that tend to reinforce those stereotypes. This is not to
13
14 say that it is impossible to overcome stereotype-based attributions. In our review, we have
15
16 identified a number of factors that facilitate individuation and acceptance of
17
18 counterstereotypical behavior. Most of these factors implicitly or explicitly relate to a
19
20 perceiver's impression formation motivation. For example, task complexity (including time
21
22 pressure) affects a perceiver's impression formation motivation, such that higher levels of
23
24 complexity demand more cognitive resources and thereby challenge the extent to which a
25
26 perceiver will engage in individuating the other. Further, a perceiver's impression formation
27
28 motivation is affected by interdependencies between the perceiver and a target. The more that
29
30 a perceiver depends on a target, the more a perceiver will pay attention to individuating
31
32 information pertaining to how much and in what ways the target can either help or hurt the
33
34 perceiver (Rudman, 1998; Ruscher & Fiske, 1990). However, our review indicates that using
35
36 and relying on stereotypes tends to be the default, and that this can have far-reaching
37
38 consequences. As shown in our review of the literature on team diversity, diversity
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40 researchers to date have rarely integrated these insights from the literature on (the
41
42 consequences of) stereotypes into their theoretical models. In the next and final part, we will
43
44 therefore present a model in which we integrate the insights from our review of the
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46 stereotyping literatures with the wider diversity literature. We summarize how stereotypes
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48 affect microdynamics in diverse teams, and outline how the findings from the stereotyping
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50 literature relate to as well as differ from current diversity theory.
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56 **Part IV: An Integrative Model and Perspective on the Microdynamics of Diversity and**
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58 **Stereotyping in Teams**
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3 To provide a clear summary and integration of our review of the diversity and
4 stereotyping literatures, we visually integrated the main points into a temporal model of the
5 Microdynamics of Diversity and Stereotyping in Teams (MIDST): Figure 4a delineates the
6 microdynamics in the forming phase, and Figure 4b shows the recurring microdynamics in the
7 functioning phase. In line with calls for multilevel (Kozlowski, 2012) and cross-level (Kenny
8 & Garcia, 2012) conceptualizations of team processes, the MIDST model distinguishes
9 between three levels. The first (lowest) level is that of a target team member, the second
10 (intermediate) level is that of the perceiving team members, and the third (highest) is the team
11 level. Team-level constructs are understood as emergent properties and outcomes of lower-
12 level phenomena, attitudes and behaviors (cf. Kozlowski & Chao, 2012; Waller et al., 2016).
13 For example, on the left-hand side of the model, team diversity is shaped by the combination
14 of the attributes of all individual team members.
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29 The stereotype content model (Fiske et al., 2002), role congruity theory (Eagly &
30 Karau, 2002) and the lack-of-fit fit model (Heilman, 1983) indicate that the level of warmth
31 and competence that perceiving members attribute to a target team member depends on how
32 the target member is categorized (e.g. as a professional or an amateur, a man or a woman, an
33 extravert or an introvert) and the extent to which category-relevant social (\times task) stereotypes
34 are salient to the perceiving team members (see number 1 in Figure 4a). In line with the BIAS
35 Map (Cuddy et al., 2007), these attributions are proposed to shape stereotype-reinforcing
36 behaviors of perceiving members (number 2) that push a target member into stereotype-
37 conforming behavior (Rudman et al., 2011; Snyder et al., 1977; Wiggins, 1979) (number 3).
38 Similarly, self-categorization theory (Turner et al., 1987) indicates that the level of warmth
39 and competence that a target member attributes to the self is affected by the member's self-
40 categorization in combination with the extent to which category-relevant social (\times task)
41 stereotypes are salient to the target team member (number 4). In turn, these self-attributions
42 shape a target member's behavior (number 5) and subsequent performance in a stereotype-
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3 confirming manner (number 6). Importantly, stereotype threat research (e.g., Schmader et al.,
4
5 2008) indicates that in case perceivers' competence attributions of a target member are
6
7 negative, they are likely to negatively affect the target member's performance *regardless of*
8
9 whether the target member shares or agrees with those attributions. The MIDST model
10
11 therefore indicates that the stereotype threat effect of perceivers' attributions regarding a
12
13 target member's performance in diverse teams are mediated by perceiving members'
14
15 behaviors towards the target member (number 7), given that such behaviors are likely to
16
17 strengthen (e.g., through condescending, ignoring, rejecting behaviors towards the target) or
18
19 weaken (e.g., through confirming, deferring, assisting behaviors towards the target) the target
20
21 member's experience of threat of a negative stereotype.
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24
25 The processes in the MIDST model up to this point are those we identified in our
26
27 review of stereotyping in the forming phase. Accordingly, the individual target's performance
28
29 should not be interpreted as a final state, but as an ongoing process. Next are microdynamics
30
31 that we identified in our review of the consequences of stereotyping in the functioning phase.
32
33 Based on research on impression formation (e.g., Fiske & Neuberg, 1990) as well as backlash
34
35 (e.g., Rudman et al., 2012), re-attributions of a target member's warmth and competence are
36
37 based on the member's behavior and performance in the MIDST model (number 8 in Figure
38
39 4b). Individuation thus takes place via a feedback loop from a target member's behavior to
40
41 perceiving members' attributions. However, re-attributions will take place only when
42
43 perceivers are motivated to improve the accuracy of their assessment of the target member by
44
45 directing attention to individuating information (number 9). Such re-attributions lead to re-
46
47 categorization in case individuating information creates attributions that do not fit the initial
48
49 categorization (number 10). These microdynamics may continue until perceiving members'
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51 attributions of the target member are congruent with the target member's behavior or
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53 perceiving members lack the motivation to further individuate a target member (e.g., because
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3 the current understanding of a target member satisfies perceivers' impression formation
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5 motivation).

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7 In short, the above describes the integrative, temporal MIDST model in its most basic
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9 form. In the following, we discuss how the MIDST model informs our understanding of the
10
11 relationship between team diversity and team performance. We first delineate how the
12
13 MIDST model suggests that stereotypes in diverse teams can create microdynamics that
14
15 positively affect team performance, after which we discuss how stereotypes in diverse teams
16
17 can also initiate microdynamics that negatively affect team performance. While outlining the
18
19 potentially positive and negative consequences of the microdynamics of diversity and
20
21 stereotyping for team performance, we discuss relevant team-level factors that may emerge
22
23 from the lower-level relationships and microdynamics. We also discuss how the MIDST
24
25 model relates to the main theories and models in use in the extant diversity literature.
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29 **Positive Consequences of Diversity and Stereotyping in Teams**

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31 To start with the potentially positive consequences of diversity, our review suggests
32
33 that diversity can lead to efficiency and coordination benefits. Specifically, in diverse teams
34
35 stereotypes can – as far as they lead to accurate attributions of competence and warmth, see
36
37 our discussion of the consequences of inaccuracy below – facilitate an understanding of what
38
39 to expect from target team members and how to behave towards them. When, for example, a
40
41 team consists of economists and lawyers, stereotype-based attributions suggest that
42
43 economists can be trusted with economic problems, whereas juridical matters can better be
44
45 delegated to members with a background in law. Given that members are likely to hold
46
47 similar stereotypes, they *automatically* shape a teamwork mental model (i.e. shared
48
49 knowledge about teammates' skills or interaction requirements; Ellwart, Konradt, & Rack,
50
51 2014, p. 121) that facilitates coordination and saves members time, energy and cognitive
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53 resources that otherwise need to be spent on determining members' value and how to interact
54
55 with each other. Homogeneous teams are void of such an efficiency advantage of stereotypes.
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3 If, for example, the previously mentioned team would only consist of economists, it may take
4
5 a while to find out which member is most proficient to address a juridical issue.
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7 As such, the MIDST model suggests that information elaboration is not always needed
8
9 for diverse teams to outperform homogeneous teams. An increase in diversity may generate a
10
11 better match or fit between team members' skills and competencies on the one hand, and the
12
13 specific task requirements on the other (cf. literature on person-job fit, e.g., Caldwell &
14
15 O'Reilly, 1990). Think, for example, of an operation room, where functional background
16
17 diversity (e.g., surgeon, anesthesiologist, nurse) is a prerequisite for performing an operation.
18
19 Especially for task contexts where diversity is needed for the team and different members
20
21 have different roles that correspond with their background, diversity may have a direct
22
23 bearing on performance regardless of whether team members engage in information
24
25 elaboration. Such a person-job fit perspective on the consequences of diversity suggests that
26
27 the benefits of diversity are most likely to be found in teams that are diverse in terms of
28
29 members' functional background, which is exactly what meta-analytical findings indicate
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31 (van Dijk et al., 2012).
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36 The potential efficiency advantage of diverse teams that we advocate here in two ways
37
38 complements the advantage of diversity as presented in the information/decision-making
39
40 perspective, i.e. that diverse teams hold a more diverse set of perspectives, knowledge and
41
42 information, and through information elaboration can outperform homogeneous teams (van
43
44 Knippenberg et al., 2004). First, although the MIDST model does not explicitly suggest that
45
46 members of diverse teams hold a richer set of informational resources compared to members
47
48 of homogeneous teams, it does indicate that members of diverse teams are likely to *expect* a
49
50 more heterogeneous set of informational resources to be present in their team. Indeed, a
51
52 number of studies show that surface-level differences prepare members for disagreement (de
53
54 Kwaadsteniet, Homan, van Dijk, & van Beest, 2012; Rink & Ellemers, 2007), which can
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56 make diverse teams more open for and willing to engage in information elaboration (Loyd,
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3 Wang, Phillips, & Lount, 2013; Phillips, 2003). Second, the teamwork mental model that
4 emerges from stereotype-based attributions is likely to create disparities in the information
5 elaboration process, such that members will defer more to those whom are attributed higher
6 levels of competence and less to those whom are attributed lower levels of competence
7 (Berger et al., 1974; Chatman, Boisnier, Spataro, Anderson, & Berdahl, 2008; Wittenbaum &
8 Bowman, 2005). Stereotypes thus shape a hierarchy based on attributed competence that
9 streamlines the information elaboration process and thereby can enhance performance (cf.
10 Bunderson, 2003; Halevy, Chou, & Galinsky, 2011; Stasser, Stewart, & Wittenbaum, 1995;
11 van Dijk & van Engen, 2013). Moreover, because competence stereotypes differ per task,
12 such competence stereotypes automatically lead to the emergence of a task-contingent
13 heterarchy (Aime et al., 2014), which can enhance performance via the reduction of transition
14 costs and increasing person-job fit across tasks.
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30 As mentioned above, these benefits of stereotypes in diverse teams for team
31 performance are contingent on the extent to which stereotype-based attributions of a target
32 member are *accurate* (i.e. correspond with the target member's actual warmth and
33 competence). Even when initial stereotype-based attributions are inaccurate, it will not
34 necessarily harm team outcomes, because the individuation feedback loop from a target
35 member's behavior to perceiving members' attributions of a target member indicates that
36 perceiving members may adjust their initial, stereotype-based attributions when faced with
37 individuating information. However, as pointed out in the impression formation and backlash
38 literatures, this individuation feedback loop is not always active, and when it is, it does not
39 always lead to more accurate attributions. In the following, we discuss how team performance
40 is likely to be negatively affected when stereotype-based attributions are inaccurate.
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53 **Negative Consequences of Diversity and Stereotyping in Teams**

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56 A fundamental problem with stereotypes is that they represent generalizations that do
57 not consider the uniqueness of each individual. Although stereotypes may be fairly accurate in
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3 describing members of a social category at large (Jussim, Cain, Crawford, Harber, & Cohen,
4
5 2009), there will always be a certain degree of inaccuracy in stereotype-based attributions of
6
7 an individual target member. Such inaccuracies in particular loom large for stereotypes based
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9 on diffuse or general characteristics (Berger et al., 1972). Consider, for example, attributions
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11 of competence based on demographic characteristics versus job-related characteristics. Job-
12
13 related characteristics like functional background and tenure are more task-specific and thus
14
15 should be informative about a person's actual task-competence, whereas demographic
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17 characteristics like gender and ethnicity frequently are not. As a consequence, stereotypical
18
19 attributions of competence regarding demographic characteristics are more likely to be
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21 inaccurate than stereotypical attributions based on job-related characteristics (cf. Bunderson,
22
23 2003). Further, perceiving members' attributions of a target member initially are based on
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25 little but stereotypes, whereas the target member's self-attributions will, at most, only be
26
27 partly based on self-categorization. Other aspects of self-attributed warmth and competence
28
29 stem from the target member's general self-image and experiences – idiosyncrasies (e.g.,
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31 knowledge, skills) that even over time may remain unknown and undetected by other team
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33 members, but that affect the target member's self-attributions from the very beginning.
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35 Perceivers' stereotype-based attributions of a target team member thus will almost always be
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37 inaccurate to a certain degree.
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43 An important implication from the MIDST model is that the type of consequences that
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45 stem from inaccurate stereotype-based attributions depends on the strength (the more
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47 inaccurate, the more severe the consequences) and the type of inaccuracy. Based on the
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49 MIDST model, we can distinguish between four types of attribution inaccuracies: attributing
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51 (a) too much warmth, (b) not enough warmth, (c) too much competence, or (d) not enough
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53 competence to a target member. The first attribution inaccuracy, in which too much warmth is
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55 attributed to a target member, may actually be the least detrimental for team performance.
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57 Inflated attributions of warmth may enhance a number of affective processes and states, such
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3 as helping, social cohesion, and team-member exchange (Seers, 1989), which are all
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5 positively related with team performance. Inflated warmth attributions may therefore, in fact,
6
7 enhance team performance - in particular when perceivers' affective behavior towards a target
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9 member reinforces the stereotype-based attribution by enhancing the target member's warmth
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11 (cf. Wiggins, 1979). However, performance may suffer when the target member is unwilling
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13 or unable to live up to the warmth expectations. In case the member is unwilling, perceiving
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15 members may falsely place their trust in a target member, who may abuse that trust to pursue
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17 personal gain (Cuddy et al., 2011). In case the target member is unable to be as warm as
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19 prescribed by the stereotype, the target member may be discredited when perceiving members
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21 notice this discrepancy given that cold behaviors are viewed by people as highly diagnostic
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23 and are "extremely difficult to overcome" (2011, p. 79).
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27 Second, when not enough warmth is attributed to a target member, perceivers are
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29 likely to be more reserved in their interactions with the target member and may actively harm
30
31 the target. Attributions of warmth are related to liking and affective trust, which means that
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33 lower levels of attributed warmth reduces how much members are willing to interact and
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35 collaborate with the target member (Casciaro & Lobo, 2008; 2015), and, at the team level, is
36
37 likely to reduce social cohesion. Moreover, because attributions shape perceptions and
38
39 interpretations (Nickerson, 1998), perceivers may be prone to negatively interpreting a target
40
41 member's intentions, which can give rise to relationship conflict (cf. Jehn, 1995). Of all four
42
43 types of inaccurate attributions, an underestimation of a member's warmth may be the hardest
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45 to change given that perceivers' reservations about interacting with the target member limits
46
47 the extent to which perceivers are motivated to pay attention to individuating information that
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49 challenges stereotype-based inferences about the target (Fiske et al., 2002).
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54 Third, when too much competence is attributed to a target member, the member is
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56 likely to be granted more and/or more complex responsibilities than the member can handle,
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58 which is likely to result in a proliferation of errors and mistakes. Moreover, perceiving
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3 members will place too much cognitive trust (cf. Schaubroeck, Lam, & Peng, 2011) in the
4 target member, thereby granting the member too much influence. As a result, the team is
5 likely to make sub-optimal decisions and follow the wrong lead (van Dijk & van Engen,
6 2013). There are thus many different ways in which stereotype-based attributions of a target
7 member's competence can hurt team performance when the level of attributed competence is
8 higher than the member's actual task competence.

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16 Fourth, when not enough competence is attributed to a target member, the member is
17 likely to be granted less and/or less complex responsibilities than (s)he can handle. At best,
18 this results in suboptimal performance, given that the target member could do more and/or
19 better when given the chance to do so (Joshi, *in press*; Joshi & Knight, 2015; Stasser et al.,
20 1995). Ideally, by performing well, the member shows over time that (s)he is more competent
21 than the initial stereotypes suggest, which may enhance perceivers' perceptions of the target
22 member's competence. However, as the backlash literature indicates, such stereotype-
23 incongruent behavior may be perceived as threatening by those higher in the hierarchy and
24 lead to repercussions (Rudman et al., 2012). At the team level, such dynamics may best be
25 captured by status conflict, i.e. disputes over people's relative positions in their team's social
26 hierarchy (Bendersky & Hays, 2012: 323), which is detrimental to team performance.

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41 In sum, how the microdynamics resulting from inaccurate stereotypes negatively affect
42 performance at the team level depends on the strength and the type of inaccuracy. The longer
43 that these inaccurate attributions persist (e.g., because a target member conforms to the
44 stereotype, or because perceiving members are not motivated to engage in individuation), the
45 more that the resulting microdynamics can hurt team performance. Because the main ground
46 for perceivers to adjust their stereotype-based attributions of a target member is when the
47 target member displays stereotype-incongruent behavior, the initiative for challenging
48 stereotype-based attributions predominantly lies with the target. As pointed out by research on
49 impression formation and backlash, such stereotype-defying behavior may however be met
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3 with resistance and, as we suggest above, initiate various kinds of conflict without the
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5 certainty that over time more accurate attributions will be accomplished. Consequently, target
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7 members may settle for confirming to perceivers' stereotype-based attributions, as that is
8
9 likely to lead to the smoothest interactions between members. Our review and the integrative
10
11 MIDST model suggests that, unfortunately, the target then ends up – at least to some extent -
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13 representing a caricature of him-/herself, leaving perceivers unaware of the target's unique
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15 traits and qualities.
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18 **Theoretical Implications**

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20 Throughout our review we have pointed at the theoretical implications for
21
22 understanding the dynamics underlying the relationship between team diversity, stereotypes,
23
24 and performance. Accordingly, we will keep this section relatively brief and only focus on
25
26 what we believe are the five most significant theoretical insights from our endeavor.
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29
30 The *first* insight is that members employ social categorization to make judgments
31
32 about target members' warmth and competence, and that these judgments could lead to the
33
34 perception of an outgroup member as warmer and/or more competent than an ingroup
35
36 member (Fiske et al., 2002; Magee & Galinsky, 2008). This insight challenges the assumption
37
38 in diversity research that social categorization negatively affects performance in diverse teams
39
40 (e.g., Carton & Cummings, 2012; Harrison & Klein, 2007), given that social categorization is
41
42 also essential for creating the microdynamics related to the positive effects of stereotypes in
43
44 diverse teams that we outlined above. We do not refute the fact that diversity is likely to
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46 increase the formation of subgroups, but further specify van Knippenberg et al.'s (2004)
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48 argument that members are only likely to display ingroup favoritism under conditions of
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50 threat (e.g., via backlash). When there is no perceived threat, our review suggests that
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52 stereotypes, not ingroup/outgroup thinking, govern (initial) attributions.
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56 The *second* insight is that the role of stereotypes is to enable a perceiver to make a
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58 first, initial judgment about the role or value of a target (cf. Fiske et al., 2002; Fiske &
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3 Neuberger, 1990). Team diversity thus leverages coordination and efficiency by enabling
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5 (stereotype-based) attributions of target members' value to team functioning. This is an
6
7 important insight because conventional wisdom in diversity research holds that diverse teams
8
9 can outperform homogeneous teams only when they engage in information elaboration (van
10
11 Knippenberg et al., 2004). We complement this perspective by arguing that diversity can
12
13 create coordination and efficiency benefits (cf. van Dijk & van Engen, 2013), which may also
14
15 enhance team performance. Interestingly, given that these benefits result from social
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17 categorization, an important theoretical implication of our study is that social categorization
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19 does not only have a negative bearing on performance, but can actually create performance
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21 improvements (cf. Loyd et al., 2013).
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25 The *third* insight is that stereotypes are used to judge or evaluate a target's competence
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27 by assessing the extent to which the characteristics or social role of the target correspond with
28
29 the competencies that perceivers consider necessary for the successful execution of a task or
30
31 occupational role (Eagly & Karau, 2002; Heilman, 1983; 2012). We argue that this insight is
32
33 revealing for three reasons. First, it provides an explanation for *why* social hierarchies emerge
34
35 and enables making predictions about when team diversity leads to disparity (Harrison &
36
37 Klein, 2007; van Dijk & van Engen, 2013). Second, in noting that different categories may be
38
39 valued differently, it points at the problem that different categories in diversity research are
40
41 largely treated as conceptual equivalents. Third, because attributions of a target member's
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43 competence likely differ between task environments (e.g., the perceived value of a target with
44
45 a background in physics may differ when the task at hand involves engineering versus
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47 nursing), it is important to consider the relevance of different types of diversity in a specific
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49 context based on prevalent stereotypes (cf. Leslie, *in press*).
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54 The *fourth* insight is that stereotypes tend to influence the behavior of both the
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56 perceiver (Cuddy et al., 2007; 2008) and the target (Hogg & Turner, 1987) in a stereotype
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58 conforming way (Leary, 1957; Snyder et al., 1977; Steele & Aronson, 1995; Wiggins, 1979),
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3 which entails that stereotypes in diverse teams tend to reinforce and maintain themselves.
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5 Indeed, we have pointed out that perceivers have a preference for members who behave in a
6
7 stereotype-congruent way (Fiske & Neuberg, 1990) and may punish targets who display
8
9 stereotype-incongruent behavior (Rudman & Fairchild, 2004; Rudman & Glick, 2001). Our
10
11 review thus suggests that conflict is likely to arise when members display stereotype-
12
13 incongruent behavior, which qualifies the long-standing proposition that conflict is the result
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15 of differences between members (e.g., Jehn, Northcraft, & Neale, 1999) by suggesting that
16
17 differences are fine, as long as those differences correspond with stereotype-based attributions
18
19 and do not challenge the status quo. Further, whereas the relevance and impact of stereotypes
20
21 is usually thought to be limited to the initial moments of interaction, our review indicates that
22
23 the potential consequences of stereotypes can extend well into the functioning phase and may,
24
25 in fact, never fully wane (cf. Nelson et al., 1996; Schmader et al., 2008).
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30 Finally, the *fifth* insight is that impression formation is mainly geared towards
31
32 efficiency and self-affirmation and that perceivers will discontinue forming more accurate
33
34 impressions of targets if the current impressions of a target member satisfies these aims.
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36 Because our review and the integrative MIDST model suggest that impression formation
37
38 accuracy drives the performance of diverse teams, it is pivotal for diverse teams that the
39
40 impression formation of its members is geared towards accuracy. Given that this is not the
41
42 default aim of members' impression formation, we argue in the section on the managerial
43
44 implications that this is where managers can have a major impact on the functioning and
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46 performance of diverse teams. First, however, we will outline an agenda for future research.
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49 **Research Agenda**

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51 Our review and integrative MIDST model shape a novel perspective on the
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53 consequences of diversity, outlined in the previous sections, which would benefit from being
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55 studied empirically. First of all, more research that explicitly investigates the consequences of
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57 stereotypes in diverse teams is needed. To date, most research on the consequences of
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3 stereotyping has focused on the consequences for the target, and generally has not taken place
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5 in a team context. Our primary call therefore is for studies that examine how stereotypes
6
7 containing expectations of warmth and competence affect interactions between targets and
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9 perceivers and shape microdynamics in diverse teams. How do targets as well as perceivers
10
11 either consciously or unconsciously deal with stereotypical expectations that are part of the
12
13 attributed identities they and others bring to the team? How are their behaviors influenced by
14
15 these stereotypical expectations? To what extent do their behaviors reinforce the stereotypical
16
17 expectations? These are a number of fundamental questions that we have addressed about
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19 how targets and perceivers affect each other, but that also need to be studied empirically in
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21 diverse teams.
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25 Our review suggests that for beneficial microdynamics, it is pivotal that inaccurate
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27 stereotype-based attributions are corrected. From the side of the perceivers, the impression
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29 formation literature indicates that individuation is the key to forming accurate impressions,
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31 and that the extent to which perceivers individuate targets depends on their impression
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33 formation motivation. In theory, it should be easy to motivate perceivers to individuate targets
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35 because the whole team suffers from inaccurate stereotypes. However, the automaticity of our
36
37 tendency to rely and act based on stereotype-based attributions makes individuation more
38
39 challenging. The field could benefit from a greater exploration of factors that affect
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41 perceivers' impression formation motivation and encourages perceivers to individuate targets
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43 in a team. We have already mentioned that interdependence and task complexity are likely to
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45 affect perceiving members' impression formation motivation, and recommend future
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47 researchers to use the three elements that determine perceivers' impression motivation (i.e.,
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49 what the perceiver wants, who controls what the perceiver wants, and what the criteria are for
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51 attaining the desired outcome; Fiske & Neuberg, 1990) as a guide when examining other
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53 factors that affect perceivers' impression formation motivation (in the managerial
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55 implications section, we suggest a few factors).
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3 From the side of targets, our review suggests that a major inhibitor of individuation is
4 their fear of backlash, which causes them to hide their qualities. There is a current call to be
5 authentic, stay engaged or “lean in” (Sandberg, 2013; see also research on stereotype
6 reactance, e.g., Kray, Reb, Galinsky, & Thompson, 2004) and be prepared to deal with the
7 consequences of backlash. Our review suggests that it is unlikely that this will work for
8 everyone, but it is fruitful to explore the thresholds and boundary conditions of when such a
9 confrontational approach does work in diverse teams. Further, it is important that we gain an
10 understanding of factors that prevent backlash and stimulate individuals to show qualities
11 (regardless of whether they are stereotype-confirming or -disconfirming) that may aid the
12 team. Environments where there is trust between team members should increase comfort and
13 willingness to share expertise. We therefore expect that climates characterized by
14 psychological safety (Edmondson, 1999) or inclusion (Nishii, 2013; Nishii & de Mayer,
15 2009) improve the extent to which targets dare to display counter-stereotypical behavior and
16 do not (need to) fear backlash in diverse teams. Future research could then also assess
17 whether such behavior under such circumstances would also lead to more attributions based
18 on individuation and thus increased attribution accuracy.

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38 A further question raised by this review concerns the content of self-stereotypes. To
39 date, there has been no study that examined whether warmth and competence are also the core
40 dimensions underlying self-stereotypes. Research into this question would be beneficial,
41 because it would impact our understanding of how much the stereotypes attributed by
42 perceivers have the potential to align with one’s own self-stereotypes. If these dimensions are
43 not as central to self-stereotyping, there is an increased chance of misalignment between the
44 stereotypes used to describe oneself and the stereotypes applied by perceivers, resulting in the
45 potential for more misunderstanding and conflict in diverse teams.

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56 Yet another open research question pertains to the relationship between impression
57 formation and stereotype activation in diverse teams on the one hand, and the presence of
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3 homogeneous subgroups based on the overlap of multiple attributes – i.e., of faultlines (Lau &
4 Murnighan, 1998; 2005) on the other. On the basis of self-categorization theory (Turner et al.,
5 1987), we expect that strong faultlines increase the salience of stereotypes, because they
6 enhance the level of comparative fit. As such, faultlines might in some cases increase the
7 accuracy of stereotypes associated with social categories, e.g., if in a four-person team that
8 has to work on an math-related task, the two men on the team are engineers with more work
9 experience and the two women happen to have a background in marketing with little work
10 experience. In the same way, faultlines can decrease the accuracy of (stereotypic) impression,
11 e.g. if the two women on the four-person team working on the math-related problem happen
12 to have the highest level of engineering skills. Therefore, faultline research could benefit from
13 incorporating the stereotypical value or meaning of the demographic attributes that are used
14 for identifying subgroups in the context of a given task, and could investigate if faultlines
15 serve to disconfirm or reinforce stereotypes associated with certain social categories.
16
17 However, our model points out that for such research, it is important to consider that different
18 social identities may intersect and create a distinct identity with unique stereotypical
19 associations (e.g., Cole, 2009; Shields, 2008). As such, it is important that researchers are
20 cognizant about the fact that stereotype-based attributions of, for example, Black women may
21 be different from the combined stereotype-based attributions of Blacks and of women.
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24
25 Finally, we are particularly interested in the team performance consequences of the
26 microdynamics of diversity and stereotyping in teams. As mentioned earlier, we expect
27 performance benefits when the perceived qualities of a target member are in line with his or
28 her actual qualities, and therefore call for research that examines whether more accurate
29 stereotype-based attributions indeed result in information processing and coordination
30 benefits. Specifically, future research could examine to what extent stereotypes shape
31 emergent group-level team mental models and heterarchies, and the extent to which the
32 accuracy of stereotypes affect the extent to which such team mental models and heterarchies
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3 benefit team performance. Note that team mental model and heterarchy are not necessarily the
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5 only two emergent group-level constructs that we believe are affected by stereotype-based
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7 attributions in teams and explain how stereotypes can positively affect team performance.
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9 They are merely illustrative, so we call for research that tests these assumptions as well as
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11 examines other emergent states and processes that advance our understanding of how
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13 diversity and stereotyping teams can (positively) affect performance. It is important that such
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15 studies assess the development of (stereotype-based) attributions and resulting microdynamics
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17 and team performance over time, in order to see whether individuation takes place, and the
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19 extent to which individuation results in more accurate attributions, a more accurate team
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21 mental model, and positively affects team performance.
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25 Regarding the potentially negative team performance consequences of diversity and
26
27 stereotyping in teams, we call for empirical research that tests our suggestion that inaccurate
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29 stereotype-based attributions of warmth create different microdynamics and therefore have
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31 different effects on team performance than inaccurate stereotype-based attributions of
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33 competence, and that these microdynamics and team performance consequences also differ
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35 depending on whether too much or too little warmth or competence is attributed. We
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37 suggested a number of states and processes that, depending on the type of inaccuracy, may
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39 emerge from the microdynamics outlined in the MIDST model, and call for studies that
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41 empirically examine those suggestions. For example, we argue that lower warmth attributions
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43 are likely to reduce collaboration and cohesion, and may therefore provide a recipe for
44
45 relationship conflicts. We also suggest that lower competence attributions are likely to create
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47 microdynamics that evoke backlash, which at the group level may give rise to status conflicts.
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49 Both types of inaccuracy thus may negatively affect team performance, but through different
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51 microdynamics and emergent states. We therefore call for studies that empirically examine
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53 how different types of inaccurate stereotype-based attributions give rise to different types of
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55 microdynamics, and how those (negatively) affect team performance.
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3 Such research is important, not only to improve our theoretical understanding of the
4 consequences of diversity in teams, but also for organizations. If lower warmth attributions
5 indeed are more likely to give rise to relationship conflicts, whereas lower competence
6 attributions are more likely to give rise to status conflicts, then the type of conflict may be
7 indicative of the type of stereotype-based attribution inaccuracy, and will also require a
8 different style of management. In the following, final section, we therefore discuss the
9 managerial implications of our review.
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18 **Managerial Implications**

20 Viewing diversity in work teams through the lens of stereotype research has far-
21 reaching consequences for managing diversity at the workplace. As our review suggests,
22 stereotypes in diverse work teams lead to fast and efficient (first) impressions. To the extent
23 that these are accurate, stereotypes can actually facilitate collaboration by leveraging
24 coordination and efficiency. However, stereotypes are gross generalizations across all
25 members of a social category, and thus often tend to be inaccurate. If team members judge
26 each other's competence and warmth on the basis of inaccurate impressions that stem from
27 stereotypes, diversity is very likely to be detrimental for team processes and performance.
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38 A major problem with stereotypes in the context of diverse teams therefore is that
39 people tend to settle for first (stereotypical) impressions and stick to these inaccurate
40 impressions even after working with each other for extended periods of time. This is because
41 people settle for "good enough" impressions of one another, and disregard information about
42 colleagues that disproves initial (stereotypical) impressions. Accordingly, we believe that the
43 core practical implication of our review lies in recommending incentives for accurate
44 impression formation. Team leaders and members should be motivated to form accurate
45 impressions of each other – instead of making quick impressions. So how can the impression
46 formation motivation of team members be altered such that they aim for accuracy instead of
47 efficiency? Fiske and Neuberg (1990) suggest that members' impression formation
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3 motivation is determined by (a) what the perceiver wants, (b) who controls what the perceiver
4 wants, and (c) what the criteria are for attaining the desired outcome. Team members thus
5 must hold aims and criteria for the fulfillment of those aims that require sampling
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motivation is determined by (a) what the perceiver wants, (b) who controls what the perceiver wants, and (c) what the criteria are for attaining the desired outcome. Team members thus must hold aims and criteria for the fulfillment of those aims that require sampling individuating information from their co-workers. For example, if team members aim to learn as much as possible from their colleagues, it stimulates them to continue to look for clues signaling that their colleagues know something or have an ability that they do not. Instilling a climate of discovery and learning as a norm, e.g. by asking team members to challenge their own assumptions about their colleagues and by asking them to find out something they did not know about each other every week, may be examples for how norms can be created that stimulate a continuous sampling of individuating information. The challenge here is that complex task environments consume attentional resources, which are then no longer available for forming an accurate impression of other team members. In other words, stress and work overload can contribute to the detrimental effects of team diversity. Interventions directed at motivating members to form accurate impressions of others thus may be particularly important in complex task environments.

It is common knowledge that perceivers are more open to individuating information about targets in collaborative settings (i.e., if team members work towards a common goal and if contact between team members from different social groups is characterized by equal status, for example by highlighting common interests and similarity; Allport, 1954). However, highlighting similarities and common interests should not be done in such a way that differences are treated as non-existent (cf. colorblindness, e.g., Ryan, Hunt, Weible, Peterson, & Casas, 2007): collaboration between members from different stereotyped groups works best if everybody holds a dual identity (González & Brown, 2006). This means that all team members identify strongly with an overarching common identity, such as the team, but can also identify with their own social group (e.g., Latinos, single mothers, Muslims). The challenge here is to not highlight stereotypical features of members' social groups, because

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3 frequently referring to them in a superficial way may serve to reinforce stereotypes about
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5 these groups.
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8 Note that this recommendation is different from the rhetoric employed in the context
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10 of the business case for diversity, which highlights the usefulness of the different perspectives
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12 that people from different backgrounds bring to the organization. By making membership in
13
14 certain social categories more salient, this rhetoric may also make stereotypes more salient,
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16 and may make it harder for stereotype-incongruent behavior to appear. This is exactly the
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18 reason why affirmative action plans sometimes *decrease* the performance of negatively
19
20 stereotyped targets (Leslie, Mayer, & Kravitz, 2014) and may also be one reason for the
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22 findings that not all diversity trainings are successful (Alhejji, Garavan, Carbery, O'Brien, &
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24 McGuire, 2016): highlighting the benefits of diversity can make social categories and the
25
26 stereotypes associated with them more salient and even seem fixed, which has been argued to
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28 “deepen social divides, making differences appear large, unbridgeable, inevitable,
29
30 unchangeable, and ordained by nature” (N. Haslam, 2011, p. 819). Therefore, preventing the
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32 detrimental effects of stereotypes in teams requires walking a thin line between colorblindness
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34 (ignoring the existence of different social identities) and highlighting the differences between
35
36 social categories too strongly. Team leaders should attempt to build an inclusive (Nishii,
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38 2013) and psychologically safe (Edmondson, 1999) environment in which team members are
39
40 free to be themselves. This might sometimes mean enacting the stereotype and might
41
42 sometimes mean defying the stereotype. Team leaders and members should thus also defend
43
44 against backlash. Ideally, of course, inclusive climates are created in which perceiving
45
46 members refrain from committing backlash and are open to counter-stereotypical behavior,
47
48 for example by individuating target members. Team leaders could facilitate individuation by
49
50 identifying team members’ strengths/expertise at the outset of the team engagement. In this
51
52 way, team members can immediately rely on individuating information in evaluating each
53
54 other instead of making inferences based on surface-level characteristics. Every employee can
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2
3 also try to challenge his or her own stereotype-based inferences when encountering someone
4
5 from another social category at the work place. Whenever seeing a member in the team, one
6
7 can ask oneself or the particular member: "Are my expectations / stereotypes / assumptions
8
9 correct?"; "Which stereotypes might this context evoke (e.g., we are at a manufacturing plant
10
11 and I assume the men in the team will be more knowledgeable than the women members)?";
12
13 "What kind of inferences do I draw from these stereotypes?".
14
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16
17 Next to motivating members to look beyond their stereotype-based inferences, leaders
18
19 and members of diverse teams can also try to suppress acting on the basis of stereotypes, and
20
21 rather attempt acting on the basis of individuating information. Given that processing
22
23 individuating information requires cognitive resources such as time and effort (see above), it
24
25 is important that team members continuously are invited to form accurate impressions of each
26
27 other. With time and practice this behavior might become automatic behavior itself.
28
29 Possibilities for practicing these individuating information practices include team-building
30
31 retreats, rituals, and socializing activities. By setting a shared norm in the team for more
32
33 individuating behavioral practices, these team building activities can then be brought to the
34
35 work floor.
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39 Further, team leaders are recommended to address and challenge existing beliefs about
40
41 the competencies needed for success on a particular task or for an occupational role. One way
42
43 in which this can be done is by considering the different elements of a task or a role. For
44
45 example, whereas the role of an engineer tends to be considered as more fitting or congruent
46
47 with the male role or stereotype, it is different for a number of elements that are important to
48
49 be successful as an engineer, such as sensitivity to risk and respect for nature (Harris, 2008).
50
51 Those elements may be associated more with the female role or stereotype. Challenging
52
53 existing beliefs about tasks and occupational roles therefore may help to disconnect social
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55 from task stereotypes (see also van Dijk, van Engen, & Paauwe, 2012).
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3 In sum, our review shows that managing diversity in organizations is a complex task
4
5 that goes beyond highlighting the benefits of differences. The key to avoiding inaccurate
6
7 perceptions of colleagues lies in the creation of norms and climates where displaying
8
9 counterstereotypical behaviors is not sanctioned and that motivate people to look for
10
11 individuating information. We believe that everybody – not just team leaders – can contribute
12
13 to such a climate. So next time we come across a person whose behavior we dislike, we
14
15 should ask ourselves if we would find the behavior quite as cold or suggestive of
16
17 incompetence if the target belonged to a different social category . If not, then we should ask
18
19 ourselves if it is not actually we who are at fault.
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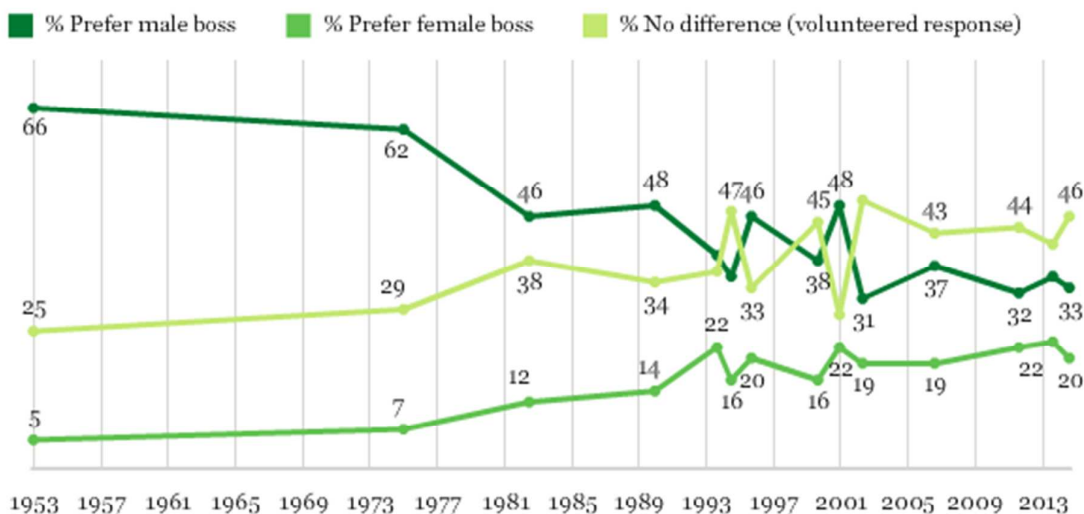
Footnotes

¹ Several researchers have challenged the two-dimensional structure of the SCM. For example, a number of authors have suggested that warmth consists of two aspects that have different effects: sociability (e.g., friendliness, liking) and morality (perceived correctness, e.g., honesty, sincerity) (Brambilla, Rusconi, Sacchi, & Cherubini, 2011; Brambilla, Sacchi, Rusconi, Cherubini, & Yzerbyt; 2012; Leach, Ellemers, & Barreto, 2007). More recently, Koenig and Eagly (2014) argued and found that competence consists of two separate constructs with distinct effects, namely competence (e.g., intelligence, skill) and agency (e.g., assertiveness, dominance) (see also Carrier, Louvet, Chauvin, & Rohmer, 2014). Although we support critical examinations of the two-dimensional structure of the SCM, these are rather recent developments that have not been subject to extensive scrutiny. We therefore only focus on the two dimensions of warmth and competence as proposed in the SCM.

Figures

Americans Slightly More Likely to Prefer a Male Boss

If you were taking a new job and had your choice of a boss, would you prefer to work for a man or a woman?



GALLUP®

Figure 1. Evolution of Americans' preference for a men leader over the course of 60 years (Gallup, 2014). Copyright © 2014 Gallup, Inc. All rights reserved. The content is used with permission; however, Gallup retains all rights for republication.

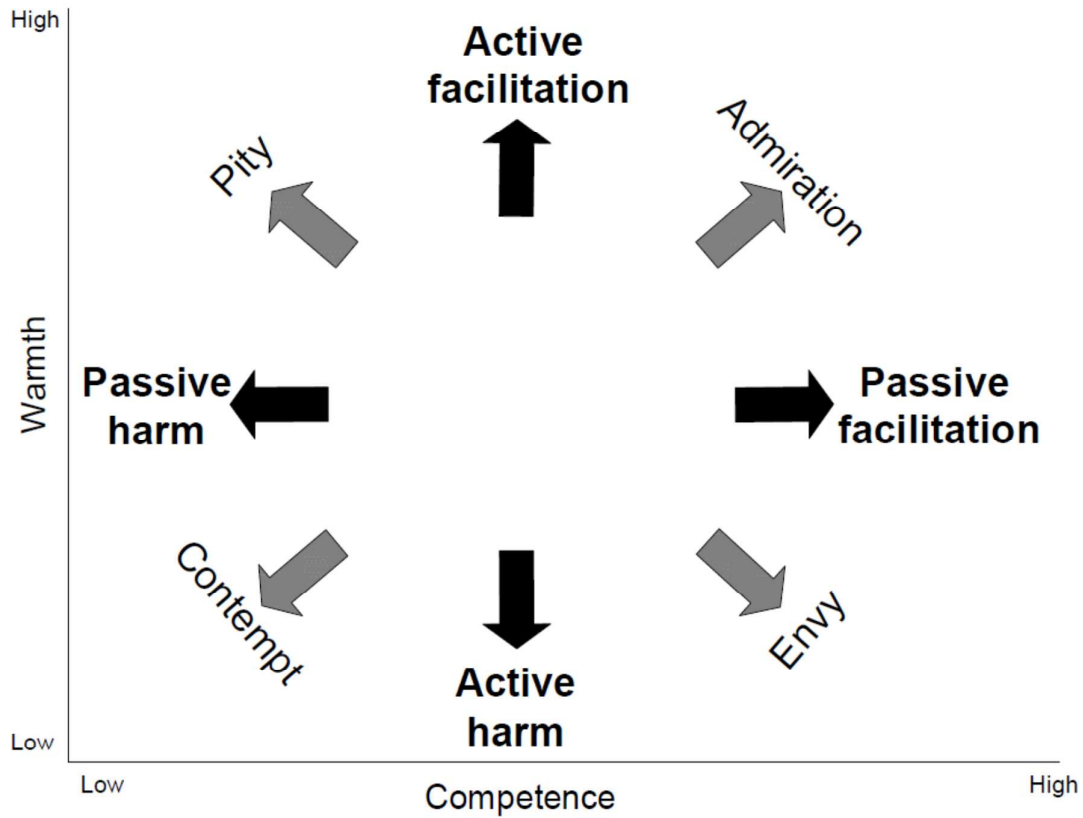


Figure 2. Schematic representation of the behaviors from intergroup affect and stereotypes (BIAS) map (Cuddy et al., 2011). Reprinted with permission.

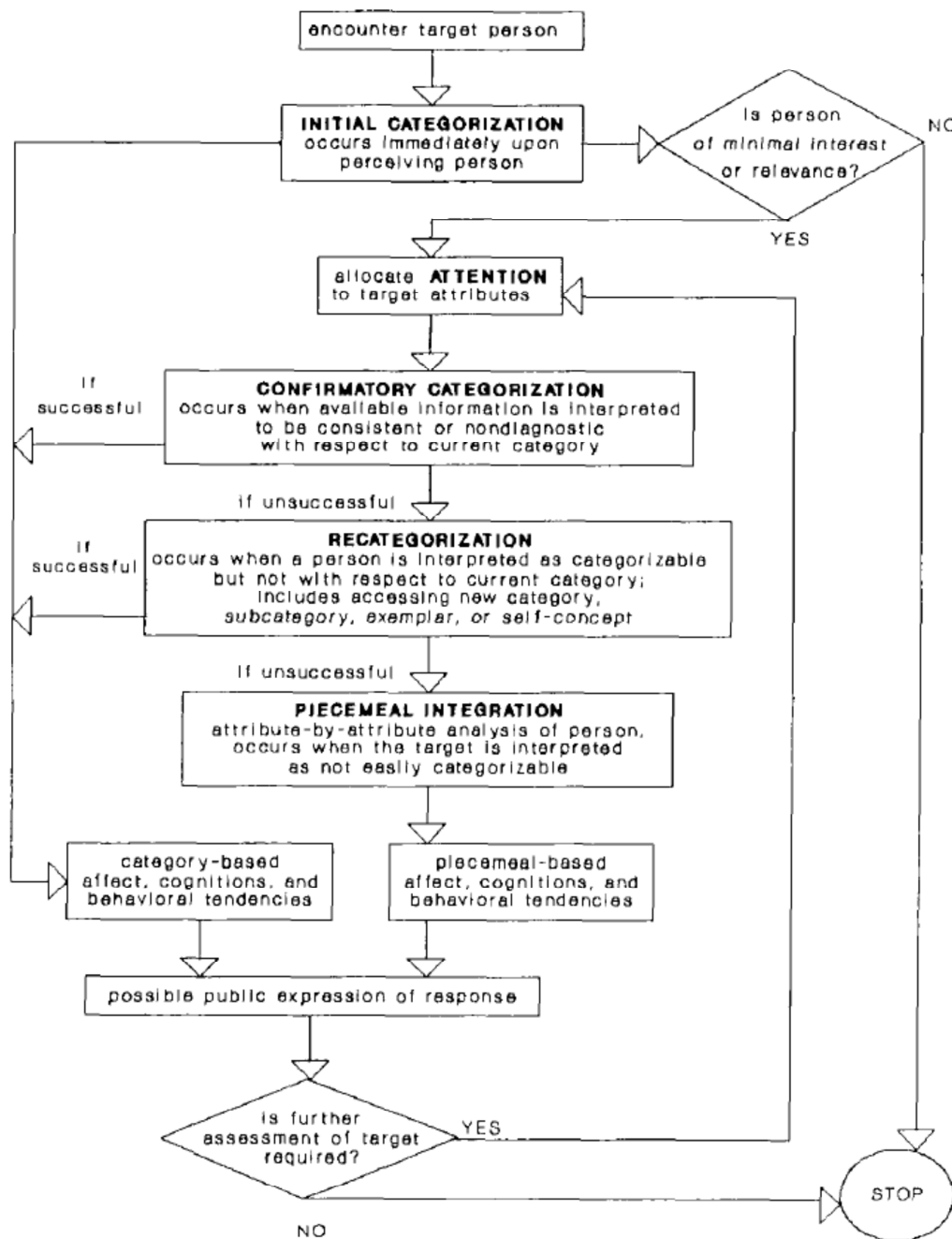


Figure 3. The continuum model of impression formation (Fiske & Neuberg, 1990). Reprinted with permission.

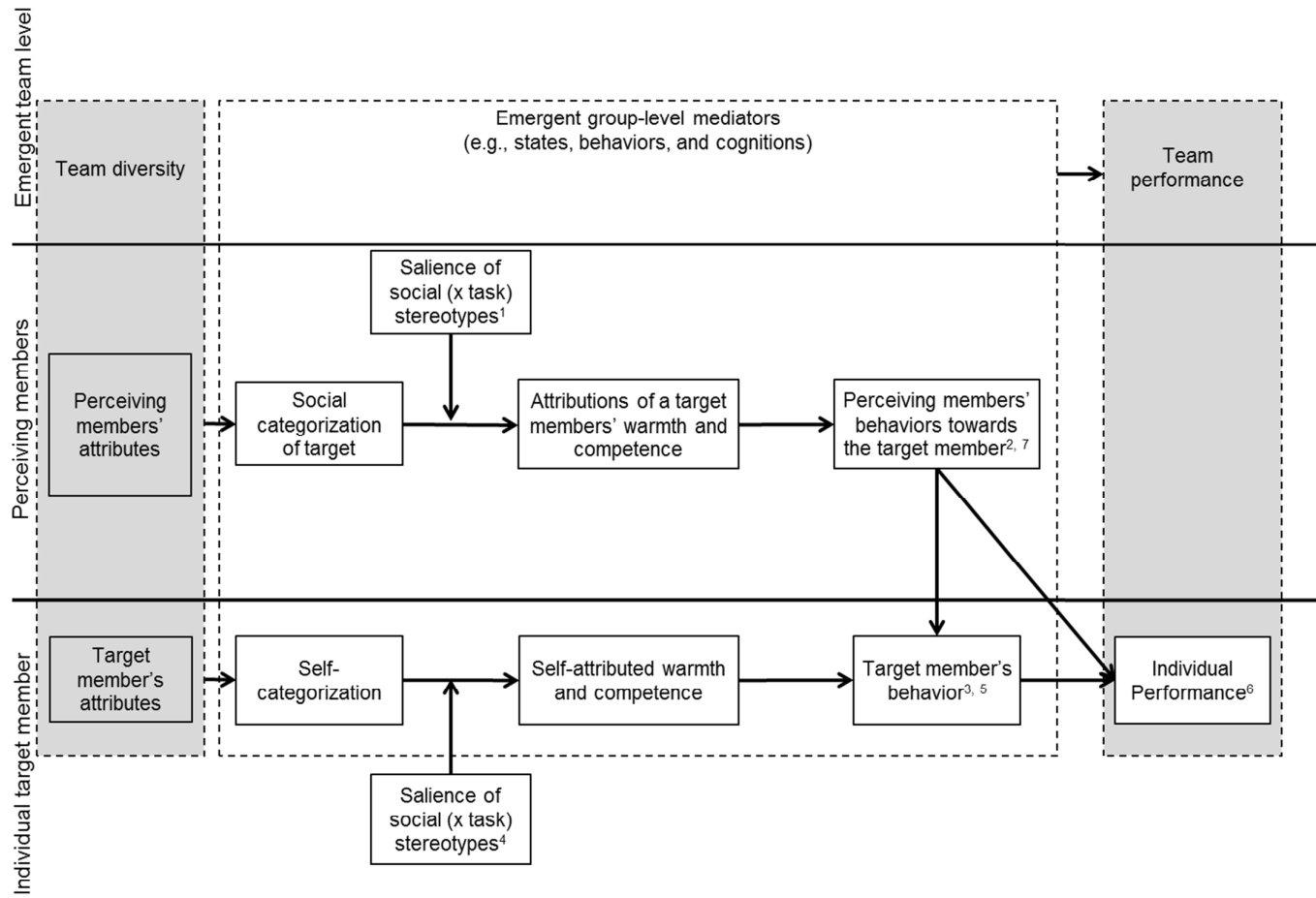


Figure 4a. An integrative, temporal model of the MIDST in the forming phase.

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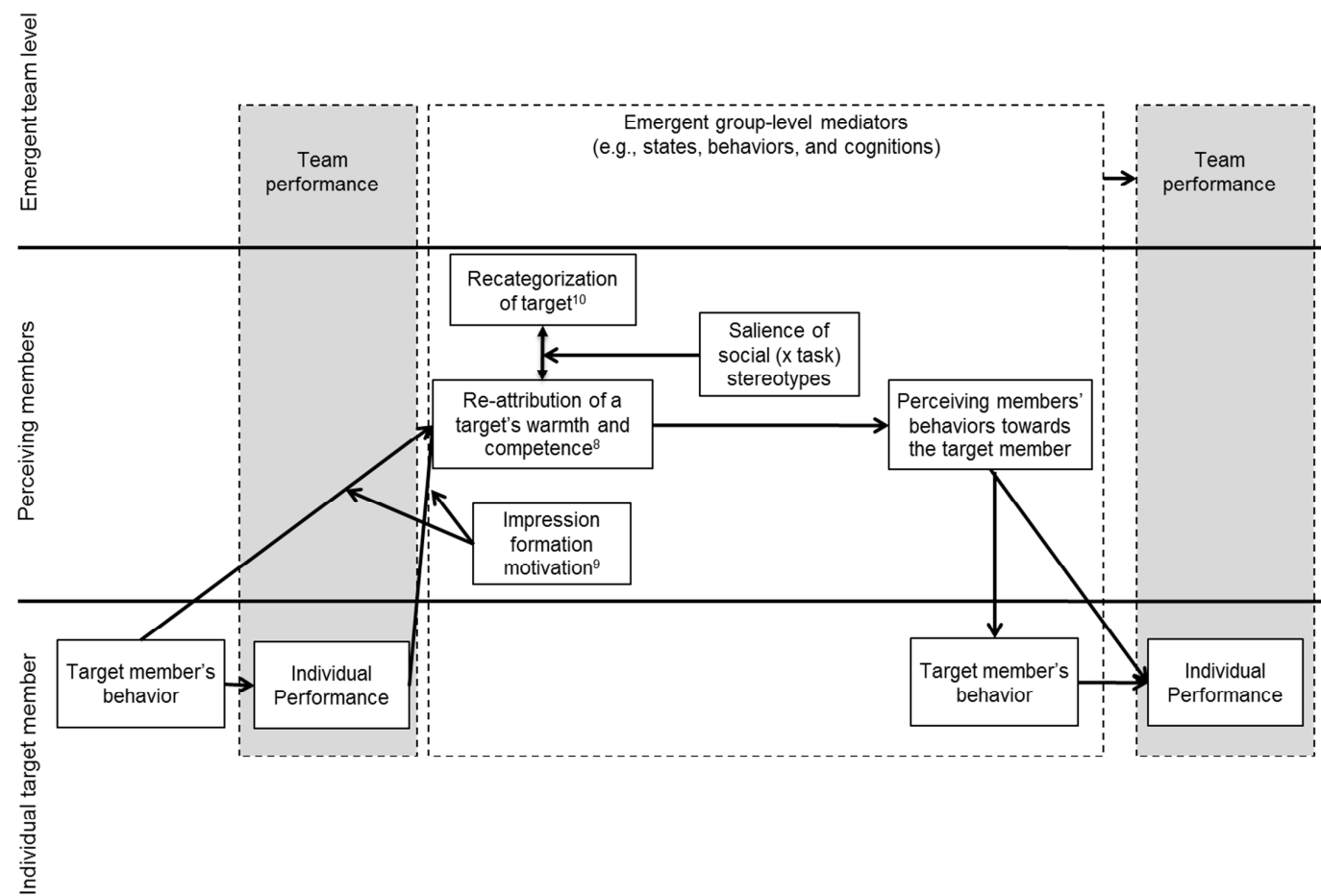


Figure 4b. An integrative, temporal model of the Microdynamics of Diversity and Stereotyping in Teams (MIDST) in the functioning phase.