

Diverse Workgroup Functioning and Transformational Leadership

Volume II Appendices

By

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Appendix 1.
Context, methodology and findings of main cited studies

Authors/ year	Topic	Type of research	Sample/ Organisation/ place	Method	Findings
Ali et al. (2014)	Board age and gender diversity v Performance	Empirical	288 employees/ large, listed organisations from 9 industries/ Aus.	Hierarchical multiple regression to test hypotheses	Gend div +ve linear with Productivity. Age div -ve linear & \cap with Return on Assets
Auh <i>et al.</i> (2014)	Conflict & performance	Empirical	466 salesperson and 86 team leaders/ multidivisional consumer goods company/ Turkey	Data: 2 Surveys (salespeople & managers). Analysis: Measurement validation, aggregation, regression, mediated moderation,	TC & RC have -ve impacts performance, team information exchange & information interpretation/imp lementation mediate the -ve relationship between TC & RC and team performance, TC & RC stifle performance when the team makes little use of a collaborative conflict handling style exchange and interpretation/imp lementation.
Ayoko& Konrad (2012)	TL, conflict, emotional management in diverse gp.	Empirical	585 people (89 workgroups)/ 8 public service organizations/ Australia.	Questionnaire. PCA, aggregation, hierarchical regression used to test hypotheses, Baron & Kenny. to test mediation & moderation, and Preacher, Rucker & Hayes to test for moderated mediation.	Diversity increased TC but was unrelated to RC. Both TC & RC have -ve association with Perf & morale. TL reduced these -ve effects to zero. TL partially moderates the conflict mediated effect of diversity on Perf & morale

Ayub and Jehn (2014)	National diversity (variety & separation) and conflict	Cross-cultural comparative study	Two samples (low or high national variety)		National diversity as separation (rather than variety) has +ve relationship with RC & PC, and -ve relationship with Perf.
Ayub and Jehn (2010)	National diversity and conflict types	Empirical	Sample of 131 employees in nationally diverse workgroups		Nationalistic derogation moderated the relationship between national diversity and both TC & RC, such that national diversity was more likely to lead to both TC & RC when members had -ve attitudes based on nationality toward the outgroup members. Also, effect of national ingroup preference was less significant in the relationship between diversity and conflict.
Barsade <i>et al.</i> (2000)	Diversity in TMTs & group performance	Empirical	62 CEOs of U.S. companies and 239 of their top managers (public, private & non-profit organisations) (1594 participants) & 72 platoon unit leaders/ Military/USA	Questionnaire, hierarchical regression analysis	Affective similarity between TMT has +ve effect on group outcomes
Bass <i>et al.</i> (2003)	TL & team performance & cohesion	Fieldwork training		Survey questionnaire (MLQ-Form 5X), desc stat., scale reliability, correlation, regression using SEM-partial least squares (PLS; Wold, 1985).	Transform. & transact. leadership positively predicted unit performance. This relationship was partially mediated by the unit's level of potency and cohesion.

Beal <i>et al.</i> (2003)	Group cohesion & performance	Meta-analysis focusing on contextual factors	64 studies in major journals	<p>PsycInfo search of titles and abstracts & other databases. Hypotheses were tested using RBNL meta-analytic procedures (Raju & Drasgow, 2003). Sample statistics (e.g., predictor & criterion reliabilities) used to estimate individually corrected effects with their standard errors, then compute sample-size weighted estimates of the mean and variance of corrected effects.</p>	<p>Stronger correlations between cohesion and perf when perf is defined as behaviour rather than outcome, when assessed as efficiency rather than effectiveness measures, and as patterns of team workflow became more intensive. The 3 cohesion components (interpersonal attraction, task commitment and group pride) are independently related to the various performance domains.</p>
Behfar <i>et al.</i> (2011)	Intra-group conflicts	Empirical	<p>Study 1: 252 MBA students (67 teams)/ USA university. Study 3: 281 MBA students (53 gps). Study 2: 256 (64 teams) management graduate students. Study 3: 281 (53 teams) executive MBA.</p>	<p>Study 1. Data: Qualitative, open ended questions. Analysis: Concept mapping, then rating. Study 2. Data: Developing a PC scale from study1, then pilot testing & questionnaire. Analysis: Correlation to confirm results of study 1, then scale validity & reliability. Study 3: Data: Questionnaire. Analysis: Regression.</p>	<p>Process conflict (PC) -ve effect on Performance, member satisfaction, and group coordination.</p>

Bell et al. (2011)	Demographic diversity link to team performance	Meta-analysis (1980 - Nov 2009)	31 studies (meta-analyses and other studies)	Searches of PsycInfo, ABI/Inform, & ProQuest Digital Dissertations, and manual searches of reference lists from reviews and meta-analyses of team diversity research/ SAS PROC MEANS meta-analysis program	Functional background diversity had a small +ve relationship with team performance, creativity & innovation. The relationship was strongest for design & product development teams. Educational background diversity was related to team creativity, innovation & performance for TMTs
Bell et al. (2012)	Team learning process & outcome	Lit Rev			Team learning, not as an outcome, but as multilevel (individual and team), dynamic and emergent process that influences team performance and effectiveness
Bendersky and Hays (2012)	Status conflict in workgroups	Empirical	44 teams/ Organisation?/USA	Mixed method. Data: qualitative to develop a scale, questionnaire. Analysis?	Status conflict exerts a significant -ve e main effect, moderates the effects of TC on group perf., and hurts perf. by undermining information sharing.

Bowers et al. (2000)	Personal attributes diversity & group performance	Integrative meta-analysis	57 effect sizes from 13 studies (567 teams, 2,258 participants)		For low difficulty tasks, moderate gains in performance can be expected from teams in which individual team members are of like gender, attitude, ability, and personality. In high difficulty tasks, heterogeneous teams performed significantly better than homogeneous teams.
Bradley <i>et al.</i> (2013)	Personality, task conflict & team performance	Empirical	561 (117 teams) undergraduates/ Univ./ USA	Data: personality questionnaire, TC assessment questionnaire, written project used to assess perf. Analysis: moderated hierarchical regression and simple slopes analysis.	OTE & ES moderate the relationship between TC & Perf. TC had a +ve impact on Perf in teams with high levels of OTE or ES; TC had a -ve impact on Perf in teams with low levels of OTE or ES.
Carless et al. (2000)	Testing validity of Short Measure of TL	Empirical	1440 employees/ Aus. financial organisations/ Australia	Scale validity tests using CPA & CFA	GLT scale found suitable in Leadership assessment.
Chen & Tjosvold (2002)	TL-Co-operative conflict management & group effectiveness	Empirical	126 MBA students in group projects in China	Questionnaire/SEM	Cooperative, as opposed to avoidance, approach to conflict leads to distributive, procedural & interactive justice, & promotes team effectiveness.

Chen et al. (2017)	Effects of faultlines on team performance	Empirical	61 workgroups (61 team leaders and 327 team members) from various industries in China.	Team managers and team members questionnaires/ Data aggregation, quadratic analysis, moderated regression.	Inverted U-shaped relationship between faultlines and team performance. This curvilinear relationship is moderated by a climate of psychological safety such that the curvilinear relationship is more pronounced among teams with a weaker psychological safety climate.
Chi et al. (2009)	HR moderated relationship between tenure diversity and innovation	Empirical	67 R&D teams (321 engineers) from 35 Taiwanese high technology organisations	Questionnaire/ hierarchical regression analyses	Curvilinear relationship exists between organizational tenure diversity and team innovation, and this nonlinear relationship is moderated by team-oriented HR practices.
Cole et al. (2011)	TL & team performance	Field data using a questionnaire survey	460 members (108 work teams) in a multinational field setting (Germany & USA)	Questionnaire/ moderated mediation regression analysis using SPSS	Joint effects of TL behaviour and consensus about TL have an indirect effect on team performance through team empowerment.
Cursçu et al. (2012)	TC, emotion regulation & emergence of RC.	Field study	417 students (43 adhoc & 44 permanent groups)/ Univ./ Holland	Data: case study, reports and questionnaire. Analysis: regression, 2 and 3-way interaction	TC evolves into RC when groups have less effective emotion regulation processes; TC & RC are rather decoupled in groups with high emotion regulation.

DeChurchet <i>al.</i> (2013)	conflict states & conflict processes relationship with effectiveness	Meta-analysis	45 independent studies (no. teams = 3,218)	PsycInfo search of titles and abstracts & other databases. Hunter & Schmidt's (2004) artifact distribution meta-analytic procedures were used to analyze these data	Conflict states (e.g., CTTC) and processes predict team performance and affective outcomes.
De Dreu & Weingart (2003)	Association of TC & RC with Perf, Satis	Meta-analysis (1994-2001); archival	30 studies	Lit search used PsycINFO & Silverplatter - Apple Mac V3.23. Studies included if TC, RC, Perf & Satis measures, and size effects were provided. Jehn (1994, 1995) TC & RC scales used Majority of performance measures were at the group level	RC has -ve linear effect on Perf & Satis TC has -ve linear effect on Perf & Satis. TC has weak -ve linear effect on Perf & Satis. Considerable variation; strength and direction of the effect of TC and team effectiveness may be masked by high correlation between TC & RC.
De Dreu & Van Vianen (2001)	RC & group effectiveness	Empirical, field study	27 teams/ different client companies/ Holland (Management & project teams from public tv, consulting, accounting, research & development)	Data: Team and supervisor questionnaires. Analysis: Data aggregation, Eta-squared statistic	Collaborating and contending responses to RC negatively relate to team functioning (i.e., voice, compliance, helping behaviour) and overall team effectiveness.

De Wit <i>et al.</i> (2012)	Intra-group conflicts	Meta-analysis	116 empirical studies ($n = 8,880$ groups), mainly from major journals	Data: journal articles (1990 - 2010); Meta-analysis: 1. effect sizes corrected for sampling error; 2. Corrected for measurement error in IVs & Vs; weighted least squares (WLS) regression	TC displayed no significant +ve or -ve effects on Perf, TC -ve effects on Perf when co-occur with RC (and other contextual factors).
De Wit <i>et al.</i> (2013)	TC, RC, Info processing & decision making	Experiment	Study 1: 82 participants, Perceived (not actual) RC. Study 2: with actual RC. Study 2: 109 undergraduates.	Data: hidden profile task. Analysis: regression, mediation.	Level of perceived and actual RC during TC increased group members' rigidity and led to poor decisions. Effect of RC on decision making was mediated by biased use of information
Dionne <i>et al.</i> (2004)	TL, team perf & cohesion	Theoretical			TL's II, IM, IS & IC are likely to produce intermediate outcomes (e.g., shared vision, team commitment, empowerment & functional TC, which may positively affect team communication, cohesion and conflict management.

Dumdum <i>et al.</i> (2002)	Leadership and group effectiveness	Meta-analysis	studies from 1995 to 2002	Computer searches of ABI-INFORM, Web of Science, Expanded Academic ASAP, Sociological Abstracts, Psych Info, PA Research II Peer Reviewed, Francis, Emerald, and Dissertation Abstracts, and others	TL has high +ve correlation with effectiveness/satisfaction. TL's +ve relationship with satisfaction is greater than effectiveness. Correlations between TL and effectiveness were moderately high and positive. Changes in organizational structure and how performance is measured may affect relationships between leadership style and performance. National heterogeneity has a U-shape curvilinear relationship with Perf.
Earley&Mosakowski (2000)	Heterogeneity on nationality and relationship to performance	Exploratory qualitative field study followed by 2 experiments	3 studies: Study1. 5 teams (middle management)/multinational clothing producer/ Bangkok. Study2. 92 managers (23 teams, moderate heterogeneity) from 34 countries/ Bus School/ Europe. Study3. 176 MBA int. students (teams of 6 to 8)/ Bus Sch/ Europe	Observations, meetings, perf tasks, records & archives, interviews, assignment, survey	National heterogeneity has a U-shape curvilinear relationship with Perf.
Foo et al. (2006)	Effect of diversity on team viability	Empirical	51 spin-offs (150 participants) from a business plan competition organised by a university in Singapore (2000 & 2002)	Email survey/regression analysis	Diversity +vely related to perceived team viability but no effects on satisfaction.
Garrison et al. (2010)	Cultural & functional diversity effects on cohesion	Empirical			Diversity is -vely affected team cohesion; this effect is reduced if trust is encouraged & cohesion develops.

Gebert <i>et al.</i> (2006)	Cross-functional diversity & innovation	Lit Rev.		Narrative	Functional diversity has +ve, -ve& no significant relationships with innovation. The contrasting findings due to moderators & mediators. Functional diversity relates to innovation via TC, RC & SC. Moderators (e.g., group social identification & regards for personal identity) influence the mediated effects of diversity on team innovations. TLB has a U-shape relationship with Dem heterogeneity. TLB has an inverted U-shape relationship with Subgroup strength. strong demographic subgroups fostered learning behaviour. Very homogeneous and very heterogeneous teams are more inclined to engage in learning behaviour if concurrent effect of sub-group strength is controlled. Sub-group strength moderated the impact of organisational design on team learning.
Gibson & Vermeulen (2003)	Relationship between subgroups and team learning behaviour (TLB)	Fieldwork	724 members of 156 teams in 5 pharmaceutical and medical products firms/ U.S., Latin America, Southeast Asia & Western Europe	Data: 107 individuals interviewed to develop scales, then survey questionnaire (n=724). Analysis: Descriptive statistics, correlations, regression	

Gonzalez & Denisi (2009)	Impact of demographic diversity on individual attachment & team performance	Empirical	A sample of 26 teams of a regional restaurant chain/ USA	Cross-level regression.	Diversity climate moderates the impact of demographic diversity on firm productivity & return on profit.
Greer et al. (2008)	Intra-group conflicts	Longitudinal empirical study	28 MBA student teams/ Private university/ USA	Data: 3 rounds of negotiation simulations during 12 weeks negotiation course, then filling a Likert-scale questionnaire. Analysis: Aggregation statistics, longitudinal path analysis to test hypotheses using LISREL.	Process conflicts are the longest lasting, and when unresolved it contributed to all other types of conflict.
Gully <i>et al.</i> (1995)		Meta-analysis	46 studies mainly from major journals	PsycInfo search of titles and abstracts & other databases	Level of analysis and task interdependence moderate the cohesion-performance relationship.
Harrison et al. (2002)	Diversity & group functioning; effect on group viability	Experimental	Tracking 144 student project teams in a four-wave design at a US university	a 4-wave design at 3 time periods over four months at a US university. Team perf was evaluated by teachers at end of semester (time 4), individual responses were aggregated to group level; hierarchical & mediated regression used to test the hypotheses.	perceived surface and deep-level diversity -vely related to social integration. Over time, surface-level diversity becomes less important and deep-level diversity becomes more important in determining team social integration.

Horwitz & Horwitz (2007)	Diversity's effects on team Perf	Meta-analysis	35 peer-reviewed articles (78 correlations published between 1985 and 2006)	Journal articles/correlation, random effect models, and post hoc analyses	Cognitive diversity +ve effect on team perf, demographic diversity has no significant effect on Perf, and diversity has no effect on social integration.
Jackson <i>et al.</i> (2003)	Assessing effects of diversity on teams & organisations	Lit Rev.	63 empirical studies - electronic search (1997–2002) & manual search (19 target journals).	Narrative method	Diversity influences affective reactions and social processes, and the latter affects team performance; effects of diversity on affective reactions and Perf are non-significant, mixed or +ve, depending on type of diversity. Increased diversity (age, tenure & ethnicity) has -ve effects on social integration, communication & conflict. Overall pattern of interactions is complex, with mixed results. Diversity has independent association with both team processes and team performance. It also has a mediated association through team processes with Perf.

Jacobson (2019)	Effect of culture on diversity and intra-group conflict (TC & RC)	Meta-analysis	39 studies	Articles in PsycINFO, PsycArticles, ProQuest, JSTOR, and Business Source Complete electronic databases. Schmidt-Le (2004) program (Version 1.1)	Team-oriented culture significantly moderated the association between demographic diversity and RC, with greater levels of team-oriented culture associated with weaker associations between demographic diversity and RC. Team-oriented culture may serve as a contextual moderator that may mitigate the amount of RC occurring within diverse groups. Outcome-oriented culture appeared to enhance the detrimental positive association between sample demographic heterogeneity and RC. Open and tolerant group norms +ve relationship with TC
Jehn (1995)	Diversity & intra-group conflicts		105 workgroups & management teams/ Int freight organisation/ Aus	Survey & archival data, multi-methods, linear & quadratic regression analysis	

Jehn (1997)	Intra-group conflict and team performance	Qualitative study	Qualitative data over 20 months, using on-site observations & repeated interviews with 6 work groups from a household goods-moving organisation.		PC is harmful for Perf; RC is detrimental to Perf & satisfaction; TC's effects on Perf depend on contextual variables: emotionality reduces effectiveness, resolution potential & acceptability norms increase effectiveness, and importance amplifies conflict's other effects.
Jehnet <i>al.</i> (1999)	Diversity, conflict & Perf.	Empirical	485 employees (92 workgroups)/ major household goods moving firm/ USA	Multi-methods: Questionnaire, archives, material for supervisors to assess perf./ descriptive stat., correlations, regression.	Info. div +ve influenced on Perf, mediated by TC. Value and social cat div, task complexity, and task interdependence moderated this effect. Social cat div +ve influence on morale. Value div decreased satisfaction, intent to remain, and commitment; RC mediated the effects of value div.
Jehn & Chatman (2000)	Conflict composition effect on performance and satisfaction	Empirical	326 employees, production teams & 230 employees, management teams)/ large household goods moving co./ Aus.	Questionnaire survey, constructs' validity & reliability, hierarchical regression analysis	Higher levels of task-related conflict compared to relationship and process conflict increases team performance & satisfaction

Jehnet <i>al.</i> (2008)	Diversity & conflict	Simulation experiment	223 students (53 diverse groups) from a US business school	role play and simulation/ Descriptive statistics, correlation & regression analysis	TC, RC & PC decreased +ve emergent states in groups, and in turn decreased group viability; this effect was alleviated by resolution efficacy regarding PC but could be impaired by negative emotion associated with RC; norms that encouraged TC increased +ve emergent states within groups, which marginally and positively influenced Perf.
Joshi & Roh (2009)	Role of context in work team diversity research	Meta-analysis between 1992 and 2009	8,757 teams in 39 studies in organizational settings, a total of 117 effect sizes.	PsycINFO, ABI/Inform, and SocIndex, 19 major journals & previous reviews, Proquest & proceedings. Studies coded. Hedge & Olkin's (1985) meta-analytic procedure. Cat. Model moderator & regression analysis	Direct effects of diversity were very small yet significant. Industry, occupation, and team-level contextual moderators doubled or tripled the effects. Occupation- & industry-level moderators explained significant variance in effect sizes."

Judge & Piccolo (2004)	Testing the validity of leadership scales and relating these leadership behaviors to follower leader satisfaction, follower job satisfaction, follower motivation, rated leader effectiveness, leader job performance, and group or organization performance.	Meta-analysis from 1995 to 2003	626 correlations from 87 various studies	the PsycINFO database/ meta-analytic methods of Hunter and Schmidt (1990), moderator analysis, regression,	TL has +ve relationships with team member job satisfaction and motivation, leader satisfaction, job performance and leader effectiveness, and group or organisational perf. TL displays stronger relationships with member satisfaction and motivation than with perf. The effects of TL are stronger when moderated by a longitudinal than cross-sectional research design, and when the data are from different sources.
Jung <i>et al.</i> (2003)	Leadership relationship with creativity & innovation	Empirical	32 Taiwanese companies (electronics /telecommunications)	A multisource approach, survey data	TL has a direct +ve link with organisational innovation. TL has significant +ve relations with both empowerment and an innovation-supporting organizational climate.
Kark <i>et al.</i> (2003)	TL, team dependence and empowerment	Empirical	888 employees working under 76 branch managers at a large Israeli bank	Survey/CFA (Lisrel), regression & mediation analysis	TL has +ve relationship with team members' dependence and empowerment. Personal identification mediated the relationship between TL & members' dependence, while social identification mediated the association of TL

with members' empowerment.

Kearney & Gebert (2009)	Diversity, TL & team outcome	Longitudinal survey	sample of 62 R&D teams in a multinational pharmaceutical company in Germany.	Hierarchical regression analysis	With high levels of TL, nationality and educational diversity positively related to leaders' longitudinal ratings of team performance. Age diversity was not related to performance when TL was high, and negatively related to performance when TL was low. Two mediated moderation effects explain these findings. TL moderated the relationship of the 3 examined diversity dimensions with elaboration of task-relevant information, which in turn was positively associated with performance. TL moderated the relationship of the 3 diversity types with collective team identification, which in turn positively related to the elaboration of task-relevant information.
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Kozlowski & Bell (2013)	Work team effectiveness	Lit. Rev (selection of exemplar contributions)	-	-	Cohesion is more strongly related to Perf behav than Perf outcomes, and is more strongly related to perf efficiency than perf effectiveness
Kozusznik <i>et al.</i> (2020)	Decoupling TC from RC	Survey	100 Dutch and German start-up members (Study 1) and 75 Belgium start-up members (Study 2). In Study 3, 75 start-up members completed weekly surveys in 11 consecutive weeks	CFA, covariate analyses and Linear Mixed Modelling (LMM)	Positive association between TC and RC, buffered by problem-solving conflict behaviour; amplified by the use of avoiding strategies. Individual and team-level problem-focused coping over a period buffer the association between TC and RC, while individual disengagement coping potentiates it.
Lau & Murnighan (1998)	Demographic faultlines, conflict and performance	Theoretical study	n/a	n/a	Conflicting subgroups are more likely to form when the demographic characteristics related to group's task form a faultline. The strength of the faultlines is likely to accentuate subgroups' salience and lead to short sensemaking processes. Once formed, subgroups are more likely to persist, however,

for groups that have not subdivided into demographic faultlines, the salience of faultlines will decrease as members' common task experiences and mutual understandings accumulate.

Lau & Murnighan (2005)	Faultlines within demographically diverse (ethnicity & sex) workgroups	Experimental field-study	438 (246F & 192M) Business undergraduates of different nationalities/ University/ Canada	Data: Case-study then questionnaire. Analysis: hierarchical linear modelling (3) analyses (HLM3) estimating within-group individual effects (level 1), the separate effects of intercepts at group-level predictors (level 2), and the intercepts at the class level (level 3).	Faultlines are strongest and most likely when diversity is moderate.
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Liu <i>et al.</i> 2020	Diversity and team performance	secondary data study	1568 teams with a total of 5481 doctors from a leading online medical consultation platform in China (Good Doctor)	multiple linear regression models to test hypotheses.	Diversity on online reputation and professional knowledge positively affect team performance; and leader reputation moderates the impact of status capital diversity and online reputation on team performance.
Milliken & Martins (1996)	Diversity's effect on work-team outcomes	Lit. Rev			Dem diversity has -ve effects on group identification & satisfaction; these effects are greater for diversity on race & gender than for age. Cog diversity (tenure) is associated with lower social integration, satisfaction & higher turnover; -ve association of cognitive diversity with affective outcomes decreases with time. Diversity on ethnicity & nationality +vely affect cognitive outcomes; cog diversity is also associated with higher decision-making quality.

Mohammed & Angell (2004)	Moderators influence on relationship between dem diversity & RC	Experiment	45 student project teams in a longitudinal design in a USA university	Project task, report & presentation, survey over 4 months/ self-report measure of conflict & peer evaluation of individual members' leadership, cooperation, and communication	Team orientation & team process moderated diversity–conflict link. Team orientation neutralised the -ve effects of gender diversity on RC. Team processes moderated (weakened) the harmful effects of deep-level diversity (time urgency) on RC. RC -vely affected Perf.
Li & Hambrick (2005)	Demographic faultlines, conflict and performance	Empirical	535 managers (local & expat) from 71 joint ventures/ China	3 questionnaires, descriptive statistics, correlations, regression and mediated analysis	Demographic faultlines within factional groups has +ve association with TC, emotional conflict, and behavioural disintegration - leading to poor performance. Communication quality had a significantly stronger relationship with team performance than communication frequency. Information elaboration has the strongest relationship with performance while self-report frequency and objective frequency have the weakest relationships. Familiar and face-to-face teams exhibited a stronger relationship
Marlow <i>et al.</i> 's (2018)	Team communication and performance	Meta-analysis	150 studies (total teams = 9,702)	PsychInfo and the Business Source Premiere databases from the available start date to the end of 2016	Communication quality had a significantly stronger relationship with team performance than communication frequency. Information elaboration has the strongest relationship with performance while self-report frequency and objective frequency have the weakest relationships. Familiar and face-to-face teams exhibited a stronger relationship

					between communication and performance.
Montoya-Weiss et al. (2001)	Co-ordination & conflict management in global virtual teams	Experiment	175 individuals residing in the U.S. and Japan organized into 35 five-person teams	?	Positive interventions to manage conflict (e.g., collaboration & competition) has +ve relationship with team perf, & temporal coordination significantly moderates these effects.
Mooney et al. (2007)	Cognitive Conflict as a Mediator of Affective Conflict	Meta-analysis	44 studies	moderated & mediated regression	TC contributes to RC; behavioural integration moderates this effect. work teams can benefit from encouraging TC but may provoke RC.
Neumeier & Santos (2020)	Effect of team conflict on team performance	Mixed methods	55 teams enrolled in a team-based engineering design program over three time periods. Mid-size private institution in the USA	?	Proportion of women and the existence of multiplex ties among team members have a positive influence on team performance, while the number of subgroups and team conflict were negatively related to team performance.
Nishii & Mayer (2009)	intragroup conflicts	Fieldwork	4500 employees (n=384) supermarket departments/ USA	Questionnaire, moderated regression	Diversity has +ve association with turnover, which becomes weaker when leader-member exchange is high or when group differentiation on

					leader-member exchange is high.
Pelled <i>et al.</i> (1999)	Relationships between diversity, conflict, and performance		317 employees (45 x-functional teams)/ electronics divisions of 3 major corporations/ USA	Questionnaire/ scale testing, hypothesis testing using SURE regression,	Diversity has complex relationship with work group functioning. Functional diversity drives TC, multiple types of diversity drive RC. Race & tenure diversity +ve association with RC, age diversity -ve association with RC. Task routineness & group longevity moderate these relationships.
Phillips <i>et al.</i> (2004)		Experiment (decision-making) x2	Exp 1.102 (34 groups) MBA students; exp 2. 172 (43 groups)	Data: Exp 1. murder mystery, then questionnaires; exp 2. murder mystry. Analysis: simple statistics, correlation, ANOVA.	A faultline of a single dissimilar member resulted in better performance than a single member dissimilarity and informational differences cross-cutting each other. Cross-categorisation results in better group processes than a group with a faultline dividing the group equally.
Pieterse <i>et al.</i> (2010)	TL's effect on follower innovative behaviour.	Field study	A sample of 231 employees of a government agency in the Netherlands	Questionnaire/ Regression analysis	TL is positively related to innovative behaviour when psychological empowerment is high

Pinto and Pinto (1990)	Relationship of formal & informal team communication with level of cross-functional cooperation	Empirical	surveying 262 team members from 72 hospital R&D project teams, USA	Questionnaire survey/regression	X-functional cooperation +vely predicted task and psychosocial outcomes, teams high in cooperation had more reasons for communicating and relied more on informal communication than did low cooperation teams RC moderates TC - Perf. relationship. Relationship is curvilinear inverted U when RC is low, but linear and negative when RC is high.
Shaw <i>et al.</i> (2011)	Conflict & team effectiveness	Empirical	Study 1: 287 employees (87 teams)/ 7 organisations (global accounting, hospital (nurse teams), sport goods manufacturer, chemical manufacturer, 3 electronics manufacturers / Taiwan. Study 2: 582 members (127 teams)/ 14 various organisations/ Indonesia.	Data: 2 questionnaires (team members & supervisors). Analysis: hierarchical regression testing hypotheses on 3 levels.	Collective team identification moderates the association between TC & RC. This moderating effect is more effective in decoupling TC & RC at medium as compared with high or low levels of TC.
Schaeffner <i>et al.</i> (2014)	Moderators of the association of TC & RC	Empirical	88 development teams (373 participants) in 60 German firms from different industrial and service sectors.	Questionnaire; CPA & CFA, data aggregation, hierarchical regression and simple slope analysis.	Collective team identification moderates the association between TC & RC. This moderating effect is more effective in decoupling TC & RC at medium as compared with high or low levels of TC.

Schippers et al. (2003)	Diversity and team outcomes	Empirical	A sample of 406 respondents (54 work teams) from 13 different organisations in the Netherland	Questionnaire survey/ Analysis: hypothesis testing	Association of overall diversity with group performance, commitment & satisfaction was mediated by group reflexivity and moderated by outcome-interdependence and group longevity. They showed that in this moderated mediation relationship, satisfaction and commitment were highest in homogeneous groups with high outcome-interdependence and high group longevity.
Schwab <i>et al.</i> (2016)	Management team gender diversity & firm performance	Archival, longitudinal	243 financial firms in Portugal between 1985 to 2000	Linear & non-linear regression	Association of gender diversity with performance was non-linear with two inflection points, displaying first a U-shape then an inverted U-shape pattern.
Shin & Zhou (2007)	Educational diversity effect on creativity moderated by TL	Field study	288 members & 75 supervisors (75 teams) in 44 Korean companies of various sizes in technology industries	questionnaire/regression analysis	TL & educational specialisation heterogeneity interacted to affect team creativity. When TL was high, teams with greater educational specialisation heterogeneity exhibited greater team creativity. Teams' creative efficacy mediated this moderated relationship.

Somech (2006)	Functional diversity, TL and team performance	Field study	1,292 members of 140 primary care teams and their 140 practice managers in Israel	Survey/Regression using LISREL	In high functionally diverse teams, participative TL style positively associated with team reflection, fostering innovation. This leadership style decreased team performance; that the impact of directive leadership was in promoting team reflection under the condition of low functional diversity, whereas no such impact was found under high functional heterogeneity. TL +ve effect on Perf.; passive management-by-exception & contingent-reward -ve. Effect on Perf.
Sosik & Jung (2002)	Relating transformational leadership to team cohesion and performance	Empirical, longitudinal multisource field data	64 managers & 192 subordinates/ USA	Partial least squares analysis	Coordination ratings +ve relationship with mission performance Conflict management +ve effect on team cohesion and moderates the relationship between RC and team cohesion and between TC and team cohesion.
Stout <i>et al.</i> (1994)	Team process behaviour	Empirical	100 (66 female & 44 male) undergraduate aviation prog./USA	Interactive flight simulation tasks	
Tekleab <i>et al.</i> (2009)	Team Conflict, Conflict Management, Cohesion, and Team Effectiveness	Empirical, longitudinal	260 (53 teams) undergraduate students at large Univ./ USA	Data: Task related to course, followed by report & presentation at 3 time periods. Group discussion & consensus. Analysis: PCA, hierarchical regression analysis	

Tekleab <i>et al.</i> (2016)	Functional diversity influence on team performance through team cohesion and team learning.	Longitudinal simulation study	45 teams of business students/ US university	Hypothesis testing using regression analysis	Team behavioural integration moderated the relationship between functional diversity and team cohesion. Team learning mediated the effect of team cohesion on team performance.
Thatcher <i>et al.</i> (2003)	Effect of faultlines on conflict & Perf.	quasi-field study	79 groups/ USA	Questionnaire, developing a faultline construct scale, regression analysis	Faultlines -ve relationship with conflict, & +ve with morale and Perf. Faultlines has curvilinear relationships with RC, PC, group morale, and group Perf. Groups with either virtually no faultlines (very diverse members) or strong faultlines (split into 2 fairly homogeneous subgroups) had higher levels of conflict and lower levels of morale and performance than groups with medium faultlines.
Thatcher & Patel (2011)	Group faultlines -antecedents & consequences	Meta-analysis (1995 - August 2010)	39 studies (sample size of 24,388 participants in 4,366 teams)	Data base search: PsycINFO, SSC Index, EBSCO, ABI/Inform, ProQuest, Web of Science & Google Scholar/ structural equation modelling (MA-SEM) to test hypotheses	Sex and racial diversity +ve link with faultline strength, more than did functional & educational background, age, & tenure diversity. Faultline strength increased TC & RC, decreased cohesion, satisfaction & Perf. There was a stronger decrease

in team Perf than satisfaction; strength of these relationships increased in a lab study compared to the field.

Thatcher & Patel (2012)	Group faultlines	Lit Rev	59 published articles	A quantitative aggregation of 34 published empirical articles is used to summarize identified relationships	Faultlines explain variance more than the effect of team diversity measures on group outcomes
Valls <i>et al.</i> (2016)	Diversity, team performance and communication	Survey	57 bank branches in Spain,	A lagged design with three data-collection points	Innovation team climate moderated the mediated relationship between education level diversity and team performance via team communication quality.
Van der Vegt & Bunders (2005)	Expertise diversity's relationship with team learning and performance	Empirical	57 R&D teams (58 supervisors & 225 team member questionnaires), a "Global 1000" (BusinessWeek, 2003) company in the oil and gas industry/Netherlands.	informant sampling approach, analysed using CFA & hierarchical multiple regression analyses	Teams with low collective identification, expertise diversity -vely related to team learning & Perf; those relationships were +ve when identification was high. Non-linear relationships between expertise diversity & both learning and Perf. Team learning partially mediated the linear and

non-linear relationships between diversity and Perf.

Van Knippenberg & Schippers (2007)	Workgroup diversity	Lit Rev from 1997-2005	Articles in major journals in applied psychology and organizational behaviour.	PsycInfo search of titles & abstracts & performed a manual search of the 2000–2005 volumes of major journals in applied psychology and organizational behaviour, and papers in press	The review shows that more complex conceptualisations of diversity, and more empirical attention to the processes that underlie the effects of diversity on group process, performance and contingency factors of these processes. Diversity facilitated performance for teams with a strong, but not a weak, collective team identity. Diversity facilitated performance through increased team learning and efficacy only for teams with a strong team identity. Multisource data revealed a different pattern of results for objective and subjective
Van Veelen&Ufkes (2019)	A Multisource Study on the Role of Team Identification and Learning in Team Diversity–Performance Link	a cross-sectional study	216 students in 72 project teams	Hypothesis testing using SEM in AMOS	

					measures. The objective diversity index seemed a more powerful predictor of performance compared with the subjective index, particularly for strongly identifying teams.
Vodosek (2007)	Cultural diversity, intra-group conflict & group outcome	Empirical, cross-sectional	Questionnaire survey of 76 science research groups in the USA	Mediated regression analysis	Cultural diversity +vely related to RC, TC & PC; all these types of conflict -vely associated with satisfaction & perceived perf of the group; and the three conflict types mediated the relationship between cultural diversity and group outcomes.
Wang <i>et al.</i> (2011)	TL and performance	Meta-analysis	117 independent samples from 113 studies	Databases (EBSCO, PsycINFO, Web of Science, ABI/Inform, Dissertation Abstracts), Google Scholar & major journals/psychometric random-effects meta-analysis methods, hierarchical regression	TL has +ve relationship with task, contextual & creative individual performance across organisational type, leader level, and geographic region. The influence of TL is stronger for context perf than for task perf. TL has +ve effects on perf across levels of analysis (i.e., individual, team, & organisational levels) with the relationship being higher at the team level and augments the effect of transactional leadership on

individual-level
contextual
performance and
team-level
performance.

Williams & O'Reilly (1998)	Demographic diversity effect on group functioning and group outcome	Systematic review	80 studies over 40 years	na	Inconsistent results. Overall effect of increasing diversity has a U- shape form. High diversity adds little unique information while undermining group functioning & cohesion. The curvilinear effects may be moderated by contextual influences, e.g., task interdependence, common goals & identity, and culture.
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Liu, Chen, Li & Ma (2020)	Knowledge diversity & team performance	Secondary data from a leading online medical consultation platform in China (Good Doctor)	1568 teams with a total of 5481 doctors.		Diversity on online reputation and professional knowledge positively affect team performance; and leader reputation moderates the impact of status capital diversity and online reputation on team performance.
Zhang <i>et al.</i> (2011)	Transformational leadership effects on team coordination & performance via conflict management	Questionnaire survey	a sample of 711 members of 144 unit management teams and their 144 directors, as well as 17 supervisors	Questionnaire survey/ ANOVA and LISREL 8.7.	TL is positively related to cooperative conflict management and negatively related to competitive conflict management; and that such a cooperative approach results in more effective team coordination and team performance.

Appendix 2 Ethics Committee Approvals



18th December 2015

Mr Mohanad Dahlan
Department of Business & Management
Ducks New University
Queen Alexandra Road
High Wycombe
HP11 2JZ

Dear Mohanad

Ethical approval: Ref UEP2014Mar10 Dahlan

I am writing to confirm that ethical approval was granted by the University Research Ethics Panel of Buckinghamshire New University on 15th May 2014 for your project:

"What is the relationship between Transformational Leadership and Team Conflict in Saudi Arabian Teams implementing ERP Systems?"

I hope that your research project goes well.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "M. Nakisa".

Dr M. Nakisa
Secretary to the University Research Ethics Panel
Research Unit
Academic Quality Directorate

Buckinghamshire New University
High Wycombe Campus
Queen Alexandra Road
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7 December 2016

Mr Mohamad Dahlan
P.O. Box 8564
JEDDAH, 21492
SAUDI ARABIA

Dear Mohamad

Amendment approval: Ref UEP2014Mar10

I am writing to confirm that an amendment and extension to your ethical approval was granted by the University Research Ethics Panel of Buckinghamshire New University on 6 December 2016 for your project:

"The influence of leadership on decreasing the co-occurrence of task and relational conflict within workgroups and enhancing their effectiveness."

This approval is valid for data collection between 6 December 2016 and 31 March 2017.

Please ensure that you quote the above reference number as evidence of ethical approval and in all materials used to recruit participants.

The Research and Enterprise Development Unit must be notified of any amendments to the proposed research or any extension to the period of data collection.

I hope that your research project goes well.

Yours sincerely,



Dr M. Nakisa

Secretary to the University Research Ethics Panel
Research and Enterprise Development Unit

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Appendix 3. Interview Guide

The aim of this research is to develop an understanding of workgroup functioning focusing on academic departments in a private university.....

In the group that you work on a daily basis:

1. How different is the level of knowledge and competence between group members?
2. How different are group members from each other in terms of age, gender, nationality and culture?
3. How would you describe group performance in relation to set objectives?
4. How would you describe the effect, if any, of team member differences you identified above on group performance?
5. How would you describe the effect, if any, between group members' differences (identified above) on members' commitment to work as a team, and on individual member's satisfaction with the team?
6. How would group members' differences (that you identified) relate to disagreements over work tasks?
7. To what extent do disagreements over work tasks become personal tensions between individual team members?
8. How would your team leader behave when individual differences (that you identified) cause disagreement over work tasks?
9. How would your team leader behave when disagreement over work tasks transform to personal tension between individual team members?
10. How would disagreements over work tasks and personal tension between team members affect team performance?
11. How do these disagreements and personal tensions affect members' commitment to, and satisfaction with the team?
12. How would you describe your team leader's behaviour in situations where there is high disagreement between team members over work tasks?
13. How would you describe your team leader's behaviour in situations where there is high disagreement over work tasks and high personal tension between team members?
14. How would your team leader's behaviour in these situations relates to team performance, members' commitment and satisfaction with the team?

Appendix 4. Interview consent form



You are kindly invited to participate in a research study titled: Diverse Workgroup Functioning and Transformational Leadership. This study is undertaken by Mohanad Dahlan from Bucks New University and has received the University's ethical approval.

The purpose of this research study is *to gain insight into the potential effect of team members' diversity on conflict within the group and on their performance, and on the role of team leadership in these relationships. The interview will take approximately 45 minutes. Your participation would be greatly appreciated as it would contribute to the successful completion of this research. and might result in You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer.*

The information provided by you in the interview will be used solely for the purpose of this research. It will not be used in a manner that would allow identification of your individual response. It will also be archived as anonymised research data and made available to other researchers on request in line with current data sharing practices.

All personal information will be removed before data is made available. Please read the following statement and if you are happy with its content, tick the accompanying box.

I consent to the processing of my personal information for the purposes of this research. I understand that such information will be treated as strictly confidential and handled in accordance with current UK Data Protection legislation.

By agreeing to participate in the interview you indicate that you understand its purpose and consent to the use of the data as indicated above. You can withdraw from participating in the interview or at any stage of this research, and the information you provided will be deleted.

Mohanad Dahlan, Buckinghamshire New University, aldahlan@gmail.com

Appendix 5. Interview transcripts

1. Team leader TL01 (M)

M: Alsalam Alikoum

TL101: Wa Alikoum Alsalam

Q1

M: Okay so will start then; how different is the level of knowledge and competence between group members team members in your department?

TL01: Relatively high and consistent, very relatively high and consistent. ...quite balanced and fortunately for me there isn't a gap or maybe there's one or two gaps in members' scope of work but it's good enough, for the designation they are assigned to.

M: Can you elaborate more, "good enough", meaning? So, the question is: how different is the level of knowledge and competence between group members?

TL01: The competency is quite enriching, the complementarity, they [group members] help each other; we see the knowledge difference, the different knowledge processes are very much in place and lead to efficient performance. When it comes to different aspects of work, then of course you don't need much higher competence on the skill and in the scope of their engagement.

Q2

M: And in your department how different are group members from each other in terms of age, gender, nationality and culture?

TL01: It is consistent to a certain extent. Consistent, I might be the oldest, I am the oldest, I maybe one of the old. There few who are from different nationalities, but in terms of diversity, it is very encouraging, it is very positive, and I think its enriching. The average age is around 30.

M: So, you're saying that your department is all males or all females or it's mixed.

TL01: It's mixed, diversified in gender, its 50-50

M: And nationality?

TL01: we've got three nationalities, three to four nationalities representatives in our department.

Q3

M: How would you describe group performance in relation to set objectives? How are they performing in the terms of objectives?

TL01: Very good, very encouraging. Positive in the sense they've got KPI's, they've got targets, they know their tasks, they know their missions; they set priorities and I would say positive, to a certain extent.

Based on regular assessments and reviews every 3 months, pretty much on their performance targets.

So yes, when you give them a task, they achieve that task with efficiency, with considerable, let's say high level of efficiency.

M: So, if I would ask you that question differently, so you would say their performance, based on the objective set, is satisfactory. Are you happy with their performance, or are they underperforming or are they over performing?

TL01: They are satisfactorily performing, within the environment we are in.

Q4

M: How would you describe the effect, if any, of team member differences you identified above on group performance?

TL01: Well, the age issue, it is quite interesting, they are in their mid 30s. So, we don't have that age gap to a certain extent. We also have gender diversity, so there is a balance between male and female positions. So, we do have, let's say, space for open discussions and debates and give and take. We have a good level of education, we have PhDs, we have Masters degrees in this department. We have university degrees in this department, we have diploma, and it adds up to the whole performance of the department.

Q5

M: Okay. How would you describe the effect, if any, of group member's differences (identified above) on members' commitment to work as a team?

TL01: This spirit of the team is very high; difference, it's complementary, very encouraging. Each one helps the other, and I think thanks to the gender diversity, culture diversity, to the acceptance of the co-existence at large. So, it helps and there is that positive spirit next to it.

We saw also when a newcomer comes to our unit, in our department, it takes that person time to integrate, but that is the part of the welcoming. There is the welcome, there is the integration, there is the training, so it runs smooth.

M: So, if I may rephrase it; do you think the differences contribute to greater member commitment or less member commitments?

TL01: More commitment, which is added value, diversity is an added value.

M: So, they feel more committed.

TL01: Committed, of course, based on their leader, but also based on their objectives and targets. So, in many cases they may not be directly concerned or involved in their equipment process, but

at the same time there is their integration with team, which is important. So yes, it adds to the value of the team, and as a result it lifts the team's spirit.

M: Okay, and how do you describe the effect of any differences between the team members on individual member satisfaction with the team?

TL01: Team members satisfaction with the team?

M: Yeah, how diversity, in other words, in your department, contribute to individual satisfaction within the team?

TL01: well, it is very enriching, the exchange, the diversity; also, all sorts of nationality, culture and, of course, age and the level of education as well.

But we don't feel that someone is superior to another. We don't feel anybody is less efficient or inferior in position, and that's how diversity is to us; it is affecting our co-existence very well, and our team, and our team spirit, in every sense. I encourage it, I highlight it, and we build up on it.

M: Does it increase the level of satisfaction at the individual level?

TL01: I think it does because we can have good insights, good brainstorming, good inputs, and we value it ...

I was, personally, never discriminated against based on that, and I don't think any of my staff was or would be discriminated against based on age or education, gender or any other consideration.

Q6

M: ... how would group members' differences (that you identified) relate to disagreements overwork tasks? Do you think that those differences you identified whether age, education, you said...there is... there is PhD, or there is Masters. Whether they are age, education, culture, whatever differences that you identified that relate to disagreement on work tasks?

TL01: I do think to a certain extent, when there is a gap, a generation gap. A generation gap is 10 to 15 years of work.

M: So, do you think that age diversity ... would have effects?

TL01: yes, because there are those who are full of excitement, and they want to move fast, and they want to take over so fast, and they are not giving themselves time to observe and to integrate and develop.

Gender wise? Not necessarily. I didn't feel in terms of task conflict issues, but age wise, yes.

Education, what level of education a person may be at, certainly affects disagreement over task, and that effect is enriching and is positive as this task disagreement results in better quality of work outcome and new ideas.

M: Do they relate to work disagreement? Work related disagreement or personal disagreement? Do those work differences contribute more to have personal issues or work-related issues?

TL01: It is very difficult to disassociate work from personal aspects when it comes to disagreements, because they build on each other, it expands; meaning your disagreement at work

will reflect on personal and interpersonal relation, communication. So, it builds upon it accordingly. Of course, relations are variable in work environment; today you are good, tomorrow you aren't good, tomorrow we can settle.

Q7

M: To what extent do disagreements over work tasks become personal tensions between individual team members?

TL101: In many cases, they are correlated. It is how we try to minimise it, try to squeeze it and keep work within the work scope, so, it doesn't expand and becomes part of the larger picture. And that is how we avoid clans and groups, and let's say, bands. Let me put it that way, if not so impolite.

At work we try to disassociate the person from the task or from the work and from the conflict itself; we try to limit it to comprehend it.

Q8

M: And you as a team leader how would you behave when an individual disagreement over work tasks transform to personal tension between individual team members?

TL01: We try to keep communicating; the most important aspect in resolving the disagreement and tension. We have zero percent of work problems because of communication. We try to sit down and discuss and resolve. I think through communication lots of issues are resolved. This is the role of the leader and I always say to leaders don't leave problems unresolved, because that would only add fuel to the fire.

A work task conflict, I encourage and leave it for members to resolve, and if it is not resolved by the two people involved, that is when the leader has to step in, and the leader doesn't step in to take a position. The leader resolves the problems from a different perspective, as a mediator as a conflict resolution person. The leader, to a certain extent, by clarifying his intention but also the needs and try to get the means back as they should be, ... and build a healthy environment, but not to leave conflict running without interfering, otherwise it will expand to other members then it will become even more complicated.

Q9

M: It is very much correlated as you have specified, how would you behave if disagreement over tasks transforms to personal tensions between your team members?

TL01: In terms of work disagreement turning to personal tensions, I need to resolve it, but I try not interfering with personal aspects beyond the work scope. You know, you can like somebody at work and hate him after work. That is a personal choice, but once again let's try to contain the work environment within the house itself, so it doesn't expand and become of a larger picture beyond the work.

Q10

M: And if we relate both concepts how would disagreement over task and personal tension affect performance?

TL01: Oh, it is very counter-productive, it's negative, it's discouraging, it is unfortunately time wasting, it is time consuming, it is mind consuming, it is unfortunately inappropriate. There has to be an end. It affects our business, it effects our students, it effects our mood... No one will be in the mood to work, because it grows from the work environment. He or she is overwhelmed in a personal conflict.

So, I have two problems; the work environment, and the personal conflict to resolve.

Q11

M: And how do these disagreements and personal tension affect team members commitment to, and satisfaction with the team?

TL01: Highly, highly, highly, simply because he will not produce. He is overwhelmed, preoccupied with a personal conflict as a priority for him, rather than the task and the work itself.

So, work becomes secondary and he cannot focus, and that is why so many times, I ask him to go to a place, have a coffee or take a break or just get out of the mood you are in and come back, and let's steer it, and let's see how tomorrow it will evolve. I give him time to reflect on it and try to start differently.

M: So, you are saying that these disagreements and personal tensions affect negatively members commitments and satisfaction of the team? that how I understood it.

TL01: Very highly because they are associated, and he is not/she is not doing their work, simply because he or she isn't comfortable. Once you give that comfort, they'll deliver, no comfort no delivery. Because you are preoccupied with a lot of things.

M: If you give them comfort, how would you do that?

TL01: First of all, ease the tension. Second, communicating; try mediating between them, try to speak with each one individually. Assuring them that we are all for the work and, of course, things can be resolved. Downsizing the level of conflict as much as we can because it does have an impact on our business, university, on the industry, on our students; and assure them that there is a leader who can step in to help, try to get things better throughout.

Q12

M: How would you describe your behaviour in situations where there is high disagreement between team members over work tasks?

TL01: I think communication is the key to this. You need to communicate to the staff. They need to be associated, they need to be informed as much as possible and as much as it concerns them.

As long as, it's based on their concern, they'll be engaged to certain extent. Once they feel engaged, they'll be part of the project, target, part of the process, they'll excel.

M: Can you give me an example?

TL01: when we have a partnership or a new agreement, I'll engage my staff from the beginning, from day 1, so they don't only feel the excitement, they also feel the anticipation of the outcome, and they feel part of this success. So, when we sign, they are part of that success and they excel in delivering. The more you inform them of achievement, of the implementation, input and execution, they will feel associated as if an order they have to commit to. And that is how they feel they are part of the whole success. They train from day one, and they reap the fruit accordingly. The same thing when we deliver anything successfully. Once they are engaged as much as they could they become in part associated and they speak proudly of it.

Q13

M: Okay, so how would you describe your behaviour in situations where there is high disagreement over work tasks and high personal tension as well between team members?

TL01: I think age plays a role here. I think the older you are the better you are in leadership position. It means that you've got to have as many previous experiences you know how to observe problems.

The size of the team is another aspect of it. I think maybe my background of education and diplomacy, negotiation, conflict management adds a lot to this. So, I look at it from a different viewpoint, yeah, and that is how I think it works with my team, positively and constructively, even with my team, it reflects on them.

So, they come with that happy mood and they come with happy spirit, and so on.

When you have a background in diplomacy and negotiation and leadership, then you look at it from a creative perspective to find the door, and so on.

My CEO, himself has a background in leadership and we share the insight and how to resolve conflict and I make use of a lot of rich experience, thanks to him. I reflect on his experience and then it helps me also to resolve a lot of things when I look at it from a different angle. So, consulting as well, and I am very proud of this because I look up to him because he has bigger staff, bigger scope; he has gone through many things that I haven't gone through on daily basis. So, I refer to him wherever needed for advice or precedent experience and that is very important to me because I can refer to somebody when I find myself in need to consult somebody. I refer to him, rather than my own team on the personal decisions when it comes to my team itself.

M: You said something about team size, can you elicit more about it?

TL01: Well, first fortunately, my team is about 10 people, so it's easier to contain the problem. But once you don't contain the problem, then the problem becomes contagious. In another words, of course, you have a team and clans, etc., and I have seen it already in my environments. It's better to contain, you know, the negotiation in a problem contains and may resolve it in every sense.

So, we try to resolve it from day1 before it becomes more difficult and then we have to contain it, and then, of course, we have to limit it back. Some of the team members that I have, are within the management scope of conflict management to certain extent.

Q14

M: How does your behaviour relate to team's performance, commitment and satisfaction with the team?

TL01: I will tell my team the following: I bear full responsibility because I am your leader, so that is very important because we highlight, we try to praise, and celebrate, recognise when it comes to performance and achievement; and when we are not happy with our performance, we sit down and discuss seriously, so we can look to overcome it the next day. So, its' that perfect balance between praising, rewarding, recognition, and of course, accountability and responsibility. So, not every day is a happy day, and it is not everyday cloudy and foggy day at work.

M: thank you very much, are you happy with your answers?

TL01: Yes, to the best of my knowledge and to the best of my understanding.

M: Are you happy for me to transcribe it?

TL01: Feel free to transcribe it, feel free to refer to me; you've got my email, you 've got my telephone number and all my reference and my name...

M: Thank you. I'll get back to you once I transcribed it for your validation.

2. Team leader TL02 (F)

M: The aim of this research is to develop a deep understanding in group functioning of academic departments in private universities.

Q1

M: So, the first question is how different is the level of knowledge and competence between group members in your department?

TL02: In my department the level of knowledge is quite different because I have some faculty members, who are PhD holders, some are only Masters holders, so the level of knowledge is quite different among faculty members, and the competencies; they have similar competencies at different levels, I would say.

Q2

M: How different are group members from each other in terms of age, gender, nationality and culture?

TL02: I have a diverse group in term of age, some of them are above 40, some of them are elderly people, I would say about 60 and above. And in terms of gender, I'm managing all females right now. Nationality, I have also different nationalities and different cultures.

Would you like me to specify nationalities and cultures?

M: Yes, if you wish.

TL02: So, I have like Egyptians and I have Saudis and I have just Egyptian and Saudi nationality for the female side only, yeah.

Q3

M: How would you describe group performance in relation to set objectives?

TL02: Yes, we have a set of objectives for the group members to achieve and I would say they are performing fairly well. Some of them are reaching the objectives and some are not. Yeah of course, some of the differences are in the knowledge also. And some of the differences are in the competencies. I'm referring to the first question, I feel that they impacted their performance heavily because those who have more knowledge and have more competencies are doing great in terms of performance. In terms of gender, I have already told you I don't have this issue. In terms of nationality also I don't feel that the nationalities are affecting the group performance. But maybe the age does because as you know older people work differently form young adults, so older people's performance is definitely affecting the group performance as a whole in terms the whole department, it is achieving the goals of the department and they are affecting it.

Q4

M: How would you describe the effect, if any, of team member differences you identified above on group performance?

Yeah, of course, some of the differences are in the knowledge and some of the differences are in the competencies. I feel that they impacted their performance heavily because those who have more knowledge and have more competencies are doing great in terms of performance. In terms of gender, I don't have this issue. In terms of nationality also I don't feel that the nationalities are affecting the group performance. But maybe the age does because as you know older people work differently from young adults, so older people's performance is definitely affecting the group performance as a whole; in terms the whole department, it is achieving the goals of the department and they are affecting it.

Yes, knowledge differences, yes, because I have told you that because I have PhD holders and Masters holders. So, the PhD holder obviously has more knowledge. she is enhancing the group performance as a team. Okay, so she has more experience, she has more information to provide us in terms of reaching our goals; that is not saying that the Masters holders are not doing well, but they and the whole team are benefiting from the knowledge of this specific lady, who has a different level of knowledge.

Yeah, there is this faculty member, PhD holder, so sometimes when we set the program learning outcomes, she would advise on how to do it in a better way; this will help the whole team to reach the program learning outcomes effectively more than, like, if we lack this kind of person and, like, if we have only Masters holders level people. The way they understand program learning outcomes is different from this PhD holder, as she has more experience in teaching. She has more knowledge; so, she is a more valuable member to achieve our goals.

Q5

M: How would you describe the effect, if any, between group members' differences (identified above) on members' commitment to work as a team, and on individual member's satisfaction with the team?

TL02: Okay, in terms of members' commitment to work.

M: members' commitment as to work as a team.

TL02: Okay, so it is not only members commitment. Okay, in terms of members' commitment to work as a team...having these differences I believe, it depends on what kind of differences. like in terms of the knowledge and competencies differences; it's enhancing the work commitment of the team but also, it's enhancing the member's satisfaction within the team. But I believe like, the nationality is affecting negatively because sometimes people don't know how to deal at work with people from different nationality and cultures. They face, like, like they misunderstand each other sometimes; and this creates conflicts that affect negatively on the satisfaction of the team member and the commitment to the team.

M: Okay, can you tell us more about how do you see nationality, how it's affecting negatively?

TL02: Yeah, because okay, people from different nationalities and different cultures treat others differently like the lady I can specify, like the way Saudis treat each other is not the same as, like, if an Egyptian lady was treating those Saudis. Like communication, okay, so this creates conflicts sometimes especially if the lady from a different nationality, like, she is trying to communicate a message with good intention, and the other member who is, like, from a different nationality, Saudi nationality; she receives this comment as harsh or something like that. This is how it affects the satisfaction and the commitment negatively.

M: Okay so they might not be committed to the work in the team?

TL02: Yeah.

M: and they might not be satisfied with the team in itself?

TL02: Yeah.

Q6

M: How would group members' differences (that you identified) relate to disagreements over work tasks?

TL02: yeah, I believe it is the same. The nationality on conflict has the same effect, the disagreement over the work task, just because like the messages are being translated differently and how people work differently from each other and communication from every culture is different from the other. This creates disagreements over some tasks.

Unless I interfere as a leader and of course, like I usually interfere as a leader, and try to clarify the tasks at the beginning. But if there were any disagreements because somebody is from a different nationality or culture misunderstands my message or anyone else's message that might create disagreement that will clear eventually by the leader intervention.

Q7

M: To what extent do disagreements over work tasks become personal tensions between individual team members?

TL02: Unfortunately, it reaches the individual level; highly, I would say. It depends on the personalities of the individuals.

M: can you tell us more.

TL02: Yeah, some people can differentiate between work and personal life while others they don't know how to draw that line; and for those who cannot separate their personal and work lives, they are the ones who are actually having personal tension based on this disagreement at work.

M: So, if I understood correctly, please correct me so, so you are saying it is always.

TL02: I know, I would say it's often.

Q8.

M: How would your team leader behave when individual differences (that you identified) cause disagreement over work tasks?

TL02: immediately I have to interfere and clarify the work tasks for everyone and make it clear, communicated in a clear way. So, there is no disagreement over the goals; and then if there is any input, valuable input from any team member is being added it'll be definitely taken into consideration.

M: Okay, so can you tell us more how you would work with an individual at this level at times of disagreements.

TL02: Okay, like my strategy you mean?

M: Yes, you as a leader how do you behave when personal conflict turns out to be task conflict? What would you do?

TL02: So, you mean when disagreement happens over tasks.

M: Yes, when personal disagreements.

TL02: Okay, I told you that I'll interfere and clarify the tasks for the whole group. So, if you want details, I'll set a meeting including all the individuals, okay and clarify the tasks for them, make sure that everyone understands the tasks correctly and there is no like I would say any disagreement it's going to be over what the task is and how it should be done; it should not be about personal problems; okay? And if that has led to what or transforms to any personal. If like any of the individuals are having a good point to raise regarding the task, we definitely will take that into account and might, like to change the goal or like if she disagrees about the task of itself. without mixing any like you know what I mean like if she is disagreeing about the task itself, the way I can understand it as a team leader, and I will take into account any correction to the goal. But rather other than that I want to make sure that they understand it the same way as a team leader would understand it.

Q9

M: How would your team leader behave when disagreement over work tasks transform to personal tension between individual team members?

LT02: I would interfere of course and try to shift the whole focus from the personal tension to completing the task. And I would later communicate with each team member individually, then explain to them the reason of the conflict and how to deal with such conflict if it happens again.

M: Do you want to give us an example?

TL02: So, once we had two members, who disagreed over a final exam questions and it cascaded to a personal level. Okay, they are avoiding each other, and asking me to mediate whenever they have to meet. So, I met with them individually, and I explained to them, that they have gone beyond the purpose of the task, which is to have a unified mid-term exam, that having personal tension between them is not something that will help team to achieve the goals of the department, and that it will spread to other members of the department. So, later on, I explained to them how the tension happened and was created; both of them had a different level of knowledge.

So, I just explained to them that everyone is having a different level of thinking, and we need to look at the task and achieve it; they need to compromise and to find a common ground of thinking where everyone is going to be satisfied. Just for the sake of achieving the task, and also having a satisfied a team member.

Q10.

M: Okay. How would disagreement over a work tasks and personal tension between team members affect team performance?

TL02: So, to be honest as my role as a team leader, I try not to have any of these tensions and disagreements affecting the team's performance; so, I usually step in and make sure that these work disagreements are not going to stay long and cascade into personal tension that it is going to affect the team performance, thus I have to stop it.

M: Does it normally affect your team's performance when you don't stop it?

TL02: Yes, of course, if I didn't stop it, it will affect the team's performance. I usually interfere and solve it, because I know that it will affect team performance.

M: And how would it affect your team's performance?

TL02: The team are not going to achieve their goals, because having disagreement over tasks meaning that everyone is going to do that task the way they understand it; not the way the whole department agrees on it. So, this means that some of them are not achieved, the department's goals. So, I have to interfere, and make sure that everyone is agreeing on the same tasks, and in order to achieve the work, the department's goals. But in terms of personal tension, it also affects because it sometimes leads to negative behaviour such as absenteeism, and like low morale and this will affect also the performance of the team as a whole.

Q11

M: How do these disagreements and personal tension affect team members commitment to and satisfaction with the team?

TL02: Highly. So, they will not be committed to the team, and they are not going to be satisfied with the team, even if they reached the performance.

M: So, they may not actually stay in the team.

TL02: yeah, yeah definitely. So, they will ask for transfer or change the department next year, because they are not satisfied and not committed to the team.

Q12

M: How would you describe your behaviour as a department chair in situation where there are high disagreements in team members over work tasks?

TL02: I would definitely interfere and try to make the focus on the work task and shift the focus... first of all from the disagreement to the overall work task or the team task, and make sure that the work task is the focus of our department and not the disagreement between the team members.

And the second step I will try to fix or solve this disagreement between team members by, like, meeting with them and talking with each other and everyone is going to explain their point of view in a way that at the end we can reach a common ground. And I will explain exactly from where the disagreement arose. This should have a positive outcome to enhance the work task, to enhance the team performance; it shouldn't be in a way that is going to affect negatively on the team performance as a whole.

Q13

M: Would your behaviour change when your team members face high tensions, so they are in disagreement over the tasks and they are also in high personal tension?

TL02: Aah, okay, so maybe it's the same behaviour but it's going to take a longer time because I am going to focus on two things here. I am going to make sure that the team task is clear for everyone, at the same time make sure that everyone is satisfied also with the team and happy to be working in this team.

Aah, but it depends on the personality of the individual as well. So, if they really cannot work or cannot get along due to differences, let's say in age or nationality or culture; I think the solution would be best maybe to move the person from the team to another department; because when it goes to personal tension, I think solving the issue is going to be much harder than only solving disagreement over work tasks.

Q14

M: And lastly how would your behaviour in these situations relate to team performance, members' commitment and satisfaction with the team?

TL02: So, I've been with a group of the team members, who appeared dissatisfied with the team and less committed. Of course, and as a result team performance was suffering. So, I tried to resolve that conflict, and I interfered as a leader and tried to sooth, like make them more work together in synergy without having any, like, disagreement. Work disagreement is good; if it leads to personal tension then it may mean that those team members cannot communicate, maybe they lack some personal communication skills or, sorry, lack some emotional intelligent skills.

So, I would maybe coach them and talk to them and try to like, suggest some counselling service, or any solutions to learn how to deal with people from different knowledge background, nationality or culture.

M: So, if I may, you coach them personally, on a personal level?

TL02: If I'm able, and yes, if they accept me and if they let me, I will do that. I don't know, but this, I found is effective. Yeah, but maybe because it's showing that I respect each one individually, and that I treat each one individually according to their, like, different culture. But when I talk to

them all at once, it means I have to use the same language, the same, like, speech which might not work for people from different cultures; you know what I mean? Like when you speak to someone who is Saudi, is not the same, like speaking to someone, Egyptian. So, if I did for the whole team, one coaching session, it means that I am going to use only one language or, one way of language, of communication. But when I can do it individually, I can like, match my language, my coaching language according to the person in front of me. It is like talking to a child and talking to an adult; I cannot speak to both of them with the same language.

M: Okay. Do you have anything to add?

TL02: No! [laughs] do you have any question?

M: Are you Happy with your answers.

TL02: I'm very happy and actually I learned a lot from it.

M: We'll transcribe it, and will get back to you; and you can validate your answers to the transcription; is that fine?

TL02: Emm.

M: Thank you very much.

TL02: You're welcome.

3. Team leader TL03 (M)

Q1

M: So, we will start with the first question: How different is the level of knowledge and competence between group members in your department?

TL03: Okay, there is a huge difference between many of our staff within our department.

I will start with the age difference, of course, the experiments itself reflects...

M: Experiences you mean.

TL03: The experience that reflects between members. For example, the newcomers, the new joiners, who have just joined the department 3 months ago, they face sometimes troubles blending in with the seniors, and it creates issues that I will have to deal with and interfere to fix.

M: So that is the level of knowledge, it's experience you mean?

TL03: It's experience in the workplace.

M: and competence? Skills, competence, know how. So, do you think they are different?

TL03: Again, at the first, between the newcomers the entry levels, those with a couple of years experienced and those, who have been working as faculty members for 10 and plus years.

We have a whole mix, we have a big difference. In my department there is a huge difference in terms of knowledge between individuals. This is because of their experience as I specified, and there is huge difference of competencies because they are of different professional experience; some, who have been for years and so on.

And that reflects on their behaviour and reflects on the way they carry themselves at work, and eventually I have to deal with these challenges within the department.

Q2

M: How different are group members from each other in terms of age, gender, nationality and culture?

TL03: As I mentioned earlier it is way different because we have people from Saudi Arabia. we have people from the US teaching. we have people from Britain. British and each of these have different cultures. We have males & females, we have faculty, who joint as I said, because I have someone, one of my faculty is only 27 years old, and she sometimes has conflicts dealing with all the faculty members. Another of my faculty members, a female, she is 55 and you can imagine, how they deal with each other; millennial versus old school. So, of course, culture make huge difference.

M: So, you have mixed nationalities, can you say that?

TL03: of course!

M: So, you have mixed genders, male and females. How is that split? Is that 20% male 80% females, is it the opposite?

TL03: It's, I would say 60% female & 40% male. And they are from different age groups; some of them in their 20s, and others are in their 30s, and we have in their 50s as well; males & females, different nationalities.

M: May I ask you, I am sorry, and you may not answer it if you wish.

How many team members in your department; I know your department is large but what is the number?

TL03: It's forty

M: Fourteen!

TL03: Fourteen, yeah 8 females & 6 males.

M: and in terms of age?

TL03: It's 27, I would say up to 59, maybe.

M: Okay, and in term of culture?

TL03: Culture and nationalities; we have some from Saudi Arabia and others from Egypt. We have a couple from the US and two from Britain. We have a Canadian and we have a Lebanese guy, so it is quite diverse.

M: Thank you.

Q3

M: How would you describe group performance in relation to set objectives? In general, it is just to get the sense of it.

TL03: I can't give an accurate answer to this because

M: To the best of your Knowledge.

TL03: Okay, to the best of my knowledge, I would say they really try hard to perform at their finest, without taking into consideration conflict in relations. Look, they do mistakes from time to time that affect their performance. But the very good thing that I see at the end of the day they all try to work together to enhance their performance and fix their mistakes to have better harmony and better synchronising within their department; I would say.

M: So, we can say that they are performing as expected or are they underperforming or over performing, if you rate it this way.

TL03: I mean I can't generalise; some of them are over performing, the most are performing in a good way and very few of them used to underperform but now they are trying to perform better; overall, they are all performing well.

Q4

M: How would you describe the effect, if any, of team member differences you identified above on group performance? So, any of the diversity you have mentioned, age, gender, nationalities and culture have an effect on group performance?

TL03: It does, positive and negative, as well.

M: Can you please elaborate?

TL03: Yeah, yeah, I will just say that diversity and differences in cultures, I mean it teaches many of the groups within the departments stuff about the things they don't know, about others cultures, motivates them to perform in a better way; when they see someone from another culture or from another age group or another nationality being more organised, performing better, I mean way better in terms of submitting work on time, reports, the scores about the students etc. So, I see it as motivation for those, who lack, of course, commitment in some situations. In other situations, where I say, it is negative because any conflict, in my opinion, if tis not dealt with immediately, it'll create personal problems, and those problems, they pile up eventually then they will create a bigger problem that I will have to face at the end of the day.

M: Okay, so there is gender, having issues with performance, do you find gender is blocking things the way it should be, or it is enhancing, what is your view on gender? I would like you to say the same thing about nationality, age and culture.

TL03: Gender, it enhances performance. It is not negative in whatsoever way; it is, gender is positive, in my opinion, because I can see that different genders when they work together, they perform better.

Some time, I am facing issues that people have for same gender, let's say, the females. When they work together some conflicts arise; that does not happen when they work with the opposite gender.

M: and why is that?

TL03: I would primarily relate it to the culture here in Saudi Arabia. Because here, 20 years ago, as an example, males and females wouldn't interact as they would interact today. So now because they are introduced to something new, so now it's a challenge so they work at their finest. Because some organisations would wish to make Saudi females work with Saudi males, but they cannot because of the culture; so sometimes they (females) get fired, they try harder to avoid this issue; being fired.

Q5 & Q6

M: How do group members' differences relate to disagreement over work tasks? Does any of those differences, whether age, nationality, gender and culture have relationship with regards to disagreement over work tasks? Does it affect it positively or negatively?

TL03: The negative personal relations would certainly affect negatively, sometimes it delays the work. People who have conflict, they intentionally avoid working with each other. Therefore, any work with deadlines; they have to submit at a certain deadline, would be eventually postponed.

M: So, we relate that to segment of, say, gender; females developing conflict itself, so would you say that females in that sense the gender difference has a negative relationship with task conflict?

TL03: When there are personal conflicts between them? Yes, big time.

M: What about age, nationality and culture or maybe knowledge and competence differences? What do you think? How does it affect work tasks?

TL03: Okay for me age sometimes; most of the time related to knowledge and experience, and knowledge, of course, most of the time. Some of the elderly faculty members have way more experiences and knowledge than the younger ones. Therefore, you can see, I am going to give you an example.

I have a 30-year-old Lebanese trainer and I have a 55-year-old British trainer. The British trainer, bless him, he is very knowledgeable. He somehow teaches all the other faculty members in terms of new pacing guides technologies and methodologies; and the new guy is using a little bit more modern methodologies that doesn't go along with the other guy's methodologies, with the British guy I mean.

So, usually there is going to be a conflict if the older guy doesn't know how to deal with the younger guy's ways. But always he tries to find ways to fix the issues with the Lebanese guy. But the other way around, its different, meaning, when the Lebanese guy has a conflict, he comes directly to me, he complains, he talks about problems, whereas, the other guy, he never talks about it.

He always deals with it; so, I would say experience and age have big impact on resolving task problems before it becomes a personal conflict, then it causes delays.

Q7

M: To what extent do disagreements over work tasks become personal tensions between individual team members?

TL03: Yes, yes, they do; big time.

M: Can you tell us why; can you give us an example? Looks like you have a lot of experience.

TL03: Yes, I will tell you why. I had already, as soon as I heard the question, I had two clear examples on my mind.

I have two on-going conflicts between the two guys that I have just mentioned, the Lebanese guy and his colleague, the British guy. They disagree on a lot of things and it causes tensions and the Lebanese guy sometimes he doesn't know how to behave in his best way. So, he tries avoiding working with the British guy. And, therefore, a lot of the schedules and a lot of the scores, yeh students; they are not submitted within a certain time frame that I need to see. Whenever I ask or enquire about the problem, I have the Lebanese starts blaming the other guy. And I can see that he is not happy in working with him, so this conflict is always causing delays.

On the other hand, between the females two months ago or three months ago; two of the faculty members, they were very good friends, so they disagreed on tasks and it started effecting their personal relationship. So, they started avoiding each other at work, they are not friends anymore.

You can feel the tension whenever they are in the same room, wherever there is a meeting, they don't look at each other. It is making everybody else uncomfortable because they know there is an unresolved tension between them.

So, eventually this is clearly creating issues in the female faculty. Sometimes they need to work on projects to enhance the way they teach, and whenever these two members are in the same room, meetings don't end well, they don't cover everything because they both cover the same tasks. So, I would definitely say that these conflicts affect tasks, for the work tasks become personal tension, the task conflict becomes personal tension. Yes, it turns to personal issues, meaning into relationship; it does.

M: Okay. How would you behave as a department Chair when individual differences above cause disagreement over work tasks? So, how do you behave when there are differences in terms knowledge, competencies and diversity in terms of age, nationality and culture. How would you behave?

TL03: I always try to say that whatever happens in someone's personal life should not affect work. But on most occasions, it's hard to separate work from personal issues; not everybody can do it. The way I see it, I always try to spread the culture that if two people know each other, outside the department, let's say they are friends or they are still friends outside the department. Whatever happens in the department positive or negative shouldn't affect their work in the department, negatively.

That is the first part I try to explain. The second thing, is you can't expect everybody to have competencies in personal relations, trying to keep it outside of work, whenever you try to identify such a conflict, you would want at least to fix the relation before you fix the conflict's negative effects on the relationship.

TL03: In the example that I have mentioned earlier, I had a couple of meeting with them to resolve this issue, and it seemed it was resolved, but by the second meeting it seemed it was still consistently there until today; and it is still affecting the work.

M: How would you behave when you know that it has affected work? So, what actions do you take?

TL03: First of all, I try have them fix it; if they do not, I would interfere and try to separate their tasks. I don't want them to be dealing with each other on daily or on weekly bases. I try to put people in between as second line of management just to deal with them and to report to me instead of reporting to each other; having two people with disagreements dealing with a third neutral party would somehow cancels the negative effects.

M: So, he is like a mediator, for example, a supervisor.

TL03: He is a colleague, but in this circumstance, he is acting like a supervisor.

Q8

M: How would you behave when individual disagreement over work tasks transform to personal tension between individual team members?

So, they were in conflict in regard to tasks itself, and then it became personal, between team members.

TL03: Okay

M: how would you behave, what actions?

TL03: Again, the first thing, I try to fix the disagreement, for example, I bring them both and talk to them and try to mediate and try to make the problem disappear. I'll go back to the first example of the Lebanese guy with the British guy. The first time the problem occurred, I had a meeting with them and then another faculty member joined us, just to emphasise the importance of the work we are doing and performing, and we try to priorities that against any unresolved issues that they face; this is what I always try to say: "At the end, if you can't fix the issue between the two of you, at least try to focus on what you are actually doing, at the quality of the department; the quality of the teaching and you can't have this effect."

Q9

M: Okay. How would disagreements over work tasks and personal tension between team members affect team performance?

TL03: It would affect negatively, especially when they have tasks that they need both to work on together when they bring in other team members to work on the same project.

We have, six months ago, they were developing a new guide for the coming year for 2021, and these two females who had the disagreement previously, they are working together. They are still working together with the others and they are not comfortable. Of course, because they can see that tension and the unprofessionalism occurring, or they don't want to be part of the project and they ask for me just to remove them or to assign it to somebody else; while I wanted them to do it because they were the most qualified to finalise this project in time.

So, this conflict, I would say this is a personal conflict, it is tied up with task issues and is causing the work environment to be tense, negatively. People are not as happy as they used to be sometimes when they see others being negative and talking bad about each other.

So, overall, it is affecting the environment we are all working in; a very bad thing which I am trying to fix because the work environment is very important, you should be very happy at the workplace to perform at your best.

Q10

M: How do these disagreements and personal tension affect members' commitment to, and satisfaction with the team? So how committed would they be towards the team, and how would they be satisfied being in the team?

TL03: The conflict itself wouldn't be very positive, but the way we try to deal with would be considered positive. Because you can see even though they have conflict and they are not comfortable, they are still showing up to work and trying to finish in time. So, this still shows that they are still committed.

The conflict shows commitment of faculty members, and if they have not been committed, once there is a conflict that is making them unhappy, they would resign or leave.

But the way you see members doing their tasks the best way possible, this shows commitment; it shows that they are working to enhance satisfaction within the department.

It is not going to be satisfaction more than commitment, meaning, if I look at it from a different point of view, they can see them as their team members even though the individual with the conflict is spreading bad vibes and negative vibes he can see that his team members can put up with it, and still, like, perform; it is a positive thing. They could be more satisfied with team members trying to work and adapt and keep up with the negativity that is created by the individual, it could be positive, this specific scenario.

Q11

M: How would you describe your behaviour in situations where there is high disagreement between team members over work tasks?

LT03: I always try to prioritise the interest of the department before anything else, but I always try to elaborate and say whatever, what we are all doing is for the best interest of the department. I will try to make the conflict disappear and try to devalue the importance of the conflict against the importance of the department and the way we appear within the college, within the university eventually.

So, when they all keep hearing this, they will be focusing on perfecting the task and ignoring the conflict or dealing with the conflict at the same time.

Q12

M: Okay, now we have the same phenomenon however, we are adding personal tension. So, how would you describe your behaviour in situations where there is high disagreement over work tasks and high personal tension between team members?

TL03: That is actually that is a very good question. I had a very good example. very recently, and it was actually between the two female faculty members that I had mentioned already earlier at one point. They couldn't work with each other anymore, where I needed them both to work on a task, but I had to choose, I had to remove one of them from the task and replace her by a male. While he goes a long well with the other female in terms of working together that was for me a short-term fix, but the long-term fix., eventually I will need certain people to work together, but a short-term fix I would assign someone from the male group to work as a replacement for the female. I don't know if that answers your question.

Q13 & Q14

M: How would your behaviour in these situations relate to team performance, members' commitment and satisfaction with the team?

TL03: I always try, and this, I think in my personal opinion, any HOD has to.

I am going to be a little bit repeating myself, like I said earlier, because all my team know my priorities. They know that the department is very important for the college, and in order to sustain our department and to keep up all our jobs, because any group of faculty member fail it will eventually affect the performance of the whole department. It will affect their job security, my job security, our image in front of other departments.

So, the very good thing about my team is, and from the word go I said this, from the beginning, “We all have to perform in a good way, even a conflict is a very good natural way to happen. We expect it to happen. If we don’t have conflict in a team, then there is something wrong”.

It is not normal not to have conflicts, we are all human being, we have our disagreements. We have our different cultures, different age groups, even each one comes with a different package.

So, to be confronted with another human being with different interests in life, different culture and whatsoever, you will face a conflict, but what I try to say is the way you deal with the conflict and the way you handle it, not to let it affect your work, your work tasks.

Whenever they are on board, it is all about the department again. When I emphasise this, even those with high work disagreement and personal disagreement they put it aside when it comes to the interest of the department.

So, that is what I personally would do when I face people with high conflicts. I try to emphasise that we all need to work together to look good and to excel in department and that’s what motivates them to put the conflict aside and focus on the task to improve performance.

M: And what do you do to make them excel and look good, what are your actions or strategies as a leader? So, what do you do so that team members identify with the department and to excel as well?

TL03: The main thing for me, when I talk about the performance of the department, I mean the quality of teaching that we deliver, the satisfaction of the students that we have, the satisfaction of the colleagues working together, meaning, people loving their job. If the teacher is not happy, sometimes s/he is not going to perform and make the student happy. If the students aren’t happy, it is going to show on the feedback form, it is going to be noticed that there are some flows, and in the very end, our students are our customers.

My main aim as HOD is you can’t have 100%. What you have 95% rates satisfaction of my students, and to achieve that I need all my faculty members to be happy and satisfied, for me, a successful department.

We need to have the best teaching quality, the best satisfaction rates, the best renewal rates to the very end.

M: I would like to know how you do it, because I’m sure you are doing something, but I just want to translate it to work.

TL03: How do I excel?

M: I would like to know how do you recognise whether differences, or what we call diversity, is a positive thing or a negative thing, in your department?

TL03: Positive thing, because differences in my opinion, creates different possibilities, it is for people to learn new things.

To advance in this professional and personal life, to expand in the way of serving, thinking. Meaning, it creates a diversity department, a diverse environment, is a very positive thing. On the other hand, let's say you have another department that has people from the same age group, and nationality, same gender; in my opinion it is not going to work as effectively as diversified department. Because there is not a lot of room for differences that might teach them.

I always try to remember the saying, "if you are not the smartest person in the room then this is not your room". This means you always need to have someone smarter, someone different and the word different is very important because we learn from the differences, because if you have people just, like, you are not going to learn from them anything new.

M: I want to ask you another question, it is about your leadership style. How important do you think to focus on the individuals, at times of high disagreement?

TL03: Yes, I have a very clear answer to this. I would deal with it individually because sometimes if you don't sit with each individual you wouldn't get the accurate side of each story. Because if you just try to, as a leader, stay away from individual conflicts you avoid listening to their individual opinion. It will be understood in a bad way in my opinion.

As an example, if you open the door and listen to the problems and try to solve them and try to listen to the other party's problem and try to solve it. The first thing, it will show that you care about them individually. It will motivate them to fix the conflict with the other member.

M: If you want to elaborate you are welcome to elaborate, I am going to transcribe your interview and I will give you the transcribed version of the interview, go through it and if you are happy with it you can sign it off, and I will later on use it and that gives you another chance to look at it in details.

TL03: okay.

M: Is that okay.

TL03: That sounds good

M: Thank you very much.

TL03: You're welcome.

4. Team leader TL04 (M)

Q1

M: I am going to start with the questions.

How different is the level of knowledge and competence between your department members?

TL04: We do not have a great divergence; I would say difference of the level of knowledge and competence between the group members in my department.

In my department the teachers go through a recruitment process whereby they are selected by specific educational background, and given the fact of the educational background is, to certain extent, similar. We don't have much difference in terms of competence or knowledge. So, in brief I have teachers in my department who, to a certain extent, are on the same level in term of knowledge and competence.

Q2

M: Second question; how different are group members from each other in terms of age, gender, nationality and culture?

TL04: I don't believe there is much difference between group members in my department based on age, nationality or culture. Age is not much varied, they are all almost of the same age, in their 30s, in terms of gender, its males, all males.

M: So, its low gender diversity; and age? Are they all within the same age group?

TL04: All in the same age group, which basically reflects the fact that they share interests in terms of sport activities, and so on. This definitely harmonises the culture.

M: Nationality?

TL04: Nationality, they are not the same nationality, but they are all Arabs. They have got similar roots, they have got similar culture, and even possibly similar religious background, which definitely, I would say, closes the gap between teachers, or between certain employees, working in the same department.

M: What's the number of staff in your department; how many faculty members?

TL04: We have 11 faculty members including myself.

Q3

M: How would you describe group performance in relation to set objectives?

How are your department members performing as a group in relation to set objectives? Are they high performing, underperforming, average, satisfactory, how do you see their performance?

TL04: On a scale that ranges from poor, not bad, good, very good, excellent; I would say the group are currently good, I believe we have to exceed our KPIs and once we start exceeding our KIPs,

we can say that the team is currently crossing that bar that we have set from the beginning; so, basically what we did right at the beginning was agreeing on the objectives and the target for the teachers in the department; so, they related to whatever actions we are taking and also they can be related to whatever outcome we are aiming to achieve. So, once they understand the end product, once they understand the destination, they can try to enhance and improve their performance to achieve those objectives.

Q4

M: How would you describe the effect, if any, of team member differences you identified above on group performance? So, the knowledge competence, age, nationality and culture, how do they have effects on their performance.

TL04: You know, I believe the differences they have externally whether their culture or their nationality or even gender, which it doesn't apply in our case, wouldn't affect their performance as long as they are in the classroom.

So, what we try to do is always have this open communication ... between employees. So, employees can basically share their experiences, they can share their success stories with other teachers, and other teachers can basically build on that. We always try to highlight what success stories the teachers have in their, you know, academic record with the students. Once shared, it boosts feeling of commitment feeling of appreciation because the team members need to feel that they are being appreciated by their team leader or by their management and department. So, we focus on what happens inside the classrooms and try to rely on the positive messages reaching all the involved personnel, even taking pictures or you know posting it, or highlighting it outside on the notice board; just to make sure that everyone knows that something positive is happening. And this would push other teachers to be quite eager and keen to further achieve, further develop, to reach that level of students' satisfaction, one the one hand, and excel and enhance performance, or on the other hand.

Q5

M: How would you describe the effect, if any, of group member's differences (identified above) on members' commitment to work as a team, and on individual member's satisfaction with the team?

TL04: The thing is if we have that positive culture and this is what we always try to push; it basically resonates, it is like a magnet. So, once you have that positive vortex, you've got that feeling, the whole culture is positive, and all the teachers are been pulled into that vortex of positivity; focused on the outcome, focused on commitment. Then, it basically drives the team; it acts as a trigger and the teachers in my department would basically be commuting all the way to their work feeling happy; we've got something to achieve and we've got something to share.

I believe that people come to their workplace fully knowing that they are there to achieve and to do something motivating, enhancing and improving. And we all need to understand the human nature and what pushes people to excel and what pushes people to be motivated and to work

without being asked to work. And this kind of environment and this atmosphere would encourage teachers to just go through and say: I've got an idea, and I've got a proposal to do this or to improve that, enhances what we do or improves what we do.

M: So, based on what you see in your department, how do you think low diversity, low in age, gender, nationality, and so on, affect members' commitment to work as one team?

TL04: You know having a team which is not so diverse would be high in synergy.

M: how about if we take the same concept over individual member's satisfaction with the team itself?

TL04: Definitely satisfied, and this would require us to have a robust process whereby we can determine if we have low morale or if we have low satisfaction for this or that employee and we will try to work on that to further develop on the skills or to further explore the reasons for dissatisfaction.

Q6

M: How would group members' differences (that you identified) relate to disagreements over work tasks? Differences; meaning age, gender, nationality, culture, knowledge, competence; based on your knowledge.

TL04: Yes, as long as they have clear objective, clear vision, clear mission and they know what's the targets are. Usually, the differences that you have just mentioned, they do not feed much into disagreements over work tasks. So, the work task, and the duties they have to achieve are quite cocooned, you know in isolation from the culture and differences they've got amongst themselves regardless how severe or how settled the individual differences might be.

Q7

M: To what extent do disagreements over work tasks become personal tensions between individual team members?

TL04: Once again, we'll go back again, the same I'll say; start point is the human nature. There is no doubt that disagreements over work tasks might become personal tension between individuals that I believe whoever is facilitating or acting as a moderator for a certain meeting or for a certain platform should make sure that tensions are diffused instantly, and as a leader we have to instil the fact it is all about achieving the same target and achieving the same goals. However, if it does take that path, whereby individual task differences that we've just mentioned become personal tensions, then what we have to do is to resolve, we have to make sure whatever the dispute we have between two teacher or two faculty members, doesn't develop, doesn't grow into the level whereby we cannot fix it, or whereby the situation is irreversible.

M: Okay, to what extent; so, is the extent high, likely?

TL04: It is not highly likely, I would say.

Q8

M: How would you as a team leader behave when disagreement over work tasks transform to personal tension between individual team members? What do you do, based on your experience and I would love to hear some examples?

TL04: As I have said, it's impossible not to have individual differences that would cause disagreement over work tasks. If it happened to me, and it did happen to me before, I tried always to narrow the gap and make both parties listen to whatever ideas they have got, and to reach a settlement. Being in a position of a team leader or a head of a department requires a lot of diplomacy, and this should be related to the conflicting of parties, so the teachers should fully understand that I would listen to both of them, and I would try to make both of them listen to each other. We have to start with the fact that they have to listen to whatever argument. They have and try to restrict it to work elements, and not to let it grow to that personal individual level; whereabout people end up, in or you know, insulting each other or talking personally about each other.

Q9

M: How would you behave when disagreement over work tasks transform to personal tension between individual team members?

TL04: In my case I would basically have those in dispute over, I will have both of them engage in a friendly discussion, or just break the ice before going to the work element. And then this would further clarify to the conflicting parties, conflicting teachers that the conflict is work-related, it isn't personal, so it doesn't need to develop into becoming personal. And if it had developed into being personal, possibly there might have been roots to any individual differences. That I might have over-looked, or I haven't seen before. So, yes, making sure that we have open communication channels between the teachers in dispute, those who have the conflict, and to reach an agreement; I have to make sure that an agreement must be reached.

Q10

M: How would disagreements over work tasks and personal tension between team members affect team performance?

TL04: It definitely affect team members performance, generally speaking.

M: Whether positively or negatively?

TL04: Definitely it affects it negatively, the impact of disagreement over work tasks and personal tension would definitely create a negative culture, and definitely would break and polarise the environment, because, especially going back to diversity that we spoke about right at the beginning, it will polarise the department and it will have teachers make parties, and parties would eventually clash.

M: Parties you mean they form smaller teams?

TL04: Yeah, yeah, yes, smaller teams. So, when we have that kind of drift, instead of having a team of ten, into having a team of three teams of threes, or two teams of fives.

M: If I may stop you here, can you tell us a little bit more about these smaller teams or sub-groups. Can you tell us a little bit more on how do they form; and why do they form in your experience in your department, give us examples please?

TL04: Yes, I believe the sub-groups as you have called them would definitely be formed out of interest, I believe everything is based on interest. So, if you have common interest, you will have common grounds, you will definitely come together before going into sub-groups, sub-parties, because it is in the culture in first place that they have. How is the culture of the environment? Is it a culture whereby people say whatever they want to say? whether we have two communication channels or that kind of, I will call it, horizontal relationship or have a system that applies to all, we have no form of favouritism, no form of egotism. And once you have a robust system with a healthy culture, and this system applies to all, obviously you won't have teachers building up their sub-teams, as you have just called them.

Whereas when you have a system that has a lot of double standards and has a lot of favouritism you will basically give those teachers the incentive to start forming sub-groups, or to start forming sub-parties. And those sub-parties will then sympathise and empathise with each other based on pre-existing cases. And once they have such pre-existing cases, they would have what they consider as a good reason to separate and isolate themselves from others. And this form of isolation grows and keeps on growing, and it is not defused until someone says we have to address it, we have to stop it, and we have to fix the situation that we have.

In some cases, it works to the best and sometimes it doesn't. So, we have to go to drastic measures.

M: Okay. If we go back to, what you had mentioned in the second question that your team has different nationalities.

Based on your experience of a high nationality diversity group, is there a relationship between sub-group development and high nationality diversity?

TL04: I saw it before and when it was formed, it wasn't to be honest consistent with the nationality, so, we have sub-groups which were formed at certain point in time and it had two different nationalities. These sub-groups might be in some cases governed, born by nationality, but really it is not a must.

M: Thank you, you have also enriched our understanding.

Q11

M: How do these disagreements and personal tension affect members' commitment to, and satisfaction with the team?

TL04: Now if not defused, if not fixed, without doubt the disagreement with the personal tensions we have would affect the faculty's or the teachers' commitment and their satisfaction. And whenever their commitment is low, and the satisfaction is low, and their performance is low. So, this would be the perfect recipe for an utter devastation for the department whatever the department does.

So, yes! If there is a work disagreement and personal tension, and it blends together and it becomes a daily routine of vortex whereby people are waiting what other parties; sub-parties, what mistakes they would make it definitely devastates my team.

It devastates their moral, their satisfaction, their commitment, their, obviously and most importantly, performance because at the end of the day we are working with human beings on daily bases; we are teaching students and if we have low satisfaction, low commitment obviously you won't have the results that you want, and this would even destroy the reputation of the entity that we work at.

So, we all must try to boost morale, boost commitment; have teachers join together where we can joint them together, make sure that commonalities they have are much larger than the particularities, I would say. To make sure that those people have a common ground, and once they work on this basis, they will definitely better perform.

Q12

M: Will you tell us how do you behave (as HOD) in situations where you are faced with high disagreement between team members over work tasks issues?

TL04: I, as head of department, had for a while, possibly even at home before becoming an employee, I used to listen. We have to listen, we have to be like a sponge, we have to absorb even sometimes as I know for a fact whatever had been said doesn't apply in our context. But still we have to listen, and I have to make sure that my colleagues and my workmates should know that I'm not taking it lightly just because I'm in a position of a leadership, and I have to make it clear by showing examples that the kind of feedback that they have given me did materialise into something they saw. For example, if a group of teachers, or a teacher would come to my office and say, "I believe that the way you are assessing students isn't quite perfect, or it has a bit of faults and you have to review it". I would say, "please propose something that you believe is better than our current procedure and we would act upon it". If it is better, we will implement it. This will be seen by teachers and fed as something tangible, something they had proposed, and the proposal did materialise making the procedure better, teachers would have a stronger ground, stronger motivation to approach their HOD or their team leader with ideas for the department.

Q13

M: Okay, with relation to same question, how would you behave when your team members not only are in disagreement over work task, but are actually in disagreement over work tasks aspects and have personal tension at the same time?

TL04: you know if it's high to the level of explosion whereby something instant should be done, I will say the first thing to do is to unplug, possibly order a good meal, take the teachers out. You know and simply speak about other things; speak about something which has no relation whatsoever to the tensions, to individual's disagreement. As we're talking about food, about sport, about movies anything that is appealing to the teachers especially given the fact that they are in the same age group.

So, I would say totally unplug, have this group think about something totally different. And engage in something whereby they can see that they kind of relate to each other because human nature imposes its own rules. And rules are very simple; eventually we have to speak to each other, eventually we have to contact and connect, not only we have to contact but connect.

And once they are quiet more open to listening and they will be more open to endorsing and accepting anything that they had false pre-conception about ...or simply utter negativity about. So, I would do that, I would do that something that we do every once in a while, you know, we eat together, we go out together. I just make sure that human element isn't only relevant to work, you know, as a social unit, because it is about having teachers come on board; and think as one, as a team.

Q14

M: That also takes us to the last question. How would your behaviour in situations of both high tasks conflict and high relationship conflict relate to team performance, members' commitment to the team and members satisfaction with the team?

TL04: You know it is about leading by example, as a leader I should basically be there and act the way I want my team members to act. So, if I were to snap and shout, that would further amplify the tensions and demoralise the teachers, and insult the teachers, obviously. I should not expect anything but the same from them to me. if not in my face then possibly behind my back. I would say if a certain disagreement can be solved by a concession from my side toward my team members, I would do it. I will go for a concession and this would subsequently pass a message for the teachers; if we are to succeed together, if we are to achieve success together as a team then concessions should be made from both parties, and I mean this.

M: Do you have an example in mind to share with us?

TL04: We have today, you know, the Covid-19 outbreak, and so on. We report to work at campus from 08:30. Teachers basically sign their attendance register in the morning, and one of the teachers would come to me and say, "you know, what is the meaning of this sheet, why not scanning in instead of touching things. So, shouldn't we think of something different because when we taught from home in the period of lock-down we had generated an excel sheet where it tells teachers where to sign, on and off, every morning.

He said, "can we do that?" To me it made sense and I said "Of course, we can do that; let me check with the HR, and if HR says, it's fine, then its fine", it's just a simple example. So, I contacted HR: "This is a suggestion we have. This is a proposal; why wouldn't we generate an excel book where we can sign in and out electronically and digitally without having people to touch the same paper and touch the same pen?" Teachers were quite happy; you know, these little things that you do every day, it makes people want to come to work with a smile on their faces.

And as much as we can make people happy obviously, to achieve better to have success and a sense of achievement, why not? You know, it is not about complicating things; it's about facilitating.

M: Okay. Are you happy with your answers?

TL04: Yes!

M: Thank you very much, thank you for the richness of your answers.

5. Team leader TL05 (F)

Q1

M: So, we start with the questions. How different is the level of knowledge and competence between group members in your department?

TL05: I don't think it's very different to be honest, like, we do have different ages and you know they come from different backgrounds, but at the end of the day, all in all, it's not very different.

Q2

M: How different are group members from each other in terms of age, gender, nationality and culture?

TL05: I would say, since we are a language institute, and we teach languages, so it's not very different until now because we mostly Teach English, So, we have half halfies; like half American, half Saudi, and then we have an American married to a Saudi so, nationality and culture. I don't think they are familiar with the Saudi culture; at the same time, I don't think it's that different.

Q3

M: How would you describe group performance in relation to set objectives? So, are they underperforming, performing over performing? How would you describe that?

TL05: Okay, honestly there are people how are like that, performing, there are others underperforming, but it is not all the time but sometimes, it could be, like, personal issues; it can't be that everyone is, like, over performing all the time. But we have people who are, like, give a thousand percent all the time, regardless.

M: And that is based on set of objectives?

TL105: Yes, Yes, Of course, you know everyone in the Academy, everyone in the institute, they all know the end goal and why we are doing this.

Q4 & Q5

M: Okay, how would you describe the effect, if any, of team member differences (age, gender, nationality, knowledge, competence and culture) on members' commitment to work as a team, and on individual member's satisfaction with the team?

TL05: Okay, I think it is kind of healthy to be in an environment where a variety of people coming from different background; it is beneficial to the group. It has been beneficial to them, and different cultures. It's beneficial to them when they teach in classes because they are exposed to students coming from different ages from different backgrounds. So, I think it has a positive effect. So, individual member's commitment to work has increased. I think, like we do a lot of workshops, okay, for example, Mrs. R would lead a workshop. So, all acknowledge that she is well

knowledgeable in that specific area. For example, we know that Mrs. S is good in business, so sometimes she would lead a workshop in that area. So, that is healthy because we are going together, and we are learning from each other. Let's go back to the basis, because once you build a culture and you're very clear about how our culture is, like, it's based on, you know, equality, we are the same at the end of the day although we are different. And we are aware that we are different. There are people who are very religious, and on the other hand there are those who are not religious at all, I would say.

Q6

M: How would group members' differences that you identified (in terms of age, gender, nationality, knowledge) relate to disagreements over work tasks? So, would it increase conflicts related to tasks or would it decrease it, or doesn't have any effect?

TL05: Honestly, it's totally irrelevant because when delivering a task, it is just the same task they are all aware of; like they are all aware that it has nothing to do with how to deliver their tasks. And again, when they are exposed to students, they are exposed to a diversity of students, coming from different background and they are aware of that also. I think they're very familiar with having different people around.

Q7

M: To what extent do disagreements over work tasks become personal tensions between individual team members?

TL05: Okay, I would say, sometimes.

M: In your department?

TL05: Yes, in my department, sometimes, not most of the time, like it's not something that happens occasionally there. It's not like something common; but it did happen like once or twice.

M: Okay can you give us examples?

TL05: Yes, like sometimes, for example, we have people who are religious, so they don't believe in music, listening to songs, and we have people teaching by, you know, music and singing lyrics, like, in class. So, sometimes they might, you know, have disagreement about what is right what is wrong, what is religious and what is not religious. So, in that context, yes, sometimes disagreements branches into fashion and style. So, some people would say, that is not appropriate, we are at work; it's not because it is showing flesh or like that it's because they don't like the colours and the styles. Just, not appropriate, period. So, Yeah.

M: So, when that task conflict becomes personal tension, would it effect the work itself?

TL05: It won't affect the work and how they deliver their lesson in the class but sometimes if they're not happy in sharing the same office. So, there must be some kind of harmony in that office. So, if an employee is not happy in their environment it would have an influence later on their delivery in class; so, in that context yes.

Q8

M: How would you behave as a department chair when individual differences you identified cause disagreement over work tasks? When age, gender, nationality, knowledge or competence cause work related conflicts?

TL05: I would try to bring the different points closer together. I would have a personal meeting with the individuals and then I will try to explain the situation from their point of view. So, if needed, I would have to do a confrontation meeting, I will bring them all together; so, it works perfectly.

Q9

M: How would you behave when disagreement over work tasks transform to personal tension between individual team members; What do you do; I would like to hear some examples, if possible?

TL05: Okay, an example; so, there are things, it gets so personal because most of it is misunderstanding. I will give you an example okay, S is the GEP Leader, which is the General English Program Leader, Okay, and when R, who is the Trainers' Leaders, she tried to teach a class once, she was not happy with the pace. Because R is very academic, S is kind of business-oriented person. So, there is conflict always, but it is work-related always; such conflict is healthy, in my opinion.

So, R taught one of the classes; she has some feedback from the class. Now, the mistake that she made, was not intentional at all, she sent an email to our General Director directly; CC-ing me and S, and H, the leader on the other side. And she pointed out all the things that, like... she didn't like about the class and about program. Of course, I was, like, seeing how this would escalate. While reading the email I kind knew what's going to happen. Of course, myself and S went to my office and she said: "did you see the email", I said "Yes". She said: "Why didn't she talk to me personally! I'm the leader of the program! She should've discussed these points with me". So, there was a conflict there; so, I did talk to R and she was like "I didn't mean it that way, I just had a feedback and because the General Director is the one who set the timing for the feedback, which is business oriented, so I sent it directly to him because I know that that decision is his decision. So, it wasn't meant that way, so, I did bring points of view closer together and it went fine afterward.

Q10

M: Okay so, how would disagreements over work tasks and personal tension between team members affect team performance?

TL05: If these conflicts don't get resolved they would affect; that is why I have to stay on top of things all the time. I do dedicate ten to 15 minutes of my time every day. I have to go roam around and I have to talk, like if you want to know what is going on it has to be informal. Most of my information and feedback is from an informal setting, because it is when people get comfortable,

they don't feel like, you know, informal settings are different. So, yeah, I will try to nip it in the bud, like from the start before it escalates.

Q11

M: How do these disagreements and personal tension affect members' commitment to the team?

TL05: So, again I think once you have a good environment and a good culture where everyone feels welcome, valued and trusted, so, they trust me like I do trust them. I don't engage in personal issues, I don't take it personally, so, they trust me in that. So, whatever the misunderstanding is, it is easier to handle once they have this culture, or once they have this solid background.

Q12

M: How would you describe your behaviour in situations where your team members are in high task conflict?

TL05: High task conflict?

M: Yeah.

TL05: Okay. So, it depends on the incident, and it depends on the event that it happened within, like I need to know. I need to factor in the variable, you know, I need to know what the situation is. Like I don't have one approach that I deal with all conflicts, like I have to find my way through, like sometimes I'm directive, and sometimes I accommodate and sometimes like it depends; like I need to know more details.

Q13

M: How would you behave in situations where your team members are with high task conflict and high relationship tension at the same time?

TL05: Yes, well, first, I have to look at the objective, the objectives for the task, like the benefit of the work, like in total, okay; and then I have to see which one is influencing the productivity of the work more, which is the higher; is it the task or is it the personal issue? Okay, if it is the personal issue, I will have to prioritise that and I have to approach that first and then may be the task.

M: You can give us an example?

TL05: Yes, it depends on the incident, sometimes I have got some employees who would, like, read too much of the intention of their other colleagues, and they will question their intention all the time, and that sometimes hinders work because at the end of the day we are working together. So, I see like that sometimes I have to make the decision like I have to be authoritative, sometimes, and sometimes I see if there is room for negotiation and I see I can solve that I can deal with it this way. There has been an incident where I had to make the decision. Yes, where there is no room for negotiation. If you see it like this way, there isn't any point, they will keep going on and on and questioning the intention and it is getting more personal and personal; like I have to make the decision.

Q14

M: Last but not least, how would your behaviour in these situations relate to team performance, members' commitment and satisfaction with the team?

TL05: Okay, I think because we do a lot of semi-formal, or a lot of informal meetings. Sometimes, in meeting, like I notice there is a conflict, but I also know that there is a birthday coming in two days. So, that setting itself; they sit, they chat, and I can see it resolves the conflict, like I don't have to interfere or do anything. If it escalates to the point where it's like everyone is just holding to their opinion and they are refusing to do whatever they are supposed to do. Again, at that point I will try my best, like I would try to bring different points of views together, and if nothing is working, then I have to make a decision.

M: Are you happy with your answers.

TL05: yes, Allah willing.

6. Team leader TL06 (F)

Q1

M: How different is the level of knowledge and competence between group members in your department?

TL06: It varies, it is different between my group members throughout the department.

M: Okay, can you tell me a little bit, how?

TL06: Yes, it is different

M: Can you tell me how?

TL06: The knowledge, the experience, totally different; if I have 15 members, I have 15 different levels. Yes, they are all different, of course, based on experience, based on their backgrounds.

Q2

M: How different are group members from each other in terms of age, gender, nationality and culture?

TL06: Based on age, I think I have two different age groups, where I have late twenties/early thirties, and I have late thirties and early forties. So, I would definitely, I would put them in to two groups.

M: So, age you'll have them in two groups, and Gender?

TL06: Gender, one group. Nationality, I would say, we have three different nationalities.

M: Okay, and how are they split; the 15 members?

TL06: Based, on age, actually, I have the younger group and then I have the seniors.

M: So, the younger groups are Saudis?

TL06: Yes, and the seniors are a mix of Saudis, Egyptians, Lebanese. Definitely diverse, yes.

M: And culture?

TL06: Yes, and culture, I think we mostly are Muslim of Arabic backgrounds, so the culture is not a lot different.

Q3

M: How would you describe group performance in relation to set objectives? Is your department as a team well performing, underperforming, over performing? How would you describe group performance in relation to set of objectives?

TL06: As a group performance, well basically in every single group, of course, there is satisfaction there where you have a high in performing; we have, of course, above of satisfactory, and it

depends on the objectives that we have to set. So, if it is one basic objective, then we must reach that objective. If they are similar, if there are minor objectives, that's where I find the difference, depending of course on age, let's say the knowledge and competence.

M: Overall do you think the group is performing well? Or underperforming, or are they over performing?

TL06: I think they are performing well. I do have a number where they are over performing. And usually, I think that goes back to age and nationality. I see that, so if I can be truthful here [laughs]. I see that the percentage of the non-Saudi teachers do have a high level of performance, a very high level of performance.

M: Okay, and what percent is that in your team, if I may ask?

TL06: Let's say 30 percent. I would say 30 to 40 percent.

Q4

M: How would you describe the effect, if any, of team member differences you identified above on group performance? So, does any of those differences have any effect on group performance? If yes, please describe it.

TL06: Based on group performance, I don't think it'll have a major effect; yeah, as long as it's a group performance. If it was an individual performance, it would be different, yup, if it was individual performance it would be sub-divisions, as I said before, there would be a sub-division where they would have 30 percent to 40 percent over-performing.

Q5

M: How would you describe the effect, if any, between group member's differences (identified above) on team members' commitment to work as a team, and on individual member's satisfaction with the team?

TL06: Okay, So, let's start with the members committed to work, yes, I don't think that there are any differences. Because they are committed and remember that the younger age wants to prove themselves. So, it's like a big challenge to them, so commitment is all a 100%. Individual member's satisfaction with the team? I think here it depends on the, on the individual. Some of them will be satisfied with the teams, with their team members with the outcome and some will not.

Q6

M: Okay, how would group members' differences (that you identified above) relate to disagreements over work tasks? So, basically if I rephrase here, so you said the difference, the differences you have are knowledge, experience, nationality and age. Culture is more or less the same; so, there isn't a difference in there. So, how knowledge, competence and nationality; how

would those three related to task conflicts? Would they increase task conflicts, or decrease task conflict or would they have no relationship?

TL06: I think they would increase definitely; they will increase task conflict. Definitely, especially when there is a different background, different knowledge, different experience, this is where there is high disagreement in task.

Q7

M: To what extent do disagreements over work tasks become personal tensions between individual team members? I would like to hear examples, if possible.

TL06: Definitely, yes. I will give you an example. It has just come to my mind, it does in some cases turn to personal tension if there is disagreement. Of course, let's say, work disagreement between senior instructors, senior teachers and novice teachers; this is when the tension becomes high. Novice teachers, where they think that the experienced teacher offering help, that obviously means you are not fit to do your job; so, this is where they take it personal. And yes, I have seen that before, the good intention behind the senior teacher's action towards a junior group member is definitely understood otherwise; sometimes the senior teacher asks the team leader to help her out.

M: If we take that example, how would you behave as a leader when those differences create task related conflicts? What is your behaviour, how would you behave in this example?

TL06: Okay, well, basically I will definitely talk to each one on the side, and I will make sure that the intention was clearly understood by both sides. I will definitely expect more, let say, more responsibility given to the senior instructor to give the novice teacher that space for her to start creating her own experience with a little bit of help, that is given in a different way.

Q8

M: How would you behave when individual disagreements over work tasks, tasks conflicts, transform to personal tension between individual team members?

TL06: Well basically, one of the things that I try to do is to ask the novice teacher to choose who would coach her, to choose which senior teacher or instructor with more experience would she allow to enter her classroom, enter her territory, observe her, so that kind of make it less tense, of course there will be less tension in the room. So, that is one of the things I would probably give the novice teacher, where she can choose.

M: Meaning there is more space?

TL06: Definitely there is more space, and kind of leading them from behind, giving them advice; where if she tries to just pick out her friends, I would kind of advice give her to go for a change to learn different techniques, to learn different styles and see different backgrounds.

M: I am very interested to know how did disagreements, tasks conflicts and relationship tension together affect team performance in your department?

TL06: It definitely affects, of course. Together? I don't think that is a good thing [laughs]

M: So, you are thinking it has a negative effect?

TL06: Definitely it has a negative effect, if it is from both sides, meaning you don't want to work with someone with whom you have tension and personal issues.

M: Can you give us an example of a task conflict with personal conflict? you don't need to mention names you just give an example.

TL06: When they are both, both at the same time, usually when there is task conflict, it's easy to identify, but with personal tension, sometimes, it's not clear at the beginning; then after some time, you'd find that the reason that they disagreed is because it was a personal issue.

Q11

M: How do these disagreements and personal tension affect members' commitment to, and satisfaction with the team?

TL06: I think it will have an effect; I think actually it will have. Commitment to the team, yes, I think it will have effects on the individual's commitment to the whole team.

Q13

M: How would you describe your behaviour in situations where there is high disagreement over work tasks and high personal tension between team members?

TL06: In this situation, I will definitely find where the disagreement is, point it out, and probably, I would analyse it, and then, kind of, give what is best performance outcome the team and for our students. I think this how I would choose to do it.

It is not an easy question, high disagreement with task and high disagreement on personal relation? Just to let you know we don't have a lot of personal tension, specially that our team numbers are not as high, like we are not a big number now as before, so there is not a lot of personal tension there. But if I could go back to a couple of years ago, yes, I could try to remember an example where we did have, where there was a personal tension. I am trying to give you an example here. So, you would like to know what I did as a team leader at that time, I just want to mention one thing that I remembered actually a personal issue and it was actually between a team leader and one of the team members. So, and that was me, so then it turned into something personal where it did affect the tasks that we requested.

M: And how did you behave at the time?

TL06: ...very calm, tried absolutely to avoid any, lets' say, clashes and I, kind of, handed it over to the academic coordinator who set the point straight and posted it on the official email page so that team members can continue with their tasks without dealing with the personal issues.

Q14

M: Last but not least, how would your behaviour in these situations, which is high in tasks and personal conflicts, relate to team performance? When they are both high does it affect team's performance in your experience.

TL06: I think it does, yes, it does.

M: Positive or negative.

TL06: Let's say, it is negative for individual member's performance but, I would say, not negative when it is taken to a different level, to the team's performance. So, the behaviour changes, I think it won't affect actually team's performance.

M: What about its effects on individuals' commitment to working in the team?

TL06: Yes, definitely, it would affect individuals' commitment; yes, negatively definitely.

M: And what about satisfaction with the team; individual satisfaction with the team? So, how satisfied is the individual with the team in high personal and high task disagreements?

TL06: Yeah, I think negatively, they won't be satisfied at all.

M: Do you have an example in mind?

TL06: I do have an example; couple of years ago the same instructor would take absolutely everything personal, every single new rule, every single policy would be taken as personal as if it is targeting that person. For that is how I think it affected her commitment to the team; as she, as an individual was not satisfied being part of the team, and it will affect the outcome of that team.

M: I will transcribe the interview, and I am going to send it back to you. If you are happy with it, you can validate it, or you are welcome as well, to change it. I will be very actually happy; you are very welcome to add some or change or edit however you see.

TL06: Excellent.

M: Are you happy with your answers?

TL06: Yes, definitely.

M: I am as well. Thank you very much.

TL06: You're welcome.

7. Team leader TL07 (F)

Q1

M: How different is the level of knowledge and competence between group members?

TL07: So, regarding the knowledge we have different levels. So, we have PhD holders, Masters holders, Bachelor holders; different backgrounds, different skills; some of them are software engineers, some of them computer science, some of them data-based engineers. The previous HoD, and he is still a faculty member in the software engineering department, he is from electrical engineering background, but he is probably into teaching software, design architecture, sort of. So, we have different levels of experience. Because some of them are from industry background, I myself have been in UBT for a whole year, but others with Masters degrees have been there for 6 years. So, of course that affects the experience, the academic experience of every member.

M: Yes, so, there is diversity in terms of member's knowledge.

TL07: Yes, we have diversity in terms of knowledge and experiences, yeah.

Q2

M: And how different are group members from each other in terms of age, gender, nationality and culture?

TL07: We are a diverse department, and you can see this from the head of the department; I was appointed as the head of department and I am in the boys' campus; I was the first female to be appointed in Dhaban, and I have all faculty members, in the department are males. So, we have different groups from different nationalities. We have Saudi Arabian, we have Indian, and we have different cultures, different backgrounds; we are considered to be diverse. We are highly diverse actually. Since we're only five members, everyone present is of a different background.

Q3

M: How would you describe group performance in relation to set objectives at your department? Would you say you're performing well, underperforming, over performing?

TL07: actually, we're all performing well towards one main objective. Because fortunately due to NCAAA project and the accreditation, we have to set objective, strategy to reach common goals, through the program outcomes. So, I feel that we are doing really well, and we are in the process of the accreditation, so we are in the process of achieving all goals that we are trying to set every year.

Q4

M: How would you describe the effect, if any, of team member differences you identified above on group performance? Difference meaning knowledge or competency, age, gender, nationality, and culture.

TL07: I think it is positive, diversity is very important for the work force. So, in our departments since we are from different cultures, different backgrounds and majors, I feel like we can share our perspectives. And that help us to execute our processes in a certain way that help us to reach our goals and deliver for our students. I feel we are performing well, yeah.

Q5

M: How would you describe the effect, if any, of group member's differences (identified above) on members' commitment to work as a team, and on individual member's satisfaction with the team?

TL07: So, if we speak about culture, culture is not a difference anymore. We live in Saudi Arabia, especially in Jeddah we are in a multinational culture, and people are easy to adapt to this culture and the environment.

But speaking about gender, actually I am speaking honestly, I had my concerns to be appointed as the first female head of the department. So, I noticed that those concerns of being a female, being young and age difference from the other faculty members, those were the strongest factors affecting in appositive way the achievement of my goals, because I felt being female set some restriction with other faculty members but being younger in age helped me to develop and helped me to interact within the environment with every faculty member. I really don't stay in one place, I don't stay at my office, following up others' progress, every faculty member's work; helping them to be committed to the work assigned, and to the schedule we planned at the beginning of the semester.

M: But would you see that as having a positive or negative effect on key team members performance.

TL07: Positive

M: And what about individual member's satisfaction with the team? Would that increase it or decrease it?

TL07: Their behaviour and action show that they are satisfied. Age wasn't actually an issue because this was my initial concern, but it actually turned out to be a very strong factor that faculty members were satisfied with how interactive the department has been, that is due to age differences; yes, it is positive to the department actually.

Q6

M: We go to the next question. How would group members' differences (that you identified) relate to disagreements over work tasks?

TL07: So, since I was newly appointed. I didn't notice any disagreement. But if there were any task conflicts, I think diversity would help us overcome them. Because when we are of different

experiences, I myself as HoD, sometimes call my faculty members asking them about some experiences that I don't have to help me decide which decision to make, or which solution to go for. So, I involve them in the decisions I make due to their experience; they have been in UBT longer than I have. And they ask for my professional experience and perspective in some courses, and we share each other's experiences no matter; if we are from different backgrounds and experiences, age and gender.

Q7

M: To what extent do disagreements over work tasks become personal tensions between individual team members? Task conflict spins off, becoming relationship conflict?

TL07: There hasn't been a task conflict actually that was taken personally, that is what you are asking?

M: Yes, yes.

TL07: It never happened actually. We are trying to be, what I love about UBT, is a community actually. So, everything we get involved in, tasks we've been given doesn't turn to be a personal issue. They usually take it professionally, even when, for example, when students come complaining to me about a professor and I don't really feel embarrassed talking to that professor because the community is very friendly. They accept what we share together, they accept my opinion, I accept theirs. So, we listen to each other; so, there isn't any inclination to reach to a disagreement with anyone.

Q13

M: How would you describe your behaviour in situations where task related conflict is high and personal tension is high?

TL07: it will highly effect teams' performance.

M: Positively?

TL07: No, in a negative way because, personally, I won't be satisfied with the whole situation; this will affect my ability to be productive, to be innovative, to be creative. So, I feel everyone else would feel the same. If disagreement occurs and people take it seriously and personally, they will not be productive and innovative. We have to solve this before we go a step further otherwise, we are not going to reach any common goal between the team members.

Q14

M: If we touch on the same point you have just mentioned, how would these disagreements, task conflicts and relationship conflicts, affect team members' commitment to the team itself, and satisfaction with the team?

TL07: Yeah, I mean Negative. If I have a disagreement with someone over work and they didn't take my perspective into consideration, then I wouldn't speak that person the next time. I wouldn't

share my opinion the next time. As I mentioned, I love the community because I love how we progress in this environment. If I cannot progress, that will affect me negatively and affect the department. I am a team member and if one of the team members cannot progress that will affect the whole team because we share common goals.

M: Clear. Also, I would like to know how would you describe your behaviour in a situation of high disagreement over task and high tension on the personal level at the same time? High, very high on both levels, what would you do?

TL07: If disagreement happens and people are taking it personally, we have to act professionally; so, may be take a break for a few hours, if it was very high then may be a day. Then, I have to listen to all opinions, all perspectives and then we are back together, we have to, we are working together for common objectives. So, we have to go back, in term of professionalism, to avoid the personal feeling, the personal effect for everyone. We can go back to, you know, bring a little bit of the disagreement that we had earlier that day, solve each one, you know, one step at a time.

M: And how would you improve your team members commitment to the team itself in these situations. How would you do that?

TL07: That, actually we've been doing in the university, incentives, and I am not talking about incentives in terms of money, but I am talking about helping others on some difficult tasks, getting together to do something fun or taking a break from other tasks; so, we have to give in order to get. And this where I am, when I was a team member, I noticed other leaders doing that and I like it. So, I am planning to do the same in my department.

M: Thank you.

8. Team leader TL08 (F)

Q1

M: We are going to start with the first question. How different is the level of knowledge and competence between group members?

TL08: Actually, we have different faculty members and people in our group, most of them, they are coming from different backgrounds, different skills, let's say, disciplines, so, the differences are really big, sometime, in some cases. I had people who had a very good of experience, long experience, and sometimes fresh graduates that don't have any experience, neither in the field nor even in the communication and the teamwork.

Q2

M: How different are group members from each other in terms of age, gender, nationality and culture? How diverse are your group members in terms of age; we will take it, one by one.

TL08: I used to have, I think around two persons under 30, and I had three between 30-35, and two between 35-40, in this range.

M: So, you have seven members in your department?

TL08: Yeah, approximately.

M: And gender?

TL08: I had males and females, I think there were 50/50, approximately.

M: Nationality?

TL08: Nationality, most of them for a period of time were Saudis.

M: The other minorities.

TL108: The minority, I used to have one French.

M: So, it is low on nationality diversity and culture?

TL08: Coming from Saudi background, I think they all have this Saudi culture. The only case that was different actually, like the French person.

Q3

M: How would you describe group performance in relation to set objectives? So, did you reach the objectives, did you underperform, perform to targets, overperform?

TL08: I will talk about the challenges or the outputs?

M: You can talk about both if you wish.

TL08: Actually, most of them meet our objectives, and sometimes we were over to exceed the objectives but for sure, they went through many challenges. It was not easy especially when having a diversified group of people working together.

Sometimes, I had people who were blaming the others, or putting, you know, the burden or the responsibility on the others without also taking their responsibility. We had during that period of time, we had, as much as we can, to overcome those challenges. Trying to focus only on the objective in order to meet those objectives.

So, I can say that 70% of the time we were able to achieve the objectives, whereas 30% we exceeded the objectives.

Q4

M: How would you describe the effect, if any, of team member differences you identified above on group performance? You mentioned you are low on culture diversity and nationality, high on age, gender, knowledge and competence, Okay? How did the diversity on knowledge, competence, age and culture affect group performance?

TL08: I got the question. The people who had better knowledge and better experience and more, let's say, mature competencies, they were really able to, let's say, push the others, the team or the group in the right direction and to guide them.

Sometimes, that's true even of the fresh ones; they don't have really good knowledge, but they were proactive, and they were really motivated and passionate, and they were able to, sometimes, push the group to go, you know, with their ideas, as I remember, I said: yup, yup, yup.

Q5

M: How would you describe the effect, if any, of group member's differences (identified above) on members' commitment to work as a team? Has that type of diversity in your department affected individual commitment to work as a team?

TL08: Yes, I think as I remember yes, that is true. This diversity either will build a strong relationship between the team members, or it will destroy this relationship.

M: And how was it in your experience?

TL08: Well, I can say it was sometimes. Sometimes it was not that good relationship, but again it is one of those challenges that we were facing but we had to overcome that challenge. But many times, we had to try to solve the conflict that was occurring between the team members because of these differences.

M: Can you tell me a little bit more on that challenge, the conflict in that challenge.

TL08: Well, actually we have many stories, but one of the stories I would like to present here; one of the team was just having a fresh member and he didn't have long experience, but he was very proactive and motivated. And he was always trying to bring new ideas. And one of those ideas that he presented was really creative and I supported it and I even had given him the leadership of that

project. In parallel, I had in the team another, a more competent person who had better experience, and he didn't like that idea. And he was trying to destroy that person, saying that "this is not a good idea. You should not waste your time doing that idea." And the first person was really disappointed, and we tried as much as we could to overcome that problem by talking to both of them, and again supporting that motivated idea to continue and to evolve. And that what happened. We would have them both at the same table and try to discuss why it is a good idea and why from the other's perspective it is not a good idea, and why or why not working on it and then we ended up with this conclusion: That we should work on it. But honestly, at that the fresh member was not that happy. He was disappointed; somehow, he expected the college to expect faculty members to be proactive with their ideas.

One of other challenges, we had a plagiarism issue. We were supposed to work on a project, and it was assigned to one of the team members to work on it. He did and submitted it on time; and when we discussed it, we felt that it was not at the level, you know, expected from him, it was more. And through the cycle of the project checking, we had different versions, there was something very strange, we were getting versions and the changes were slight; and then we tried to finalise it and it was sent to the legal department to check; we found that it was 80% plagiarised. And that was a big issue that we had also to raise it upward.

M: ...do you think that has to do with competency and diversity?

TL08: Yes, I think, because he was incompetent, that is why he was trying to copy and paste; without thinking, just maybe to prove he is able to provide work on time. So, we occasionally have incompetent members, and that harms teamwork and performance.

M: And how do you describe the effect of diversity on individual member's satisfaction with the team?

TL08: I think, actually. it is related to the topic of projects that we were handling; sometimes the satisfaction was really good, the team was operating in a very professional way, and sometimes in some projects, people were not, you know, performing in a good way. Sometimes, I think maybe the selection of the team or the assignment of the tasks for team members was not performed appropriately. And this might cause this problem. And People were dissatisfied because maybe this was not the right task that should not be assigned to them. when the task was well assigned, I remember, we didn't have any problem, and we would finish the project on time and with high quality, too.

Q6

M: How would group member differences relate to disagreement over work task? What is the relationship between diversity on competence, knowledge, age, gender, nationality, culture over task conflict? Would it increase conflict, defuse conflict, or relate to it at all?

TL08: I think it is related, not necessarily directly, maybe related but I feel that the age plays, sometime, a role. Gender, I had a very few cases with gender conflict being, for example, in my case, a woman. Some people try, you know, or don't want to pass by my office just because I am a woman; although at the end they have to come back to me, and through the process. This is one of the cases that is related to gender, but I can say more related to age and knowledge. Culture may

be because my team is mostly Saudis, I did not feel the problem of culture. It is more age and gender, knowledge and competency. Yes, I have competent people with fresh graduates, you know team members, so I feel age and competency play a big role. Gender actually, I didn't feel it a lot in my team, only as I've told you in few cases being a leader as a woman. I had two cases relating to the gender issue, not more than that.

Q7

M: To what extent do disagreements over work tasks become personal tension between individual team members?

TL08: Yeah, it happened actually, that it became personal issues, I had a case actually: Two members of the team were supposed to prepare a report and one of them was supposed to actually present the data and the other one was supposed to provide the data; and the data storage was available for both of them. Every time I had to meet with them over the delay, they blamed each other, although both of them had the access to the data. But because one was focusing on the production of the format of the data, she needed, you know, to provide the data very quickly or rapidly. The other one was not taking that topic or that issue seriously, so that is why there was a problem, and they took it to personal level.

Another problem or another case that we have faced almost similar to that; we were preparing again to present the data and that person, the one who was supposed to provide it didn't respond, while the two members were just sitting in front of each other, but they were not talking to each other. Just sending emails and the other one was not responding. So, the easiest thing, just to knock at the door and get the data. But they were taking things personally and when we tried to solve it, they were blaming me; that I, you know, favour one person over the other one.

M: I know it's too early to touch base on this but it's good to relate it. But How did you behave as a team leader?

TL08: Regarding these cases?

M: What did you do, how did you approach it?

TL08: First of all, I didn't. When this happened actually, I have sent a message to the whole group, I didn't talk to, I didn't specify the people who caused that problem. And I tried to send an email that as a rule for the group, we should work together. If you have anything that you are in need of, all you have to do is just knock on the door and we will be sitting next to each other, you don't need to send an email to that person, so he didn't send any reply back again. We can send a reminder email or talk to him on the phone. So, I was just trying to solve it in a neutral way without specifying the persons and without specifying the case but putting it as a general rule. And actually, I was learning from, I can say, the cases or the scenarios in my team. Sometimes anything happens as I added it to my general rule in the rules that I set in my department.

Q8

M: How would you behave when individual disagreement over work tasks transform to personal tension between individual team members?

TL08: I try always to discuss, to see what the alternatives are. I discuss with the team, let's say, discuss the tasks, the goals; if they are not happy with the task that is assigned to them, we can re-allocate, you know, re-assign the tasks to the right people to achieve, you know, the goals. Again, this is something that I have learnt. After that I started to discuss the project in front of the whole team, and then ask the team members, "Which task are you interested to work in, or to be in charge of?" I ask them what they like, what they want to do. But I give my input based on their competence and based also on their background. Because if they are not able to work on their task, I have to be clear about that. Sometimes, some of team members want to learn, so, I used to tell them, "Okay, you can work with that person to learn from them, but you still have to do your own task. So, if you want to work on that, that is fine, because you want to learn, you want to improve your skills and develop yourself and that is fine. But still there will be one person who will be in charge based on his competencies, and also his skills and his background."

Q10

M: Tell me what happens; how would disagreement over work with personal tensions affect team members and team performance?

TL08: Yeah, actually it happened. I had one case actually, many cases, very similar. Two people in the team are not that happy with each other, and every time, every day after work actually I used to get one-hour call from one of them and then one-hour call from the other person. Both of them, you know, were complaining about each other's work. The way I was trying to solve it actually was by assigning more tasks because I found that, you know, when they have free time, they start to have more conflict. So, I try to make them work on more projects, and not necessary that they have to work together. So, I try to minimise the interaction between them by assigning them with more tasks to fill their time so that the conflict will be minimum.

M: So, how would disagreement over work task and personal tension between team members affect team performance. So, it has an effect, do you see that positive or negative?

TL08: I see it, sometimes it is negative and sometimes it is positive. I believe if they accept working together; this will have a positive impact. And sometimes, they do not accept because they are still, you know, young and they want to prove themselves, not positive impact, and not taking their work in a professional way. So, the effect might be negative in this case.

Q11

M: How would these disagreements, task and personal, affect members' commitment to the team, and satisfaction with the team?

TL08: I think, when there is a conflict and we don't solve it, it will evolve it will be very negative. So, what we usually do at the end of every project before we close it, we used to discuss what were the challenges, what happened, why we had this conflict with these people. And we try not to repeat the same mistakes, so we learn from our mistakes. So, every time we really close a project, we assess ourselves, our performance, how, next time we can improve things and overcome these challenges.

So, I believe, yes, at the beginning of our project or at the beginning of our work they had more conflict, but after that we know each other we know the weaknesses and the strength of each member of the team, so people are more accepting each other.

M: How do conflict start and how do they end?

LT08: Conflict starts as a relationship one and sometimes it ended as a task conflict, but with time conflict becomes even less frequent.

Q13

M: Now how would you describe your behaviour in situations where there is high disagreement over work tasks and high personal tension between team members?

TL08: As I have mentioned that sometimes, if I find there is a lot of conflict, I try to minimise first of all the interaction between those two members in terms of tasks. Because we need to focus on the performance, meeting the objectives, but at the same time we are trying to solve the same personal problem, therefore, we are trying more to put those people together to discuss, and actually I learnt that I should have for each team member a clear responsibility with also clear interaction.

Sometimes, because they didn't know what their limit and boundaries are, and they used to go out of these boundaries and limits. So, what I did I learned that, and to solve that problem I brought the whole members and said: "These are your boundaries, these are your responsibilities, you should not exceed, or you should not go out of these limits". To make sure there is no overlapping, so those conflicts should be reduced.

Now the personal conflict, I tried as much as I can to give more tasks to fill that free time where personal problems would come. I believe from my previous experience that personal conflict is caused or is more frequent when those members do not have lot of tasks to do. So, they have free time to discuss and to interact and to cause those conflicts. So, I tried to do that. For sure the discussion is very important, taking minutes of meetings, notes, one of the things to, you know, refer to when a conflict occurs that this would be agreed on, they should respect what we have agreed on.

Q14

M: How would your behaviour in these situations, where high task conflict with high personal conflict, relate to team performance, members' commitment and satisfaction with the team?

TL08: I think at the beginning we faced that, for sure team commitment, their work, I never felt that it was reduced because all of them, they believed in the work, they were passionate about the idea, and objectives, and how to really succeed. And I tried to build the whole time, we succeed as a team; we don't succeed as individuals. So, I didn't encourage what we call it, competition between the team. I tried always to tell them that we should work really as a team not to compete with each other. No one should prove himself or herself over the others.

If a project failed, not one person who would be blamed, it is the whole team to be blamed.

So, I tried always to build that concept that you should not think about yourself. If you want your project to succeed, you need to help each other, to make the project successful.

M: I Just want to ask you one more question? I just want to understand from your perspective; do you consider conflict positive or negative before splitting it to task and relationship?

TL08: It is a difficult question actually. I think it is good sometimes to know that we are different. We have different views. But we should resolve disagreements and conflicts. Work conflict, for sure, it exists, it's there. But we should identify it. If there is no conflict may be, we didn't identify it or we didn't interact with each other properly, so maybe we might be isolated from each other. But conflict is there by nature, but we need to resolve it. I believe we should work on it, we should resolve it, not keep it, because if we don't, it becomes worst, it becomes personal.

M: Okay so what I will do, I will transcribe the interview. I will send you the transcription and you feel free to look at it and change or add, then validate it if you feel comfortable.

TL08: right

M: Thank you very much.

TL08: Thank you.

9. Team leader TL09 (M)

Q1

M: How different is the level of knowledge and competence between group members?

TL09: We have in the Insurance Department two faculty members; there is no difference between them because they have PhD degrees. One of them is associate professor and the other one is a lecturer, but he has a PhD. And me as HoD, Professor for 20 years, since 2000. There is no difference in work level because they teach undergraduates. But if we teach post graduate students, then the experiences differ from professor, associate and lecturer.

Q2

M: And if we ask how different are group members from each other in terms of age, gender, nationality and culture?

TL09: The first question is related to knowledge and experience; as HoD, I had to hold many seminars and workshop to bridge the differences between them in terms of age and gender and to transfer experience from one to another. This mission is for HoD. And the culture and nationality, we are having in UBT teachers from Malaysia and other countries, okay.

Q3

M: How would you describe group performance in relation to set objectives? So, is your department well performing, underperforming, or over performing?

TL09: It is performing.

Q4

M: How would you describe the effect, if any, of team member differences, that is knowledge, competence, age, gender, nationality, on group performance? So, do these differences affect group members' performance.

TL09: No.

Q5

M: How would you describe the effect, if any, of group member's differences on members' commitment to work as a team, and on individual member's satisfaction with the team?

TL09: We have two members, one age 67 and the other one is 50, the range maybe 16.

Not a major difference; if we calculate average, it may be 60. The variation between 60 and 50 is 10 years.

M: clear.

Q6

M: How would group members' differences (that you identified) relate to disagreements over work tasks? That means the task conflicts that can occur in the team, is it related to differences between members, for example, nationality differences.

TL09: There is no relationship.

Q7

M: To what extent do disagreements over work tasks become personal tensions between individual team members?

TL09: There are no disagreements; there is a job description for each member, and that prevents any conflict.

M: Yes.

Q8

M: How would you behave when disagreement over work tasks transform to personal tension between individual team members?

TL09: Team leader must do his best to prevent conflict, and he must have self-control, wisdom to prevent any conflict, okay? And he must apply the policies and procedures of the university to prevent any conflict.

M: How would you as a team leader behave when disagreement over work tasks transform to personal tension between individual team members? This is not something that happens in your department.

TL09: We have university job descriptions, and we have evaluation for each member. and I apply all the policies and procedures. But if any member is not good, students would say that.

M: Yes, yes, so the evaluation would show that.

10. Team Member TM010 (M)

Q1

M: How different is the level of knowledge and competence between group members?

TM010: Well in my department it is, like, very diverse when it comes to competencies. I mean, the education background, the experience background, different cultures, coming from different areas, countries, let's put this way; and our skills, our abilities are different as well. Let's say, that we are very diverse.

M: Okay.

Q2

M: How different are group members from each other in terms of age, gender, nationality and culture?

TM010: Well, the faculty of my department were very different, when it comes to age, we have young generation as well as senior leaders, half male and half female in my team, and different nationalities; Saudis and non-Saudis, and different Western cultures. We are having this wonderful combination of the diversity. Also, I think we have the other level of diversity: deep love of personalities. We have different personalities, different values coming from different individuals, different beliefs. So, we do have those wonderful levels of diversity and the deep love of personalities.

Q3

M: How would you describe the team's, the department's performance in relation to set objectives? Are they performing well, are they underperforming or are they over performing?

TM010: So, for the objectives, we do have the objectives of the individuals and we have the objectives of the whole team, and which lead to the objectives of the whole organisation, the company. So, for the objectives of the team, I think one of the main challenges is the real understanding of the objectives and have everyone understands the expectations and the goals and where they need to go and how they need to achieve these goals. Having this clear understanding from those individuals, who are members of the team, will help at the end to achieve the overall objectives and the goals of the company.

Q4

M: How would you describe the effect, if any, of team member differences you identified above on group performance? Diversity on knowledge, competency, age, nationality and culture? What effect would they have on group performance?

TM010: I would say, it is all about the culture, I think the culture of my department appreciates the difference, and appreciates the different mindsets, the different perspectives. We all must be given the chance, so we have to sit down and discuss what we have in common. What we have of differences, different opinions, different insights. So, I think we build this culture to respect the right of differences; so, we think it is very positive and we are comfortable about this, and this really affects the performance of this department.

M: And if I may ask, how did you reach that understanding, what contributed to that?

TM010: Our operations require creativity; thinking outside the box. If we continue doing what we have been doing for years and for years, we are not going to compete in the market. So, we need to think outside the box, to do something different. And to reach this point, to do something different, we need different mindsets, different perspectives, we need to put all those different opinions on the table and let's see what we have on that table; let's discuss it and I may disagree with you, you may disagree with me; at the end we will reach the point, I mean the common goals, where both parties are agreed on; through having this culture that appreciates differences and diversities, so essential in the department.

M: So how was this culture infused? Have team members initiated the culture?

TM010: Let's say it started by the leader, first thing. So, the leader was opening the door and gave us the chance to share what we have in mind. So, he was the one who initiated this culture and gave it a try. So, we were open to share, I mean I was talking about myself as a team member. As a team member I get the chance to speak my mind and to speak if there is anything I feel, if there's anything that is not going to work with me. I feel free to go and speak with him and to share what I have in mind. Yes, sometimes he listens, sometimes, he doesn't, having his own perspectives or vision. Of course, I respect all scenarios but at the end he is the one who opened the door to receive those different ideas and thoughts.

And well, sometimes again we reach out to the resisting point for we are still doing what we have to do and not going outside his perspective. But sometimes it does work; it does work, he listens, and he goes with the flow; so, yeah.

Q5

M: How would you describe the effect, if any, of group member's differences (identified above) on members' commitment to work as a team?

TM010: It is all about the perception, of how I perceive the differences. If I see the differences as an advantage for us, as an opportunity for us to be creative and to reach to the higher levels of performance, I would be very committed; we have high satisfaction rate. I come to work early because I am motivated, I am engaged, because I believe that we all complement each other and we all add value to the department, with the differences that we have.

So, if we reach out to each member with this perception and this value, we will have high commitment and high satisfaction rates of each team member.

M: yeah, and also, you have actually answered the second part of the question about individual member's satisfaction with the team.

Q6

M: How would group members' differences (that you identified) relate to disagreements over work tasks? How will they relate to task conflicts?

TM010: So, the task conflicts for me simply mean that I need to agree with you, and you have different opinions, different perspective.

M: Okay.

TM010: Different perspectives, but they are all around the task itself, which I think is healthy. This is the healthy part of the conflict because we encourage the differences, when it comes to opinions, we don't want everybody agreeing on the same point; if we all agree, we will end up doing the same thing over and over again. For the task conflict, we should encourage different opinions. And it happens actually, a team member has just raised a new or different idea and topic, it really grabbed our attention, give it more attention, give it the chance I mean to listen to it and to see what this member has in mind. So, the task conflict and the disagreement around the task conflict, I think is very healthy in the department; to be creative.

As long as it is around the task, you have different ways to operate things, and it happens with us actually, in the Operation Department, the Quality Department. So, we complement each other. The head of the department has an idea of how to run the online classes, and sometimes it happens that I come up with a different idea and he'd listen; so, just be a good listener help a lot to reach out.

Q7

M: To what extent do disagreements over work tasks become personal tensions between individual team members?

TM010: The personal conflict that happened, is the worst in my department; I remember that. It was when we started having task conflicts, and the task conflicts just continued, and it wasn't solved at an early stage, which ended up being a personal conflict. We have this one team member; she was just like a baby. When babies are not doing what they need to do, they like they just try to grab attention from everyone, and she was wanting us to give her attention. So, she had to disagree with everything we had to do, always she had different ideas, different thinking. At the beginning we took this as positive; we took this as an advantage to go with the flow and understand what she has in mind, maybe she had something different; so, let's give it a try, let's understand what she is trying to explain. So, it started it out with the task conflict as she had different ways of doing the work, we appreciated, we listened, we gave it a try but because this task conflict wasn't solved at this stage, it became a personal conflict, this is when "I disagree with you because I do not like you as a person"; not disagreement around the task, and this is the worst case. We had this issue in the department before and thank God it was solved, not at the early stage but later on we tried different strategies, different scenarios.

M: and what were these scenarios and strategies?

TM010: The strategies that the leader used; he was thinking how we are going to deal with this issue, let's give her first call so she feels more secure, more freedom and more space to grow and show her abilities. He tried it and it didn't work. The second strategy the leader used was just to confront her, just to speak honestly that what she was doing was wrong and was not acceptable. She turned defensive, you know, she just didn't accept what she heard. Unfortunately, this situation ended up in her leaving the department and the organization.

Q8

M: How would your team leader behave when disagreement over work tasks transform to personal tension between individual team members?

TM010: So, as I said he was opening the door and he is actually still opening the doors to listen to different ideas when it comes to doing the work and the operations and the tasks and projects. So, he would deal with these issues wisely, and I appreciate this a lot. He always gives us the chance to speak and to express what we have in mind even if we have disagreement or differences in our thinking so, yeah, I think.

Q9

M: How would your team leader behave when disagreement over work tasks transform to personal tension between individual team members?

TM110: mmm

M: I think you had explained that.

TM010: yeah.

Q10

M: How would disagreements over work tasks and personal tensions between team members, together I mean, affect team performance?

TM010: There is a strong link and very strong relation between the personal conflict and task conflict with the team performance, of course.

M: Can you tell us more?

TM010: of course, if I experience conflict, whether task conflict or personal conflict there is still a level that I can handle the situation and if I reached to a specific level that I cannot handle the situation anymore, and I cannot manage the situation anymore, my performance will be affected, my productivity will be affected, and my commitment will be affected. Again, it happened, it reminds me of a situation; we had this personal with task conflict with one or two team members. Their productivity level was lower, I mean, clearly and obviously lower than the rest of the team, lower. The leader tried to speak with this team member and tried to explain this, that "you need to work, and you need to perform until your last day of work here. So, why you are not working?". They were coming late, no commitment, no performance, no engaging, no motivation, just

everything was just low because they were just experiencing this negative feeling, dealing with conflict.

It is something not easy, it is very challenging, and it costs comfort, and it costs a lot of things. It wasn't an easy situation to deal with and I witnessed, and I observed what was going on

M: And how was it dealt with; do you want to tell us a little bit about that?

TM010: The performance, yeah. In personal conflicts, the level of performance, the level of satisfaction, the level of engagement decrease dramatically, again they were coming late, and they were leaving early, and not following the rules and policies and what they had to do. The leader was observing this and was trying his best not to inflate the issue and give it a bigger scope; he was doing the opposite, trying to downsize the problem as much as he could, to put it together, just to let it go. The engagement level was down and then because when they felt like they are going to leave the department, their productivity and their performance was not acceptable.

Q11

M: How do these disagreements and personal tension affect members' commitment to, and satisfaction with the team? I think you have touched on that.

TM010: Yeah, yeah, I think I answered that as well.

M: Yeah, both.

Q12

M: How would you describe your team leader's behaviour in situations where there is high disagreement over work tasks and high personal tension between team members?

TM010: It really depends, some of the situations were satisfying, other situations were disappointing. To be honest, I mean, not all situations ended up being, yeah satisfied and happy with the decision he made. The leader's resisting levels to change are still there, but the chance and the space are still there as well. It really depends on the issue and the situation, just for example, there is one of the issues, we were talking about doing something in a different way, so it required us to implement a certain change in the department. The leader seemed to be welcoming the idea but in reality, there is still a gap between reality and expectation, in reality he wasn't accepting this change and was not doing the operational things. It was something very small, very simple, everyday details. So, he wasn't going with this change, although he appreciates the creativity, but you know sometime the reality is different than what we expect.

Q13

M: How would you describe your team leader's behaviour in situations where there is high disagreement over work tasks and high personal tension between team members? Together at the same time.

TM010: I know he is a wise leader. He knows how and where to play with his approaches of his leadership and styles. It really depends on the people he manages, and I could see that the way he

leads us, and leads me and other male members, and the different of ways he deals with other team members. Because our personalities are different, so, he would know the exact doors to lock, he would like to ask about something from me, from you or from her? So, when it comes to this point, he knows exactly what to do. He is doing a great job at this, trying, as much as he could, to observe the problem and put it together and not to give it more space.

Q14

M: How would your team leader's behaviour in these situations relate to team performance, members' commitment and satisfaction with the team?

TM010: Okay to start with general. It is very hard, when you have a team experiencing high conflict, whatever the type of conflict is, whether personal conflict or task conflict. It is very hard to have team members committed and performing and satisfied.

I think the leader who is able to do this is a very successful leader.

I am not sure if we had any situation very high in task conflict and personal conflict, but in the example that I give I showed that there is a very strong and direct link of conflict with the performance and the commitment and satisfaction of the employee or the team member to their department

M: Do you want to add something else.

TM010: I think that is it.

M: Do you feel happy with the answers you have given?

TM010: yes.

M: So, I am going to transcribe your interview and I am going to send you the transcription, and of course you can feel free to change, edit, or add examples, and once you feel comfortable with content you can validate it, then send it back to me again. I will analyse it, and I am going to share the results with you.

TM010: Sounds Good

M: Thank you very much.

11. Team Member TM011(F)

Q1

M: So, start with the first question. How different is the level of knowledge and competence between group members in terms of diversity?

TM011: Considerable; it can be easily noticed.

M: in your department?

TM011: Yes, in my department

M: It is diverse?

TM011: Yes, it is highly diverse, yes; gender, age, experience, nationality, professional, academic experience, education from where they graduated, their main background, everything, everything.

Q2

M: Would you tell us about your department, so how many members in the department?

TM011: Around eleven.

M: And how about competence, knowledge, the split of PhD and Masters holders?

TM011: Give me a second; half-half, but all the Masters holders are currently enrolled on PhD programs.

M: Okay, and age diversity?

TM011: Starting from 35 till 65.

M: And gender?

TM011: We are equal numbers, males and females; yes, if we are eleven, it is 6 to 5, it is okay.

M: Nationality?

TM011: It is okay, we have four different nationalities; highly diverse.

M: Culture?

TM011: Yes, we have non-Arabs, but they studied in different countries, you know, like we have Egyptian who studied for their PhD in the US. I know they are not native., but it means they were exposed to this culture.

M: Yes, okay, culturally, there is no diversity.

TM011: In this sense I don't think so.

Q3

M: Tell me how is your department performing in relation to set objectives?

TM011: I think I am old [laughs] in terms of the number of years in this department. So, I have been witnessing, different people and different responses. So, there is more harmony nowadays because the rules are better. We are under one big umbrella, so we try to harmonise. It doesn't mean it is perfect, but we are on track, you know.

But before conflicts became much higher, it felt kind of fights; it never reached hand fight, but at a certain point, the conflict was high, especially between males and females, yeah. It was never between the same gender, never. It was always between the two genders. Always the females believe the males do nothing and the females always do everything. Until now we have this, but we don't say it explicitly. So, when the HoD is a female, she tries to put maximum load on the females to make sure that the work will be done. And then when it comes to the assignments asked of the males, let's say, the rule is 80/20; we give them 20 and we are not sure if they will do it.

M: Do you think that diversity, high diversity as you describe it, affects team members' satisfaction with the team, or committed to the team?

TM011: I think the only thing that matters is age, you know it is related to our culture, our Arab world culture. We give some respect to age, so, maybe before we accept that males don't work because they are old, but now it is only one or two people who are old, but the rest are young. So, expecting more from them and we can be more open about it. But when it comes to an old instructor, we keep distance in respect and also respect of the background from where they graduated. If I know someone graduated from, well, a reputable institution, I will listen more; if they graduated from a common, I mean [laughs]

M: Yeah, so, knowledge diversity has an effect on behaviour.

TM011: I'm not sure that my peers are seeing the same way that I do.

Q6

M: The question is: does diversity have a relationship with the way tasks are managed?

TM011: Yes, as I have told you because if its gender, we do give tasks to the females rather than to the males to make sure the task will finish quicker; to younger more than older; if something is very technical, we will give it to someone who is more competent and with higher experience.

M: Okay, here we have a question that is also related to task related conflict. How does disagreement over task, or task conflict, relate to diversity in your team?

TM011: Honestly, in this regards the HoD nowadays is trying to make it fair on the tasks, meaning, our own courses. So, if I am teaching three courses, then I have tasks related to my courses. And again, it is related to the workload, the teaching load actually. So, if someone has less teaching load it may mean that her quality of teaching is not the same as the others.

M: More admin tasks!

TM011: This thing depends more on the professionalism of the HoD. With every HoD, sometimes personal things matter. For example, if the HoD knows I have something serious at home, she will try to give me less admin work compared to someone who is free. But not because of personal relationship, actually it is personal to make sure that the quality of output is good.

Q7

M: To what extent do work related disagreements, that are related to differences within the team, become personal tensions between team members?

TM011: I don't think I noticed something tangible.

M: Any disagreement that have started because of a task related matter and had ended in personal tension between members.

TM011: No, it is not task related. If we feel like someone is really appreciated and we don't feel like he or she done something to be appreciated for. Meaning, if we are in a meeting and "X" is amazing and everyone is praising her and bla, bla, so, we start saying "okay, let her then do the whole assignment." So, I think this is a personal thing turning into task conflict!

M: So, it is probably the opposite!

TM011: Yeah, yeah, since she is the best then give her the whole task, we don't want to do anything. [Laughs]

M: Is there a situation where it started with task and ended up being personal?

TM011: I don't think, but you know, with the academics, sometimes, conflict happens very easy, we will simply not do the job, that is it; we will not say it, we will act. No one can force me to do it, you know.

M: yes, so, it is harder to identify.

TM011: yeah, but you will feel it, not verbally, yeah later on, with action, exactly.

Q9

M: Okay now the Chairman, how does she behave when disagreement over work tasks transform to personal tension?

TM011: Before, she would do it herself.

M: she would do the job herself?

TM011: yes, exactly, honestly. But now she will try to approach someone else on a personal basis: "Huda, can you serve me, Sarah can you please do this, Ibrahim do this, and we will do it".

M: So, she will divert the task to someone else, and she will not discuss and open up the door, and yeah, just move on; okay.

TM011: And close that chapter. Our department is already involved in many accreditations and that is why we have lots of issues here, if we focus only on solving the problems, we will never meet our targets.

Q11

M: How do these task disagreements and personal tension affect members' commitment to, and satisfaction with the team?

TM011: Highly effective, it's negative to the maximum, as I told you we will not do the job.

M: So, the effect is negative.

TM011: Exactly, or I will not do it with passion.

Q12

M: How would you describe your team leader's behaviour in situations where there is high disagreement between team members over work task?

TM011: Very diplomatic! In this sense she is very diplomatic, meaning; she tries to smile and then she tries to rearrange the tasks.

M: hum, that's it?

TM011: As I told you, maybe she will approach someone on personal level to help her because she knows if there no one who will do it, she will be the one to do it.

Q13

M: Now how does she behave when in a high task conflict and a high personal conflict at the same time?

TM011: I think she will avoid it from the beginning.

M: Ahh, she will avoid, she will divert the task to someone else?

TM011: Exactly, she is not going to allow the task to transform, to become personal. She will ask the right person, and if not done, she will go to another person to overcome the situation. But you know once I remember someone who has just joined our department but was not sure if he was yet with us, as he also was in another department. She gave him a task and he was very rude answering: "I am not yet in your department. I have my duties in another department; so, I don't think I will accept formally working with you." So, her response, she sent an email saying: "I understand your situation, and I think that Dr X will take this task." And we did it with open heart.

M: Yes, this is avoidance.

Q14

M: How would your team leader behave in situations where there is high task conflict and high personal conflict, and how does her behaviour relate to team performance, members' commitment and satisfaction with the team? What does she do beyond avoidance?

TM011: I think I know what she does, she evaluates; she doesn't give the best evaluation after work. She waits until the end of the semester or the end of the academic year, and her evaluation of performance, I noticed, is the lowest compared to all other departments; their evaluation was above 85 and even above 90. But her evaluation, it is below 85. And I was shocked, I think this is her response. She downgrades us. And she knows that this may affect our promotional progress, I don't know.

Our problem, I have a conflict a serious problem.

M: You are in a conflict?

TM011: Yes, I am an economist, pure economist and they want me to teach Finance to diversify my teaching. You have people who are purely finance, why are you giving an economist finance courses? I believe this is ridiculous. And they are not happy about it. And it requires me to double the efforts; and it also happens in Dhaban. I am watching videos and reading books, and I am summarising, and I am doing lots, especially now.

We have a new system this semester for the third time in a row, a new thing; first Moodle, then Teams, and now Black Board; come on, four different software. It is less than a year, come on, I am young, what about the rest of the older people.

So, this we can't raise, we cannot say it but we are not happy about it, you know.

M: Yeah, yeah.

TM011: And it is reflected, I have just noticed last week, where I had a problem with the attendance, because I have not linked to the opera and backboard. Maybe in the next meeting I will raise this matter. The old generation feel pity for me.

As for the HoD in this case, she will try to make some compromise for all of us, she cannot blame me for not taking attendance.

Again, I just raised the issue and I escalated it to the highest Dean, even the Vice Dean believed it is good to have a change.

I believe it is not proper. If you have an associate professor in Economics, why involving her in Finance.

M: Okay, tell me more about how you function?

TM011: We don't have Economic Department...

M: The Finance Department is one with the most tasks on its shoulders because it is applying for International Accreditation now and EGAF, EGAS and EMB, and so on. I am sure there are many hectic tasks and jobs? A department job, day-to-day, as a faculty member, your courses are a routine job of the department, but the non-routine job is the quality and the qualification.

TM011: Exactly, as I told you, we are trying our best, but still, we are not the happiest team. We feel like we are the most working because of the accreditation and most of us are taking many courses to teach. Meanwhile most of them are currently enrolled on PhD programs. And those who have PhD are working on their research. And it is a new thing added for us, the research in order to publish, once every two years minimum, it is too much work added on us, it is disappointing, but sometimes when it happens, we try to forget.

Honestly, during the mock meeting when we were happy about the evaluation of the committee, we felt it was okay, it fades off, it was relaxing.

M: During the mock, you mean the assessment, the accreditation?

TM011: Yes.

M: The pre-assessment, the feedback was satisfying, it was positive.

TM011: Yes, they were really happy. So, we tried to help, but honestly let me tell you.

M: So, is it a case of being unappreciated, like Finance are feeling this in general.

TM011: Yes, we can feel it for sure. We believe that we are the best and we are doing the maximum and we are being paid maybe less, it is for sure; it is less since we are working more and getting less. That is why leadership matters in this sense, if the Chairperson uses proper, the personal connection, things might go better than if she imposes things on us.

M: the policy and procedure. So probably greater agility and flexibility might be better?

TM011: Yes, I remember something I personally experienced. They forced me to teach a course early in the morning, and they know that I am not a morning person. Early in the morning for me its 10 am. it ended up with students complaining to Administration. It was 8:30, I did not do it because it was early in the morning, I can't, I go with headache; how can I focus to explain. So, the students asked Administration not to give doctor X a class in the morning, and the Chair, she did nothing because it was kind of ...

12. Team Member TM012 (F)

Q1

M: So, we will start with the first question, how different is the level of knowledge and competence between group members? How diverse are members in your department in terms of knowledge and competence?

TM012: There are different levels depending on the experience they have and the years they actually work. And also, I can see that sometimes from the feedback of the students and their colleagues from interactions with each other and so on. They have different opinions even about the type of curriculum of the course; how they deliver it; should they use the technology or the old way of, you know, lecturing. So, honestly there is a huge difference.

Q2

M: Yes. How different are group members from each other in terms of age, gender, nationality and culture?

TM012: Okay, when it comes to the age you can see that (bless all) the more the person is expert the more confident he is with his knowledge and his way of teaching, and it is hard for him to change a little bit, sometimes. And then it depends on the personality; some people are oriented to do changes and are pioneers at that, and some people want to stick to the old way, their opinion is the right opinion, always. They do not want to change anything or even to discuss with the group what is going on or why should we take their decision or not take another decision, or why change at all.

M: Gender?

TM012: (Sighs) Okay. In my department I am the only girl here, so I do not see any discrimination from any type, but they are humble in dealing with me and are very polite sometimes. If they want to say something, they do not say it because they do not want to hurt me because I am the only girl with them. So, I feel sometimes, they are not very honest maybe they think I am sensitive and saying that could hurt me.

M: They think you are sensitive because of your gender?

TM012: Yes, I believe this. You know, in Saudi the relation between male and female; we have a long history; the relation stays unclear. So, you always should be aware of what to say and how you deal with them because maybe they will by mistake misjudge what you said.

M: Ok, nationality?

TM012: This is my personal opinion, I prefer (with my great love to Saudis) to deal with the non-natives, non-Saudis, anyone outside this region is easier for me to deal with, maybe because of my background also. I lived for ten years outside Saudi Arabia, so I find it hard to merge with the culture here and with everything going on, so maybe that is me.

M: So, in your department, Industrial Engineering, how many individuals are there?

TM012: Thirteen.

M: Thirteen, and what is the age groups, gender, nationalities?

TM012: Okay, I believe most of them are from thirty-five to forty-five. I think only maybe two members are near end of fifties, but the rest of them are late thirties; all males, there are two non-Saudis. It is diverse.

Q3

M: How would you describe the group performance in relation to set objectives? How do you see the department performing, is it well performing, is it under performing, is it over performing?

TM012: I think they are trying to do their best, but there is high competition, but in my opinion, the way they perform is late in some parts, like the technology part. Yeah, outdated and the curriculum itself, because you know if you want to work with the curriculum you need to have some time to work on the quality part.

M: Can you tell us a little bit about what are the responsibilities of the department? Just a little bit on that?

TM012: Okay, you always have the credit that you give to the students, your compensation. And work overload sometimes affects that; you know, you go back three or four times and each group of students exceeds twenty-five or thirty. The number of students per session some-times very high. We have technical things you need to explain the theory part then you go to the technical part.

M: You mean it is too many sessions for one member?

TM012: Yeah, he will do ok if he is not involved in other responsibilities like office work, or admin work.

M: Admin, quality?

TM012: Yes, admin, quality; all these things will take a lot of his energy which will affect the quality of performance, unless this person is very experienced (bless him) if he has been working for five years or ten years, absolutely he is not going to deliver the way you want him to deliver the quality. So, this is my personal opinion, but I can see specially some of the non-Saudi people because they are eager to work more, they always deliver somehow more than the normal.

Q4

M: How would you describe the effect of team member's differences you identified above on group performance? Difference in background, knowledge, competency, age, gender, nationality, on group performance?

TM012: The knowledge background, the only thing effective is the experience, also I think that the more you teach the course the more you have the knowledge about it, and you can expand more, this is one thing that will help the performance of the whole team. The other thing, yeah females tend to be more disciplined with the work they are doing, and they really care more about

details and how to deliver the things in the right way or the correct way; but the males, the opposite, they are more the experts, practical, and solving problems; so, they care more about the experimental part of the course.

Yes, also I think if you work with people from the culture related to you or the group is homogenous you find that this group of people work smoothly together. When there are differences you can find completely different points of view about a subject. About the age, I do not know if it is good or not, I really love to work with the old people than with the younger ones.

Experienced; because of the experience, because I can learn so much and they are more humble frankly, and they do not stick to their opinion. The young ones they are more arrogant, we do not say arrogant, proud, proud of what they know, so they act like that.

It is easier to work with the experts, yeah, not to hold discussion though, especially because I am a female, I tend to be polite when I talk to people and that is why they do not take my words seriously, so they give me some hard time. Also, when there is some unprofessional work, if he is doing unprofessional work and he does not accept any advice from anyone.

Q6

M: How would group member's differences that you identified above relate to disagreements over work tasks? Meaning task related disagreements, how can they relate with the differences in knowledge, background, competency, age, nationality and gender of the members in the department. Is there any relation?

TM012: I think there is because first of all they understand each other differently, not all of them get it straight to the point what exactly we mean by this option. Okay, in term of age we can say (the old people, I do not like to keep saying old people), we can say that the senior members usually read the words exactly and they do exactly what is asked for in the task, because of their experience. But the less experienced, they just want to be creative and want to show their own personal thoughts and perspectives, and so on.

The second thing depending on the personality of the person let us say female and male, girls want to do the work faster, let us talk about the assignment within the group, sometimes I teach boys and girls and the girls do submit their work sometimes three days ahead of the due date but the boys they always ask for extended time, so this is one thing I can relate to the gender.

M: Okay, anything more?

TM0

12: This is what is in my mind.

Q7

M: To what extent do disagreements over work tasks become personal tensions between individual team members in the department?

TM012: I think in most of the cases if there is personal tension there is definitely a drift of the groups, they develop tension between them they do not do the task they want to deliver in the right way, and they lose the spirit to ... deliver or work as a team. Whenever there are differences and there is conflict, they do not want to work in the same team, and they want to switch to different places to work. Even if they want to do the work but they do not want to do it with the same people.

Q8

M: How would your team leader, the chairman of the department, behave when disagreements over tasks transform to personal tensions?

TM012: Okay, now we have a new chairman, Yes, I can talk about two people because how the conflict is solved is not the chairman of the department to be honest. But who is making some conflict? The chairman of the department. So, if I want to talk about the person in charge how he solved it, I will talk about the dean and not the chairman; yes, he sits down with you, he talks to you, he tries to understand from where the disagreement came from. And he tries to make you concentrate more on the task, not talking just about the personal opinion and disagreement with the other person. And he is always aware of how to deal with people in a very nice and humble way to get them to want to finish the task, no matter what.

This is if we are honestly speaking. If we are talking about the head of department I think because he is younger than the rest of us, he always takes the things impatiently, without patience without even listening carefully to what you are saying. He does not consider any conflict as a conflict; he just wants to do things his own way. So, this is what I always suffer from. No one listens carefully to what I am saying.

Q9

How would your team leader behave when disagreement over work tasks transform to personal tension between individual team members?

TM012: Try to release tensions

M: Yeah, so how would disagreements and personal tension between team members affect team performance?

TM012: They will be disoriented. They do not want to finish the task you gave them, and they will ask for more description about the task and why you ask us to do this, I think this is already done, I already solved this issue. And that is just, I believe, a reflection of what is inside them and I think they just do not want to do the work, they do not have the courage or passion to finish this.

M: And why is that?

TM012: To talk with you frankly, people here in Saudi Arabia take everything personally, even if you say something which does not relate to the person at all, he thinks it reflects on him or his decision. We all make mistakes, so if I do not have the eagerness to listen to you and hear exactly what you are saying then I will never succeed in my work, so I find it hard and some people because of their age, because they are young. Can I say something, I am not sure if this is studied or not,

but I think this is one of my observations, that younger people, and when I say younger, I mean those who finished their PhDs and have experience, let us say one to five years, they are very arrogant and proud of what they did. So, they usually think they have it all and they know everything, and this thing is good as a passion for the work, but it is not good for working within a team because, he wants to show his muscles (as we say), which is absolutely completely wrong because it drifts people away from him because this is not how it should be, you are not here to give me orders you are here to help me organise things especially in the academic sector. We need leaders we do not need managers. So, if you do not have the skill like a leader no one will listen to you. I have my PhD too, so why should I do something you just ask me to do and it does not make sense to me. So, maybe this is the difference between the academic sector and the industrial sector, you need to make people love you first in order to listen to what you are saying. We need a leader (laughing). If he is trustworthy, I can know if I say something you will never say anything to anyone.

So, in order for them to have the passion to finish the work and deal with the tension and work pressure because of the too many tasks they have to do, they have to love what they do. And in order for the leader to know how to assure them that their voice is heard and that they are welcome to say what they think is good for them and what is good for the department and how we are going to improve these things, and in my opinion that is important, I think that whatever you do is credited for you not for someone else, I am not going to take the credit for myself because I am the head of the department, no I am going to say that Dr. X or Y or Z . He is the one who did this thing, and we appreciate him, and he has to be appreciated, because sometimes it hurts. I worked for two years as head of department of industrial engineering for the Sary, and when they take my name out they did not even mention me in the letter in the new decision and they did not even send me a note saying thank you or something, and this hurts.

M: A recognition?

TM012: So, I develop disappointment, kind of depression, because I spent all that time in Admin work to improve the university and in the end no appreciation from higher management? So, these things are really important. When I trust my leader or the Admin, I will do whatever asked from me, inshallah, even at 3 am I will do the work.

M: And is this the same with other members in the department or is it just you that feel this?

TM012: I can see it though they are not going to say out loud but honestly speaking, yeah, I can see that one of the comments I heard one time when the head of department talk nonsense (sometimes), one of my colleagues said we all have PhDs, we do not really care about what you are saying. We are at the same level so don't treat us like you know more than us.

I think if he is great in dealing with ... people, he will succeed, even if he is not as knowledgeable. If he treats people in a way to make them feel comfortable, feel safe, feel the trust, the love, their passion for work and performance will improve.

Some people are humble no matter what their degree is; one of my colleagues I used to work with I never dealt with anyone like him, he is a full professor and he treated me as if I am the full professor, very expert eager to work he does not take anything personal; he always makes people feel welcome. Unfortunately, I find that here and everywhere, when people work from their heart, they always get hurt, because people do not appreciate that.

M: How does the conflict start? Is it task related issue that becomes personal conflict issues, or personal issues that become task related issues later on?

TM012: Okay, it starts as a task issue, these tasks are supposed to be done by two members; each one thinks it should be done his way, so when they set to talk to each other they do not listen to each other, they cannot merge their ideas to come up with a solution to this issue, each one just wants to prove his point. So, it was a task issue, but it became a personal issue..., so when I want to prove my opinion, I do not want to listen to what other people are saying, or what actually is going on, so it turns into a personal conflict.

And when it becomes personal conflict, it will never go back to normal.

M: And who fixes that personal conflict?

TM012: A good leader, he can make people see the big picture, it is not about member A it is about the work and you are finishing your work, so don't think about him; try to separate them from each other because when they are separated, they can work in a more focused way, and become more reasonable when they are talking. So, I think whenever there is a task conflict, if you cannot lower down the heat between the members, the best way is just to separate them for a while. Give each one his own task and let them do the work, so in this case they will do their work and the work is done, and I am happy, and they are happy, and everything is ok.

Q11

M: So, how do these task disagreements and personal tensions affect member's commitment to the team?

TM012: I wrote here: it will lead to work being disoriented, and members have no commitment to work and will definitely lose passion to complete the task, and disconnection between team members.

M: And how about satisfaction with the team, how will it affect satisfaction with the team?

TM012: The satisfaction honestly it is hard to measure, true they use a lot of surveys to measure satisfaction.

M: It is just your perception as a member of the team, do you think those disagreements increase the satisfaction with the team or decrease it, or do not do anything; the work-related disagreements and personal tensions between team members?

TM012: Absolutely it will affect my passion to work, it will affect me, I will do my work, I will finish it because it is work and I have to do it but inside me I will not be passionate to work.

Q12

M: How would you describe your team leader behaviour in situations where there is high disagreement between team members over work tasks?

TM012: Theoretically or what he does?

M: No; what you have observed?

TM012: The dean, as I said before, will sit down with the member and talk to him and make the task more clear for him. So, the conflict will go away a little bit, because when I understand what I should do, I would voice my opinion without fear.

Q13

M: How would you describe your team leader behaviour in situations where there is high disagreement over work tasks and high personal tension between team members? Together?

TM012: I would say that he will keep emphasising that the work comes first to avoid more conflict and concentrate on the work. When I was a team leader, I would encourage people, like saying: "... you always work hard, you always deliver on time, thank you for all the efforts you are doing", so all these good positive messages ... will make people feel more relaxed and release tension. Also, ask them to concentrate to make minimum communication between the members if there is no need for it. You do not have to be always on WhatsApp. So, less communication, more work will fix the problem. This is my opinion.

Q14

M: So, if we go to the 14th question, the last one. How would your team leader's behaviour in these situations relate to team performance, members' commitment and satisfaction with the team?

TM012: Of course, less communication and more work will be better; yes, it will ease the conflict, it will resolve the issue of the conflict, and will make the member concentrate more with his work because he will want to finish it and get his job done. Because when I finish the task that you gave me, I do not need to think about X and why I am angry with him.

M: I just concentrate on the task?

TM012: Yes.

M: Okay, do you want to add anything else?

TM012: I am happy to help with anything to improve leadership, I never studied it but I always read about it, and it is one of my personal interest, because I think this is what will make the people lead the world and change it and make people happier.

M: Ok are you happy with your answers?

TM012: I will never be happy, but I will be satisfied.

M: Ok, I will transcribe the interview and I will send you a paper with the interview transcribed and when you get a chance to look at it, edit, add, delete, do whatever you want with it until you feel comfortable with it to be analysed.

I appreciate your time

Thank you very much

TM012: I hope I was of some help to you.

13. Team Member TM013 (M)

Q1 and Q2

M: Yes, I am basically asking very specific questions for example

How different is the level of knowledge and competence between department members in your department? Different knowledge and competence, that is degree and experience

TM013: It varies between one person and another. Is there a difference or they are all the same? I think so, they are all the same knowledge and competence?

Competence, some, let us say specialization, as well as personal skills and this depends on experience as well as human being character.

M: Okay, how different are members of your department from each other in terms of their age, are they all in the same age group?

TM013: We are all the same age group.

M: Gender, are they all one gender?

TM013: Yes, one gender.

M: Nationality?

TM013: Nationality, they are different; Jordanians, and there are Saudis, as well as Egyptians. Yes Egyptian, they play an important role, I think so.

M: Culture, are they all native, do they all speak Arabic?

TM013: Yes, they all are speaking Arabic.

Q3

M: How do you describe the performance of the department in relation to set objectives? Are you performing well, or you are under performing or over performing?

TM013: We are struggling to perform, I think so.

M: You are struggling to perform?

TM013: Yes, probably we just started new phase with a new head of department and there is a lot of things to be improved.

Q4

M: How would you describe the effect, if any, of team member differences on group performance?

TM013: Yes, it has a lot of effects. But from my point of view, the vision should be declared, and all the possibilities that we have to follow. Each member as an academic, as well as head of

department, and the strategies should be followed, as well as, at the end of each semester and phase they should be evaluated.

Q5

M: Okay, how would you describe the effect, if any, of group member differences on member's commitment to work in the team and individual member's satisfaction with the team?

TM013: It depends on the task, in some tasks yes, they can be satisfied; these will be performed very well with the plan, since the vision is declared, and we know the tasks to be achieved. But if things are not clear, this is the issue we have raised, they cause conflicts to be created at the beginning. There are so many things we argue about then we declare the vision; what are our objectives, so we can follow to reach our destination.

M: Ok, what about member's satisfaction with the team?

TM013: In some cases, yes, it increases, and, in some cases, it decreases; sticking to own individual opinion, this is one of the problems that exist. Yes, this is one of the issues you have to do your best and explain your point of view and try to attract them to your idea. In most cases, they listen and sometimes they do not listen.

Q7

M: To what extent disagreements over work tasks become personal tensions between individuals team members?

TM013: This is Very important issue to avoid any personal tension. I will do my job in a professional way. If he disagrees, I will close this topic; I will not clash with him at all. So, I will explain my point of view, if he agrees I will follow up, if he disagrees, I will not persist on it, and I will do my best to bypass that and just go to the next point, but I will not do any mistakes.

M: You will not allow, if I understood correctly, you would not allow for that conflict to be personal

TM013: Sure, it should not be personal.

M: Ok but the question here is does it happen in your department that those disagreements over the tasks become personal, did you see that happening?

TM013: I did, I see that before, not only here in UBT? but wherever I worked. For example, we were planning for a renovation in the labs, we should focus on all the labs not only on one lab. And the budget should be distributed among all the labs. We cannot focus on one lab and ignore the others.

M: And that created personal tension?

TM013: Yeah, sure, yes you start to explain, to give your opinion but sometimes they will ignore your opinion. ...and that may create conflict, if they do not listen to my opinion then I will just bypass the point and I will not again open the same discussion to avoid the task disagreement becoming personal. Some example, they, propose that we open new tracks in our department for

graduates; I believe we have to start from the same field, in our area since we have graduate students who may continue. I cannot open new tracks if we have no students and now, we have economic problems in the whole country. So, nobody will be attracted to come to these new tracks. Let us upgrade the same undergraduate programs into post-graduate programs. Yes, this is what I believe in.

Q10

M: Ok, will you please tell me also when these conflicts happen and they develop into personal tensions, would that affect the member's commitment to the team?

TM013: Yes, sure it will be taken as personal. It will affect member's commitment to the team, I think so. In my case, at that point, I have to be dynamic to avoid any conflict. I can express my opinion; they accept, fine, if they don't accept it I can try to attract them to my opinions; otherwise, I will ignore it and follow university procedures.

Q12

M: Well, if you would tell us a little bit more on how you would describe the department leader's behaviour in situations when there is high disagreement over task and high personal tension between members?

TM013: Really, I don't care about behaviour because I believe that behaviour is unstable factor; you cannot judge based on human behaviour. But since we have policies, and these policies are declared by the deputy dean or the dean, we have to follow them. If you agree or not agree, I will follow them. if in case they will enquire, I will say this is the policy, I am following the policy. I am sorry, but I can't do anything.

Q14

M: Last but not least, how would the team leader's behaviour in situations where there is high disagreement over the task and high personal tensions, relate to team performance?

TM013: In reality, the leader will conduct several meetings and will adopt best decision based on the required performance from the department.

M: Ok, we finished the interview, are you happy with the answers?

TM013: Yes, yes.

M: once transcribed I will get back to you. Thank you.

14. Team Member TM014 (F)

Q1& Q2

M: How different is the level of knowledge and competence between group members in your department?

TM014: Highly different within the academic department where I am now, which is the general courses. High difference in the level of knowledge as people come from different backgrounds, different cultures, different nationalities, level of competence is different as well. Because in my academic department we have different disciplines, different majors, where all come in the general academic department.

M: Will you please tell me how many members in your department if you may?

TM014: Seven members.

M: Do they all come from the same university, they graduated?

TM014: No, no.

M: Ok, are they all PhD holders?

TM014: No, let us say three PhDs and four Masters, and even the four Masters, they are currently pursuing their doctorates.

M: What about the age?

TM014: Let us say, the head of department is an associate professor from King Abdullaziz University, I guess she is above fifty or sixty, the rest in the range of thirty to forty, I don't think we have younger than that. So, 30 to 40, the head of department is above 60.

M: And the gender, females or males?

TM014: For Jeddah campus they are all females; Dhaban, they are all males. My interaction is with Jeddah, so it is all females.

M: And the nationality?

TM014: Mostly Saudis, with few non- Saudis, let us say three non-Saudis and the rest all Saudis.

M: Ok and the culture?

TM014: They are mostly Arabs, Middle Easterners, but you know even for Saudis, Egyptian culture is very different.

Q3

M: How would you describe group performance in relation to set objectives? So, is the department performing well or it is under performing or over performing?

TM014: I believe the department is under performing. Because sometimes the objectives are not clear for each of the faculty members, or the objectives need to be shared, communicated amongst faculty members. So, we all know where we all are heading as a department. So mainly communication is very important, sharing of objectives, showing the destination where the department is heading is very important, and that does not happen on a wide scale.

Q4

M: How would you describe the effect, if any, of team member's differences, which are the differences of knowledge, competence, age, nationality and culture, on group performance?

TM014: Yes, I believe that age and experience together are very important for group performance, as you have more knowledge which is reflected on more experience; this definitely has an impact on group performance. So, the group become wiser, more learning, sharing of knowledge, sharing of experience, passing the experience from one group to another. There are sometimes changes in leadership, so passing this knowledge from one head of department to another head of department which is accordingly going to pass the knowledge to the faculty members that are teaching in the department.

Q5

M: Okay, how would you describe the effect, if any, of group member differences on member's commitment to work as a team?

TM014: I guess degree, experience and age have an impact on the leadership of the academic department, so I can give you a personal experience that I passed through sometimes. Some of my colleagues would have problems, let us say, with students, and because of the wisdom and age and experience of the head of department, she really tried to sort out things within the department; by communicating with the faculty members advising, coaching, mentoring the faculty on what to be done and what not to be done in an informal way, ok. And I guess this is somehow related or because of her age and experience and competence that she is bringing to the place, she is more mature in a sense, she is helping the faculty members to consolidate the relations or to better the relations with the students. She is bringing experience from the previous university and this university, so I believe that what she is doing and what she is trying to do, sometimes as I told you, in an informal way, where she just calls a faculty member in person, explains to her what has been done, no bell ringing, no screaming, nothing like that.

M: What about individual member's satisfaction with the team? Do these differences have an effect on how satisfied individuals in the department are with the department itself?

TM014: Definitely, we are as I said in my department, we are highly diverse, coming from different backgrounds, but when we are together, or we are working as a team, no one is showing disrespect or something like that to the other team members.

Q7

M: Would you tell us a little bit on the extent to which disagreements over work tasks become personal tensions between individual team members?

TM014: Sometimes we have so many requests from Quality for instance, and we do not know who is going to do what, ok; this is one of the issues, it is very important ... or it can cause lots of disputes and disagreements amongst team members, so the distribution of tasks might lead to disagreements within team members. Does it become personal tensions? Yes, I have seen some cases where it comes to that.

M: Can you tell us a little bit more about those cases?

TM014: Yes, I have seen one, not in my department, in another department, that the distribution of tasks amongst team members during meetings, sometimes are becoming personal tensions, that are being taken beyond the boardroom or the meeting room. They become so personal, people start talking about each other and how unprofessional they are in handling work situations.

M: Ok, in your department, ... have you seen those disagreements become personal?

TM014: No.

M: Why is that do you think?

TM014: Because of the wisdom of the department heads that I have worked with, they have the experience, they have the wisdom, they have the ability to carry everyone in the department with them.

M: So, how do they do carry everyone with them?

TM014: Building trust is very important, the person I am talking about she always makes me feel that I am trustworthy, number one; she trusts my work, she does not doubt anything, she is not that kind of person who doubt what I am doing or doubt the work I am doing.

M: Ok, so trust is a very important element.

TM014: Extremely important.

M: Ok, so how does she build trust?

TM014: You know, sometimes the manager or leader of a group starts doubting what you're doing. Sometimes, making you feel that what you are doing is not important enough that you are not trustworthy, but she tries to build trust through personal relations or personal connections. She would not hesitate to send private messages, the way she communicates with faculty or with me personally is extremely building or consolidating the idea that we are one team, we are in this together, I am not checking your work I am not doubting, I am not saying you are not doing it, but maybe something happened, and I am waiting for this explanation; so, communicating this, building this sense of trust is very important.

M: And does she communicate on one-to-one basis or in a group?

TM014: I have seen it in one-to-one.

M: Ok, and do you appreciate the one-to-one communication?

TM014: A lot.

M: How about communication in group; does it produce more effective results or is the one-to-one more effective?

TM014: In group meetings it is kind of you are setting the tone of how the team is going to operate, ok, being kind, the body language, the communication, the trust, that she appreciates everyone's experiences and background. But for me I believe that one-on-one communication was more effective.

Q8

M: Ok, how would your team leader behave when individual differences cause disagreements over work tasks? ... for example, conflict around something that has to do with assessment of a course, review of a program.

TM014: She responds normally by setting a basis for ... an agreement amongst the team, ok; or explaining, communicating, why we are doing this, the benefit of what we are doing, ok; the importance of what we are doing. She explains the why, the why is very important, why we are doing what we are doing as a group, as a team.

M: So, you mean she is explaining the destination, the vision?

TM014: Yes. The destination and the journey that is going to take us to this destination which is very important.

M: What do you feel when you know what is the destination?

TM014: I feel empowered, I feel I am part of the journey I feel I am part of where we are heading as a university.

M: And that makes you comfortable?

TM014: A lot, a lot, it is very important. As I told you in the beginning, I have two roles, the administrative role and the academic role. It is very important to tell the faculty where we are heading why we are doing this, what is the benefit of this, how is it going to add to the work.

M: So, if you allow me to ask, how many years of experience you have? I do not normally ask this, but I would like to know that because it seems that you have good experience.

TM014: Fifteen years of experience.

M: Meaning are you the most experienced or one of the most experienced?

TM014: I am the most experienced in terms of the organisational culture or the culture of the organization, I know how things are being done, I know how decisions are being taken, I know the history, I have seen different leaders in different positions and how they handle situations amongst team members, I believe this has added to the knowledge and competences I have. ... I can see an evolution in the culture, I can see a transformation in the culture, the university culture, even amongst faculty members, and you know faculty members are sometimes a bit arrogant, egotistic because of the research impact.

M: And that arrogant, egotistic is that more with the fresh graduates or more with the more experienced

TM014: I can see it more with the fresh graduates, definitely. I have seen this diagram of experience and confidence so here is a fresh graduate just finished his or her PhD and he feels that he did everything in the world. On the other hand, I have benefited from the leader of the organisation about this. I remember the first time I met him. he said: “please make sure that you always learn, to continuously evolve as a person, to continuously develop as a person”. So, this stayed in my mind, in the organisation sometimes I am taking baby steps, but I believe that continuous improvement is the key, it is very important, how you develop yourself, what is your path toward your goals what are the things you want to achieve in your life.

Q9

M: How would the chairman of the department behave when disagreements over tasks transform into personal tension between individual team members?

TM014: I have seen different situations where disagreements or personal tensions started to evolve within a meeting where we are distributing tasks or something like that, and I have seen different behaviours of group leaders about that. So, let us say because I have worked, because I have worked in the General department, sometimes they lend me to other departments, so, I teach marketing, sometimes I teach in other college courses, I have seen one situation where the department’s head was trying to distribute tasks, and everyone was not happy with this situation. Everyone did not like her way of distributing tasks, so the leader would distribute tasks and she would exempt herself from doing it or she would be the summary provider. So, leading to why the role model is very important, to set a role model ok, and this has caused a lot of disputes amongst team members. I remember everyone was coming out of this meeting so frustrated, how come she is just throwing tasks on us, and she is not doing anything, or something like that.

Q11

M: And how does that, how does her behaviour relate to members’ commitment to and satisfaction with the team?

TM014: Definitely decreases members’ commitment and satisfaction with team. ... She is not committed herself, yes, she wants to get the job done, she wants to get whatever task needs to be done, but she does not know how we did it, who did it, how was it done, what is the quality. Again, this goes back to questions previously on setting objectives; are the objectives clear within the department, showing the destination or where are we heading as a department. When the objectives are clear, the task starts to make more sense. I am being put in the picture as a faculty member, this where we are heading and this is your role, this is the gear that you need to use in order to be able to reach the destination.

Q12

M: Ok, how would you describe your team leader’s behaviour in situations where there are high disagreements between team members over work tasks?

TM014: Again, I believe that the person I have in mind, she would communicate a lot, communication. She would create this culture of trust, she would create this culture of involvement where everyone is involved, and again communication is very important, explaining why we are doing this. Having a group or a team goal, where we are heading, it is not an individual success, it is a team success, and this has to be highlighted. Ok, empowering team members is very important, showcasing their work or showcasing what they are doing is very important as well.

M: Recognising?

TM014: Yes recognising, appreciating something that is very important, so I believe these kinds of behaviours are very important to take the team performance it to the next level.

M: And have you observed high disagreements over tasks?

TM014: Yes, I just told you a while ago, some departments academic departments I worked in, yes, I have seen that lots of disagreements happen among faculty members when tasks are being distributed.

M: And the team leader's behaviour was effective or not effective?

TM014: I have seen effective behaviour where communication was in, building trust was in, when the team leader knew of group dynamics, how groups operate, sometimes they talk about that, it is normal that we have these disputes, the most important thing to talk about the team and to handle them the right way.

Q13 & Q14

M: Last but not least, tell me a little bit on how does your team leader behaviour in situations where there is high conflict over tasks and high personal conflict, relates to team performance, commitment and satisfaction with the team? Was this something you have observed in the past or not?

TM014: I have observed examples; I have observed a team leader who is highly committed to resolving conflicts and harmonising the team. Ok, and I have observed team leaders who are so individualistic, they care only about themselves, they only care about their own success, ok and accordingly they do not think about the team members, it is a one man show.

M: And was that effective?

TM014: No. They ended up leaving the position. They were asked to leave.

M: Ok, are you happy with your answers?

TM014: Yes.

M: Do you want to add anything more?

TM014: I would love to add that again; sharing the vision of the team, why are we a team, making a non-team into a team is something that is very important. Diversity adds to the richness of discussions, ...or meanings ... or communication within the team, let us benefit more from that. Conflicts sometimes is a healthy thing that would add to the group dynamics and team involvement, that is it.

M: Ok, thank you.

So, I am going to transcribe the interview, and I will send you the transcribed version, feel free to edit ,to change, to add, to replace, whatever you like, then if you feel comfortable with it you can send it back to me with the validation, that I validate the use of it.

TM014: Good luck.

M: Thank you very much.

TM014: Thank you.

15. Team Member TM015 (F)

Q1

M: So, we go with the first question; how different is the level of knowledge and competence between group members?

TM015: In my department, I have some differences between the members, ... maybe the age differences and maybe also the experiences they have before coming to the department, here; academic experiences and the period they spent teaching and doing academic work and also the field work experience that they have.

M: And what about degree, knowledge, masters, PhDs?

TM015: Most of them, I mean all of them are PhDs.

Q2

M: So, what about age, gender, nationalities and culture? In your department are they all from the same age group?

TM015: Most of them are between early forties and late fifties, so they are nearly all the same. The gender, they are all males, I am the only female.

M: Ok, nationality?

TM015: All of us are Egyptians, so, I do not have this mixed culture over all they are all the same.

Q3

M: How would you describe group performance of your department in relation to set objectives?

TM015: Do you mean when we have an objective or something to do?

M: No, in general? How do you describe group performance to set objectives? Are you under-performing, are you performing well, are you over-performing?

TM015: Performing well.

M: Ok, so, it is fine with the set objectives?

TM015: Yes.

M: Okay.

Q4

M: How would you describe the effect, if any, of team member differences you identified above on group performance? Differences only. So, if you are all Egyptians, that means we are not talking

about nationality, same age group, we are not talking about age. Gender, they are all, how many are they?

TM015: We were 8, now we are 6. So, 5 males and 1 female.

M: And knowledge, competence, so how do you describe the effect of what is different on group performance?

TM015: I do not think these differences have any effect because we are working as a team most of the time frankly speaking

M: Ok

TM015: So, the above mentioned are not interfering with team performance, but maybe I can figure out something, like this is what I mean when I was asking you about culture, what do you mean by culture? I mean how everybody was raised affects their performance, for example, a female is a female, but everyone has different point of view regarding how things are to be done, maybe this is the only thing that can have effects on the performance of the team.

Q5

M: How would you describe the effect of group member differences on member's commitment to work? You said that the knowledge and competence, there are some differences in the experiences, in the background of each faculty member. Do they have any effect on member's commitment to work, and individual member satisfaction with the team?

TM015: Of course, there are different experiences and backgrounds that affect the commitment and satisfaction, in a positive or negative way. I mean, when you have a good experience or you have better experience or you have done the work other times or in other different ways, you will be better at doing it, and so maybe some of them may be one or two they do not have this good experience and so, they are not doing what was expected from them, and so sometimes you see that the performance is not this satisfactory. The experience and knowledge and what you've been doing these last years, affect what is required from you through your presence here.

M: Okay.

Q6

M: How would group member's differences relate to disagreements over work tasks? Do differences of experience and knowledge have any effect on task conflicts that can happen in the departments?

TM015: Yes, sometimes one of the team members can't do the task because he is not capable of doing it, you have to switch the task to another one so with more competence and experience; he can do it in a better way.

Q7

M: Ok, to what extent do disagreements over work tasks become personal tensions between individual team members?

TM015: Maybe on distribution of tasks in the team, yeh, sometimes. So, these we can disagree on, yes, sometimes it transforms into personal tension. For example, in my department specifically when sometimes tasks are being distributed to faculty members, sometimes some of them complain “why I am given this task, the work burden is more in my task and my colleague is given the things, maybe in a meeting; and why I am doing the dump work”, things like this sometimes happen, so tension can arise between members. Another example, again in my department, some people were thinking that others were having more privileges, the opportunity of attending meetings and taking easier tasks, and in one or two situations some of them were complaining; “why he is doing this, why I am not assigned to his tasks, and why I am assigned to this kind of work”. And so, the atmosphere became a little bit tense between the members themselves.

M: And how would the chairman of the department behave in such situations?

TM015: Most of the time he talks a lot to us, and he speaks to everybody in private and he tries to... actually, from my point of view, he was doing the correct thing and he was assigning tasks according to what he sees everybody is capable of doing, but they were not seeing this. This is why I told you the way you were raised affects how you see things.

Q8

M: And would he behave the same way when conflict over tasks become personal issues? Will he still speak privately to individuals?

TM015: He speaks, sometimes privately sometimes in department meetings and try to tell everybody that “we are being fair, and everybody is doing what he is capable of, and everything you do, each one of them, makes sense, and we need this, and the level of importance of all the tasks is the same”, things like this.

Q10

M: Okay, how would disagreements over work tasks and personal tension between team members affect team performance?

TM015: Yeah, they affect actually of course, negatively, of course. For example, one of my colleagues, you said without names, yeah, always think he is taking the dump work and so he says; “what is the use, everybody is doing the show we work and the work that matters, and I am doing just the dump work”; so, he does not do it, he takes a lot of time in order to submit it and finish it because he think it is not important, that is not required at the same level of importance of other tasks.

Q11

M: And does that affect commitment and satisfaction?

TM015: Of course, negatively.

M: Do you see that quite often?

TM06: When we are doing the same thing and we have all to work together in order to finish a task, this is when the tense relationship start.

Q13

M: So, now we are talking about normal conflict, but how would the team leader behave when the task conflict is very high, and the personal conflict as well is very high?

TM015: It is according to the situation, I mean, sometimes, for example, when the task is required to be finished in specific time, so sometimes, he redistributes the tasks again so people can work in a better way to finish the tasks. For example, he is dividing the people into groups to work together; if he finds tense relationship between two members of the same group he can redistribute or divide the people again; so, if he finds that, for example, I can work easier with this member, he puts him is in my internal group; and things like this.

Q14

M: How would your team leader's behaviour in these situations relates to team performance, members' commitment and satisfaction with the team?

TM015: I think it is the same answer; he either divides them internally again or redistribute the tasks..., the same thing.

M: Ok, thank you. Do you have anything to add?

TM015: No, no.

M: Are you happy with your answers?

TM015: Yeah.

M: I will transcribe the interview and I will send you a version of it; please review it, and if you are happy then validate it.

16. Team Member TM016 (M)

Q1

M: So, I am going to ask the first question, how different is the level of knowledge and competence between group members in department? In your department?

TM016: Ah, we have many members in my department; about nine. I don't know the exact number, but it's about nine or ten. Different Levels of knowledge? PhD holders, Masters holders. PhD holders with long years of experience and fresh PhD holders.

M: Okay. And what's the split? How many of them are PhD and how many of them are Master's? If I may ask.

TM016: Maybe three Masters and six PhD holders.

Q2

M: And what about age, nationality, gender and culture?

TM016: Multi-nationality, we have different cultures. Age? Different ages. We have fresh graduates and others with twenty or more years of experience. We all males in our department, and nationality? Egyptian, Saudi, Jordanian.

M: Okay, and culture?

ATM016: They are all Arabs.

Q3

M: Okay, how would you describe group performance in the department in relation to set objectives? Are you well performing, are you underperforming, are you over performing?

TM016: I think we are performing satisfactorily.

Q4

M: How would you describe the effect, if any, of team member differences you identified above on group performance? The knowledge, the competence, the age, or group performance? Do they have any effect?

TM016: Yeah... I think differences enhance the group's performance. The group performance needs expertise and also fresh graduates; young members ... want to do more work to build their career. And about multinational culture? I think it is a good thing because we can gain more knowledge from each other.

Q5

M: And how would you describe the effect of group member differences on group member commitment to work as a team? And on group member individual members' satisfaction with the team? Do these differences have an effect on commitment and on satisfaction?

TM016: Commitment and satisfaction are built on task distribution. If the leader distributes the tasks in a fair and clear way, there will be no problem with differences. But if the task distribution is random, if we just want to perform a task, things will not be clear and there will be delegation of the job. If things are organised and the task is more specified, the whole situation will be better, and everyone will gain experience from the highest position to the lowest position.

Q6

M: How would group members' differences (that you identified) relate to disagreements over work tasks; Task conflicts?

TM016: If the task distribution is good, every individual will know what to do, and there will be no disagreements. However, people have different points of views, sometimes individuals notice that people are treated in different ways, but these differences have no effect if there is organisation. The leader of the team will satisfy each one with a certain task to decrease conflicts between people and to remove any effect of differences.

Q7

M: To what extent do disagreements over work tasks become personal tensions between individual members?

TM016: I think if everything is organised, we will not reach the point of personal tension.

M: Had it happened before in the department?

TM016: No, I didn't see that.

M: How long have you been in the department?

TM016: Five years.

Q8

M: How would your team leader behave when individual differences cause disagreement over work tasks? If we take the example of the distribution of tasks, the one that you specified. Let us say that it was not distributed fairly, and then conflicts over the tasks rose, how would the chairman of the department act?

TM016: Actually, in our department, when we have a department meeting, we ask everyone: "Which task do you prefer to take? Is it better for you? Are you satisfied to take this task?" Then if all refuse the task, he will assign someone to do it. That is what usually happens.

Q9

M: How would your team leader behave when disagreement over work tasks transform to personal tension? You said that you have not seen it before, the disagreements have turned into personal tension?

TM016: No.

Q10

M: How would disagreements over work tasks and personal tension between team members affect team performance?

TM016: yes, it affects it negatively. I have seen it. If there is a task disagreement, everyone one will not continue the task, or will delegate the task to someone else as an excuse. I don't like this job. I don't like to do it the way it is required, so I delegate it to another one.

M: To another one.

TM016: This affects the task performance.

Q11

M: How do these disagreements affect commitment and satisfaction?

TM016: Disagreements affect satisfaction because if I disagree with, for example, my task allocation but I am forced to do it, I will not be satisfied with being in this group. I will try to leave the group or seek another place to work in a better environment.

Q12

M: How would you describe the behaviour of the department chair when there are high disagreements between team members over tasks? High not normal? High disagreement?

TM016: I think this is done by discussion to try to make the points of view clear for everyone, and we could divide the group into sub-groups so instead of four persons doing a certain task, we can divide it into two teams inside the same team so two persons can do one task and the other do one task and join the tasks at the end.

M: Okay.

Q13

M: How would your team leader behave? You said there are no personal tensions.

TM016: There are no personal tensions.

M: Would you like to add something as part of your experience in the department? How are conflicts managed in general?

TM016: I think ... because we are teaching staff, ... we don't have a big disagreement with each other as our task is to do teaching to students and do exams; make the exams fair to all students so we don't have a big issue between each other. But I think if there is a big difference, say for example, we are going to meet for an exam and we both teach the same course, I think there may a difference in the level of marks; it should be lower or higher. I think if we sit together and make compromise between our points of view with the head of the department, issues will be solved without any personal tension.

M: Okay.

Q14

M: Okay. I think we are done with the interview. Do you have anything to add?

TM016: No.

M: Okay. Inshallah, what is going to happen in the process: I am going to take the audio interview and then I am going to transcribe it into text, and then I will to send it back to you again for validation, so if you are happy with it after you edit, of course feel free to edit, change, add experiences, add whatever you want, and if you feel comfortable with me going forward to analyse it, you can validate it and send it back to me.

TM016: That's OK.

M: Thank you very much.

TM016: Thank you.

17. Team Member TM017 (M)

Q1

M: We will start now with the first question, how different is the level of knowledge and competence between group members in your department?

TM017: In our department, we have different levels of knowledge, we have like some of the staff are full professors, associates, assistants and lecturers, so we do have that in our department.

M: If I may ask how many members are in that department?

TM017: six.

M: Six members, and what about competence, do they vary in the experience, ... professional experience?

TM017: No, in the number of years, there is a difference. We can say that have fresh PhD holders and we have experienced staff.

M: OK, so it is fairly diverse in that.

Q2

M: OK, what about age?

TM017: The same thing. So, we have young people, and we have experienced people.

M: If you can split them for example, like how many age groups are represented in the department?

TM017: Let's say like 30 to 40 you can say, two; 40 to 50, two; 50 to 60, two as well.

M: Then it's fairly diverse, what about gender?

TM017: Two females, four males.

M: Nationality?

TM017 Nationality; half, half; Saudis and Egyptians.

M: OK, Saudis and Egyptians, and culture?

TM017: We, The Saudis are graduated from UK, and the Egyptians are graduated from US and the other two from Egypt.

Q3

M: And what about group performance? So how would you describe the performance of the department in relation to set objectives? Is it under performing, well performing, over performing?

TM017: The issue with the department I belong to, it is a new department, recently established and we are in the third year. This is the issue that we have. We have no graduates from our Electronic Engineering Department. We just started the quality tasks, an issue from this semester because this

department wasn't under the ECE AAA requirements of eligibility because they ask for at least one batch.

M: One batch of graduates.

TM08: Of graduates. So, we perform very well in the circumstances that we are in.

M: OK.

Q4

M: How would you describe the effect, if any, of team member differences you identified above on group performance?

TM017: For sure it adds to the performance of the group because as you know in groups, we learn from each other, so if we have ... diversity that means we will learn and gain knowledge. The main issue to share knowledge from others so the same people from Saudi and people from Egypt and people graduated from US, UK and Egypt, still we can say, there is big diversity in our department, but still, we learn from each other. One of them worked as an assistant professor in the UAE Canadian University in Dubai. And one full professor worked like for twenty years at King Abdullaziz University. One from Dar Al Hekma, two of us, we just started with UBT, and we have no experience before UBT. And ... that should add to the performance of the department; but the issue that they try to adapt and apply what they used to do at their universities ... in our university. This is maybe the issue; sometimes it creates conflicts. Because like still they have loyalty to their old university, so they think what that they were doing there is better than what we are doing here. Maybe the issue UBT is different. It is as you explained earlier, it is profitable organisation so those who come from a public... unprofitable university, they are very different ... so this maybe the issue.

M: So, basically those issues or the conflicts that arise, they are if I understood correctly, they are more related to knowledge and competence diversity that some of the group members have.

TM017: Yes.

M: So, what happens when that conflict happens?

TM017: We should come back to the department's counsellor ... and we discuss, then we vote. And we raise it to the dean of the college to approve what we recommended in the department or send it back to the department for further study..., so this is what we usually do.

M: and what role does the chairman of the department have when such conflicts arise?

TM017: He tries to explain the situation, ... and ... the reasons ... and why he wants to recommend doing that option and not another option; we vote for that, and we discuss that; we give him our opinions then he sees which one is better for the university and the department first.

Q7

M: And so, has it happened that the task conflict has transferred into becoming personal tensions?

TM017: No, I didn't see that. It doesn't go to the personal tension because it gets managed within the department and by members of the department and by the chairman of the department as well. And we are still recently established. So, we don't have this tension issue. Maybe it can be more in public universities than in private universities.

M: Than in public universities, and why do you think that is the case?

TM017: In public universities, the professors or doctors, I mean in the academic staff, they think this is our university, no one can say anything to them, but in private universities the staff think that they work for private organisations, so they are not secured enough so that's why they don't want to take things personal. This is one of the issues, another one maybe because they are more professional, in some cases our staff is more professional than public universities, so they don't go for the personal issues, personal things. The environment in the department, in the collage so people like each other even if we disagree on things, we still think that we work for our department.

M: And does the leader, the chairman of the department has a role in that?

TM017: He should, he should, and he has a role because he is the head of the department. He has to explain to us why we should do that, why we should recommend that, why we should, for example, hire this person in our department, so that we can discuss, because if we have no information nor discussion of issues, for sure there would have conflict.

Q11 – Q14

M: And what about commitment, commitment to the team and satisfaction with the team; do tensions and conflicts in general affect individual commitment with the team?

TM017: In general, yes.

M: In the department?

TM017: No, because as I said, we have no personal issues among team members, so we don't have that in our department yet; thank God; so far.

M: So, you have not witnessed any one-to-one personal tensions in your career at UBT?

TM017: No, because of the tasks of the department.

M: OK. Are you happy with your answers?

TM017: Happy.

M: Do you want to add anything?

TM017: Unless you have any...

M: No, not at all, but I am just happy to understand the perspective of public and private, this was not introduced by the way in the past; this is the first time that it is introduced here.

TM017: We don't have lobbying like in the public universities. So, let us say that in the department we have six, maybe there is a lobby of three, so they vote for the same thing.

M: Yes.

TM017: The same voting. We don't have this in here.

M: This is not available, and this is good. Lobby could be translated as subgroups, whether gender or age or background or nationality.

TM017: You will have very good diversity if you have that.

M: I agree. What I am going to do, I am going to transcribe the interview and I will send you that and you, feel free to reject it, to accept it, add, edit, change, comment, and then once you are done, send it to me so I can use it for analysis, or you can just say that you do not want to participate in the research, ok?

TM017: Alla's Willing.

M: Thank you very much.

TM0817 Thank you.

18. Team Member TM018 (M)

Q1

M: So, we will start, it is going to be in English, we will start, you can speak in Arabic if you wish. We will start with the first question: How different is the level of knowledge and competence between group members? First of all, how many individuals are in your department?

TM018: There are six members, five faculty members and one head of department; all males.

M: And nationality?

TM018: They are diverse between Saudi, Jordanian and Egyptian; three Egyptians, two from Jordan and one from Saudi.

M: And age? Are they all of the same age group?

TM018: No, most of them are like, three in the age of Forty and two, age of thirty, thirty something.

M: So, it is diverse in that sense, but it is all males. What about knowledge?

TM018: All are PhD holders, and only one associate professor.

M: And what about competence? Do they all have more or less the same skills, competence, and experience, practical experience?

TM018: No. We have one came from the industry, so he has like fifteen years from the industry and then came to the university. Two came from a university background. They used to be university assistants and assistant lecturers from Egypt, and the others are fresh PhD graduates.

Q3

M: And what about the performance of the department in relation to set objectives? Is the department performing as per the objectives? Or its underperforming or over performing ...?

TM018: So, to be honest, due to the diverse faculty members, the head of the department is suffering from assigning tasks, so when assignments are assigned, one says that he is a part of two groups; another says that he is part of three groups. All this makes a small problem because, and this happened last semester, in Quality. When assigning tasks of Quality, one of the faculty members didn't like one of the tasks and considered it a bit much for him while the rest of the faculty members were assigned smaller tasks than his, and there was a confrontation between this faculty member and the head of department. After that, the faculty member sent an email to the dean of the collage stating that there was injustice in dealing with him. Because the faculty member was from a different nationality to the rest of the group. This led him to claim that all the Egyptians were against him in this. The dean investigated the matter with the team, resolved the problem, and the assigned task remained as is.

M: Did the head of the department take a part in solving the problem with the dean?

TM018: The problem was between the faculty member and the head of the department.

M: Ah, with the head of the department. And what did the dean do?

TM018: He talked with both parties and listened to them, one by one, and then he reached a conclusion. Of course, he didn't just meet them. He consulted with other members who were in ... that meeting. Based on that, he was able to take the decision.

M: Do you think this problem happened because of the difference that we have mentioned at the beginning?

TM018: Age, gender, nationality? It is more related to nationality.

Q5

M: How would you describe the effect of group member differences on the members' commitment to work as a team and satisfaction with the team?

TM018: The performance of the faculty member and the team decreases a lot. For example, the faculty member mentioned, he was working properly, delivering the tasks on time, and he didn't have any problem with anyone. Then conflict changed things. I call him, he doesn't answer, the head of the department calls him, he doesn't answer. He felt there is something against him, although his friend who is of same nationality tried to become closer to him, but he didn't allow him. Then this faculty member resigned. This was the problem. A very big problem, he wasn't satisfied at all.

Q6

M: Do you think these disagreements relate to age, knowledge, practical experience, nationality; might any one of these differences cause problems related to work?

TM018: The rank affects the work a lot.

M: The rank? You mean being a professor, associate professor?

TM018: Exactly. The scientific rank. There might be an associate professor who is a bit younger than others. The age, also; someone older who is still an assistant professor, and the youngest associate professor criticizes the older about his academic papers, and this creates a kind of sensitivity.

M: He has notes on his research paper, and this creates sensitivity. Does this sensitivity reflect on the performance of work itself? The quality, the review?

TM018: Of course, these two might be in one committee, eye contact might be a problem, it shows a lot. So, this becomes personal.

M: This leads us to the next question.

Q7

M: To what extent do disagreements over work tasks become personal tensions between individual team members?

TM018: It changes to personal tension because it wasn't resolved in an early stage. There should be some kind of containment for both. Each should understand that the other is his colleague. This happened with me personally. I went to a certain doctor and he is older than me, and he resigned two years later. I told him that I wanted to work with him because I wanted to remove the tension between us. We did a great paper. Then things became really good between us. He felt that there were no more personal issues between us.

M: No more sensitivity?

TM018: Yes, because I asked him, and he agreed to work with me.

M: This means that you can solve problems individually? Between the faculty members?

TM018: Yes, exactly.

M: When the problem turns from task into a personal problem, does it go by itself?

TM018: No, it remains, and it affects all the tasks that come after. Some tasks are delayed, other tasks are not submitted at all, and the files are not complete until someone interferes, the head of the department for example.

M: Does the head of department interfere to solve personal problems?

TM018: No, he doesn't interfere, ... because when he becomes the head of department, the most important thing for him becomes the completion of tasks. He doesn't take into consideration the background. If he tries to interfere, one of the faculty members who have a disagreement with the other might accuse him of taking sides. So, he prefers not to get involved with faculty members' personal problems.

Q8 – Q14

M: How would your team leader behave when disagreement over work tasks transforms to personal tension between individual team members? I already asked this question, but I would like you to give us another example doctor? How do work problems turn into personal problems? What does the head of department do then?

TM018: A problem happened. There was a change in the position of the head of department, and we got a new head of department. A problem occurred between two faculty members. They had an argument about a certain course. Each one of them refused to teach this course. Then, teaching began, and the students became aware of the problem too. When the head of department knew about the problem, he held a meeting with each of the faculty members alone. He told each that if the problem persists, then you are not going to continue teaching with us. Then the head of department held a department meeting, and he told them that he has a vision, a target to achieve, and if he doesn't achieve it because of the two faculty members' personal problems, then he will fire both of them.

At certain times, there should be firmness when things go beyond acceptable to the extent when one sees the other, he doesn't say hi and that happens in front of people. Their personal disagreements reached a point where it hinders work, and it even hinders the whole faculty. Everyone in the faculty was talking about these two faculty members. This was unacceptable. Then

the head of department began assigning them in committees together where they can work together. They had to come to the department and work together till 6 pm. the relationship between the faculty members became professional and normal again after they learned how to work together?

M: Can you give me any example related to this situation please?

TM018: The problems that happened? There was a problem that occurred between two faculty members. It was also about task distribution. I am trying to remember this problem. It was a disagreement about the overtime. One of the doctors was used to take overtime hours, and the other doctor was not interested in taking overtime hours. In one of the semesters, one took a lot of overtime load, and the other didn't take any, so he went and complained to the head of the department. He told the head of the department that the distribution of the hours is not fair. The head of the department told him that the other faculty member came and asked for overtime hours and you didn't. So, the head of the department suggested a meeting, but the faculty member refused. So, the head of the department went over the hours' distribution in the previous semesters and saw the history of the overtime hours' distribution in the system. Then, he redistributed the overtime hours to be fair for both faculty members. Both faculty members were satisfied because they knew that problems will be solved in a rational way.

M: How do feel about the head's behaviour of solving task conflicts?

TM018: Two weeks ago, a problem happened, a student filed a complaint, and the complaint reached the ministry of education. The head of department knew about the problem, and of course he listened to the student and to the doctor. He also got the whole history of the doctor, and he talked with him about what he did right and what he did wrong. And because the doctor did wrong things and the student is right, the head sent an email to the involved doctor informing him that after communicating with the administration, and to protect the university and the doctor at the same time, it was agreed that a replacement will occur, but in a respectful way. The involved doctor gave his last lecture last Saturday at a certain time, and he acted smoothly with the students and offered to help them if they had any problem, and asked them to consider him their older brother, and he told them that he had a medical problem and someone else will take his place in teaching. When the head of the department took his decision, no one knew but the top management; this was a good thing. The problem was contained in an artistic way. The head of department acted in a way that shows that he is not biased towards the doctor or the student.

M: Do you think that this way of dealings with things make the faculty members more loyal and more satisfied in the department?

TM018: Having the doctor leave his position is not something good, but because the head held a meeting with the involved doctor, such a procedure protects the head in the first place. This way, we kept the doctor's respect in front of his students, and the involved doctor knew that he is protected and supported by the head of department and his colleagues. When the involved doctor was moved to teach other undergraduate courses, his performance became better. This was a good thing for him. The head acted in a good way and this reflected also in a good way on the involved doctor after he understood that people around him are protecting him and not acting against him.

M: Even when he did a mistake, things were explained clearly to him.

TM018: Exactly. He understood exactly what was bad for him.

M: You are reviewing the curriculum of a certain course, and you have a certain point of view regarding the outcomes of the course and another faculty member has a different point of view, how would you resolve the disagreement?

TM018: Yes, we disagree. But our disagreement happens in a meeting, so we always have the benchmark reference to go back to.

M: Does your disagreement undermine the work?

TM09: We discuss different options and reach an agreement because the final aim of all the attendees is to the development of the department, increasing the number of the students, so our disagreement doesn't cause a hindrance at all. We try to compromise and have close points of view. No problems occurred in such situations. No disagreement that led to fight; this happened more than one time regarding the issue of quality, and we meet in the workshop, and we discuss the objectives of the courses and if a faculty member has a different view then we look at the benchmark reference and we reach agreement about what courses have what objectives. For example, we agreed that students have a shallow understanding of electronics, and when they took these courses, they had a better understanding.

M: Do you think diversity among the department members is a good thing?

TM018: Yes, it provided us with numerous experiences from different places. This enriched the department.

M: Would you like to add anything else?

TM018: No.

M: I am going to take the audio interview and then I am going to transcribe it, and then I will send it to you again for validation, so if you are happy with it after you edit, of course feel free to edit, change, add experiences, add whatever you want, and if you feel comfortable with me going forward to analyse it.

19. Team Member TM019 (M)

Q1

M: How different is the level of knowledge and competence between group members in your department?

TM019: As for the academic qualification we have both PhDs and Masters degrees. Most of the department's members except three hold PhDs. As for the rest of the Master degree holders; they are in the process of obtaining their PhD, at different stages, some people are at the end of their PhD, some people are still beginning, so we have a little bit varied background in qualifications.

As for age groups, most of the members are within the same age group. We are talking about mid 40s. just about 3 or 4 of the members are in their 30s.

M: and How many members are there in the department?

TM019: Now we are talking about 11; we used to be 16 but now we are 11. 3 of them are in their 30s and the rest are in their 40s.

M: And nationality?

TM019: Nationality, we are talking about 3 nationalities: Egyptians, Jordanians, and Saudis; we can say that 40% are Jordanians, and 35% are Egyptian, and we are 25%, Saudis.

M: Okay: and Gender?

TM019: We are all males.

Q3

M: How would you describe group performance in relation to set objectives? Performing well, underperforming, over performing based on objectives?

TM019: Sometimes we have a problem defining objectives, but when objectives are very clear, clearly set, we can say that the performance is above average, all in all. Of course, we have differences, in some tasks we can say that we are satisfied, that performance is up to standards even, sometimes, it exceeds the level.

Sometime objectives are not very clearly set, we can't judge, we can't say that this performance is up to standard or not because people are trying to think on their own, and try to do the work, and everyone, you know, reads the situation from his point of view. So, sometimes, it is not about performance as much as about the clarity of objectives.

M: Who identifies the objectives; is that the role of the department chair?

TM019: Honestly, sometimes the tasks come from top management, we are talking about the College level, and even sometimes the university level, and sometimes they are cascaded down to the level of the department. So sometimes the HoD just, you know, gets some tasks. An assignment, then he starts asking people to work on this assignment.

Q4

M: How would you describe the effect, if any, of team member differences you identified above on group performance? That is knowledge, age, nationality. So, having those difference in the department, do they have any effect of the group performance?

TM019: Honestly, as it concerns the level of academic qualification, age and nationality, they do not have his huge effect. Sometimes we can say, for example, people who have a PhD are more productive at certain level, such as a level of a research.

But, for example, at a level of teaching, I cannot identify, or I cannot feel, any difference. Sometimes, you can note some differences, you know, we can refer to them as the nature of the person himself, some people procrastinate, for example. Meaning we are assigned a job, and we are working in a team, with someone who is not meeting the deadline. And whenever we work together again, we face the same issue. So, it gets down to the nature of the person; his profile his mind set, and so on; not to the academic qualification, not to the nationality or age group.

Q5

M: And what about those differences, do they have any effect on members' commitment to work as a team, and on individual member's satisfaction with the team?

TM019: Yes, sometimes people who are high achievers, they are not very satisfied because, sometimes, they do jobs and they are trusted and it becomes extra burden on them because, for example, the head of the department knows that, for example, X is kind of procrastinating, so, he is not going to finish on time. So, the head goes to Y and asks him to do the job; trusting that he is going to finish on time. Sometimes, this creates ... dissatisfaction. Because some people are trusted, and they get assigned especially to tasks that are, you know, urgent and ... important; high priority tasks.

As for performance, again, if you work in a team, which you have someone who is not very committed, the overall dynamics of the team are not going to work very well; so, it happens sometimes.

Levels of performance and commitment get down to the nature of the task. For example, quality work; some people don't like to work with quality tasks, because you have a lot of paperwork, you have a lot of checking, you have a lot of evidence collection, and so on. So, people who don't like to work in quality tasks don't do a good job. They could be, for example, sophisticated and highly professional in research. For example, it depends on the nature of the person himself and the nature of the task, more than the qualification, age, nationality, and so on.

M: You suggest from your observation that all kinds of differences within your team do not affect team performance and members' commitment and satisfaction. Would you agree that education and knowledge differences specifically might have an effect; take for example, faculty members who are research oriented, would they be more or less committed to the department than Masters holder faculty members, who one would assume would be less committed because they have no career progression if they do not obtain a PhD degree? What do you think?

TM019: As for the commitment with the reference to the academic qualification, as I have told you, most people with Masters degree who are about to finish their PhD, so, when they are within the career progression. They are in the process of finishing or obtaining their PhD degree. So, they have this urge to finish and to progress in their academic profession.

However, few years ago, we had two full professors at the department, and they did not like to work on some tasks because they thought that it isn't work that they should work on, being full professors; they should not have such, as they consider, a trivial job, which can be done by any person with a Masters degree, this was the negative side of it.

Q6

M: How would group members' differences; knowledge and competence, nationality, age, etc., relate to disagreements over work tasks? You have just touched on it now.

TM019: I think it relates to the idea of how a person knows his job description. If he has a very clear job description, he would be able to realise that this is not a monkey business, this is something which is part of his job description; so, this was part of it.

As for the disagreement over work division, and so on, honestly it happened this month. We were reforming the quality of the committee of the department, and one of the members didn't like to be in the committee because he thinks it isn't part of his work to check course files and quality work, and so on. We tried to explain that this is part of our job description; to teach to do research and then to do quality work. But he was not convinced; he protested, I can teach, I can do research, I publish a research a year, but when it comes to check course files, sorry it not my work.

Q7

M: And does this type of conflict reach to personal tensions; does it evolve to become personal tensions?

TM019: sometimes, concerning the incident I'm talking about, there were some personal tensions because, he got upset, somehow upset, he over-reacted and the head of the department was a little bit patient and tried to contain the situation.

The head first let him finish what he was saying. Then he started to talk very quietly stating some facts, for example, every semester we have this committee. People serve in this committee based on rotation. So, For example, X, Y, and Z served in this committee, and your turn to do your part. This is not something extra you do. This part of your job description", and he started to ask him so questions to clarify, some eliminating questions. For example, 'do you prepare a course file at the end of each semester?' He said yes, so, it's going to be similar to this. So, he tried to contain the whole situation and tried to clarify things to the department's member.

M: and is that how your head usually behave in different incidents?

TM019: Honestly, we have some variation ... because the same HoD we are talking about; sometimes keeps on pushing people; meaning it depends on the situation. ... sometimes tasks popup ... have short notice deadlines... and short notice tasks need to be finished, and the deadline is looming. So, it depends on the situation. If he is pushed by the higher Administration or the higher College level, he tries to push people to finish their tasks.

Q8

M: How would your team leader behave when disagreement over work tasks transform to personal tension between individual team members?

TM019: I have seen something that exceeded that level when we were talking about full professors or recent situation, I have told you about. So, we don't have things that reached the level of conflict or high tension, but I think in these situations, people or the head of the department in particular resolves the conflict using some techniques, some mechanism. Sometimes, he tries to resolve the personal relationship as a colleague not as the head of department. So, he will aim for discussion and cooperation to end the conflict. So, sometimes this is one of the techniques; one of the strategies. Sometimes, he tries to refer to the regulations, so, "this is part of your job description and you have to do it whether you like or not. And all I am doing is I am assigning the task to you and then I am reporting what happened, so you take the decision, and you bear the responsibility, or you have to be held accountable for your actions".

Q11

M: And do these task disagreements and personal tensions affect members' commitment and satisfaction?

TM019: They affect but at certain levels. I mean, for example, if the person is working in a group ... he is not in harmony with, this can lead to kind of procrastination. So, the person is not meeting the deadline, and the deadline has to be extended once and twice till he finishes. And also, sometimes when the person is not very convinced with the value of what he is doing and the task he has been assigned to, he will do the task but there are certain gaps. When you come to review his work, for example, you can see that there are certain gaps in the task he's done, it's not up to the standards because there are gaps here and there ... Again, it could affect commitment on those levels. We can't say that the faculty member refuses the tasks all together. He carries out the task, but he cannot do one of these two things particularly, if he is not convinced.

Q12 – Q14

M: And I am particularly also interested in how the Chair of the department behaves in situations of high conflict? Bless you I have answers for the rest, but this is something that I would like to know more on.

TM019: Yeah, sometimes it happened, not with the current HoD, it happened the previous HoD. Yeah, the former one; so, this ex-head used to refer to the Vice Dean. For example, if there is a high-tension situation between two members, he may hold the meeting with the two members or if meeting falls apart, he has a meeting with his line manager, the Vice Dean together with the two members. Sometimes, things are soothed at a personal level, as we say. So, for example, the head of department resorts to one of the members who is calm, wise, and he talks to him, and he asks him to handle the situation and to talk to the person who is refusing the assigned the task. So, we have multiple strategies to handle situations.

But mostly the head of the department would resolve the conflict by taking the one-to-one approach with those who are in conflict. But if the conflict is with more than two people this is done at a

department level, usually it is resolved through communication. As far as I remember, I don't recall any incident, or conflict, was a major one, or has exceeded the usual level of the department or the College.

M: Okay. Thank you, I really appreciate that.

TM019: thank you, best of luck.

20. Team Member TM020 (M)

Q1

M: Okay doctor let's go to the first question. How different is the level of knowledge and competence between your group members?

TM020: There is no big difference in knowledge and competence. I think there is another difference about age, age we have different ages, and no difference in gender. We have one female in our department. The nationalities in our department, the same nationality, but in the faculty, we have different nationalities, and we work as a team, work together with another nationalities.

Q2

M: So, basically how different are group members from each other in terms of age? How many age groups?

TM020: There are 30, 40, 50.

M: And how many are there in the age group 30 to 40?

TM020: Yeah, this is the major age group. In total we are eight; two are 50, four 40, and two 30.

M: Okay. Gender?

TM020: One female and the rest are males; seven males.

M: Nationality.

TM020: All of us are Egyptians. No, there is one Saudi, and he is traveling to continue his PhD.

Q3

M: And how would you describe group performance in relation to set objectives?

TM020: It depends. Overall, it is doing well on performance; all the seven PhD holders.

M: Do they all have the same professional experience?

TM020: From the long professional experience? No, no, they differ and have multi-experiences.

M: Okay, basically if we go back again for performance and objectives? Do you think the team is over-performing, under-performing, and why?

TM020: Well-performing, tasks are done in time. I think they are done with good performance, they are not done very perfectly, but I think, it is good, good enough performance.

Q4

M: How would you describe the effect, if any, of team member differences you identified above on group performance?

TM020: Some people couldn't work in a team. They work perfectly but alone. They couldn't merge; this makes it a struggle in making tasks in a program.

M: And what happens in those particular situations?

TM020: I think, when we are talking about teamwork, we need to divide it by tasks; and the head of the department contributes to dividing the tasks in the department. And that is an important role; sometimes he takes some of the team without asking the team leader, I think this is a problem and we couldn't go forward.

Q5

M: And what about the effects of those differences on the individual members' commitment to work as one team, and individual members satisfaction within the team?

TM020: I think it affects, but it is a minor effect, because it's about 10% effect. Some would prefer to divide tasks; they want to perform tasks together, and some want to work individually; and this is a struggle. I think it makes 10% effect in delaying some team tasks and it is not good for performance. Those who are working individually, they have experience but maybe different culturally.

M: but if most of them are from Egypt, are they from different parts?

TM020: They are from different parts, yes. Some from Cairo, and some from Alexandria, and Zaqaq. Some are from the country and some form the city; and these are very different cultures in Egypt.

M: are you happy to share with us a little bit more about these differences?

TM020: It is also individual characteristics, its personal characteristics. From big cities like Cairo and Alexandria they could deal with team tasks and could work together. From villages or small towns, they are less team oriented. But we can compare with other programs which do not have a lot of teamwork, this effect does not exist; this variable does not exist. I think it a factor, the village, the town, is a factor, but it is not a big factor.

M: And how do you think it should be managed?

TM020: I think, the leader could divide tasks, it is the best way, but I think it is making some delay in the work if you want to make it in a teamwork. If it is individual task, it could be done individually from the first time.

Q8

M: And how does the chairmen of your department contribute to solving this teamwork issue?

TM020: Sometimes, we enforce it, make workshops in our program to finish the job. When we are late, we have to say to all of them: "we have to get this work out, we have to stay in the faculty and we have to finish all the work today, we have to finish. All of us, we expect the individual ones, the ones who work individually, to finish their work today with us in a group."

Q9

M: And does it ever happen that those disagreements over work-task transform to personal tension between individual team members? Did you witness that someone takes it personal?

TM020: Sometimes, but I think it is a short period of time and it vanishes. Yes, sometimes it happens, yes, and then it is solved.

Yes, I think it happened with me. We are talking about some task we are about executing in different ways, and someone wants to do it in a way, and I want it to do it in a different way; we could not agree; there was some tension. The leader wasn't present, and I am limited in what I can do, so we had to go back to the leader. We left our task without any solution; we stopped the work, and this affected the work. But the next day when the leader was present, everything, disagreement over task and tension between us vanished from both of us. This, the work task we have to do, disagreement is in the past.

M: So, you got over these conflicts and disagreements all alone, individually.

TM020: Yes, yes, individually, both of us overcome our disagreements, and we had to do the work. Usually, the leader takes a decision and solve disagreements in some way, but in this case, we decided to make it, both of us.

M: Did you witness any other example, where the task conflict became personal conflict.

TM020: I think, last summer two of us had something personal and it affected the work and performance, some personal thing between them, nothing to do with work. Something personal became work issue, so, work was affected; they didn't work in a normal way, and they didn't finish the task. Their work was not good; and the hard worker didn't take any bonus, ... not money, appreciation... and this something, without appreciating. I think is affecting the work.

M: How it is affecting the work?

TM020: I think the hard worker didn't continue to work hard, yes, and the one who didn't do the work was not disciplined. So, the hard worker didn't do hard work anymore, and was not committed to the team.

M: Are you happy of your answers

TM020: but on large scale I taught in many institutes in Egypt, I have been in private and general public sectors. But I think, overall, it is good here. There is a good system, there are rules; sometimes not effective but there are rules. But overall, it is good; we are talking about issues but still small issues, not a major thing.

M: Thank you.

Appendix 6. The Coding Frame

Appendix 6 The coding frame

Participant / Interview question	Data extract	Initial code	Theme	Main theme
TL01 (M)/ Q1	<p>[Difference] in knowledge and competence between group members is] relatively high and consistent, very relatively high and consistent. ...</p> <p>The competency is quite enriching, the complementarity, they [group members] help each other; we see the knowledge difference, the different knowledge processes are very much in place and lead to efficient performance.</p>	<p>Difference in knowledge and competence is relatively high</p> <p>competency is enriching and complementary, group members help each other, performance is efficient</p>	<p>Group differs on knowledge and competence</p> <p>Differences in knowledge/competence lead to team integration and efficient performance</p>	<p>Group is diverse on knowledge and competence</p> <p>Diversity on competency and knowledge enhances group performance</p>
<p>TL01 Q2</p> <p>How different are group members from each other in terms of age, gender, nationality and culture?</p>	<p>It [age difference] is consistent to a certain extent. It is consistent to a certain extent. Consistent, I might be the oldest, I am the oldest, I maybe one of the old. ...</p> <p>The average age is around 30.</p> <p>There are few who are from different nationalities, ... we've got three nationalities, three to four nationalities representatives in our department...</p> <p>It [department] is mixed, diversified in gender, its 50-50.</p> <p>..., but in terms of diversity, it is very encouraging, it is very positive, and I think it is enriching.</p>	<p>Average age is around 30</p> <p>Three to four nationalities</p> <p>The department is diversified in gender, its 50-50. Diversity is positive & enriching</p>	<p>Group differs slightly on age</p> <p>Group is diverse on nationality</p> <p>Group is diverse on gender</p> <p>Diversity on gender and age has a positive and enhancing effect</p>	<p>Group has low diversity slightly on age</p> <p>Group is diverse on nationality and gender</p> <p>Diversity on nationality and gender enhances group performance</p>
<p>TL01 Q3</p> <p>How would you describe group</p>	<p>[Group performance is] very good, very encouraging. Positive in the sense they've got KPI's, they've got targets, they know their tasks, they know their missions; they set</p>			

<p>performance in relation to set objectives?</p>	<p>priorities and I would say positive, to a certain extent. ... pretty much on their performance targets. So yes, when you give them a task, they achieve that task with efficiency, with considerable, let's say high level of efficiency. ...They are satisfactorily performing; within the environment we are in.</p>	<p>Group performance meets targets Tasks performed efficiently</p>		
<p>TL01 Q4 How would you describe the effect, if any, of team member differences you identified above on group performance?</p>	<p>... We also have gender diversity, so there is a balance between male and female positions... So, we do have, let's say, space for open discussions and debates and give and take. ... We have a good level of education, we have PhDs, we have Masters degrees in this department. We have university degrees in this department, we have diploma, and it adds up to the whole performance of the department.</p>	<p>There is a balance between males and females, space for open discussions and debates, a varied level of education, and it adds up to the whole performance</p>	<p>Differences in knowledge/ education, and gender benefit group performance</p>	<p>Diversity on knowledge/ education and gender, benefits group performance</p>
<p>TL01 Q5 How would you describe the effect, if any, between group member's differences (identified above) on members' commitment to work as a team, and on individual member's satisfaction</p>	<p>...spirit of the team is very high; difference, it's complementary, very encouraging. Each one helps the other, and I think thanks to the gender diversity, culture diversity, to the acceptance of the co-existence at large. So, ...there is ...positive spirit ... There is the welcome, ...the integration, ...the training, so it runs smooth. [differences contribute to] more commitment, which is added value, diversity is an added value. I think it [difference] does [increase individual satisfaction] because we can have good insights, good brainstorming, good inputs, and we value it.</p>	<p>Very high team spirit: differences are complementary. There is welcome, integration and training Differences contribute to more commitment and increased individual satisfaction</p>	<p>High team spirit, complementarity & welcoming environment enhances integration Differences increase commitment and individual satisfaction with team</p>	<p>Diversity on knowledge/competence, nationality and gender enhances integration Diversity enhances commitment and satisfaction with team</p>

with the team?				
<p>TL01 Q6 How would group members' differences (that you identified) relate to disagreements over work tasks?</p> <p>Do they relate to work disagreement or personal disagreement?</p>	<p>... yes, [differences in age relate to task disagreement] because there are those [young members] who are full of excitement, and they want to move fast... and they want to take over so fast ... and they are not giving themselves time to observe and to integrate and develop. ... Gender wise? Not necessarily... I didn't feel in terms of task conflict issues, but age wise, yes!</p> <p>Education, ... what level of education a person may be at, certainly affects disagreement over task, and that effect is enriching and is positive as this task disagreement results in better quality of work outcome and new ideas.</p> <p>... It is very difficult to disassociate work from personal aspects when it comes to disagreements, because they build on each other.</p> <p>... it expands.... meaning your disagreement at work will reflect on personal and interpersonal relation ... So, it builds upon it, accordingly.</p>	<p>Differences in age relate to task disagreement.</p> <p>Gender may not relate to task conflict.</p> <p>Education affects disagreement over task.</p> <p>Task disagreement is positive for outcome quality.</p> <p>Difficult to disassociate work from personal disagreements, because they build on each other</p> <p>Task disagreement expands into personal tension</p>	<p>Age differences relate to task disagreement</p> <p>Gender difference does not relate to task disagreement</p> <p>Educational differences relate to task conflict</p> <p>Task disagreement enhances quality of team performance</p> <p>Work and personal disagreements are associated</p>	<p>Age diversity relates to task conflict</p> <p>Gender differences does not relate to task conflict</p> <p>Education diversity relates to task conflict</p> <p>Task conflict relates positively to team performance</p> <p>Task conflict co-occurs with relationship conflict (CTRC)</p>
<p>TL01 Q7 To what extent do disagreements over work tasks become personal tensions between individual team members?</p>	<p>In many cases, they [task disagreement and relationship tension] are correlated.</p> <p>It is how we try to minimise it... try to squeeze it and ... keep work within the work scope, so, it doesn't expand and becomes part of the larger picture.</p> <p>And that is how we avoid clans and groups, and let's say ...bands. ...</p> <p>At work we try to disassociate the personal from the task or from the work and from the conflict itself; we try to limit it to comprehend it.</p>	<p>Task disagreement and relationship tension are correlated.</p> <p><i>Leader's behaviour:</i> Minimising co-conflict Squeezing it Keeping it within work Preventing it from expanding Avoiding clans, bands (sub-groups) Dissociating the personal from the task Limiting it Trying to comprehend it</p>	<p>Task disagreement and personal tension are correlated</p> <p>Establishing positive feelings and minimising feelings of anger</p> <p>TC with RC harm team's integration</p> <p>Depersonalising problem</p>	<p>Task conflict co-occurs with personal conflict (CTRC)</p> <p>TfL conflict management behaviour relates negatively to CTRC</p>

<p>TL01 Q8 How would you behave when individual differences (that you identified) cause disagreement over work tasks?</p>	<p>We try to keep communicating; the most important aspect in the sense of resolving the disagreement and tension. We have zero percent of work problems because of communication. We try to sit down and discuss and resolve. I think through communication lots of issues are resolved. This is the role of the leader, [not to] ... leave problems unresolved, because that would only add fuel to the fire.</p> <p>A work task conflict, I encourage and leave it for members to resolve, and if it is not resolved by the two people involved, that is when the leader has to step in, and the leader doesn't step in to take a position.</p> <p>The leader resolves the problems from a different perspective, as a mediator as a conflict resolution person. The leader, ... should ... build a healthy environment, but not to leave conflict running without interfering, otherwise it will expand to other members then it will become even more complicated.</p>	<p>Communicating until disagreement and tension are resolved.</p> <p>Sitting down and discuss and resolve</p> <p>Unresolved task problems worsen if prolonged</p> <p><u>Leader's behaviour:</u> Encouraging TC Inviting participation in resolving conflict</p> <p>Stepping in</p> <p>Offering a different perspective Mediating Building a healthy environment</p> <p>Intervening, preventing conflict from expanding</p>	<p>Communicating, developing quality leader-member exchange</p> <p>Compromising and cooperating</p> <p>Prolonged TC becomes RC, and is harmful</p> <p>Communicating, developing a quality leader-member exchange High contribution from leader, asserting and cooperating Compromising</p> <p>Developing a supportive climate Developing a climate of cooperation</p>	<p>TfL conflict management behaviour</p> <p>TfL conflict management behaviour</p> <p>CTRC relates negatively to commitment and satisfaction with team</p> <p>TfL conflict management behaviour</p> <p>TfL conflict management behaviour</p> <p>TfL conflict management behaviour</p> <p>TfL conflict management behaviour</p> <p>TfL conflict management behaviour relates negatively to CTCR</p>
<p>TL01 Q9 How would you behave when disagreement over work tasks transform to personal tension between individual team members?</p>	<p>In terms of work disagreement turning to personal tensions, I need to resolve it, but I try not interfering with personal aspects beyond the work scope. You know, you can like somebody at work and hate him after work. That is a personal choice, but once again let's try to contain this within the work environment, within the house itself, so it doesn't expand and become of a larger picture beyond the work.</p>	<p>Intervening to resolve TC with RC, separating task from personal</p> <p>Containing personal conflict within work</p>	<p>Depersonalising problem</p> <p>Depersonalising problem</p>	<p>TfL conflict management behaviour (relates negatively to CTCR)</p>

<p>TL01 Q10 How would disagreements over work tasks and personal tension between team members affect team performance?</p>	<p>Oh, it [task disagreement with personal tension] is very counter-productive, it's negative, it's discouraging, it is unfortunately time wasting, it is time consuming, it is mind consuming, it is unfortunately inappropriate. There has to be an end. It affects our business, it effects our students, it effects our mood... No one will be in the mood to work, because it grows from the work environment. He or she is overwhelmed in a personal conflict. ...</p>	<p>TC with RC is very counter-productive, negative, discouraging, time wasting, time consuming, mind consuming. It affects business, students, mood, overwhelming.</p>	<p>CTRC is counter-productive</p>	<p>CTRC negatively relates to team performance</p>
<p>TL01 Q11 How do these disagreements and personal tension affect members' commitment to, and satisfaction with the team?</p> <p>So, you are saying that these disagreements and personal tensions affect negatively members commitments and satisfaction with the team?</p>	<p>[Task disagreements and personal tension affect members commitment and satisfaction] highly, ... because he [team member] will not produce. He is overwhelmed, preoccupied with a personal conflict as a priority for him, rather than the task and the work itself. So, work becomes secondary and he cannot focus, and that is why so many times, I ask him ... to ... take a break or just "get out of the mood you are in and come back..." I give him time to reflect on it and try to start differently.</p> <p>[TC with RC] very highly negatively affect commitment and satisfaction because they are associated, and he/she is not doing their work, simply because he or she isn't comfortable.</p> <p>Once you give that comfort, they'll deliver, no comfort no delivery. Because you are preoccupied with a lot of things. [I will] First of all, ease the tension. Second, communicating,</p>	<p>TC with RC highly negatively affect members commitment, satisfaction and productivity</p> <p><u>Leader's behaviour:</u> Giving a break, space and time to reflect and make a new start</p> <p>[TC with RC] highly negatively affects commitment and satisfaction</p> <p>Task and personal disagreements are associated <u>Leader's behaviour:</u> Offering comfort</p> <p>Easing tension</p> <p>Communicating</p>	<p>CTRC undermines commitment, satisfaction, and performance</p> <p>Empathising with the needs of individuals</p> <p>[TC with RC] highly negatively affects commitment and satisfaction</p> <p>TC and RC are associated</p> <p>Showing genuine compassion</p> <p>Minimising feelings of anger and threat Communicating Compromising/cooperating</p>	<p>CTRC relates negatively to members' commitment and satisfaction, and team performance</p> <p>TfL – IC behaviour</p> <p>CTRC relates negatively to members' commitment and satisfaction with team</p> <p>TC co-occurs with RC (CTRC)</p> <p>TfL-IC behaviour</p> <p>TfL conflict management behaviour (relates negatively to CTRC) TfL conflict management</p>

<p>If you give them comfort, how would you do that?</p>	<p>try mediating between them, try to speak with each one individually.</p> <p>Assuring them that we are all for the work and, of course, things can be resolved.</p> <p>Downsizing the level of conflict as much as we can because it does have an impact on our business, university, on the industry, on our students; and assure them that there is a leader who can step in to help, try to get things better....</p>	<p>Mediating Speaking with each one individually Prioritising work Assuring problem will be solved</p> <p>Downsizing conflict level</p> <p>Showing leadership, stepping in Helping and having things done</p>	<p>Making inter-personal connections Showing commitment to goals Creating trust and confidence Establishing positive feelings</p> <p>High contribution from leader, asserting Aiding members</p>	<p>TfL conflict management TfL-IC behaviour</p> <p>TfL-II behaviour</p> <p>TfL-II behaviour</p> <p>TfL conflict management</p> <p>TfL- IM behaviour</p>
<p>TL01 Q12 How would you describe your behaviour in situations where there is high disagreement between team members over work tasks?</p> <p>Can you give me an example?</p>	<p>I think communication is key to this. You need to communicate to the staff. They need to be associated, they need to be informed as much as possible and as much as it concerns them. As long as, it's based on their concerns, they will be engaged to certain extent.</p> <p>Once they feel engaged, they'll be part of the project, target, part of the process, they will excel.</p> <p>...when we have a partnership or a new agreement, I'll engage my staff from the beginning, from day 1, so they don't only feel the excitement, they also feel the anticipation of the outcome, and they feel part of this success. ... and they excel in delivering. ... and they reap the fruit accordingly. ... Once they are engaged as much as they could they become in part associated and they speak proudly of it.</p>	<p><u>Leader's behaviour:</u> Communicating Informing Engaging members in resolving disagreement</p> <p>Engaged members will be excited, feel proud, part of the success and will excel</p> <p>Engaged members become associated and speak proudly of it.</p>	<p>Communicating Developing a climate of cooperation, incorporating members' needs</p> <p>Inspiring them to improve their outcomes</p> <p>Fostering a strong sense of pride</p>	<p>TfL conflict management behaviour</p> <p>TfL-IM behaviour is positively related to team performance</p> <p>TfL-IM behaviour is positively related to team performance</p>
<p>TL01 Q13 How would you describe your behaviour in</p>	<p>... Well, first fortunately, my team is about 10 people, so it's easier to contain the problem]. But once you don't contain the problem [task disagreement], then the problem becomes contagious. In another words, of course, you</p>	<p><u>Leader's behaviour:</u> Containing conflict</p>	<p>CTRC creates sub-groups</p>	

<p>situations where there is high disagreement over work tasks and high personal tension, as well, between team members?</p>	<p>have a team and clans, etc., and I have seen it already in my environments. It's better to contain, you know, the negotiation in a problem contains and may resolve it in every sense. So, we try to resolve it from day1 before it becomes more difficult and then we have to contain it, and then, of course, we have to limit it back. ...</p>	<p>Uncontained TC task becomes contagious creating clans within team</p> <p>Negotiating to resolve conflict</p>	<p>Compromising and cooperating</p>	<p>CTRC relates negatively to members' commitment and satisfaction with team</p> <p>TfL conflict management behaviour</p>
<p>TL01 Q14 How would your behaviour in these situations relate to team performance, members' commitment and satisfaction with the team?</p>	<p>I will tell my team the following: I bear full responsibility because I am your leader, so that is very important because we highlight, we try to praise, and celebrate, recognise when it comes to performance and achievement; and when we are not happy with our performance, we sit down and discuss seriously, so we can look to overcome it the next day. So, it's that perfect balance between praising, rewarding, recognition, and of course, accountability and responsibility. So, not every day is a happy day, and it is not everyday cloudy and foggy day at work.</p>	<p><u>Leader's behaviour:</u> Taking responsibility for decisions Praising and rewarding Recognising and celebrating members' achievement Discussing and learning from failures</p> <p>Rewarding and sanctioning</p>	<p>Leading by example</p> <p>Encouraging ongoing development and personal growth of members Aiding employees to do better</p>	<p>TfL-II behaviour</p> <p>TfL-IC behaviour is positively related to members' performance</p> <p>TfL-IM behaviour TaL behaviour</p>

Participant / Interview question	Data extract	Initial code	Theme	Main theme
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TL02 (F) Q1 So, the first question is how different is the level of knowledge and competence between group members in your department?	In my department the level of knowledge is quite different because I have some faculty members, who are PhD holders, some are only Masters holders, so the level of knowledge is quite ... different among faculty members, and the competencies; they have similar competencies at different levels, I would say.	Level of knowledge is different among members, and competencies at different levels	Group is different in knowledge/education and competences	Group is diverse on knowledge/education and competences
TL02 (F) Q2 How different are group members from each other in terms of age, gender, nationality and culture?	I have a diverse group in term of age, some of them are above 40, some of them are elderly people ... I would say... about 60 and above. And in terms of gender, I am managing all females right now. Nationality, I have also different nationalities and different cultures. ... So, I have, like, Egyptians and I have Saudis and I have ... just Egyptian and Saudi nationality...	diverse group in term of age. in terms of gender, all females; also, different nationalities and different cultures.	Group is different in age Homogeneous on gender. Differences in nationality/ cultures	Group is diverse on age Homogeneous on gender Diverse on nationality/ cultures
TL02 (F) Q3 M: How would you describe group performance in relation to set objectives?	Yes, we have a set of objectives for the group members to achieve and... I would say they are performing fairly well. Some of them are reaching the objectives and some are not.	a set of objectives for group members to achieve. They are performing fairly well.	Good group performance	
TL02 (F) Q4 How would you describe the	Yeah, of course, some of the differences are in the knowledge ... and some of the differences are in the competencies. ... I feel that they impacted their performance heavily because those who have more	differences in the knowledge and in competencies enhance team performance heavily.	Diversity on knowledge and competency enhances team performance	Diversity on knowledge and competency relates positively to team performance

<p>effect, if any, of team member differences you identified above on group performance?</p> <p>Can you tell us how?</p>	<p>knowledge and have more competencies are doing great... in terms of performance. ...</p> <p>In terms of nationality also I don't feel that the nationalities are affecting the group performance. But maybe the age does because as you know older people work differently from young adults, so older people's performance is definitely affecting the group performance as a whole ...</p> <p>... in terms the whole department... it is achieving the goals of the department and they are affecting it.</p> <p>Yes, knowledge differences, yes, because I have told you that because I have PhD holders and Masters holders. So, the PhD holder obviously has more knowledge ... she is enhancing the group performance ... as a team. Okay, so she has more experience, she has more information to provide us in terms of reaching our goals ... that is not saying that the Masters holders are not doing well, but they and the whole team are benefiting from the knowledge of this specific lady, who has a different level of knowledge.</p>	<p>nationality differences do not affect group performance.</p> <p>older people work differently from young adults; their performance affects group performance as a whole.</p> <p>knowledge differences affect group performance.</p> <p>PhD holder has more knowledge, more experience, more information to help achieve group goals</p>	<p>Diversity on nationality is not related to team performance</p> <p>Age diversity undermines team performance</p> <p>Diversity on education/knowledge and experience enhances group performance</p>	<p>Diversity on nationality is not related to team performance</p> <p>Age diversity relates negatively to team performance</p> <p>Diversity on education/knowledge and experience relates positively to team performance</p>
<p>TL02 (F) Q5</p> <p>How would you describe the effect, if any, of group members' differences (identified above) on members' commitment to work as a team, and on individual member's satisfaction</p>	<p>... in terms of members' commitment to work as a team... having these differences, I believe it depends on what kind of differences. like in terms of the knowledge and competency differences; they are enhancing the work commitment of the team, but also, enhancing ... member's satisfaction within the team.</p> <p>But I believe, like, the nationality is affecting negatively because sometimes people don't know how to deal at work with people from different nationality and culture.</p> <p>They ... misunderstand each other sometimes; and this creates personal conflicts that affect negatively on the satisfaction of the team member and the commitment to the team.</p>	<p>Knowledge/competence differences; enhance members commitment to team and member's satisfaction with the team.</p> <p>Nationality differences affect commitment and satisfaction negatively.</p>	<p>Diversity on Knowledge/competence enhances commitment to team and satisfaction with team</p> <p>Diversity on nationality/culture negatively affects commitment and satisfaction</p>	<p>Knowledge/competence diversity relates positively to commitment and satisfaction</p> <p>Diversity on nationality/culture negatively affects commitment and satisfaction</p>

<p>with the team?</p> <p>Okay, can you tell us more about how do you see nationality, how it is affecting negatively?</p>	<p>Yeah, ... people from different nationalities and different cultures treat others differently like... Saudis treat each other is not the same as ... if an Egyptian lady was treating those Saudis. Like communication, okay, so this creates conflicts sometimes especially if the lady from a different nationality ... like she is trying to communicate a message with good intention, and the other member who is from a different nationality, ...Saudi nationality ...receives this comment as harsh ... This is how it affects the satisfaction and the commitment negatively.</p>	<p>Members of different nationalities/cultures misunderstand each other; creating personal conflicts which negatively affect satisfaction and commitment to the team.</p>	<p>Diversity on nationality is positively related to task conflict. Task conflict creates relationship conflict and negatively affects commitment and satisfaction</p>	<p>Diversity on nationality is positively related to task conflict Task conflict creates relationship conflict which negatively affects commitment and satisfaction</p>
<p>TL02 (F) Q6 How would group members' differences (that you identified) relate to disagreements over work tasks?</p>	<p>yeah, I believe it is the same. The nationality on conflict has the same effect ... the disagreement over the work task, ... like the messages are being translated differently and ... how people work differently from each other ... and communication from every culture is different from the other. This creates disagreements over some tasks. Unless I interfere as a leader ..., like I usually interfere as a leader, and ... try to clarify the tasks at the beginning. But if there were any disagreements because ... somebody is from a different nationality or culture misunderstands my message or anyone else's message that might create disagreement that will clear eventually by the leader intervention.</p>	<p>Nationality differences cause misunderstandings; members from different nationalities/cultures work differently and communicate differently, causing disagreements over tasks.</p> <p><u>Leader's behaviour:</u> Intervening</p> <p>Clarifying task</p> <p>Difference in nationality/culture causes task disagreement</p>	<p>National/Cultural diversity is related to task conflict</p> <p>High contribution from leader in resolving conflict Aiding members' understanding</p> <p>Diversity on nationality/ culture causes task conflict</p>	<p>National/Cultural diversity is positively related to task conflict</p> <p>TfL conflict management behaviour TfL-IM behaviour</p> <p>Diversity on nationality/ culture positively relates to task conflict</p>
<p>TL02 (F) Q7 To what extent do disagreements over work tasks become</p>	<p>Unfortunately, it reaches the individual level, highly, I would say. It depends on the personalities of the individuals. Yeah, some people can differentiate between work and personal life while others they don't know how to draw that line; and for those who cannot separate their personal and work lives, they are the ones who are</p>	<p>Task disagreement often becomes personal. Occurrence of task disagreement with personal tension depends on the personality of the individual.</p>	<p>Task conflicts co-occurs with personal conflict</p> <p>Diversity on personality is related to CT with RC</p>	<p>TC co-occurs with PC</p> <p>Diversity on personality is related to CTRC</p>

personal tensions between individual team members?	actually having personal tension based on this disagreement at work. I know, I would say it's often.			
TL02 (F) Q8 How would you behave when individual differences caused disagreement on work tasks?	Immediately I have to interfere ... and clarify the work tasks for everyone and make it clear, communicated in a clear way. So, there is no disagreement over the goals; and then if there is any input ... valuable input from any team member ... is being added, it will be definitely taken into consideration. So, ... when disagreement happens over tasks. Okay, I told you that I'll interfere and clarify the tasks for the whole group. So, if you want details, I'll set a meeting including all the individuals, okay and clarify the tasks for them ... make sure that everyone understands the tasks correctly and there is no ... like I would say any disagreement it's going to be over what the task is and how it should be done; it should not be about personal problems; okay? ... But other than that, I want to make sure that they understand it the same way as a team leader would understand it.	<u>Leader's behaviour:</u> Intervening Clarifying tasks for every member Ensuring no disagreement over task goals Incorporating members' input Setting team meeting Clarifying task Confining disagreement to task and its execution Ensuring common understanding	High contribution from leader Aiding members' understanding through quality leader-member exchange Showing strong commitment to goals Developing a climate of cooperation, incorporating members' views Inviting participation and collaboration Aiding members to succeed Depersonalising conflict Promoting a common vision, showing strong commitment to goals	TfL conflict management behaviour TfL-IM behaviour TfL conflict management behaviour TfL-II behaviour TfL conflict management behaviour TfL conflict management behaviour TfL IM behaviour TfL conflict management behaviour TfL-II behaviour
TL02 (F) Q9. Okay, how would you behave when	I would interfere of course and try to shift the whole focus from the personal tension to completing the task. And I would later on ... communicate with each team member individually, then explain to them the	Intervening Shifting whole focus from the personal to the task Communicating individually	High contribution from leader Depersonalising conflict	TfL conflict management behaviour

<p>disagreement over work tasks transforms to personal tension?</p>	<p>reason of the conflict and how to deal with such conflict if it happens again.</p> <p>So, once we had two members, who disagreed ... over a final exam ... questions and it cascaded to a personal level. Okay, ... they are... avoiding each other, and ... asking me to mediate whenever they have to meet.</p> <p>So, I met with them individually. ... and I explained to them, that they have gone beyond the purpose of the task, which is to have a unified mid-term exam, that having personal tension between them is not something that will help team ... to achieve the goals of the department ..., and that it will spread to other members of the department.</p> <p>So, ... later on ... I explained to them how the tension happened, ... and was created ... both of them had a different level of knowledge.</p> <p>So, I just explained to them that everyone is having a different level of thinking, and we need to look at the task and achieve it; ... they need to compromise and to find a common ground of thinking where everyone is going to be satisfied. Just for the sake of achieving the task, and also having a satisfied a team member.</p>	<p>Explaining causes and ways of solving conflict</p> <p>Task disagreement causes members to avoid each other <u>Leader's behaviour:</u> Mediating</p> <p>Meeting members individually Explaining task purpose</p> <p>Confining problem to task Pointing harmful effect of personal tension on achieving team task goal</p> <p>Individually explaining causes of tension and how it developed Differences in knowledge cause personal tension Emphasising focus on team task achievement Promoting compromise and finding common ground Seeking to achieve task and having a satisfied a team member</p>	<p>Treating members as unique individuals Developing a high-quality leader-member exchange TC becomes RC TC with RC negatively affects team integration</p> <p>Compromising and cooperating</p> <p>Treating members as unique individuals Showing commitment to task goal achievement Depersonalising conflict Establishing positive feelings</p> <p>Developing a high-quality leader-member exchange</p> <p>Diversity on knowledge relates to personal tension</p> <p>Showing commitment to task goal achievement Compromising, co-operating</p> <p>TfL conflict management behaviour decreases CTTC and enhances member's satisfaction</p>	<p>TfL-IC behaviour</p> <p>TfL conflict management behaviour</p> <p>TC co-occurs with RC CTTC relates negatively to commitment and satisfaction with team TfL conflict management behaviour</p> <p>TfL-IC behaviour</p> <p>TfL-II behaviour</p> <p>TfL conflict management behaviour</p> <p>TfL conflict management behaviour</p> <p>Diversity on knowledge relates to RC</p> <p>TfL-II behaviour</p> <p>TfL conflict management behaviour</p> <p>TfL conflict behaviour relates negatively to CTTC and positively to member's satisfaction</p>
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<p>TL02 (F) Q10 Okay. How would disagreement over work tasks and personal tension between team members affect team performance?</p>	<p>So, to be honest as my role as a team leader, I try not to have any of these tensions and disagreements affecting the team's performance; so,</p> <p>I usually step in and make sure that these work disagreements are not going to stay long and cascade into personal tension that it is going to affect the team performance, thus I have to stop it. ... I usually interfere and solve it, because I know that it will affect team performance.</p> <p>The team are not going to achieve their goals, because having disagreement over tasks meaning that everyone is ... going to do... that task the way they understand it; not the way the whole department agrees on it. So, this means that some of them are not achieved, the department goals.</p> <p>So, I have to interfere, and make sure that everyone is agreeing on the same tasks, and in order to achieve the work, the department's goals.</p> <p>But in terms of personal tension, it also affects because it sometimes leads to negative behaviour such as absenteeism, and ... low morale and this will affect also the performance of the team as a whole.</p>	<p><u>Leader's behaviour:</u> Ensuring task disagreement and personal tension does not affect performance Stepping in Containing disagreement</p> <p>Task disagreement cascades into personal tension, affecting team performance</p> <p>Disagreement over a common understanding of tasks harms team integration and goal achievement</p> <p><u>Leader's behaviour:</u> Intervening Ensuring agreement over tasks and goals and how to achieve them</p> <p>Personal tension leads to negative behaviour, absenteeism and low morale, affecting team performance</p>	<p>TfL conflict management behaviour decreases CTRC and enhances team performance</p> <p>High contribution from leader Establishing positive feelings, depersonalising problem TC co-occurs with RC and negatively affect performance</p> <p>High contribution from leader TfL-IM behaviour enhances team task achievement</p> <p>TC negatively affects team performance and integration</p> <p>RC causes low morale, absenteeism, and negatively affects team performance.</p>	<p>TfL conflict management behaviour is negatively related to CTRC and positively to team performance</p> <p>TfL conflict management behaviour</p> <p>CTRC negatively relates to team performance</p> <p>TfL conflict management behaviour TfL-IM behaviour positively relates to team performance</p> <p>TC negatively relates to team performance, commitment and satisfaction</p> <p>RC relates negatively to members commitment and satisfaction with team, and team performance</p>
<p>TL02 (F) Q11 How do these disagreements and personal tension affect</p>	<p>Highly. So, they will not be committed to the team, and they are not going to be satisfied with the team, even if they reached the performance...</p>	<p>Task disagreement with personal tension highly negatively affect team commitment and satisfaction</p> <p>Members ask for transfer</p>	<p>TC with RC negatively affect team commitment and satisfaction</p>	<p>CTRC negatively relates to members' commitment and satisfaction with team</p>

team members commitment to and satisfaction with the team?	...So, they will ask for a transfer or change the department next year, because they are not satisfied and not committed to the team.			
TL02 (F) Q12. How would you describe your behaviour as a department chair in situations where there are high disagreements in team members over work tasks?	<p>I would definitely interfere ... and try to make the focus on the work task and shift ... the focus, first of all, from the disagreement to the overall work task ... and make sure that the task is the focus of our department and not the disagreement between the team members.</p> <p>And the second step I will try to fix or solve this disagreement between team members by ... meeting with them and talking with each other... and everyone is going to explain their point of view in a way that at the end we can reach a common ground...</p> <p>And I will explain exactly from where the disagreement arose. This should have a positive outcome to enhance the work task, to enhance the team performance; it shouldn't be in a way that is going to affect negatively on the team performance as a whole.</p>	<p><u>Leader's behaviour:</u></p> <p>Intervening Focusing on task Shifting focus from personal disagreement</p> <p>Meeting individually Talking to each other</p> <p>Listening to different viewpoints Reaching common ground</p> <p>Explaining source of disagreement Ensuring positive outcome Enhancing team performance Preventing negative impact on performance</p>	<p>High contribution from leader Depersonalising problem</p> <p>Treating members as unique individuals Making interpersonal connections Empowering employees to disagree with leadership Compromising Developing a high-quality leader-member exchange TfL behaviour decreases TC with RC and enhances team performance</p>	<p>TfL conflict management behaviour</p> <p>TfL-IC behaviour</p> <p>TfL-IS behaviour</p> <p>TfL conflict management behaviour</p> <p>TfL conflict management behaviour relates negatively to CTFC and positively to team performance</p>
TL02 (F) Q13. Would your behaviour change when your team members face high tensions, so they are in disagreement	<p>so maybe it's the same behaviour but it [TC with RC] is going to take a longer time because I am going to focus on two things here. I am going to make sure that the team task is clear for everyone, at the same time make sure that everyone is satisfied also with the team and happy to be working in this team.</p> <p>... but it depends on the personality of the individual as well. So, if they really cannot work or cannot get along due to differences, let's say in age or nationality or culture;</p>	<p>It takes longer, focusing on task and ensuring everyone is satisfied and happy to work in team</p>	<p>TC with RC is resource and time consuming</p>	<p>CTFC is harmful</p>

<p>over the tasks and they are also in high personal tension?</p>	<p>I think the solution would be best ... to move the person from the team to another department; because when it goes to personal tension, I think solving the issue is going to be much ...harder than only solving disagreement over work tasks.</p>	<p>Individual personality, age and nationality or cultural differences may affect individuals working together as a team</p> <p><u>Leader's behaviour:</u> Moving member to another department</p> <p>Solving task and relationship conflicts is harder than only task conflict</p>	<p>Diversity on personality, age, nationality or culture affects team integration</p>	<p>Diversity on personality, age, nationality or culture relates negatively to members commitment and satisfaction with team</p>
<p>TL02 (F) Q14. And lastly how would you describe your behaviour in these situations relate to team performance, members' commitment and satisfaction with the team?</p> <p>So, if I may, you coach them personally, on a personal level?</p>	<p>So, I've been with a group of ... members, who appeared dissatisfied with the team and less committed. ... and as a result, team performance was suffering.</p> <p>So, I tried to resolve that conflict and I interfered as a leader... and tried to sooth... make them... work together in synergy without having any... disagreement.</p> <p>Work disagreement is good; if it leads to personal tension then it may mean that those team members cannot communicate</p> <p>So, I would maybe coach them and talk to them ... suggest some counselling service ... to learn how to deal with people from different knowledge background, nationality or culture. ... this [personal coaching], I found is effective. Yeah, but maybe because it's showing that I respect each one individually, and that I treat each one individually according to their... different culture.</p>	<p><u>Leader's behaviour:</u> Intervening Soothing tension</p> <p>Encouraging teamwork</p> <p>Work disagreement is beneficial Personal tension may show inability to communicate</p> <p><u>Leader's behaviour:</u> Coaching members Suggesting counselling Helping members learn how to communicate with people of different background, nationality/culture</p>	<p>High contribution from leader Minimising feelings of anger Fostering a strong sense of purpose among employees</p> <p>TC relates positively to team performance Inability to communicate causes RC</p> <p>Empathising with individual member's needs Encouraging ongoing professional development and members' personal growth</p>	<p>TfL- conflict management behaviour is positively related to team integration, and negatively relates to CTRC</p> <p>TC relates positively to team performance</p> <p>TfL- IC behaviour</p>

Participant / Interview question	Data extract	Initial code	Theme	Main theme
<p>TL03 (M) Q1 So, we will start with the first question: How different is the level of knowledge and competence between group members in your department?</p>	<p>Okay, there is a huge difference between many of our staff within our department. The experience... For example, the newcomers, ... who have just joined the department 3 months ago, they face sometimes problems blending in with the seniors, and it creates issues that I will have to deal with and interfere to fix. ... [and competence/skills] again ... between the newcomers ..., those with a couple of years' experiences and those who have been working as faculty members for 10 and plus years. We have a whole mix; we have a big difference. In my department there is a huge difference in terms of knowledge between individuals. This is because of their experience ... and there is huge difference of competencies because they are of different professional experience... And that reflects on their behaviour and reflects on the way they carry themselves at work, and eventually I have to deal with these challenges within the department.</p>	<p>New inexperienced members face problems blending in with the seniors</p> <p>Competence/skills; those with a couple of years' experiences and those who have been working as faculty members for 10 and plus years; a whole mix, a big difference.</p> <p>A huge difference in terms of knowledge</p> <p>Different professional experiences and competences reflects on members' behaviour and on the way they work.</p>	<p>High diversity on experience</p> <p>High diversity on competence /skills</p> <p>High diversity on knowledge</p> <p>Diversity on knowledge, competence and experience is related to work performance</p>	<p>High diversity on experience</p> <p>High diversity on competence /skills</p> <p>High diversity on knowledge</p> <p>Diversity on knowledge, competence and experience is related to work performance</p>

<p>TL03 (M) Q2 How different are group members from each other in terms of age, gender, nationality and culture?</p>	<p>As I mentioned earlier it is way different because we have people from Saudi Arabia. we have people from the US, teaching. we have people from Britain. ... and each of these have different cultures. We have males & females... I have ... one of my faculty who is only 27 years old, and she sometimes has conflicts dealing with all the faculty members. Another of my faculty members, a female, she is 55 and you can imagine, how they deal with each other; millennial versus old school. So, of course, culture make huge difference.</p>	<p>Members are very different; from Saudi Arabia, US and Britain, each of these have a different culture. Males & females. Age difference: 27 to 55 years old female members. Sometimes have conflicts, millennial versus old school.</p>	<p>High diversity on nationality/ culture, gender and age Diversity on age is related to task conflict</p>	<p>High diversity on nationality/ culture, gender and age Diversity on age is positively related to task conflict</p>
<p>TL03 (M) Q3 How would you describe group performance in relation to set objectives?</p>	<p>... I would say they really try hard to perform at their finest. without taking into consideration conflict in relations. Look, they do mistakes from time to time that affect their performance. But the very good thing that I see at the end of the day they all try to work together to enhance their performance and fix their mistakes to have better harmony and better synchronisation within their department; I would say.</p>	<p>Members perform at their finest. They do mistakes from time to time that affect their performance. They all work together to enhance their performance</p>	<p>Overall, Satisfactory team performance</p>	
<p>TL03 (M) Q4 How would you describe the effect, if any, of team member differences you identified above on group performance? So, any of the diversity you have mentioned; age, gender, nationalities</p>	<p>It [diversity] does [have], positive [effect] and negative as well. Yeah, I will just say that diversity and differences in cultures, I mean it teaches many of the groups within the departments stuff about the things they don't know, about others cultures, motivates them to perform in a better way. when they see someone from another culture or from another age group or another nationality being more organised, performing better, I mean, way better in terms of submitting ... work on time... reports, the scores about the students etc. So, I see it as motivation for those, who lack ... commitment in some situations. In other situations, where I say, it is negative because any conflict over work, in my opinion, if it is not dealt with immediately, it will create personal problems, and</p>	<p>Effect of differences is positive and negative. Differences in culture and nationality motivate members to perform better, when another member from different age group or nationality is performing better. Cultural difference may cause task conflict. Task conflict escalating to become personal and will have negative effect on performance</p>	<p>Diversity has both positive and negative effects on group performance Cultural diversity motivates members to perform better Cultural diversity is positively related to TC Unresolved TC escalates to RC and negatively affect performance</p>	<p>Diversity has both positive and negative effects on group performance Diversity on nationality and culture has positive and negative effects on performance Cultural diversity is positively related to TC CTRC relates negatively to team performance</p>

<p>and culture have an effect on group performance?</p>	<p>those problems pile up eventually then they will create a bigger problem that I will have to face...</p> <p>Gender, it enhances performance. It is not negative in whatsoever way; ... gender is positive, in my opinion, because I can see that different genders when they work together, they perform better.</p> <p>I would primarily relate it to the culture here in Saudi Arabia. Because here, 20 years ago ... males and females wouldn't interact as they would interact today. So now because they are introduced to something new, so now it is a challenge, so they work at their finest...</p>	<p>Gender enhances performance. It is positive; different genders working together perform better.</p>	<p>Gender has a positive effect on performance.</p>	<p>Diversity on gender has a positive effect on performance</p>
<p>TL03 (M) Q5 & Q6 How do group members' differences relate to disagreement over work tasks? Does any of those differences, whether age, nationality, gender and culture have relationship with regards to disagreement over work tasks? Does it affect it positively or negatively?</p>	<p>The negative personal relations would certainly affect negatively, sometimes it delays the work. People who have conflict, they intentionally avoid working with each other.</p> <p>Therefore, any work with deadlines; they have to submit at a certain deadline, would be eventually postponed.</p> <p>[Does gender difference have a negative relationship with work task?] When there are personal conflicts between them? Yes, big time.</p> <p>...for me age sometimes; most of the time related to knowledge and experience..., of course, most of the time. Some of the elderly faculty members have way more experiences and knowledge than the younger ones. Therefore, you can see how it affects disagreement over task, I am going to give you an example.</p> <p>I have a 30-year-old Lebanese trainer and I have a 55-year-old British trainer. The British trainer, bless him, he is very knowledgeable. He... teaches all the other faculty members in terms of new pacing guides technologies and methodologies; and the new guy is using a little bit more modern methodologies that doesn't go along with the other guy's methodologies, with the British guy I mean.</p>	<p>Negative personal relations affect negatively, it delays the work. People in conflict intentionally avoid working with each other.</p> <p>Therefore, any work with deadlines; they have to submit at a certain deadline, would be eventually postponed.</p> <p>Gender difference will have a high negative effect on work task if task conflict becomes personal</p> <p>Age is related to knowledge and experience; older members have more experiences and knowledge than younger ones, causing disagreement over team task.</p>	<p>RC negatively relates to team performance and integration</p> <p>Gender diversity negatively relates to task performance if TC becomes RC</p> <p>Age diversity relates to diversity on knowledge/experience; together they have mixed effects on disagreement over task.</p>	<p>RC negatively relates to team performance, commitment and satisfaction</p> <p>Gender diversity negatively relates to task conflict</p> <p>Combination of age, knowledge and experience diversity, have mixed effects on task conflict</p>

	<p>So, usually there is going to be a conflict if the older guy doesn't know how to deal with the younger guy's ways. But always he tries to find ways to fix the issues with the Lebanese guy. But the other way around, its different, meaning, when the Lebanese guy has a conflict, he comes directly to me, he complains, he talks about problems. So, I would say experience and age have big impact on resolving task problems before it becomes a personal conflict that causes delays.</p>	<p>Experience and age have big impact on how task problems are resolved.</p> <p>Unresolved TC becomes RC and causes delays.</p>	<p>TC with RC negatively relate to team performance</p>	<p>CTRC relates negatively to team performance</p>
<p>TL03 (M) Q7 To what extent do disagreements over work tasks become personal tensions between individual team members?</p>	<p>Yes, yes, they do, big time.</p> <p>I have two on-going conflicts between the two guys that I have just mentioned, the Lebanese guy and his colleague, the British guy. They disagree on a lot of things and it causes tensions and the Lebanese guy...tries avoiding working with the British guy. And, therefore, a lot of the schedules and ... scores... they are not submitted within a certain time... Whenever I ask or enquire about the problem, I have the Lebanese starts blaming the other guy. And I can see that he is not happy in working with him, so this conflict is always causing delays.</p> <p>On the other hand, between the females two ...or three months ago; two of the faculty members, they were very good friends, so they disagreed on tasks and it started effecting their personal relationship. So, they started avoiding each other at work, they are not friends anymore. You can feel the tension whenever they are in the same room, wherever there is a meeting, they don't look at each other. It is making everybody else uncomfortable because they know there is an unresolved tension between them.</p> <p>...it's hard to separate work from personal issues... I always try to spread the culture that ... whatever happens in the department positive or negative shouldn't affect their work in the department, negatively.</p> <p>...you can't expect everybody to have competencies in personal relations, trying to keep it outside of work,</p>	<p>They [work disagreement turning personal] do, big time.</p> <p>Members avoiding working with each other</p> <p>Schedules and scores are not submitted within time.</p> <p>Members blaming each other, not happy working together</p> <p>Task disagreement and relational tension cause work delay</p> <p>Avoiding each other, not friends. Tension when in same</p>	<p>TC often becomes RC TC is associated with RC</p> <p>TC with RC undermine team performance, commitment and satisfaction with team</p> <p>CT with RC relates negatively to team integration</p> <p>TC with RC relates negatively to performance</p> <p>TC with RC relate negatively with team cohesion and integration</p>	<p>TC co-occurs with RC</p> <p>CTRC negatively affects team performance, commitment and satisfaction</p>

<p>How would you behave as a department Chair when individual differences cause disagreement over work tasks? How would you behave when you know that it has affected work? So, what actions do you take?</p>	<p>whenever you try to identify such a conflict, you would want at least to fix the relation before you fix the conflict's negative effects.... In the example that I have mentioned earlier, I had a couple of meeting with them to resolve this issue, and it seemed it was resolved, but by the second meeting it seemed it was still consistently there until today; and it is still affecting the work.</p> <p>First of all, I try have them fix it; if they do not, I would interfere and try to separate their tasks. ... I try to put people in between as second line of management just to deal with them and report to me...; having two people with disagreements dealing with a third neutral party would somehow cancels the negative effects.</p>	<p>room, not looking at each other at meeting.</p> <p>Uncomfortable team environment because of unresolved tension Hard to separate work from personal issues <u>Leader's behaviour:</u> Spreading culture that nothing happens in the group should undermine work</p> <p>Fixing the negative effects of relationship conflict Holding individual meetings to resolve conflict</p> <p>Conflict was still consistently there until today; and it is still affecting the work.</p> <p><u>Leader's behaviour:</u> Separating tasks Assigning an intermediary if conflict persists</p>	<p>Dissociating task from personal issues, depersonalising problem Showing strong commitment to goals</p> <p>rolonged TC with RC negatively affect team performance</p> <p>Treating members as unique individuals Accommodating and compromising</p>	<p>TfL conflict management and TfL-II behaviours relate positively to team performance</p> <p>TfL – IC behaviour</p> <p>CTCR negatively affect team performance</p> <p>TfL conflict management behaviour</p>
<p>TL03 (M) Q8 How would you behave when individual disagreement over work tasks transform to personal tension</p>	<p>Again, the first thing, I try to fix the disagreement. For example, I bring them both and talk to them and try to mediate and try to make the problem disappear. I'll go back to the first example of the Lebanese guy with the British guy. The first time the problem occurred, I had a meeting with them and then another faculty member joined us, just to emphasise the importance of the work we are doing and performing, and we try to priorities that against any unresolved issues that they face; this is what I always try to say: "At the end, if you can't fix the issue between the two of you, at least try to focus on what you are actually</p>	<p><u>Leader's behaviour:</u> Fixing disagreement</p> <p>Talking to members, mediating</p>	<p>Showing strong commitment to goals Accommodating and compromising</p>	<p>TfL conflict management behaviour TfL conflict management behaviour relates negatively to CTCR</p>

between individual team members?	doing, at the quality of the department; the quality of the teaching and you can't have this effect."	Emphasising importance of teamwork and performance	Showing commitment to team task goal achievement	TfL-II behaviour
TL03 (M) Q9 How would disagreements over work tasks and personal tension between team members affect team performance?	It would affect negatively, especially when they have tasks that they need both to work on together when they bring in other team members to work on the same project. ...six months ago, they were developing a new guide for the coming year for 2021, and these two females who had the disagreement previously, ... still working together with the others, and they [other members] are not comfortable...because they can see that tension ...they don't want to be part of the project and they ask for me just to remove them [the two females] or to assign it to somebody else; while I wanted them to do it because they were the most qualified to finalise this project in time. So, this conflict, I would say this is a personal conflict, it is tied up with task issue and is causing the work environment to be tense, negatively. People are not as happy as they used to be... So, overall, it is affecting the environment we are all working in; ...you should be very happy at the workplace to perform at your best.	Disagreements over work tasks with personal tension negatively affect team performance and integration personal conflict is tied up with task issues and is causing the work environment to be tense, negatively. Unhappy members at the workplace do not perform at their best.	TC with RC negatively affect team performance and integration RT with TC negatively affect team performance and integration	CTRC negatively affect team performance, commitment and satisfaction with team CTRC negatively affect team performance, commitment and satisfaction with team
TL03 (M) Q10 How do these disagreements and personal tension affect members' commitment to, and satisfaction with the	The conflict [TC & RC] itself wouldn't be very positive, but the way we try to deal with it would be considered positive. Because you can see even though they have conflict and they are not comfortable, they are still showing up to work and trying to finish on time. So, this still shows that they are still committed. The conflict shows commitment of faculty members, and if they have not been committed, once there is a conflict that is making them unhappy, they would resign or leave.	The conflict itself is not positive for members commitment and satisfaction The way conflict is dealt with is positive. Members are still showing up to work and trying to finish on time. So, this still shows that they are still committed.	TC with RC have negative effects on members' commitment to, and satisfaction with team. Resolving co-occurring conflict relate positively to members commitment and satisfaction with team	TC with RC have negative effects on members' commitment and satisfaction

<p>team? So how committed would they be towards the team, and how would they be satisfied being in the team?</p>	<p>But the way you see members doing their tasks the best way possible, this shows commitment; it shows that they are working to enhance satisfaction within the department.</p>			
<p>TL03 (M) Q11 How would you describe your behaviour in situations where there is high disagreement between team members over work tasks?</p>	<p>I always try to priorities the interest of the department before anything else, but I always try to elaborate and say whatever, what we are all doing is for the best interest of the department. I will try to make the conflict disappear and try to devalue the importance of the conflict against the importance of the department and the way we appear within the college, within the university eventually.</p>	<p><u>Leader's behaviour:</u> Prioritising best interest of department Minimising importance of conflict Emphasising importance of department and its reputation within college and university</p>	<p>Showing commitment to task goal achievement Depersonalising conflict</p>	<p>TfL-II behaviour TfL conflict management behaviour</p>
<p>TL03 (M) Q12 Okay, now we have the same phenomenon however, we are adding personal tension. So, how would you describe your behaviour in situations where there is</p>	<p>That is actually ...a very good question. I had a very good example. very recently, and it was actually between the two female faculty members that I had mentioned already earlier at one point. They couldn't work with each other anymore, where I needed them both to work on a task, but I had to choose, I had to remove one of them from the task and replace her by a male. While he goes a long well with the other female in terms of working together that was for me a short-term fix, but the long-term fix, eventually I will need certain people to work together, but a short-term fix I would assign someone from the male group to work as a replacement for the female.</p>	<p><u>Leader's behaviour:</u> Separating members in conflict Giving task to other members</p> <p>Two female faculty members [who were in high TC with RC] couldn't work with each other anymore, both were needed to work on a task; one was replaced by a male member.</p>	<p>Accommodating</p> <p>TC with RC harm task achievement and team integration</p>	<p>TfL conflict management behaviour CTRC negatively affect team performance, commitment and satisfaction</p>

<p>high disagreement over work tasks and high personal tension between team members?</p>				
<p>TL03 (M) Q13 & Q14 How would your behaviour in these situations relate to team performance, members' commitment and satisfaction with the team?</p> <p>I want to ask you another question, it is about your leadership style. How important do</p>	<p>So, the very good thing about my team is, and from the word go I said this, from the beginning, "We all have to perform in a good way, even a conflict is a very good natural way to happen. We expect it to happen. If we don't have conflict in a team, then there is something wrong".</p> <p>It is not normal not to have conflicts, we are all human being, we have our disagreements. We have our different cultures, different age groups, even each one comes with a different package.</p> <p>Positive thing, because differences in my opinion, creates different possibilities, it is for people to learn new things.</p> <p>To advance in this professional and personal life, to expand in the way of serving, thinking. Meaning, it creates a diversity department, a diverse environment, is a very positive thing. On the other hand, let's say you have another department that has people from the same age group, and nationality, same gender; in my opinion it is not going to work as effectively as diversified department. Because there is not a lot of room for differences that might teach them.</p> <p>... if you open the door and listen to the problems and try to solve them and try to listen to the other party's</p>	<p>Conflict over performance is a very good natural way to happen. We expect it to happen. If we don't have conflict in a team, then there is something wrong.</p> <p>Differences are positive, creating possibilities for learning new things, advancing professional and personal life and expanding thinking.</p> <p>Diverse environment is positive. Department having people of same age group, nationality and gender, work less effectively than diversified department. There are no differences which the department may benefit from. if you have people just, like, you are not going to learn from them anything new.</p> <p><u>Leader's behaviour:</u> Listening to both parties</p>	<p>TC can be good for team performance</p> <p>Differences within team members are positive for innovative team performance</p> <p>Homogeneous groups have negative effect on group performance</p> <p>Homogeneous groups have little to learn from each other</p>	<p>TC relates positively to team performance</p> <p>Diversity relates positively to innovative team performance</p> <p>Homogeneity relates negatively to innovative team performance</p> <p>TfL-IC behaviour</p>

<p>you think to focus on the individuals, at times of high disagreement?</p>	<p>problem and try to solve it. The first thing, it will show that you care about them individually. It will motivate them to fix the conflict with the other member.</p>	<p>Showing care about each member Motivating members to solve conflict themselves</p>	<p>Making interpersonal connections with members Showing genuine compassion Inspiring members to improve their outcomes</p>	<p>TfL-IM behaviour TfL conflict management behaviour</p>
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Participant / Interview question	Data extract	Initial code	Theme	Main theme
TL04 (M) Q1 M: I am going to start with the questions. How different is the level of knowledge and competence between your department members?	We do not have a great divergence; I would say difference of the level of knowledge and competence between the group members in my department. In my department the teachers go through a recruitment process whereby they are selected by specific educational background, and given the fact of the educational background is, to certain extent, similar. We don't have much difference in terms of competence or knowledge. So, in brief I have teachers in my department who, to a certain extent, are on the same level in term of knowledge and competence.	Very little differences on knowledge/education and competence	Very low diversity on knowledge/education and competence	Low diversity on knowledge/education and competence
TL04 (M) Q2 M: Second question; how different are group members from each other in terms of age, gender, nationality and culture?	I don't believe there is much difference between group members in my department based on age, nationality or culture. Age is not much varied, they are all almost of the same age, in their 30s, in terms of gender, its males, all males. ... Nationality, they are not the same nationality, but they are all Arabs. They have got similar roots, they have similar culture, and even possibly similar religious background, which definitely, I would say, closes the gap between teachers, or between certain employees, working in the same department.	Almost no differences on age; members are all males and are of different nationalities	Homogeneity on gender Low diversity on age and culture High diversity on nationality	Homogeneity on gender Low diversity on age and culture High diversity on nationality
TL04 (M) Q3 How would you describe group performance in relation to set objectives? How are your department	On a scale that ranges from poor, not bad, good, very good, excellent; I would say the group are currently good, I believe we have to exceed our KPIs and once we start exceeding our KIPs, we can say that the team is currently crossing that bar that we have sat from the beginning; so, basically what we did right at the beginning was agreeing on the objectives and the target for the teachers in the department; so, they related to whatever actions we	The group is currently show good, performance, I believe we have to exceed our KPIs	Group performance is good but has not exceeded set objectives	

members performing as a group in relation to set objectives? Are they high performing, underperforming, average, satisfactory, how do you see their performance?	are taking and also they can be related to whatever outcome we are aiming to achieve. So, once they understand the end product, once they understand the destination, they can try to enhance and improve their performance to achieve those objectives.			
TL04 (M) Q4 How would you describe the effect, if any, of team member differences you identified above on group performance? So, the knowledge competence, age, nationality and culture, how do they have effects on their performance.	... I believe the differences they have externally whether their culture or their nationality or even gender, which it doesn't apply in our case, wouldn't affect their performance So, what we try to do is always have this open communication ... between employees. So, employees can basically share their experiences, they can share their success stories with other teachers, and other teachers can basically build on that. We always try to highlight what success stories... Once shared, it boosts feeling of commitment feeling of appreciation because the team members need to feel that they are being appreciated by their team leader or by their management and department. So, we focus on what happens inside the classrooms and try to rely on the positive messages reaching all the involved personnel, even taking pictures or you know posting it, or highlighting it outside on the notice board; just to make sure that everyone knows that something positive is happening. ...	Nationality differences do not affect team performance <u>Leader's behaviour:</u> Having open communication Sharing experiences Highlighting and sharing success stories motivates members to enhance performance and excel. Showing appreciation boosts feeling of commitment Posting positive messages & pictures	Diversity on nationality does not affect team performance Discussing and empathising with needs of individual members Making interpersonal connections Inspiring members to improve their outcomes Leader behaviour enhances team performance Inspiring members to improve their outcomes Leader behaviour increases commitment to team Inspiring members to improve their outcomes	Diversity on nationality does not relate to team performance TfL-IC behaviour TfL-IC behaviour TfL- IM behaviour TfL-IM behaviour relates positively to team performance TfL- IM behaviour TfL-IM behaviour relates positively to commitment to team TfL- IM behaviour
TL04 (M) Q5 How would you describe the effect, if any, of	...the whole culture is positive, and all the teachers are been pulled into that vortex of positivity; focused on the outcome, focused on commitment. Then, it basically drives the team; it acts as a trigger and the teachers in my department would	Providing positive team culture, focusing on team outcome and members' commitment.	Establishing positive feelings Showing strong commitment to goals	TfL conflict management behaviour TfL- II behaviour

<p>group member's differences (identified above) on members' commitment to work as a team, and on individual member's satisfaction with the team?</p> <p>So, based on what you see in your department, how do you think low diversity, low on age, gender, nationality, and so on, affect members' commitment to work as one team, and individual member's satisfaction with the team?</p>	<p>basically be commuting all the way to their work feeling happy; we've got something to achieve and we've got something to share.</p> <p>I believe that people come to their workplace fully knowing that they are there to achieve and to do something motivating, enhancing and improving. ... And this kind of environment and this atmosphere would encourage teachers to just go through and say: I've got an idea, and I've got a proposal to do this or to improve that, enhances what we do or improves what we do.</p> <p>You know having a team which is not so diverse would be high in synergy. ... Definitely satisfied, and this would require us to have a robust process whereby we can determine if we have low morale or if we have low satisfaction for this or that employee and we will try to work on that to further develop on the skills or to further explore the reasons for dissatisfaction.</p>	<p>Positive environment motivates members to achieve a shared and enhanced outcome.</p> <p>Positive environment allows members to come up with new ideas to improve and enhance what they do.</p> <p>Homogeneous group has high synergy and individual member's satisfaction with the group</p>	<p>Fostering a strong sense of purpose among members</p> <p>Positive environment enhances members' performance and commitment</p> <p>Positive environment enhances team's innovative performance</p> <p>Homogeneity on age and gender enhances commitment to, and satisfaction with the team</p>	<p>TfL- IM behaviour</p> <p>TfL- II & IM behaviour relates positively to team innovative performance and commitment</p> <p>Homogeneity on age and gender relate positively to commitment to, and satisfaction with the team.</p>
<p>TL04 (M) Q6</p> <p>How would group members' differences (that you identified) relate to disagreements overwork tasks? Differences; meaning age,</p>	<p>... Usually, the differences that you have just mentioned, they do not feed much into disagreements over work tasks. So, the work task, and the duties they have to achieve are quite cocooned, you know in isolation from the culture and differences they've got amongst themselves regardless how severe or how settled the individual differences might be.</p>	<p>Differences in nationality/culture do not feed much into disagreements over work tasks</p>	<p>Diversity on nationality/culture, does not relate to disagreements over tasks</p>	<p>Diversity on nationality/culture does not relate to TC</p>

gender, nationality, culture, knowledge, competence; based on your knowledge.				
TL04 (M) Q7 To what extent do disagreements over work tasks become personal tensions between individual team members?	... There is no doubt that disagreements over work tasks might become personal tension between individuals; that I believe whoever is facilitating or acting as a moderator for a certain meeting or for a certain platform should make sure that tensions are diffused instantly, and as a leader we have to instil the fact it is all about achieving the same target and achieving the same goals. However, if it does take that path, whereby individual task differences that we've just mentioned become personal tensions, then what we have to do is to resolve, we have to make sure whatever the dispute we have between two teacher or two faculty members, doesn't develop, doesn't grow into the level whereby we cannot fix it, or whereby the situation is irreversible.	Disagreements over work tasks might become personal tension between individuals <u>Leader's behaviour:</u> Ensuring that tensions are diffused instantly Instilling in members achievement of common target and goals Individual task differences that become personal tension have to be resolved before they grow to a level where they become irreversible	TC transforms to RC Establishing positive feelings and minimising feelings of anger Showing strong commitment to team goals Unresolved TC becomes RC	TC co-occurs wit RC (CTRC) TfL- conflict management TfL-II behaviour TfL-II behaviour negatively relates to CTRC TC co-occurs with RC (CTRC)
TL04 (M) Q8 How would you as a team leader behave when disagreement over work tasks transform to personal tension between individual team members?	... I tried always to narrow the gap and make both parties listen to whatever ideas they have got, and to reach a settlement. Being in a position of a team leader or a head of a department requires a lot of diplomacy, and this should be related to the conflicting parties, so the teachers should fully understand that I would listen to both of them, and I would try to make both of them listen to each other. ... They have ...to restrict it to work elements, and not to let it grow to that personal individual level; where people end up insulting each other or talking personally about each other.	<u>Leader's behaviour:</u> Listening to both arguments Narrowing the gap between disagreeing members Reaching settlement through diplomacy Restricting argument to work, preventing it from being personal	Developing a high-quality leader-member exchange. Compromising, accommodating with high contribution from leader Compromising, accommodating Depersonalising problem	TfL conflict management behaviour TfL conflict management behaviour TfL conflict management behaviour TfL conflict management behaviour

				TfL conflict management behaviour relates negatively to CTRC
TL04 (M) Q9. How would you behave when disagreement over work tasks transform to personal tension between individual team members?	... I would basically have those in dispute over, I will have both of them engage in a friendly discussion, or just break the ice before going to the work element. And then this would further clarify to the conflicting parties, conflicting teachers that the conflict is work-related, it isn't personal, so it doesn't need to develop into becoming personal. ... So, yes, making sure that we have open communication channels between the teachers in dispute, those who have the conflict, and to reach an agreement; I have to make sure that an agreement must be reached.	<u>Leader's behaviour:</u> Making members in dispute engage in friendly discussion Breaking the ice Stressing task nature of conflict Dissociating it from being personal Having open communication Ensuring agreement is reached	Establishing positive feelings and minimising feelings of anger Depersonalising conflict Discussing and empathising with needs of individual Showing strong commitment to goals Leadership ensures TC does not escalates to become RC	TfL conflict management behaviour relates negatively to CTRC TfL conflict management behaviour TfL - IC behaviour TfL-II and conflict management behaviour TfL conflict management behaviour relates negatively to CTRC
TL04 (M) Q10 How would disagreements over work tasks and personal tension between team members affect team performance?	It definitely affects team members performance ... negatively; the impact of disagreement over work tasks and personal tension would definitely create a negative culture, and definitely would break and polarise the environment, because, especially going back to diversity that we spoke about right at the beginning, it will polarise the department and it will have teachers make parties, and parties would eventually clash. ...yes, smaller teams. So, when we have that kind of drift, instead of having a team of ten; [we have] a team of three teams of threes, or two teams of fives.	Disagreement over work tasks and personal tension affects team performance negatively. It creates a negative culture, polarises work environment, creating sub-groups Diversity polarises group and enhances formation of parties within the group Parties will eventually clash	TC with RC negatively affect team performance TC with RC negatively affect team integration and cohesion Diversity enhances formation of sub-groups Sub-groups aggravate TC & RC	CTRC relates negatively to group performance CTRC is negatively related to members' commitment to team and individual with it Diversity relates positively to sub-group formation

<p>Parties, you mean they form smaller teams</p> <p>If I may stop you here, can you tell us a little bit more about these smaller teams or sub-groups. Can you tell us a little bit more on how do they form; and why do they form in your experience in your department, give us examples please?</p>	<p>Yes, I believe ...when you have a system that has a lot of double standards and has a lot of favouritism you will basically give those teachers the incentive to start forming sub-groups, or ...sub-parties. And [members of] those sub-parties will then sympathise and empathise with each other... And this form of isolation grows and keeps on growing, and it is not defused until someone says we have to address it, we have to stop it, and we have to fix the situation that we have. ...</p> <p>I saw it before and when it [subgroup] was formed, it was not, to be honest, consistent with the nationality, so, we have sub-groups which were formed at certain point in time and it had two different nationalities. These sub-groups might be in some cases governed, born by nationality, but really it is not a must.</p>	<p>Members of sub-groups sympathise and empathise with each other rather than with the whole group</p> <p>Diversity on nationality may (but not necessarily) enhance the formation of sub-groups and team disintegration</p>	<p>Sub-groups cause group disintegration</p> <p>Diversity on nationality may enhance sub-group formation and team disintegration</p>	<p>Sub-groups relate positively to CTRC</p> <p>Sub-groups relate negatively to members' commitment to, and satisfaction with the group</p> <p>Diversity on nationality may negatively relate to members' commitment and satisfaction with team</p>
<p>TL04 (M) Q11 How do these disagreements and personal tension affect members' commitment to, and satisfaction with the team?</p>	<p>Now if not defused, if not fixed, without doubt the disagreement with the personal tensions we have would affect the faculty's or the teachers' commitment and their satisfaction. And whenever their commitment is low, and the satisfaction is low, and their performance is low. So, this would be the perfect recipe for an utter devastation for the department whatever the department does.</p> <p>So, yes! If there is a work disagreement and personal tension, and it blends together and it becomes a daily routine of vortex whereby people are waiting what other parties; sub-parties, what mistakes they would make, it definitely devastates my team.</p> <p>It devastates their moral, their satisfaction, their commitment, their, obviously and most importantly, performance...; we are teaching students and if we have low satisfaction, low commitment obviously you won't have the results</p>	<p>Unresolved task disagreement with the personal tensions would affect the faculty's or the teachers' commitment and their satisfaction.</p> <p>Low commitment and low satisfaction result in low performance</p> <p>Work disagreement and personal tension blend together and become a daily routine of vortex undermining the team morale, their satisfaction, their commitment and, most importantly, their performance.</p> <p><i>Leader's behaviour:</i></p>	<p>TC with RC undermine members' commitment to, and their satisfaction with team.</p> <p>It causes low team performance</p> <p>CTRC is harmful for team cohesion, morale and performance.</p>	<p>CTRC relates negatively to group performance, members commitment to, and satisfaction with the team</p>

	that you want, and this would even destroy the reputation of the entity that we work at. So, we all must try to boost morale, boost commitment; have teachers join together..., make sure that commonalities they have are much larger than the particularities, I would say. To make sure that those people have a common ground, and once they work on this basis, they will definitely better perform.	Boosting morale Promoting common team purpose and goals Having this climate, team members will perform better	Inspiring employees to improve their outcomes Promoting a broad inclusive vision Leader creates climate which enhances team performance	TfL-IM behaviour TfL II behaviour TfL-IM & II behaviour relates positively to team performance
TL04 (M) Q12 Will you tell us how do you behave (as HOD) in situations where you are faced with high disagreement between team members over work tasks issues?	... We have to listen, we have to be like a sponge, we have to absorb ... But still we have to listen, and I have to make it clear by showing examples that the kind of feedback that they have given me did materialise into something they saw. For example, if a group of teachers, or a teacher would come to my office and say, "I believe that the way you are assessing students isn't quite perfect, or it has a bit of faults and you have to review it". I would say, "please propose something that you believe is better than our current procedure and we would act upon it". If it is better, we will implement it. This will be seen by teachers ... as something tangible, something they had proposed, and the proposal did materialise making the procedure better; teachers would have stronger motivation to approach their... team leader with ideas for the department.	<u>Leader's behaviour:</u> Encouraging new ideas Considering and implementing good proposals Ensuring members know that their ideas are considered and implemented Incorporating members' ideas and proposals improves procedure and strongly motivates members	Encouraging members' creativity Creating trust and confidence in employees Incorporating members' ideas and proposals improves team motivation and performance	TfL- IS behaviour TfL- II behaviour TfL- IS & II behaviour relates positively to team performance
TL04 (M) Q13 Okay, with relation to same question, how would you behave when your team members not only are in disagreement over work task,	you know if it's high to the level of explosion whereby something instant should be done, I will say the first thing to do is to unplug, possibly order a good meal, take the teachers out. You know and simply speak about other things; speak about something which has no relation whatsoever to the tensions, to individual disagreements. ... So, I would say totally unplug, have this group think about something totally different. And engage them in something whereby they can see that they kind of relate to each other	<u>Leader's behaviour:</u> Diffusing tension, unplug Taking team out for a meal Engaging them socially	Minimising feelings of anger, establishing positive feelings Making interpersonal connections with members Making interpersonal connections with members	TfL conflict management behaviour TfL- IC behaviour behaviour TfL- IC behaviour behaviour

<p>but are actually in disagreement over work tasks aspects and have personal tension at the same time?</p>	<p>And once they are ...more open to listening, they will be more open to endorsing and accepting anything that they had ... simply utter negativity about. ... I just make sure that human element isn't only relevant to work, you know, as a social unit, because it is about having teachers come on board; and think as one, as a team.</p>	<p>Having everyone on board, promoting team spirit</p>	<p>Creating a common vision and incorporating the needs of employees</p>	<p>TfL conflict management and TfL- IC behaviour relate negatively to CTRC and positively to team performance and commitment to team.</p>
<p>TL04 (M) Q14. That also takes us to the last question. How would your behaviour in situations of both high tasks conflict and high relationship conflict relate to team performance, members' commitment to the team and members satisfaction with the team?</p>	<p>You know it is about leading by example, as a leader I should basically be there and act the way I want my team members to act. ... I should not expect anything but the same from them to me. ... I would say if a certain disagreement can be solved by a concession from my side toward my team members, I would do it. I will go for a concession and this would subsequently pass a message for the teachers; ... if we are to achieve success together as a team then concessions should be made from both parties.... We have today, you know, the Covid-19 outbreak... We report to work at campus from 08:30. Teachers basically sign their attendance register in the morning, and one of the teachers would come to me and say, "you know, what is the meaning of this sheet, why not scanning in instead of touching things ...because when we taught from home in the period of lock-down we had generated an excel sheet where it tells teachers where to sign ... every morning ...can we do that?" To me it made sense and I said "Of course, we can do that; let me check with the HR, and if HR says, it's fine, then its fine", it's just a simple example. ... Teachers were quite happy; you know, these little things that you do every day, it makes people want to come to work with a smile on their faces. And as much as we can make people happy obviously, to achieve better to have success and a sense of achievement, why not? You know, it is</p>	<p><i>Leader's behaviour:</i> Leading by example</p> <p>Making concession to solve disagreement</p> <p>Conceding on all sides to achieve success to all</p> <p>Listening to, and implementing members' creative ideas</p> <p>Members happy, wanting to come to work with a smile on their faces</p>	<p>Leading by example</p> <p>accommodating, and Compromising</p> <p>Leader behaviour enhances performance</p> <p>Encouraging member' creativity</p> <p>Leader behaviour enhances team performance and commitment</p>	<p>TfL- II behaviour</p> <p>TfL conflict management behaviour</p> <p>TfL conflict management behaviour relates positively to team performance</p> <p>TfL- IS behaviour</p> <p>TfL conflict management behaviour and TfL-II</p>

	not about complicating things; it's about facilitating.	to achieve better to have success		& IS relate positively to team performance and commitment to team
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Participant / Interview question	Data extract	Initial code	Theme	Main theme
TL05 (F) Q1 So, we start with the questions. How different is the level of knowledge and competence between group members in your department?	I don't think it's very different, to be honest, like, we do have different ages and you know they come from different backgrounds, but at the end of the day, all in all, it's not very different.	Group members do not differ much on knowledge/ competence	Low diversity on knowledge/ competence	Low diversity on knowledge/ competence
TL05 (F) Q2 How different are group members from each other in terms of age, gender, nationality and culture?	I would say, since we are a language institute ... it's not very different ... because we mostly teach English, So, we have half halfies; like half American, half Saudi, and then we have an American married to a Saudi, So, nationality and culture. I don't think they are familiar with the Saudi culture; at the same time, I don't think it's that different.	Group differs on nationality and culture	Diverse group on nationality and culture	Diverse group on nationality and culture
TL05 (F) Q3 How would you describe group performance in relation to set objectives? So, are they underperforming, performing, over performing? And that is based on set of objectives?	Okay, honestly there are people how are like that, performing, there are others underperforming, but it is not all the time but sometimes, it could be, like, personal issues; it can't be that everyone is... over-performing all the time. But we have people who are... give a thousand percent all the time, regardless. ...	Team performance is good		

<p>TL05 (F) Q4 & Q5 M: Okay, how would you describe the effect, if any, of team member differences (age, gender, nationality, knowledge, competence and culture) on members' commitment to work as a team, and on individual member's satisfaction with the team?</p>	<p>Okay, I think it is... healthy to be in an environment where a variety of people coming from different background; it is beneficial to the group. It has been beneficial to them, and different cultures. ... So, I think it has a positive effect. So, individual member's commitment to work has increased. ...we do a lot of workshops, okay, for example, Mrs. R would lead a workshop. So, ... she is well knowledgeable in that specific area. For example, we know that Mrs. S is good in business, so sometimes she would lead a workshop in that area. So, that is healthy because we ... are learning from each other. ... our culture is ... based on ... equality, we are the same at the end of the day, although we are different. And we are aware that we are different.</p>	<p>Differences on background culture increase individual member's commitment and team performance</p> <p>Differences in knowledge/ competence enhances teamwork and learning.</p>	<p>Diversity on background culture enhances commitment and team performance</p> <p>Diversity on knowledge/ competence enhances team learning and performance</p>	<p>Diversity on background culture relates positively to member's commitment, team performance and learning</p> <p>Diversity on knowledge / competence relates positively to team learning and performance</p>
<p>TL05 (F) Q6 How would group members' differences that you identified (in terms of age, gender, nationality, knowledge) relate to disagreements overwork tasks? So, would it increase conflicts related to tasks or would it decrease it, or doesn't have any effect?</p>	<p>Honestly, it's totally irrelevant because when delivering a task, it is just the same task they are all aware of; like they are all aware that it has nothing to do with how to deliver their tasks. And again, when they are exposed to students, they are exposed to a diversity of students, coming from different background and they are aware of that also. I think they're very familiar with having different people around.</p>	<p>Nationality/cultural differences are irrelevant for task disagreement</p>	<p>Diversity on nationality and culture do not affect task conflict</p>	<p>Diversity on nationality and culture does no to relate to task conflict</p>

<p>TL05 (F) Q7 To what extent do disagreements over work tasks become personal tensions between individual team members?</p>	<p>Okay, I would say, sometimes... not most of the time... It's not like something common; but it did happen like once or twice. ...for example, we have people who are religious, so they don't believe in music, listening to songs, and we have people teaching by ... music and singing lyrics. So, sometimes they might... have disagreement about what is right what is wrong, what is religious and what is not religious. So, some people would say, that is not appropriate, we are at work; it's not because it is showing flesh or like that it's because they don't like the colours and the styles. Just, not appropriate, period. ...</p>	<p>[Task disagreement] sometimes become [personal tension], not most of the time. It's not something common</p>	<p>TC may become RC</p>	<p>TC may co-occur with RC</p>
<p>TL05 (F) Q8 How would you behave as a department chair when individual differences you identified cause disagreement over work tasks?</p>	<p>I would try to bring the different points closer together. I would have a personal meeting with the individuals and then I will try to explain the situation from their point of view. So, if needed, I would have to do a confrontation meeting, I will bring them all together; so, it works perfectly.</p>	<p><u>Leader's behaviour:</u> Bringing different viewpoints closer together</p>	<p>Developing a climate of cooperation and compromise</p>	<p>TfL conflict management behaviour</p>
<p>TL05(F) Q9 How would you behave when disagreement over work tasks transform to personal tension between individual team members; What do you do; I would like to hear some examples, if possible?</p>	<p>...there are things, it gets so personal because most of it is misunderstanding. I will give you an example, okay, S is ...the General English Program Leader, Okay, and when R, ...the Trainers' Leaders, ...tried to teach a class once, she was not happy with the pace. Because R is very academic, S is kind of business-oriented person. So, there is conflict always, but it is work-related always; such conflict is healthy, in my opinion. So, R taught one of the classes; she has some feedback from the class. Now, the mistake that she made, was not intentional at all, she sent an email to our General Director directly; CC-ing me and S, and H, the leader on the other side. And she pointed out all the things that... she didn't like</p>	<p>There is always conflict, but it is work-related always; such conflict is healthy</p>	<p>TC is normal and healthy</p>	<p>TC is positively related to performance TC co-occurs with RC</p>

	<p>about the class and about program. Of course, ... While reading the email I ... knew what's going to happen. Of course, myself and S went to my office and she said: "did you see the email", I said "Yes". She said: "Why didn't she talk to me personally! I'm the leader of the program! She should've discussed these points with me". So, there was a conflict there; so, I did talk to R and she was like "I didn't mean it that way, I just had a feedback and because the General Director is the one who set the timing for the feedback, ... I sent it directly to him because I know that that decision is his decision. So, it wasn't meant that way, so, I did bring points of view closer together and it went fine afterward.</p>	<p>Task disagreement may turn into personal tension <u>Leader's behaviour:</u> Talking & listening to members individually Bringing closer together different points of views</p>	<p>TC can escalate to RC Communicating, developing quality leader-member exchange Compromising, accommodating</p>	<p>TC co-occurs with RC TfL conflict management behaviour</p>
<p>TL05 (F) Q10 Okay so, how would disagreements over work tasks and personal tension between team members affect team performance?</p>	<p>If these conflicts don't get resolved they would affect; that is why I have to stay on top of things all the time.</p> <p>I do dedicate ten to 15 minutes of my time every day. I have to go roam around and I have to talk, like if you want to know what is going on; it has to be informal. Most of my information and feedback is from an informal setting, because it is when people get comfortable, they don't feel like, you know, informal settings are different. So, yeah, I will try to nip it in the bud, like from the start before it escalates.</p>	<p>Unresolved task disagreement and with personal tension would affect team performance</p> <p><u>Leader's behaviour:</u> Going around, keeping eyes on things Talking to members in informal settings Obtaining informal feedback Nipping conflict in the bud</p>	<p>TC with RC harm team performance</p> <p>Making interpersonal connections with members</p> <p>Containing conflict</p>	<p>CTRC relates negatively to team performance</p> <p>TfL-IC behaviour TfL-IC behaviour relates negatively to CTRC</p> <p>TfL conflict management behaviour</p>
<p>TL05 (F) Q11 How do these disagreements and personal tension affect members' commitment to the team?</p>	<p>So, again I think once you have a good environment and a good culture where everyone feels welcome, valued and trusted, so, they trust me like I do trust them. I don't engage in personal issues, I don't take it personally, so, they trust me in that. So, whatever the misunderstanding is, it is easier to handle once they have this culture, or once they have this solid background.</p>	<p><u>Leader's behaviour:</u> Providing a welcoming, valuing and trusting culture</p> <p>Misunderstanding is easier to handle once they have this culture</p>	<p>Creating trust and confidence in members</p> <p>Creating an environment of trust minimises conflict</p>	<p>TfL- II behaviour</p> <p>TfL II behaviour relates negatively to CTR</p>

<p>TL05 (F) Q12 How would you describe your behaviour in situations where your team members are in high task conflict?</p>	<p>So, it depends on the incident, and it depends on the event that it happened within, like I need to know. ... I need to know what the situation is. ... I don't have one approach that I deal with all conflicts, ... I have to find my way through, ... sometimes I'm directive, and sometimes I accommodate and sometimes, like it depends; like I need to know more details.</p>	<p>I don't have one approach that I deal with all conflicts, I have to find my way through</p> <p>sometimes I'm directive, and sometimes I accommodate</p>	<p>Contingent approach to TC</p> <p>Directive approach in solving TC Accommodating approach to TC</p>	<p>Contingent conflict management behaviour</p> <p>TaL approach TfL approach</p>
<p>TL05 (F) Q13 How would you behave in situations where your team members are with high task conflict and high relationship tension at the same time?</p>	<p>Yes, well, first, I have to look at ... the objectives for the task, ...the benefit of the work ...in total, okay; and then I have to see which one is influencing the productivity of the work more, which is the higher; is it the task or is it the personal issue? Okay, if it is the personal issue, I will have to prioritise that and I have to approach that first and then may be the task.</p> <p>...it depends on the incident, ... So, ... sometimes... I have to be authoritative... and sometimes I see there is room for negotiation and ... I can deal with it this way. ...</p>	<p><u>Leader's behaviour:</u> Weighing up benefit of task disagreement and cost of personal tension Assessing their influence on productivity</p>	<p>Leader behaviour is contingent on influence of CTRC on team productivity</p>	<p>Leader conflict behaviour contingent on influence of CTRC on productivity</p>
<p>TL05 (F) Q14 Last but not least, how would your behaviour in these situations relate to team performance, members' commitment and satisfaction with the team?</p>	<p>Okay, I think because we do a lot of semi-formal, or ...informal meetings. Sometimes, in meeting, ...I notice there is a conflict, but I also know that there is a birthday coming in two days. So, that setting itself; they sit, they chat, and I can see it resolves the conflict, like I don't have to interfere or do anything. If it escalates to the point where ...everyone is just holding to their opinion and they are refusing to do whatever they are supposed to do. Again, at that point I will try my best, like I would try to bring different points of views together, and if nothing is working, then I have to make a decision.</p>	<p>Sometimes, in meeting, there is a conflict, but I also know that there is a birthday coming in two days. So, that setting itself; they sit, they chat, and I can see it resolves the conflict, Social setting resolves conflict</p>	<p>Task with personal conflicts occurring alongside a celebratory occasion are likely to resolve themselves.</p>	

Participant / Interview question	Data extract	Initial code	Theme	Main theme
<p>TL06 (F) Q1 How different is the level of knowledge and competence between group members in your department?</p>	<p>It varies, it is different between my group members throughout the department. The knowledge, the experience, totally different; if I have 15 members, I have 15 different levels. Yes, they are all different, of course, based on experience, based on their backgrounds.</p>	<p>Group is different on knowledge, experience, and background</p>	<p>Diverse on knowledge and experience</p>	<p>Diverse on knowledge and experience</p>
<p>TL06 (F) Q2 How different are group members from each other in terms of age, gender, nationality and culture? So, the younger groups are Saudis?</p>	<p>Based on age, I think I have two different age groups, ...late twenties/early thirties, and I have late thirties/early forties. So, I would definitely...put them into two groups. Gender, one group. Nationality, I would say, we have three different nationalities. Based, on age, actually, I have the younger group and then I have the seniors. Yes, and the seniors are a mix of Saudis, Egyptians, Lebanese; definitely diverse, yes. ...and culture, I think we mostly are Muslim of Arabic backgrounds, so the culture is not a lot different.</p>	<p>Team is diverse on age, and nationality, but low diversity on culture</p>	<p>Diversity on age and nationality Low diversity on culture</p>	<p>Diversity on age and nationality Low diversity on culture</p>
<p>TL06 (F) Q3 How would you describe group performance in relation to set objectives? Is your department as a team well performing, underperforming, over performing?</p>	<p>As a group performance, ... we have, of course, above of satisfactory, and it depends on the objectives that we have to set. So, if it is one basic objective, then we must reach that objective. If they are similar, if there are minor objectives, that's where I find the difference, depending of course on age, let's say the knowledge and competence. [Overall] I think they are performing well. I do have a number where they are over performing. And usually, I think that goes back to age and nationality. ... I see that the percentage of the</p>	<p>Good group performance</p>		

	non-Saudi teachers do have a high level of performance, a very high level of performance. I would say 30 to 40 percent, non-Saudis.			
TL06 (F) Q4 How would you describe the effect, if any, of team member differences you identified above on group performance? So, does any of those differences have any effect on group performance? If yes, please describe it.	Based on group performance, I don't think it'll have a major effect...., as long as it's a group performance. If it was an individual performance, it would be different, ... it would be sub-divisions, as I said before, there would be a sub-division [non-Saudis/Saudis] where they would have 30 percent to 40 percent over-performing.	Differences in knowledge and age have no effect on performance Differences on nationality affect group performance	Diversity on knowledge and age have no effect on performance Diversity Faultline on nationality affect performance	Diversity on knowledge and age has no effect on performance Diversity on nationality is related to group performance
TL06 (F) Q5 How would you describe the effect, if any, of group member's differences (identified above) on team members' commitment to work as a team, and on individual member's satisfaction with the team?	Okay, So, let's start with the members committed to work, yes, I don't think that there are any effects from these differences, because they are already committed and remember that the younger age wants to prove themselves. So, it's like a big challenge to them, so commitment is all a 100%. Individual member's satisfaction with the team? I think here it depends... on the individual. Some of them will be satisfied with the teams, with their team members with the outcome and some will not.	Differences between team members do not affect their commitment to the group because group commitment to team is high. Satisfaction with team varies.	Diversity on knowledge, age and nationality do not affect team commitment Diversity may not be related to members' satisfaction with team	Diversity may not relate to members' commitment to, and satisfaction with team
TL06 (F) Q6	I think they would increase definitely; they would increase task conflict. Definitely, especially when there is a different background, different	Differences definitely increase task conflict, especially when there is a	Diversity on knowledge, experience, background increase task disagreement	Diversity on knowledge/competence and nationality/culture

Okay, how would group members' differences (that you identified above) relate to disagreements over work tasks?	knowledge, different experience, this is where there is high disagreement in task.	different background, different knowledge, different experience.		relates positively to task conflict
<p>TL06 (F) Q7 To what extent do disagreements over work tasks become personal tensions between individual team members? I would like to hear examples, if possible.</p> <p>If we take that example, how would you behave as a leader when those differences create task related conflicts?</p>	<p>Definitely, yes. I will give you an example. ...it does in some cases turn to personal tension if there is disagreement. Of course, let's say, work disagreement between senior instructors, senior teachers and novice teachers; this is when the tension becomes high. Novice teachers ... think that the experienced teacher offering help, that obviously means you are not fit to do your job; so, this is where they take it personal. And yes, I have seen that before, and the good intention behind the senior teacher's action towards a junior group member is definitely understood otherwise; sometimes the senior teacher asks the team leader to help her out.</p> <p>Okay, well, basically I will definitely talk to each one on the side, and I will make sure that the intention was clearly understood by both sides. I will definitely expect..., let say, more responsibility given to the senior instructor to give the novice teacher that space for her to start creating her own experience with a little bit of help, that is given in a different way.</p>	<p>Definitely, yes; task disagreement does in some cases turn to personal tension.</p> <p>An experienced member offering help to a less experienced one may be taken by the latter that they are not fit to do the job, causing personal tension.</p> <p><u>Leader's behaviour:</u> Talking to each member separately Ensuring intention is understood by both parties Encouraging spirit of accommodation and help from the more experienced member</p>	<p>Disagreements over task turn into personal tension</p> <p>Establishing positive feelings and minimising feelings of anger Developing a climate of cooperation and compromise incorporating the needs of individual members</p>	<p>TC co-occurs with RC</p> <p>TfL conflict management behaviour</p>
<p>TL06 (F) Q8 How would you behave when individual disagreements over work tasks, tasks conflicts, transform to</p>	<p>Well basically, one of the things that I try to do is to ask the novice teacher to choose who would coach her, to choose which senior teacher or instructor with more experience would she allow to enter her classroom, enter her territory, observe her; so that kind of make it less tense, of course there will be less tension in the room. So, that is one of the things I would probably give the novice teacher, ... she can choose, ...and kind of</p>	<p>Offering choice</p> <p>Decreasing tension</p>	<p>Incorporating the needs of individual members</p> <p>Minimising feelings of anger</p>	<p>TfL conflict management behaviour</p>

<p>personal tension between individual team members?</p> <p>I am very interested to know how did disagreements, tasks conflicts and relationship tension together affect team performance in your department?</p>	<p>leading them from behind, giving them advice; where if she tries to just pick out her friends, I would kind of advice give her to go for a change to learn different techniques, to learn different styles and see different backgrounds.</p> <p>It definitely affects, of course. Together? I don't think that is a good thing. Definitely it has a negative effect, if it is from both sides, meaning you don't want to work with someone with whom you have tension and personal issues.</p> <p>...usually when there is task conflict, it's easy to identify, but with personal tension, sometimes, it's not clear at the beginning; then after some time, you'd find that the reason that they disagreed is because it was a personal issue.</p>	<p>Considering individual member's need</p> <p>Leading from behind Advising</p> <p>Encouraging learning</p> <p>Task disagreement with personal tension together affect team performance negatively. Members do not want to work with someone with whom they have tension and personal issues. Personal tension may also transform to task conflict</p>	<p>Incorporating the needs of individual members</p> <p>Aiding members to succeed</p> <p>Encouraging members' professional development and personal growth</p> <p>TC with RC have negative effect on team performance</p>	<p>TfL- IM behaviour</p> <p>TfL- IC behaviour</p> <p>CTRC relates negatively to team performance</p>
<p>TL06 (F) Q11 How do these disagreements and personal tension affect members' commitment to, and satisfaction with the team?</p>	<p>I think it will have an effect; I think actually it will have. Commitment to the team, yes, I think it will have effects on the individual's commitment to the whole team.</p>	<p>TC with RC will affect the individual's commitment to the whole team.</p>	<p>TC with RC affects members' commitment to team</p>	<p>CTRC relates to members' commitment to team</p>
<p>TL06 (F) Q13 How would you describe your behaviour in situations where there is high disagreement over</p>	<p>In this situation, I will definitely find where the disagreement is, point it out, and probably, I would analyse it, and then, kind of, give what is best performance outcome the team and for our students. I think this how I would choose to do it. ... Just to let you know we don't have a lot of personal tension, specially that our team numbers</p>	<p><i>Leader's behaviour:</i> Investigating and revealing source of disagreement Adopting best performance outcome</p>	<p>Showing strong commitment to goals</p>	<p>TfL – II behaviour</p>

work tasks and high personal tension between team members?	are not as high, ... so there is not a lot of personal tension there.			
<p>TL06(F) Q14 Last but not least, how would your behaviour in these situations, which is high in tasks and personal conflicts, relate to team performance?</p>	<p>I think it does, yes, it does. ... , it is negative for individual member's performance but, I would say, not negative when it is taken to a different level, to the team's performance. So, the behaviour changes, I think it won't affect actually team's performance. ... , it would affect individuals' commitment; yes, negatively definitely. ... they won't be satisfied at all. ... [as an example]; couple of years ago the same instructor would take absolutely everything personal, every single new rule, every single policy would be taken as personal as if it is targeting that person. For that is how I think it affected her commitment to the team; as she, as an individual was not satisfied being part of the team, and it will affect the outcome of that team.</p>	<p>TC with RC affect negatively team performance</p> <p>it would also affect individuals' commitment, negatively</p>	<p>TC with RC negatively affect member's performance but not team performance</p> <p>CT with RC negatively affects members' commitment and satisfaction to work in the team</p>	<p>CTRC negatively relates to individual member's performance but not relate to team performance</p> <p>CTRC affects members' commitment to, and satisfaction with the team</p>

Participant / Interview question	Data extract	Initial code	Theme	Main theme
TL07 (F) Q1 How different is the level of knowledge and competence between group members?	TL07: So, regarding the knowledge we have different levels. So, we have PhD holders, Masters holders, Bachelor holders; different backgrounds, different skills; some of them are software engineers, some of them computer science, some of them data-based engineers. The previous HoD ... is from electrical engineering background, ... So, we have different levels of experience. Because some of them are from industry background, I myself have been in UBT for a whole year, but others with Masters degrees have been there for 6 years. ...we have diversity in terms of knowledge and experiences, yeah.	So, regarding the knowledge we have different levels, different backgrounds, different skills. we have diversity in terms of knowledge and experiences	Team is diverse on knowledge, competence and experience	Team is diverse on knowledge, competence and experience
TL07 (F) Q2 And how different are group members from each other in terms of age, gender, nationality and culture?	We are a diverse department, ... I was appointed as the head of department and I am in the boys' campus; I was the first female to be appointed in Dhaban, and ...all faculty members, in the department are males. So, we have different groups from different nationalities. We have Saudi Arabian, we have Indian, and we have different cultures, different backgrounds; ... We are highly diverse actually. Since we're only five members, everyone present is of a different background.	We are a diverse department all faculty members are males. we have different groups from different nationalities	Group is diverse on gender, nationality and cultural background	Group is diverse on gender, nationality and cultural background
TL07 (F) Q3 How would you describe group performance in relation to set objectives at your department? Would you say you're performing well,	TL07: actually, we're all performing well towards one main objective. Because fortunately due to NCAAA project and the accreditation, we have to set objective, strategy to reach common goals, through the program outcomes. So, I feel that we are doing really well, and we are in the process of the accreditation, so we are in the process of achieving all goals that we are trying to set every year.	we're all performing well towards one main objective	Team performance meets objectives.	

underperforming, over performing?				
<p>TL07 (F) Q4 How would you describe the effect, if any, of team member differences you identified above on group performance?</p>	<p>I think it is positive, diversity is very important for the work force. So, in our departments since we are from different cultures, different backgrounds and majors, I feel like we can share our perspectives. And that help us to execute our processes in a certain way that help us to reach our goals and deliver for our students. I feel we are performing well, yeah.</p>	<p>It is positive, diversity is very important for the work force. we are from different cultures, backgrounds, we can share our perspectives to reach our goals</p>	<p>Differences in knowledge or competency, age, gender, nationality, and culture are positive for team performance</p>	<p>Diversity on knowledge, competence, age, gender, nationality and culture are positive for team performance</p>
<p>TL07 (F) Q5 How would you describe the effect, if any, of group member's differences (identified above) on members' commitment to work as a team, and on individual member's satisfaction with the team?</p> <p>And what about individual member's satisfaction with the team? Would that increase it or decrease it?</p>	<p>So, if we speak about culture, culture is not a difference anymore. We live in Saudi Arabia, especially in Jeddah we are in a multinational culture, and people are easy to adapt to this culture and the environment.</p> <p>But speaking about gender, ...I had my concerns to be appointed as the first female head of the department. So, I noticed that those concerns of being a female, being young and age difference from the other faculty members, those were the strongest factors affecting in appositive way the achievement of my goals, because I felt being female set some restriction with other faculty members but being younger in age helped me to develop and helped me to interact within the environment with every faculty member. ...</p> <p>Their behaviour and action show that they are satisfied. Age wasn't actually an issue because this was my initial concern, but it actually turned out to be a very strong factor that faculty members were satisfied with how interactive the department has been, that is due to age differences; yes, it is positive to the department actually.</p>	<p>being a female, young and age difference from the other fmembers, those were the strongest factors affecting in appositive way</p> <p>Their behaviour and action show that they are satisfied</p>	<p>Differences on nationality/culture have no effect on members commitment and satisfaction</p> <p>Age and gender differences have a positive effect on commitment and satisfaction working in team</p>	<p>Diversity on nationality/culture is not related to commitment and satisfaction</p> <p>Diversity on age and gender is positively related to commitment and satisfaction working in team</p>

<p>TL07 (F) Q6 We go to the next question. How would group members' differences (that you identified) relate to disagreements over work tasks?</p>	<p>So, since I was newly appointed. I didn't notice any disagreement. But if there were any task conflicts, I think diversity would help us overcome them. Because when we are of different experiences, I myself as HoD, sometimes call my faculty members asking them about some experiences that I don't have to help me decide which decision to make, or which solution to go for. So, I involve them in the decisions I make due to their experience; they have been in UBT longer than I have. And they ask for my professional experience and perspective in some courses, and we share each other's experiences no matter; if we are from different backgrounds and experiences, age and gender.</p>	<p>if there were any task conflicts, I think diversity would help us overcome them. Because when we are of different experiences</p> <p><i>Leader's behaviour:</i> Involving members in decisions Sharing experiences with them</p>	<p>Diversity helps overcome TC</p> <p>Developing a climate of cooperation</p>	<p>Diversity positively relates to TC</p> <p>TfL conflict management behaviour</p>
<p>TL07 (F) Q7 To what extent do disagreements over work tasks become personal tensions between individual team members? Task conflict spins off, becoming relationship conflict?</p>	<p>There hasn't been a task conflict actually that was taken personally, ... It never happened actually. We are trying to be, what I love about UBT, is a community actually. So, everything we get involved in, tasks we've been given doesn't turn to be a personal issue. They usually take it professionally, even when, for example, ... students come complaining to me about a professor and I don't really feel embarrassed talking to that professor because the community is very friendly. They accept what we share together, they accept my opinion, I accept theirs. So, we listen to each other; so, there isn't any inclination to reach to a disagreement with anyone.</p>	<p>There hasn't been a task conflict that was taken personally</p> <p><i>Leader's behaviour:</i> Providing a friendly environment, sharing opinions</p> <p>Listening to each other</p>	<p>TC does not escalate to become RC</p> <p>Developing a climate of cooperation and accommodation</p> <p>Making interpersonal connection with members</p>	<p>TC does not necessarily co-occur with RC</p> <p>TfL conflict management</p> <p>TfL-IC behaviour</p>
<p>TL07 (F) Q13 How would you describe your behaviour in situations where task related conflict is high and personal tension is high?</p>	<p>It will highly effect teams' performance. ... in a negative way because, personally, I won't be satisfied with the whole situation; this will affect my ability to be productive, to be innovative, to be creative. So, I feel everyone else would feel the same. If disagreement occurs and people take it seriously and personally, they will not be productive and innovative. We have to solve this before we go a step further otherwise, we are not</p>	<p>It will highly effect teams' performance in a negative way</p> <p>If disagreement occurs and people take it personally, they will not be productive and innovative</p> <p>We have to solve this, otherwise we are not going to reach any common goal.</p>	<p>TC with RC negatively affect team performance</p> <p>TC with RC affect negatively innovative performance</p> <p>CTRC hinders achievement of team common goals</p>	<p>CTRC relates negatively to team performance, creativity and innovation</p> <p>CTRC relates negatively to</p>

	going to reach any common goal between the team members.			achievement of team goals
<p>TL07 (F) Q14</p> <p>If we touch on the same point you have just mentioned, how would these disagreements, task conflicts and relationship conflicts, affect team members' commitment to the team itself, and satisfaction with the team?</p>	<p>Yeah, I mean Negative. If I have a disagreement with someone over work and they didn't take my perspective into consideration, then I wouldn't speak to that person the next time. I wouldn't share my opinion the next time.</p> <p>As I mentioned, I love the community because I love how we progress in this environment. If I cannot progress, that will affect me negatively and affect the department. I am a team member and if one of the team members cannot progress that will affect the whole team because we share common goals.</p> <p>If disagreement happens and people are taking it personally, we have to act professionally; so, may take a break for a few hours, if it was very high then may be a day.</p> <p>Then, I have to listen to all opinions, all perspectives and then we are back together, we have to, we are working together for common objectives.</p> <p>So, we have to go back, in term of professionalism, to avoid the personal feeling, the personal effect for everyone. We can go back to, you know, bring a little bit of the disagreement that we had earlier that day, solve each one, you know, one step at a time.</p> <p>...we've been doing in the university, incentives, ...not in terms of money, but ... helping others on some difficult tasks, getting together to do something fun or taking a break from other tasks; so, we have to give in order to get. ...</p>	<p>I mean Negative. If I have a disagreement with someone over work and they didn't take my perspective into consideration, then I wouldn't speak to that person; I wouldn't share my opinion the next time</p> <p><i>Leader's behaviour:</i> Espousing teamwork Sharing common goals</p> <p>Depersonalising disagreement Taking a break</p> <p>Listening to all perspectives Coming back working together Emphasising common objectives</p> <p>Keeping personal feeling away Breaking down disagreement and solving it bit by bit</p> <p>Helping members in their tasks Getting together socially, taking break</p>	<p>TC with RC harm team integration and cohesion</p> <p>Developing a climate of cooperation Showing commitment to goals</p> <p>Depersonalising problem Empathising with the needs of members Accommodating members' opinions Communicating, co-operating Promoting a broad, inclusive vision</p> <p>Depersonalising conflict</p> <p>Aiding members to succeed Empathising with the needs of members Leadership behaviour decreases CTRC and enhances team performance and members' commitment and satisfaction with team</p>	<p>CTRC negatively relate to commitment and satisfaction with team</p> <p>TfL conflict management behaviour</p> <p>TfL- II behaviour</p> <p>TfL conflict management behaviour TfL- IC behaviour</p> <p>TfL conflict management behaviour TfL- II behaviour</p> <p>TfL- IM behaviour TfL- IC behaviour</p> <p>TfL conflict management and TfL-IC, IM & II behaviour relates negatively to CTRC and positively to</p>

				team performance, members' commitment and satisfaction with team
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Participant / Interview question	Data extract	Initial code	Theme	Main theme
TL08 (F) Q1 We are going to start with the first question. How different is the level of knowledge and competence between group members?	Actually, we have different faculty members and people in our group, most of them, they are coming from different backgrounds, different skills, let's say, disciplines, so, the differences are really big... I had people who had a very good of experience, long experience, and sometimes fresh graduates that don't have any experience, neither in the field nor even in the communication and the teamwork.	we have different faculty members in our group, coming from different backgrounds, different skills, disciplines; so, the differences are big	Members differ on education, knowledge, skills and experience	Cognitive Diversity on education/ knowledge, skills and experience
TL08 (F) Q2 How different are group members from each other in terms of age, gender, nationality and culture?	I used to have, I think around two persons under 30, and I had three between 30-35, and two between 35-40, in this range. I had males and females, I think there were 50/50, approximately. Nationality, most of them for a period of time were Saudis. The minority, I used to have one French. Coming from Saudi background, I think they all have this Saudi culture. The only case that was different actually, like the French person.	I two persons under 30, three between 30-35, and two between 35-40. males and females, 50/50, most of them are Saudis; one French from Saudi background; all have Saudi culture	Team members are diverse on age and gender and have low diversity on nationality and culture	Demographic Diversity on age and gender and low diversity on nationality/ culture
TL08 (F) Q3 How would you describe group performance in relation to set objectives? So, did you reach the	... Actually, most of them meet our objectives, and sometimes we were over to exceed the objectives but for sure, they went through many challenges. It was not easy especially when having a diversified group of people working together. Sometimes, I had people who were blaming the others, or putting, you know, the burden or the responsibility on the others without also taking own responsibility. We had during that period of time, we had, as much as we can, to overcome	most of them meet objectives not easy especially when having a diversified group of people working together	Team performance meets or exceeds set objectives Diversity may negatively affect performance	Diversity on knowledge/skills, age and gender may negatively affect performance

objectives, did you underperform, perform to targets, overperform?	those challenges. Trying to focus only on the objective. ... So, I can say that 70% of the time we were able to achieve the objectives, whereas 30% we exceeded the objectives.			
TL08 (F) Q4 How would you describe the effect, if any, of team member differences you identified above on group performance?	The people who had better knowledge and better experience and more, let's say, mature competencies, they were really able to, let's say, push the others, the team or the group in the right direction and to guide them. Sometimes, that's true even of the fresh ones; they don't have really good knowledge, but they were proactive, and they were really motivated and passionate, and they were able to, sometimes, push the group to go, you know, with their ideas, as I remember...	people with better knowledge /experience and competence, were able to push the team in the right direction and to guide them.	Team members' differences on knowledge and experience enhances team performance	Diversity on knowledge/ experience relates positively to team performance
TL08 (F) Q5 How would you describe the effect, if any, of group member's differences (identified above) on members' commitment to work as a team? Has that type of diversity in your department affected	TL08: Yes, I think as I remember yes, that is true. This diversity either will build a strong relationship between the team members, or it will destroy this relationship. ... I can say ...sometimes it was not that good relationship, ... But many times, we had to try to solve the conflict that was occurring between the team members because of these differences. ... actually, we have many stories, but one of the stories I would like to present here; one of the team was just having a fresh member and he didn't have long experience, but he was very proactive and motivated. And he was always trying to bring new ideas. And one of those ideas ...was really creative and I supported it and I even had given him the leadership of that project. In parallel, I had in the team another, a more competent person who had	This diversity either will build a strong relationship between team members, or it will destroy this relationship. many times, we had to solve conflict between team members because of these differences. a fresh member with little experience but very proactive and motivated; always brings new ideas.	Differences within team may strengthen or weaken team integration and cohesion Team diversity creates conflicts	Diversity may positively or negatively relate to members commitment and satisfaction with team Diversity relates positively to conflict Diversity on knowledge relates positively to creative team performance

<p>individual commitment to work as a team?</p> <p>And how do you describe the effect of diversity on individual member's satisfaction with the team?</p>	<p>better experience, and he didn't like that idea. And he was trying to destroy that person, saying that "this is not a good idea. You should not waste your time doing that idea." And the first person was really disappointed, and we tried as much as we could to overcome that problem by talking to both of them, and again supporting that motivated idea to continue and to evolve. And that what happened.</p> <p>We would have them both ...and try to discuss why it is a good idea and why from the other's perspective it is not a good idea, and why or why not working on it, and then we ended up with this conclusion: That we should work on it. But ...at that, the fresh member was not that happy. He was disappointed; somehow, he expected the college to expect faculty members to be proactive with their ideas.</p> <p>... Sometimes, I think maybe the selection of the team or the assignment of the tasks for team members was not performed appropriately. And this might cause this problem. And People were dissatisfied because maybe this was not the right task that should not be assigned to them. when the task was well assigned, I remember, we didn't have any problem, and we would finish the project on time and with high quality, too.</p>	<p><u>Leader's behaviour:</u></p> <p>Supporting creative ideas Empowering members</p> <p>a competent and experienced member didn't like fresh member's idea, trying to destroy that person</p> <p><u>Leader's behaviour:</u> Having the two parties together, compromising</p> <p>Fresh member is unhappy with decision The selection of the team or the tasks might cause satisfaction / dissatisfaction and performance</p>	<p>Differences in knowledge and experience enhance creative team performance Encouraging employees' creativity</p> <p>Differences in age and experience/competence may harm creative performance</p> <p>Accommodating and compromising</p> <p>Differences in knowledge / competence may harm satisfaction with team</p> <p>TC affects positively and negatively team performance and members' satisfaction</p>	<p>TfL- IS behaviour</p> <p>Diversity on age and experience/competence relates negatively to team's creative performance TfL conflict management behaviour</p> <p>Diversity on knowledge/competence relates negatively to members' satisfaction with team</p> <p>TC positively and negatively relates to performance and satisfaction</p>
<p>TL08 (F) Q6 How would group member differences relate to disagreement over work task? What is</p>	<p>I think it is related, not necessarily directly, maybe related but I feel that the age plays, sometime, a role. Gender, I had a very few cases with gender conflict being, for example in my case, a woman. Some people try, you know, or don't want to pass by my office just because I am a woman; although at the end they have to come back to me, and through the process. This is one of the cases that is related to gender, but I can say more related to age</p>	<p>it is related, not necessarily directly, but age plays, sometime, a role.</p>	<p>Differences maybe indirectly related to task conflict.</p>	<p>Diversity on knowledge, competence, gender and age are related to task conflict.</p>

<p>the relationship between diversity on competence, knowledge, age, gender, nationality, culture over task conflict? Would it increase conflict, defuse conflict, or relate to it at all?</p>	<p>and knowledge. Culture, may be because my team is mostly Saudis, I did not feel the problem of culture. It is more age and gender, knowledge and competency. Yes, I have competent people with fresh graduates, you know team members, so I feel age and competency play a big role. Gender actually, I didn't feel it a lot in my team, only as I've told you in few cases being a leader as a woman. I had two cases relating to the gender issue, not more than that.</p>	<p>It is more age and gender, knowledge and competency. age and competency play a big role</p>	<p>Differences on knowledge, competence, gender and age are related to task conflict.</p>	
<p>TL08 (F) Q7 To what extent do disagreements over work tasks become personal tension between individual team members?</p>	<p>Yeah, it happened actually, that it became personal issues. I had a case actually: Two members of the team were supposed to prepare a report and one of them ...to actually present the data and the other ...to provide the data; and the data storage was available for both of them. Every time I had to meet with them over the delay, they blamed each other, ...one was focusing on the production of the data very quickly ... The other one was not taking ...that issue seriously, so ...there was a problem, and they took it to personal level. Another problem ...almost similar to that; ...preparing again to present the data and that person, ...who was supposed to provide it didn't respond, ...the two members... were not talking to each other. Just sending emails and the other one was not responding. ... But they were taking things personally and when we tried to solve it, they were blaming me; that I, you know, favour one person over the other one. ... I tried to send an email that as a rule for the group, we should work together. If you have</p>	<p>it happened actually, that it [task disagreement] became personal issues</p> <p>Two members both with access to data storage, blaming each other for delaying preparing an urgent report. Problem turned personal,</p> <p>Preparing to present data; the data provider didn't respond; members were not talking to each other.</p> <p><i>Leader's behaviour:</i> Emphasising importance of teamwork</p>	<p>TC turns into RC</p> <p>TC with RC harm team performance</p> <p>TC with RC harm team integration</p> <p>Developing a climate of cooperation</p>	<p>TC co-occurs with RC</p> <p>Co-occurrence of TC with RC relate negatively to team performance</p> <p>Co-occurrence of TC with RC relate negatively to members' commitment and satisfaction with team</p> <p>TfL conflict management behaviour</p>

	anything that you are in need of, all you have to do is just knock on the door and we will be sitting next to each other, you don't need to send an email to that person...	Adopting open door policy	Making interpersonal connections with members	TfL – IC behaviour
TL08 (F) Q8 How would you behave when individual disagreement over work tasks transform to personal tension between individual team members?	I try always to discuss, to see what the alternatives are. I discuss with the team, let's say, discuss the tasks, the goals; if they are not happy with the task that is assigned to them, we can re-allocate, you know, re-assign the tasks to the right people to achieve, you know, the goals. Again, this is something that I have learnt. After that I started to discuss the project in front of the whole team, and then ask the team members, "Which task are you interested to work in, or to be in charge of?" I ask them what they like, what they want to do. But I give my input based on their competence and based also on their background. Sometimes, some of team members want to learn, so, I used to tell them, "Okay, you can work with that person to learn from them, but you still have to do your own task..."	<u>Leader's behaviour:</u> Involving members in task discussion Discussing project with whole team Encouraging learning	Linking individual members and organisational goals Developing a high-quality leader-member exchange. Encouraging personal growth of members	TfL – IM behaviour TfL conflict management behaviour TfL-IC behaviour
TL08 (F) Q10 Tell me what happens; how would disagreement over work with personal tensions affect team members and team performance?	Yeah, actually it happened. I had ...many cases, very similar. Two people in the team are not... happy with each other, and ...every day after work actually I used to get one-hour call from one of them and then one-hour call from the other person. Both ...were complaining about each other's work. The way I was trying to solve it actually was by assigning more tasks because I found that ...when they have free time, they start to have more conflict. So, I try to make them work on more projects, and not necessary ...together. So, I try to minimise the interaction between them by assigning them with more tasks to fill their time so that the conflict will be minimum. Sometimes, it [conflict] is negative and sometimes it is positive. I believe if they accept working together; this will have a positive impact. And	Team members are not happy with each other, phoning leader daily after work complaining about each other work <u>Leader's behaviour:</u> Resolving conflict by giving members more tasks Decreasing free time available for personal tension Minimising interactions between them	Task disagreement occurs with personal tension Managing conflict by: Overloading members with tasks Decreasing free time Minimising interactions	TC co-occurs with RC Conflict avoidance management behaviour Conflict avoidance management behaviour

	sometimes, they do not accept ..., not positive impact, and not taking their work in a professional way. So, the effect might be negative in this case.	Sometimes conflict is negative and sometimes it is positive. Working together will have a positive impact; working individually might have a negative effect.	Task conflict may have positive or negative effect on team performance	TC relates positively or negatively to team performance
TL08 (F) Q11 How would these disagreements, task and personal, affect members' commitment to the team, and satisfaction with the team?	I think, when there is a conflict and we don't solve it, it will evolve it will be very negative. So, what we usually do at the end of every project..., we ...discuss what were the challenges, what happened, why we had this conflict with these people. And we try not to repeat the same mistakes, so we learn from our mistakes. So, every time we really close a project, we assess ourselves, our performance, how, next time we can improve things and overcome these challenges. So, I believe, yes, at the beginning of our project or at the beginning of our work they had more conflict, but after that we know each other, we know the weaknesses and the strength of each member of the team, so people are more accepting each other. ... Conflict started as a relationship one and sometimes it ended as a task conflict, but with time conflict becomes even less frequent.	a conflict unsolved will evolve; it will be very negative <u>Leader's behaviour:</u> Discussing challenges and performance Discussing reason for conflict Learning from mistakes Assessing performance more conflict at beginning, but after knowing weaknesses and strength of team members, people are more accepting each other, and conflict becomes less frequent. Relationship conflict may end up as a task conflict, but with time	Unresolved TC evolves and become RC having very negative effects Conflict decreases as members get to know each other and become more accommodating RC becomes TC	CTRC has negative effects RC co-occurs with TC
TL08 (F) Q13 Now how would you describe your behaviour in situations where there is high	... sometimes, if I find there is a lot of conflict, I try to minimise first of all the interaction between those two members in terms of tasks. Because we need to focus on the performance, meeting the objectives, but at the same time we are trying to solve the same personal problem, therefore, we are trying more to put those people together to discuss, and actually I learnt that I should have for each team member a clear responsibility with also clear	<u>Leader's behaviour:</u> Minimising task interactions Focusing on performance and meeting objectives	Minimising task interactions Showing commitment to goals	Conflict avoidance management behaviour TfL-II behaviour

<p>disagreement over work tasks and high personal tension between team members?</p>	<p>interaction.... So, ... to solve that problem I brought the whole members and said: "These are your boundaries, these are your responsibilities, you should not exceed, or ...go out of these limits". To make sure there is no overlapping, so those conflicts should be reduced. Now the personal conflict, I tried as much as I can to give more tasks to fill that free time where personal problems would come. I believe from my previous experience that personal conflict is caused or is more frequent when those members do not have lot of tasks to do. So, they have free time to discuss and to interact and to cause those conflicts. ...</p>	<p>Putting members with conflict together & discussing</p> <p>Espousing a clear member responsibility with task interactions clearly defined</p> <p>Preventing overlap of tasks</p> <p>Filling free time with more tasks</p>	<p>Encouraging cooperation & compromise</p> <p>Limiting members' interactions</p> <p>Limiting members' interactions</p> <p>Overloading members with tasks</p>	<p>TfL conflict management behaviour</p> <p>Conflict avoidance management behaviour</p> <p>Conflict avoidance management behaviour</p> <p>Conflict avoidance management behaviour</p>
<p>TL08 (F) Q14 How would your behaviour in these situations, where high task conflict with high personal conflict, relate to team performance, members' commitment and satisfaction with the team?</p>	<p>I think at the beginning we faced that, for sure team commitment, their work, I never felt that it was reduced because all of them, they believed in the work, they were passionate about the idea, and objectives, and how to really succeed. And I tried to build the whole time, we succeed as a team; we don't succeed as individuals. So, ... I tried always to tell them that we should work really as a team not to compete with each other. ... I think it [task conflict] is good sometimes, to know that we are different. We have different views. But we should resolve disagreements and conflicts. Work conflict, for sure, it exists, it's there. But we should identify it. If there is no conflict may be, we didn't identify it or we didn't interact with each other properly, so maybe we might be isolated from each other. But conflict is there by nature, but we need to resolve it. I believe we should work on it, we should resolve it, not keep it, because if we don't, it becomes worst, it becomes personal.</p>	<p><i>Leader's behaviour:</i> Fostering teamwork</p> <p>task conflict is good sometimes, to know that we are different. We have different views. Solving task conflict before it escalates into personal conflict</p>	<p>Developing a climate of cooperation</p> <p>TC can be beneficial</p> <p>Differences cause TC</p> <p>Unresolved TC escalates to RC</p>	<p>TfL conflict management behaviour</p> <p>TC may relate positively to team performance</p> <p>Diversity relates positively to TC</p> <p>TC co-occurs with RC</p>

Participant / Interview question	Data extract	Initial code	Theme	Main theme
TL09 (M) Q1 How different is the level of knowledge and competence between group members?	We have in the Insurance Department two faculty members; there is no difference between them because they have PhD degrees. One of them is associate professor and the other one is a lecturer... And me as HoD, Professor for 20 years, since 2000. There is no difference in work level because they teach undergraduates. But if we teach post graduate students, then the experiences differ from professor, associate and lecturer.	No difference between members on knowledge / competence, but they differ on experience	Team is homogeneous on knowledge but differs on experience	homogeneous on knowledge but diverse on experience
TL09 (M) Q2 And if we ask how different are group members from each other in terms of age, gender, nationality and culture?	The first question is related to knowledge and experience; as HoD, I had to hold many seminars and workshop to bridge the differences between them in terms of age and gender and to transfer experience from one to another. This mission is for HoD. And the culture and nationality, we are having in UBT teachers from Malaysia and other countries, okay.	differences in age and gender and nationality/culture	Team members differ on age, gender, nationality and culture	Diverse on age, gender, nationality and culture
TL09 (M) Q3 How would you describe group performance in relation to set objectives?	It is performing	It is performing	Team performance is satisfactory	
TL09 (M) Q4	No.	No effects	Differences on experience, ag, gender, nationality and	Diversity does not relate to team performance

<p>How would you describe the effect, if any, of team member differences, that is knowledge, competence, age, gender, nationality, on group performance?</p>			<p>culture have no effects on team performance.</p>	
<p>TL09 (M) Q5 How would you describe the effect, if any, of group member's differences on members' commitment to work as a team, and on individual member's satisfaction with the team?</p>	<p>We have two members, one age 67 and the other one is 50, the range maybe 16. Not a major difference; if we calculate average, it may be 60. The variation between 60 and 50 is 10 years.</p>	<p>?</p>		
<p>TL09 (M) Q6 How would group members' differences (that you identified) relate to</p>	<p>There is no relationship.</p>	<p>There is no relationship</p>	<p>Difference do not relate task disagreement</p>	<p>Diversity is not related to TC</p>

disagreements over work tasks?				
TL09 (M) Q7 To what extent do disagreements over work tasks become personal tensions between individual team members?	There are no disagreements; there is a job description for each member, and that prevents any conflict.	There are no disagreements	There are no task conflict and no personal tension	
TL09 (M) Q8 How would you behave when disagreement over work tasks transform to personal tension between individual team members?	... We have university job descriptions, and we have evaluation for each member. and I apply all the policies and procedures. But if any member is not good, students would say that.	<u>Leader's behaviour</u> : Using job description and evaluation Applying policies and procedures to prevent conflicts from happening	Applying the rules	TaL conflict management behaviour

Participant / Interview question	Data extract	Initial code	Theme	Main theme
TM010 (M) Q1 How different is the level of knowledge and competence between group members?	Well in my department it is... very diverse when it comes to competencies. I mean, the education background, the experience background, different cultures, coming from different areas, countries, let's put this way; and our skills, our abilities are different as well. Let's say, that we are very diverse.	very diverse when it comes to competencies, education, experience and culture	Very diverse on knowledge, competence, education, experience and culture	High diversity on knowledge, competence, education / experience and culture
TM010 (M) Q2 How different are group members from each other in terms of age, gender, nationality and culture?	Well, the faculty of my department were very different, when it comes to age, we have young generation as well as senior leaders, half males and half females..., and different nationalities, Saudis and non-Saudis, and different Western cultures. We are having this wonderful combination of the diversity. Also, I think we have the other level of diversity: deep love of personalities. We have different personalities, different values coming from different individuals, different beliefs. So, we do have those wonderful levels of diversity and the deep love of personalities.	very different when it comes to age, half males and half females, and different nationalities, Saudis and non-Saudis, and different Western cultures. different personalities, values and beliefs.	Team is very diverse on age, gender, nationality, culture, personality, values and beliefs	High diversity on age, gender, nationality/ culture, personality, values and beliefs
TM010 (M) Q3 How would you describe the team's, the department's performance in relation to set objectives? Are they performing well, are they underperforming	So, for the objectives, we do have the objectives of the individuals and we have the objectives of the whole team, and which lead to the objectives of the whole organisation... So, for the objectives of the team, I think one of the main challenges is the real understanding of the objectives and ... the expectations and the goals and where they need to go and how they need to achieve these goals...			

<p>or are they over performing?</p>				
<p>TM010 (M) Q4 How would you describe the effect, if any, of team member differences you identified above on group performance? Diversity on knowledge, competency, age, nationality and culture? What effect would they have on group performance?</p>	<p>I think the culture of my department appreciates the difference, and appreciates the different mindsets, the different perspectives... So, I think we build this culture to respect the right of differences; so, we think it is very positive and we are comfortable about this, and this really affects the performance of this department. Our operations require creativity, thinking outside the box. If we continue doing what we have been doing for years and for years, we are not going to compete in the market. So, we need to think outside the box, to do something different. ...let's discuss it and I may disagree with you, you may disagree with me; at the end we will reach ...the common goals, where both parties are agreed on; through having this culture that appreciates differences and diversities, so essential in the department. ... So, the leader was opening the door and gave us the chance to share what we have in mind. ... As a team member I get the chance to speak my mind. ... I feel free to go and speak with him and to share what I have in mind. Yes, sometimes he listens, sometimes, he doesn't, having his own perspectives or vision. ... And well, sometimes ... it does work; ... he listens, and he goes with the flow; so, yeah.</p>	<p>we think it is very positive and this really affects the performance of this department.</p> <p>Our operations require creativity. So, we need to think outside the box, to do something different. Differences are essential in the department.</p> <p><i>Leader's behaviour:</i></p> <p>Opening door</p> <p>Providing a trusting environment</p> <p>Listening to different views</p>	<p>Differences enhance team performance.</p> <p>Different mindsets and perspectives enhance team performance</p> <p>Differences in knowledge and background enhances creative performance</p> <p>Making interpersonal connections with members</p> <p>Creating trust and confidence</p> <p>Developing a high-quality leader-member exchange</p>	<p>Diversity on knowledge/ experience and backgrounds relate positively to creative performance</p> <p>High diversity on age, gender, nationality/ culture, personality, values and beliefs</p> <p>TfL-IC behaviour</p> <p>TfL-II behaviour</p> <p>TfL conflict management behaviour</p>
<p>TM010 (M) Q5 How would you describe the effect, if any, of group member's differences (identified above) on members'</p>	<p>... I see the differences as an advantage for us, as an opportunity for us to be creative and to reach to the higher levels of performance, I would be very committed; we have high satisfaction rate. I come to work early because I am motivated, I am engaged, because I believe that we all complement each other and we all add value to the department, with the differences that we have. So, if we reach out to each member with this perception and this value, we will have high</p>	<p>Differences are an advantage, an opportunity for us to be creative and to reach higher levels of performance, we have high satisfaction rate</p> <p>we all complement each other, we all add value to the department, with the differences we have.</p>	<p>Diversity has a positive effect on commitment and satisfaction with team, and creative team performance</p> <p>Differences complement each other and motivate and engage members.</p>	<p>Diversity relates positively to commitment, satisfaction and creative team performance</p>

commitment to work as a team?	commitment and high satisfaction rates of each team member.			
<p>TM010 (M) Q6</p> <p>How would group members' differences (that you identified) relate to disagreements overwork tasks? How will they relate to task conflicts?</p>	<p>... Different perspectives, but they are all around the task itself, which I think is healthy. This is the healthy part of the conflict because we encourage the differences, when it comes to opinions, we don't want everybody agreeing on the same point; if we all agree, we will end up doing the same thing over and over again. For the task conflict, we should encourage different opinions. And it happens actually, a team member has just a raised a new or different idea and topic, it really grabbed our attention, give it more attention, give it the chance, I mean to listen to it and to see what this member has in mind. So, the task conflict and the disagreement around the task conflict, I think is very healthy in the department; to be creative.</p> <p>As long as it is around the task, you have different ways to operate things, and it happens with us actually, in the Operation Department, the Quality Department. So, we complement each other. The head of the department has an idea of how to run the online classes, and sometimes it happens that I come up with a different idea and he'd listen; so, just be a good listener help a lot to reach out.</p>	<p>Different perspectives around the task itself are healthy. For the task conflict, we encourage different opinions.</p> <p>task conflict is very healthy; it enhances creativity</p> <p><i>Leader's behaviour:</i> Listening to new ideas</p>	<p>TC enhances creativity</p> <p>Encouraging members' creativity</p>	<p>TC relates positively to creative performance</p> <p>TfL-IS behaviour</p>
<p>TM010 (M) Q7</p> <p>To what extent do disagreements over work tasks become personal tensions between individual team members?</p>	<p>The personal conflict that happened, is the worst in my department; I remember that. It was when we started having task conflicts, and the task conflicts just continued, and it wasn't solved at an early stage, which ended up being a personal conflict. ... one team member; ... wanting ... attention. So, she had to disagree with everything we had to do, always she had different ideas, different thinking. At the beginning we took this as positive; we took this as an advantage to go with the flow and understand what she has in mind, maybe she had something different; so, let's give it a try, let's understand what she is trying to explain. So, it started it out with the task conflict as she had different ways of doing the work,</p>	<p>The personal conflict that happened was the worst.</p> <p>We started having task conflict which remained unsolved at an early stage and ended up being a personal conflict.</p>	<p>RC is very harmful to the team</p> <p>Unsolved TC turns into RC</p>	<p>RC relates negatively to team performance and integration</p> <p>TC co-occurs with RC</p>

	<p>we appreciated, we listened, we gave it a try but because this task conflict wasn't solved at this stage, it became a personal conflict, this is when "I disagree with you because I do not like you as a person"; not disagreement around the task, and this is the worst case. ... and thank God it was solved, not at the early stage; but later on, we tried different strategies, different scenarios.</p> <p>The strategies that the leader used; he was thinking how we are going to deal with this issue, let's give her first call so she feels more secure, more freedom and more space to grow and show her abilities. He tried it and it didn't work. The second strategy the leader used was just to confront her, just to speak honestly that what she was doing was wrong and was not acceptable. She turned defensive, you know, she just didn't accept what she heard.</p>	<p><u>Leader's behaviour:</u></p> <p>Giving members space and freedom to grow Allowing them to show their abilities</p> <p>Asking member to change negative behaviour</p>	<p>Encouraging members' creativity</p> <p>Promoting positive feeling</p>	<p>TfL-IS behaviour</p> <p>TfL conflict management behaviour</p>
<p>TM010 (M) Q8 How would your team leader behave when disagreement over work tasks transform to personal tension between individual team members?</p>	<p>So, as I said he was opening the door and he is actually still opening the doors to listen to different ideas when it comes to doing the work and the operations and the tasks and projects. So, he would deal with these issues wisely, and I appreciate this a lot. He always gives us the chance to speak and to express what we have in mind even if we have disagreement or differences in our thinking ...</p>	<p><u>Leader's behaviour:</u></p> <p>Opening doors Listening to different ideas</p> <p>Giving members a chance to express opposing views</p>	<p>Making interpersonal connections with members</p> <p>Empowering employees to disagree with leadership</p>	<p>TfL-IC behaviour</p> <p>TfL-IS behaviour</p>
<p>TM010 (M) Q10. How would disagreements over work tasks and personal tensions between team members,</p>	<p>There is a strong link and very strong relation between the personal conflict and task conflict with the team performance, of course. ... if I experience conflict, whether task conflict or personal conflict there is still a level that I can handle the situation and if I reached to a specific level that I cannot handle the situation anymore, and I cannot manage the situation anymore, my performance will</p>	<p>a strong link between personal conflict and task conflict with team performance, of course</p> <p>Escalating task with personal conflict affects performance, productivity and commitment.</p>	<p>TC with RC affect team performance</p> <p>TC with RC harm performance, productivity and commitment</p>	<p>CTRC relates to team performance.</p> <p>CTRC relates negatively to performance, productivity and commitment</p>

<p>together I mean, affect team performance?</p>	<p>be affected, my productivity will be affected, and my commitment will be affected. ... we had this personal with task conflict with ... two team members. Their productivity level was lower ... than the rest of the team, They were coming late, no commitment, no performance, no engaging, no motivation, just everything was just low because they were just experiencing this negative feeling, dealing with conflict. ... In personal conflicts, the level of performance, the level of satisfaction, the level of engagement decreases. dramatically... The leader was observing this and was trying his best not to inflate the issue and give it a bigger scope; he was doing the opposite, trying to downsize the problem as much as he could, to put it together, just to let it go.</p>	<p>TC with RC cause absenteeism, lack of commitment, engagement and motivation; negative feeling and low performance, dissatisfaction <u>Leader's behaviour:</u> Trying to deflate conflict Downsizing problem</p>	<p>TC with RC harm performance, productivity and commitment And satisfaction Minimising feelings of anger</p>	<p>CTRC relates negatively to performance, productivity, commitment and satisfaction with team TfL conflict management behaviour</p>
<p>TM010 (M) Q11 How do these disagreements and personal tension affect members' commitment to, and satisfaction with the team? I think you have touched on that</p>	<p>TM010: Yeah, ... I think I answered that as well.</p>			
<p>TM010 (M) Q12. How would you describe your team leader's behaviour in situations where there is high disagreement</p>	<p>It really depends, some of the situations were satisfying, other situations were disappointing. To be honest, I mean, not all situations ended up being, yeah satisfied and happy with the decision he made. The leader's resisting levels to change are still there, but the chance and the space are still there as well. It really depends on the issue and the situation, ... for example, ... we were talking about doing something</p>	<p>It really depends, some of the situations</p>	<p>Leader behaviour depends on the situation</p>	<p>Contingent leadership behaviour</p>

<p>over work tasks and high personal tension between team members?</p>	<p>in a different way, so it required us to implement a certain change in the department. ...</p>			
<p>TM010 (M) Q13 How would you describe your team leader's behaviour in situations where there is high disagreement over work tasks and high personal tension between team members, together at the same time?</p>	<p>I know he is a wise leader. He knows how and where to play with his approaches of his leadership and styles. It really depends on the people he manages, and I could see that the way he leads us, and leads me and other male members, and the different ways he deals with other team members. Because our personalities are different, so, he would know the exact doors to lock, he would like to ask about something from me, from you or from her? So, when it comes to this point, he knows exactly what to do. He is doing a great job at this, trying, as much as he could, to observe the problem and put it together and not to give it more space.</p>	<p><u>Leader's behaviour:</u> Exhibiting wisdom</p> <p>Exhibiting various leadership behaviour depending on members' personalities</p> <p>Employing knowledge obtained from members and experience to observe and contain problem</p>	<p>Using accumulated knowledge, experience and collaborative behaviour to solve conflict</p>	<p>TfL conflict management</p> <p>TfL conflict management behaviour relates negatively to CTRC</p>
<p>TM010 (M) Q14. How would your team leader behave in these situations relate to team performance, members' commitment and satisfaction with the team?</p>	<p>... It is very hard, when you have a team experiencing high conflict, whatever the type of conflict is, whether personal conflict or task conflict. It is very hard to have team members committed and performing and satisfied.</p> <p>... I am not sure if we had any situation very high in task conflict and personal conflict, but in the example that I give I showed that there is a very strong and direct link of conflict with the performance and the commitment and satisfaction of the employee or the team member to their department</p>	<p>Experiencing a high conflict, members are unlikely to be committed, well-performing or satisfied</p> <p>a very strong and direct link of conflict with the performance and the commitment and satisfaction of team members</p>	<p>CTRC harms team performance, and undermines members' commitment and satisfaction with team</p> <p>TC with RC are linked to performance and the commitment and satisfaction of team members</p>	<p>CTRC relates negatively to team performance, commitment and satisfaction</p>

Participant / Interview question	Data extract	Initial code	Theme	Main theme
<p>TM011 (F) Q1 So, start with the first question. How different is the level of knowledge and competence between group members?</p>	<p>Considerable; it can be easily noticed. ... it is highly diverse...; gender, age, experience, nationality, professional, academic experience, education..., their main background, ... everything.</p>	<p>highly diverse; gender, age, experience, nationality, professional, academic experience, education, main background</p>	<p>Team is highly diverse on gender, age, experience, nationality, professional and academic experience, education background</p>	<p>Diverse on gender, age, experience, nationality, professional/academic experience, education background</p>
<p>TM011 (F) Q2 Would you tell us about your department, so how many members in the department? And how about competence, knowledge, the split of PhD and Masters holders? Okay, and age diversity? And gender?</p>	<p>Around eleven.</p> <p>... half-half, but all the Masters holders are currently enrolled on PhD programs.</p> <p>Starting from 35 till 65.</p> <p>We are equal numbers, males and females; yes, if we are eleven, it is 6 to 5, it is okay.</p>	<p>Diverse on education</p> <p>Diverse on age</p>	<p>Team is diverse on education, age and gender, nationality/culture</p>	<p>diversity on education, age and gender, nationality/culture</p>

Nationality?	It is okay, we have four different nationalities: highly diverse. ...we have non-Arabs, but they studied in different countries, you know, like we have Egyptian who studied for their PhD in the US. I know they are not native, but it means they were exposed to this culture. ...	Diverse on nationality/culture		
TM011 (F) Q3, Q4, Q5 Tell me how is your department performing in relation to set objectives?	... We are under one big umbrella, so we try to harmonise. It doesn't mean it is perfect, but we are on track, you know. But before conflicts became much higher, ... at a certain point, the conflict was high, especially between males and females, yeah. ... It was always between the two genders. Always the females believe the males do nothing and the females always do everything. ... So, when the HoD is a female, she tries to put maximum load on the females to make sure that the work will be done. ... when it comes to the assignments asked of the males, let's say, the rule is 80/20; we give them 20 and we are not sure if they will do it...	it is not perfect, but we are on track, you know. conflict was high, especially between males and females. females believe the males do nothing and the females always do everything. when it comes to tasks, the rule is female/male is 80/20; we give them 20 and we are not sure if they will do it.	Good team performance Gender differences are related to task conflict Gender differences negatively affect team performance	Gender diversity is related to TC conflict Gender diversity negatively relate to team performance
TM011 (F) Q6 The question is: does diversity have a relationship with task disagreements?	Yes, as I have told you because if its gender, we do give tasks to the females rather than to the males to make sure the task will finish quicker; to younger more than older; if something is very technical, we will give it to someone who is more competent and with higher experience. ... With every HoD, sometimes personal things matter. For example, if the HoD knows I have something serious at home, she will try to give me less admin work compared to someone who is free. But not because of personal relationship, actually it is personal to make sure that the quality of output is good.	Yes, if its gender, tasks are given to females to ensure tasks will finish quicker; to younger more than older; if very technical, to someone who is more competent and experienced. <u>Leader's behaviour:</u> Considering member's personal needs	Diversity on Gender, experience, competence and age affect task disagreements Empathising with the needs of individual members	Diversity on Gender, experience, competence and age is related to TC TfL -IC behaviour
TM011 (F) Q7 To what extent do work related disagreements,	I don't think I noticed something tangible. ... No, it is not task related. If we feel like someone is really appreciated and we don't feel like he or she has done something to be appreciated for. ... we start saying "okay, let her then do the whole assignment." So, I think this is a personal thing turning into task conflict	I think a personal thing turning into task conflict	RC may turn into TC	RC co-occurs with TC

that are related to differences within the team, become personal tensions between team members?	..., since she is the best then give her the whole task, we don't want to do anything. ...		Not performing a task may also result in personal tension.	TC co-occurs with RC
TM011 (F) Q9. Okay now the Chairman, how does she behave when disagreement over work tasks transform to personal tension?	TM011: Before, she would do it [the task] herself. ... But now she will try to approach someone else on a personal basis: "Huda, can you serve me, Sara can you please do this, Ibrahim do this, and we will do it". ... And close that chapter. Our department is already involved in many accreditations and that is why we have lots of issues here, if we focus only on solving the problems, we will never meet our targets.	<u>Leader's behaviour:</u> Doing task herself Assigning it to another member Does not deal with conflict, wanting to meeting targets	Conflict avoidance leadership behaviour	Conflict avoidance management behaviour
TM011 (F) Q11 How do these task disagreements and personal tension affect members' commitment to, and satisfaction with the team?	Highly effective, it's negative to the maximum, as I told you we will not do the job. ... not do it with passion.	Highly effective, it's negative to the maximum	TC with RC negatively affect members' commitment and satisfaction with team	CTRC relates negatively to members' commitment and satisfaction with team
TM011 (F) Q12. How would you describe your team leader's behaviour in	Very diplomatic! In this sense she is very diplomatic, meaning; she tries to smile and then she tries to rearrange the tasks. ... maybe she will approach someone on personal level to help her because she knows if there no one who will do it, she will be the one to do it.	<u>Leader's behaviour:</u> Acting diplomatically; smiling Approaching another member to help her	Conflict avoidance leadership behaviour Conflict avoidance leadership behaviour	Conflict avoidance leadership behaviour Conflict avoidance leadership behaviour

<p>situations where there is high disagreement between team members over work task?</p>				
<p>TM011 (F) Q13 Now how does she behave when in a high task conflict and a high personal conflict at the same time?</p>	<p>I think she will avoid it from the beginning... she is not going to allow the task to transform, to become personal. She will ask the right person, and if not done, she will go to another person to overcome the situation. But you know once I remember someone who has just joined our department but was not sure if he was yet with us, as he also was in another department. She gave him a task and he was very rude answering: "I am not yet in your department. I have my duties in another department; so, I don't think I will accept formally working with you." So, her response, she sent an email saying: "I understand your situation, and I think that Dr Ziad will take this task." And we did it with open heart.</p>	<p><u>Leader's behaviour:</u> Avoiding conflict</p> <p>Approaching another member</p>	<p>Conflict avoidance leadership behaviour</p>	<p>Conflict avoidance leadership behaviour</p>
<p>TM011 (F) Q14. How would your team leader behave in situations where there is high task conflict and high personal conflict, and how does her behaviour relate to team performance, members' commitment and</p>	<p>... she evaluates; she doesn't give the best evaluation after work. She waits until the end of the semester or the end of the academic year, and her evaluation of performance, I noticed, is the lowest compared to all other departments, ... I think this is her response. She downgrades us. And she knows that this may affect our promotional progress, I don't know.</p> <p>Our problem, I have a conflict a serious problem. ... I am an economist ... and they want me to teach Finance to diversify my teaching. ... I believe this is ridiculous. And they are not happy about it. And it requires me to double the efforts; and it also happens in Dahban. I am watching videos and reading books, and I am summarising, and I am doing lots, especially now.</p> <p>We have a new system this semester for the third time in a row, a new thing; first Moodle, then Teams, and</p>	<p><u>Leader's behaviour:</u> Evaluating members' performance Giving feedback at end of semester</p> <p>Responding by downgrading Ignoring effect on promotional member's progress</p> <p>Members unhappy being downgraded Member feels overworked and undervalued</p>	<p>Exhibiting conflict avoidance leadership behaviour</p> <p>Exhibiting un-empathetic leadership behaviour</p>	<p>Conflict avoidance leadership behaviour</p> <p>Un-empathetic leadership behaviour</p>

<p>satisfaction with the team? What does she do beyond avoidance?</p>	<p>now Black Board; come on, four different software. It is less than a year, come on, I am young, what about the rest of the older people. So, this we can't raise, we cannot say it, but we are not happy about it, you know. ... as I told you, we are trying our best, but still, we are not the happiest team. We feel like we are the most hard working because of the accreditation and most of us are taking many courses to teach. Meanwhile most of them are currently enrolled on PhD programs. And those who have PhD are working on their research. And it is a new thing added for us, the research in order to publish, once every two years minimum, it is too much work... Honestly, during the mock meeting when we were happy about the evaluation of the committee ... So, we tried to help. ...</p>	<p>Member feels unable to raise concerns Members are unhappy Feeling overworked and undervalued during the mock meeting we were happy about the committee's evaluation of. So, we tried to help</p>	<p>Exhibiting autocratic leadership behaviour Uncaring leadership behaviour To be appreciated enhances member's performance and commitment</p>	<p>Autocratic leadership behaviour Autocratic leadership behaviour undermines performance, commitment and satisfaction</p>
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Participant / Interview question	Data extract	Initial code	Theme	Main theme
TM012 (F) Q1 So, we will start with the first question, how different is the level of knowledge and competence between group members?	There are different levels depending on the experience they have and the years they actually work. And also, I can see that sometimes from the feedback of the students and their colleagues from interactions with each other and so on. They have different opinions even about the type of curriculum of the course; how they deliver it; should they use the technology or the old way of, you know, lecturing. So, honestly there is a huge difference.	There are different levels of experience and years of work among members	Differences in knowledge and experience	Team is diverse on knowledge and experience
TM012 (F) Q2 How different are group members from each other in terms of age, gender, nationality and culture?	<p>Okay, when it comes to the age you can see that (bless all) the more the person is expert the more confident he is with his knowledge and his way of teaching ... And then it depends on the personality; some people are oriented to do changes and are pioneers at that, and some people want to stick to the old way, their opinion is the right opinion, always. They do not want to change anything or even to discuss with the group what is going on ...</p> <p>... In my department I am the only girl here, so I do not see any discrimination from any type, but they are humble in dealing with me and are very polite sometimes. If they want to say something, they do not say it because they do not want to hurt me because I am the only girl with them. So, I feel sometimes, they are not very honest maybe they think I am sensitive and saying that could hurt me.</p> <p>... You know, in Saudi the relation between male and female; we have a long history; the relation stays unclear. So, you always should be aware of what to say</p>	<p>Older people have more expertise, experience and knowledge and confident in teaching</p> <p>it depends on personality; some people are oriented toward changes and are pioneering, others stick to the old ways, their opinion is the right one</p> <p>In my department I am the only girl here</p> <p>Male members are humble and polite in dealing with the only female member</p>	<p>Differences in age, knowledge and experience affect team performance</p> <p>Personality differences affect team performance</p> <p>Almost no difference in gender</p> <p>Difference in gender may positively affect team performance</p>	<p>Diversity on age relates to team performance</p> <p>Diverse on personality relates to team performance</p> <p>Low diversity on gender</p> <p>Gender diversity may relate positively to team performance</p>

	<p>and how you deal with them because maybe they will by mistake misjudge what you said.</p> <p>... I prefer (with my great love to Saudis) to deal with the non-natives, non-Saudis, anyone outside this region is easier for me to deal with, maybe because of my background also. I lived for ten years outside Saudi Arabia, so I find it hard to merge with the culture here and with everything going on, so maybe that is me.</p> <p>[there are] 13 [faculty in this department] ... I believe most of them are from 35 to 45. I think only maybe two members are near end of fifties, but the rest of them are late thirties; all males, there are two non-Saudis. It is diverse.</p>	<p>Non-Saudis, anyone outside this region is easier for me to deal with</p> <p>Age differences, 35 to 55+</p>	<p>Differences in nationality and culture may negatively affect team performance</p> <p>Differences in age</p>	<p>Diversity on nationality and culture relates negatively to team performance</p> <p>Team is diverse on age</p>
<p>TM012 (F) Q3 How would you describe the group performance in relation to set objectives? How do you see the department performing, is it well performing, is it under performing, is it over performing?</p>	<p>I think they are trying to do their best, but there is high competition, but in my opinion, the way they perform is late in some parts, like the technology part. ... outdated, and the curriculum itself, because you know if you want to work with the curriculum you need to have some time to work on the quality part.</p> <p>... work overload sometimes affects that; you know, you go back three or four times and each group of students exceeds twenty-five or thirty. The number of students per session some-times very high. We have technical things you need to explain the theory part then you go to the technical part.</p> <p>... admin, quality; all these things will take a lot of his [teacher] energy which will affect the quality of performance, unless this person is very experienced (bless him) ... but I can see specially some of the non-Saudi people, because they are eager to work more, they always deliver somehow more than the normal.</p>	<p>Team performance is in parts below target, technologically outdated</p> <p>Members are overworked Work overload affects individual and team performance</p> <p>Non-Saudis work harder and always deliver more than normal</p>	<p>Nationality differences positively affect team performance</p>	<p>Diversity on nationality positively relates to team performance</p>
<p>TM012 (F) Q4 How would you describe the effect of team member's</p>	<p>The knowledge background, the only thing effective is the experience, also I think that the more you teach the course the more you have the knowledge about it, and you can expand more, this is one thing that will help the performance of the whole team. The other thing, yeah females tend to be more disciplined with the work they are doing, and they really care more about details and</p>	<p>The more experience on teaching the course the more knowledge you have about it</p>	<p>Differences in knowledge and experience enhances team performance</p>	<p>Diversity on knowledge and experience positively relates to team performance</p>

<p>differences you identified above on group performance? Difference in background, knowledge, competency, age, gender, nationality, on group performance?</p>	<p>how to deliver the things in the right way or the correct way; but the males, the opposite, they are more the experts, practical, and solving problems; so, they care more about the experimental part of the course. ... also, I think if you work with people from the culture related to you or the group is homogenous you find that this group of people work smoothly together.</p> <p>When there are differences you can find completely different points of view about a subject.</p> <p>About the age, I do not know if it is good or not, I really love to work with the old people than with the younger ones. ...because of the experience, because I can learn so much and they are more humble frankly, and they do not stick to their opinion. The young ones they are more arrogant, ...proud of what they know, so they act like that. ...</p>	<p>Females are more disciplined with task, care more about details and doing task correctly; males, are opposite</p> <p>people from same culture work smoothly together</p> <p>Differences offer completely different points of view about a subject</p> <p>Older, experienced individuals easy to work with; younger ones are arrogant and proud</p>	<p>Gender differences enhances team performance</p> <p>Team members of same culture enhances team cohesion and integration</p> <p>Differences enhance team creative performance</p>	<p>Gender diversity positively relates to performance</p> <p>Homogeneity on culture positively relates to members' commitment and satisfaction</p> <p>Diversity on knowledge and culture positively relate to creative performance</p> <p>Age and experience diversity relate to team performance and task conflict</p>
<p>TM012 (F) Q6 How would group member's differences that you identified above relate to disagreements over work tasks?</p>	<p>I think there is because first of all they understand each other differently, not all of them get it straight to the point what exactly we mean by this option. Okay, in term of age we can say ... that the senior members usually read the words exactly and they do exactly what is asked for in the task, because of their experience. But the less experienced, they just want to be creative and want to show their own personal thoughts and perspectives... The second thing ... female and male, girls want to do the work faster....</p>	<p>Individuals from different nationalities/cultures misunderstand each other on tasks</p> <p>Senior, experienced members do task exactly; less experienced members are creative</p> <p>Females do tasks faster than males</p>	<p>Differences in nationality/culture cause TC</p> <p>Differences in age and experience affect team creative performance</p> <p>Differences in gender affect team performance and TC</p>	<p>Diversity on nationality/culture relates positively to TC</p> <p>Diversity on experience and age relates to creative performance</p> <p>Gender diversity relates to performance and TC</p>
<p>TM012 (F) Q7 To what extent do disagreements</p>	<p>TM012: I think in most of the cases if there is personal tension there is definitely a drift of the groups, they develop tension between them they do not do the task they want to deliver in the right way, and they lose the spirit to ... deliver or work as a team. Whenever there</p>	<p>In most cases personal tension causes a drift between group members, losing spirit for work in team and affecting proper task achievement</p>	<p>RC causes TC RC with TC harm team performance and integration</p>	<p>CTRC relates negatively to team performance and members' commitment</p>

<p>over work tasks become personal tensions between individual team members in the department?</p>	<p>are differences and there is conflict, they do not want to work in the same team, and they want to switch to different places to work. Even if they want to do the work but they do not want to do it with the same people.</p>			<p>and satisfaction with team</p>
<p>TM012 (F) Q8 How would your team leader, the chairman of the department, behave when disagreements over tasks transform to personal tensions?</p>	<p>... If we are talking about the head of department I think because he is younger than the rest of us, he always takes the things impatiently, without patience without even listening carefully to what you are saying. He does not consider any conflict as a conflict; he just wants to do things his own way. So, this is what I always suffer from. No one listens carefully to what I am saying.</p>	<p><u>Leader's behaviour:</u> Being young leader Showing impatience Not listening Not acknowledging conflict Doing things own way</p> <p>So, this is what I always suffer from. No one listens carefully to what I am saying</p>	<p>Autocratic style of leadership</p> <p>Leader is un-empathetic</p>	<p>Autocratic leadership behaviour</p> <p>Un-empathetic leadership behaviour</p>
<p>TM012 (F) Q9, Q10 How would your team leader behave when disagreement over work tasks transform to personal tension between individual</p>	<p>... They will be disoriented. They do not want to finish the task you gave them, and they will ask for more description about the task and “why you ask us to do this, I think this is already done, I already solved this issue”. ... I think they just do not want to do the work; they do not have the courage or passion to finish this. To talk with you frankly, people here in Saudi Arabia take everything personally...</p> <p>We are at the same level so don't treat us like you know more than us. I think if he is great in dealing with ... people, he will succeed, even if he is not as knowledgeable. If he treats people in a way to make them feel comfortable, feel safe,</p>	<p>They will be disoriented. They do not want to finish the task</p> <p>They lose passion to work</p> <p>Saudi people take everything personally</p> <p><u>Leader behaviour:</u> Does not show appreciation for members' knowledge Does not make members feel comfortable, safe Does not develop a climate of trust</p>	<p>TC with RC harm team performance</p> <p>Nationality differences cause RC</p> <p>Autocratic/transactional leadership behaviour</p>	<p>CTRC relates negatively to team performance</p> <p>Nationality diversity relates positively to RC</p> <p>Autocratic/transactional leadership behaviour</p>

<p>team members?</p>	<p>feel the trust, the love, their passion for work and performance will improve.</p> <p>Okay, it [conflict] starts as a task issue, these tasks are supposed to be done by two members; each one thinks it should be done his way, so when they sit to talk to each other they do not listen to each other, they cannot merge their ideas to come up with a solution to this issue, each one just wants to prove his point. So, it was a task issue, but it became a personal issue..., so when I want to prove my opinion, I do not want to listen to what other people are saying, or what actually is going on, so it turns into a personal conflict.</p> <p>And when it becomes personal conflict, it will never go back to normal. ...</p>	<p>conflict starts as a task issue, but it became a personal issue when members stick to their viewpoint</p> <p>And when it becomes personal conflict, it will never go back to normal.</p>	<p>Lack of feeling of safety and trust undermines team's performance</p> <p>TC escalates to become RC</p> <p>TC turning RC harms team functioning</p>	<p>Autocratic leadership behaviour negatively relates to team performance</p> <p>TC co-occurs with RC</p> <p>CTRC is related negatively to team performance and members' commitment to team</p>
<p>TM012 (F) Q11</p> <p>So, how do these task disagreements and personal tensions affect member's commitment to the team?</p>	<p>... it will lead to work being disoriented, and members have no commitment to work and will definitely lose passion to complete the task, and disconnection between team members....</p> <p>Absolutely it will affect my passion to work, it will affect me, I will do my work, I will finish it because it is work and I have to do it but inside me I will not be passionate to work.</p>	<p>work being disoriented, and members have no commitment to work and will definitely lose passion to complete the task, and disconnection between team members.</p>	<p>TC with RC harms team performance, integration and cohesion</p>	<p>CTRC is related negatively to team performance and members' commitment to team</p>
<p>TM012 (F) Q12</p> <p>How would you describe your team leader behaviour in situations where there is high disagreement between team</p>	<p>The Dean [not the HoD], as I said before, will sit down with the member and talk to him and make the task more clear for him. So, the conflict will go away a little bit ...</p>	<p><u>Leader behaviour:</u> [the Dean] has person-to-person chat Clarifies task</p>	<p>developing a quality leader-member exchange. Aiding employees to succeed</p>	<p>TfL conflict management TfL- IM behaviour</p>

members over work tasks?				
TM012 (F) Q13 How would you describe your team leader behaviour in situations where there is high disagreement over work tasks and high personal tension between team members? Together?	I would say that he [Dean] will keep emphasising that the work comes first to avoid more conflict and concentrate on the work.	<u>Leader behaviour:</u> Emphasising focus on task	Showing strong commitment to task goals	TfL-II behaviour
TM012 (F) Q14 How would your team leader's behaviour in these situations relate to team performance, members' commitment and satisfaction with the team?	Of course, less communication and more work will be better; yes, it will ease the conflict, it will resolve the issue of the conflict, and will make the member concentrate more with his work because he will want to finish it and get his job done. ...	Focusing on task resolves conflict and enhances performance.		

Participant / Interview question	Data extract	Initial code	Theme	Main theme
TM013(M) Q1 & Q2	<p>... Is there a difference or they are all the same? I think so, they are all the same knowledge and competence? Competence, some, let us say specialisation, as well as personal skills and this depends on experience as well as human being character. We are all the same age group.</p> <p>Yes, one gender. Nationality, they are different; Jordanians, and there are Saudis, as well as Egyptians. Yes Egyptian, they play an important role, I think so. Yes, they all are speaking Arabic.</p>	<p>they are all the same knowledge and competence</p> <p>We are all the same age group</p> <p>One gender Nationality, they are different</p>	<p>No differences in knowledge, competence and experience</p> <p>No differences on age</p> <p>Group of same gender Difference on nationality</p>	<p>Team is homogeneous on knowledge, competence and experience</p> <p>Team is homogeneous on age and gender Team is diverse on nationality</p>
TM013 (M) Q3	We are struggling to perform, I think so. ...Yes, probably we just started new phase with a new head of department and there is a lot of things to be improved.	We are struggling to perform	Team is underperforming	
TM013(M) Q4	Yes, it has a lot of effects. But from my point of view, the vision should be declared, and all the possibilities that we have to follow. Each member as an academic, as well as head of department, and the strategies should be followed, as well as, at the end of each semester and phase they should be evaluated.	Yes, it [nationality differences] has a lot of effects [on performance].	Differences in nationality affect team performance	Diversity on nationality relates to team performance
TM013 (M) Q5	... In some cases, yes, it increases, and, in some cases, it decreases; sticking to own individual opinion, this is one of the problems that exist. Yes, this is one of the issues you have to do your best and explain your point of view and try to attract them to your idea. In most cases, they listen and sometimes they do not listen.	In some cases, yes, it increases, and, in some cases, it decreases	Differences in nationality positively or negatively affect members' commitment and satisfaction with team	Diversity on nationality relates positively or negatively to members' commitment and satisfaction with team
TM013 (M) Q7	This is Very important issue; to avoid any personal tension. Sure, it should not be personal.	Very important to avoid any personal tension		

<p>To what extent disagreements over work tasks become personal tensions between individuals team members?</p>	<p>...I did, I see that before, not only here in UBT, but wherever I worked. For example, we were planning for a renovation in the labs, we should focus on all the labs not only on one lab. And the budget should be distributed among all the labs. We cannot focus on one lab and ignore the others. ... you start to explain, to give your opinion but sometimes they will ignore your opinion. ...and that may create conflict, if they do not listen to my opinion then I will just by-pass the point and I will not again open the same discussion to avoid the task disagreement becoming personal. ...</p>	<p>it should not be personal you give your opinion, when ignored that may create conflict. I will not again open the same discussion to avoid the task disagreement becoming personal</p>	<p>TC becomes RC</p>	<p>TC occurs with RC</p>
<p>TM013 (M) Q10. Ok, will you please tell me also when these conflicts happen and they develop into personal tensions, would that affect the member's commitment to the team?</p>	<p>Yes, sure it will be taken as personal. It will affect member's commitment to the team, I think so. In my case, at that point, I have to be dynamic to avoid any conflict. I can express my opinion; they accept, fine, if they don't accept it I can try to attract them to my opinions; otherwise, I will ignore it and follow university procedures.</p>	<p>Yes, sure it [TC] will be taken as personal. It will affect member's commitment to the team, I think so</p>	<p>TC with RC affect negatively members' commitment to team</p>	<p>CTRC relates negatively to members' commitment to team</p>
<p>TM013 (M) Q12. Well, if you would tell us a little bit more on how you would describe the department leader's behaviour in</p>	<p>Really, I don't care about behaviour because I believe that behaviour is unstable factor; you cannot judge based on human behaviour. But since we have policies, and these policies are declared by the deputy dean or the dean, we have to follow them. If you agree or not agree, I will follow them. if in case they will enquire, I will say this is the policy, I am following the policy. I am sorry, but I can't do anything.</p>	<p>??</p>		

<p>situations when there is high disagreement over task and high personal tension between members?</p>				
<p>TM013 (M) Q14. Last but not least, how would the team leader's behaviour in situations where there is high disagreement over the task and high personal tensions, relate to team performance?</p>	<p>In reality, the leader will conduct several meetings and will adopt best decision based on the required performance from the department.</p>	<p><i>Leader behaviour:</i> Conducting meetings Deciding focused on required performance</p>	<p>Leader-member exchange to reach best decision Showing strong commitment to target performance</p>	<p>TfL-II and Trans L behaviour</p>

Participant / Interview question	Data extract	Initial code	Theme	Main theme
<p>TM014(F) Q1 & Q2 How different is the level of knowledge and competence between group members in your department? And how different are they in terms of age, gender, nationality and culture?</p>	<p>Highly different within the academic department where I am now, which is the general courses. High difference in the level of knowledge as people come from different backgrounds, different cultures, different nationalities, level of competence is different as well. Because in my academic department we have different disciplines, different majors, where all come in the general academic department. ... let us say three PhDs and four Masters, and even the four Masters, they are currently pursuing their doctorates.</p> <p>... Let us say, the head of department is an associate professor from King Abdullaziz University, I guess she is above 50 or 60, the rest in the range of 30 to 40, I don't think we have younger than that. So, 30 to 40, the head of department is above 60.</p> <p>For Jeddah campus they are all females; Thahban, they are all males. My interaction is with Jeddah, so it is all females.</p> <p>Mostly Saudis, with few non- Saudis, let us say three non-Saudis and the rest all Saudis. They are mostly Arabs, Middle Easterners, but you know even for Saudis, Egyptian culture is very different.</p>	<p>High difference in the level of knowledge as people come from different backgrounds, different cultures, different nationalities, level of competence is different as well.</p> <p>the HoD is above 50 or 60, the rest in the range of 30 to 40, I don't think we have younger than that. So, 30 to 40.</p> <p>My interaction is with Jeddah, so it is all females</p> <p>Mostly Saudis, with few non- Saudis, culture is very different.</p>	<p>High difference in knowledge, competence, culture and nationality</p> <p>Differences on age</p> <p>Group is homogeneous on gender</p> <p>Difference in nationality and culture</p>	<p>High diversity on knowledge, competence, culture and nationality</p> <p>Group is diverse on age</p> <p>Group is homogeneous on gender</p> <p>Group diversity on nationality and culture</p>
<p>TM014(F) Q3 How would you describe group performance</p>	<p>I believe the department is under performing. Because sometimes the objectives are not clear for each of the faculty members, or the objectives need to be shared, communicated amongst faculty members. So, we all know where we all are heading as a department. So mainly communication is very important,</p>	<p>the department is under performing due to lack of communication over objectives</p>		

in relation to set objectives?	sharing of objectives, showing the destination where the department is heading is very important, and that does not happen on a wide scale.			
TM014(F) Q4 M: How would you describe the effect, if any, of team member's differences, which are the differences of knowledge, competence, age, nationality and culture, on group performance?	TM014: Yes, I believe that age and experience together are very important for group performance, as you have more knowledge which is reflected on more experience; this definitely has an impact on group performance. So, the group become wiser, more learning, sharing of knowledge, sharing of experience, passing the experience from one group to another. ...	that age and experience together are very important for group performance knowledge, reflected in experience and age, definitely has an impact on group performance	Differences in age and experience together affect group performance Differences in knowledge (age and experience) enhances performance	Diversity on age and experience together relates to group performance Diversity on knowledge (experience & age) relates positively to performance
TM014(F) Q5 Okay, how would you describe the effect, if any, of group member differences on member's commitment to work as a team?	TM014: I guess degree, experience and age have an impact on the leadership of the academic department. ... Some of my colleagues would have problems, let us say, with students, and because of the wisdom and age and experience of the head of department, she really tried to sort out things within the department; by communicating with the faculty members advising, coaching, mentoring the faculty on what to be done and what not to be done in an informal way, ok. And I guess this is somehow related or because of her age and experience and competence that she is bringing to the place. ... Definitely [diversity affects members' commitment and satisfaction with team], we are as I said in my department, we are highly	I guess degree, experience and age have an impact Definitely, in my department, we are highly diverse, coming from different backgrounds.	Differences in knowledge, experience and age affect team performance Differences in knowledge, experience and age affect	Diversity on knowledge, experience and age relates to team performance Diversity on knowledge, experience and age affect

	diverse, coming from different backgrounds, but when we are together, or we are working as a team, no one is showing disrespect or something like that to the other team members.		members' commitment and satisfaction to team	members' commitment and satisfaction to team
TM014(F) Q7 Would you tell us a little bit on the extent to which disagreements over work tasks become personal tensions between individual team members?	<p>Sometimes we have so many requests from Quality for instance, and we do not know who is going to do what, ok; this is one of the issues, it is very important ... or it can cause lots of disputes and disagreements amongst team members, so the distribution of tasks might lead to disagreements within team members. Does it become personal tensions? Yes, I have seen some cases where it comes to that.</p> <p>... I have seen one ... in another department, that the distribution of tasks amongst team members during meetings, sometimes are becoming personal tensions, that are being taken beyond the boardroom or the meeting room. They become so personal, people start talking about each other and how unprofessional they are in handling work situations.</p> <p>... Building trust is very important, the person I am talking about she [HoD] always makes me feel that I am trustworthy, number one; she trusts my work, she does not doubt anything, she is not that kind of person who doubt what I am doing or doubt the work I am doing.</p> <p>You know, sometimes the manager or leader of a group starts doubting what you're doing. Sometimes, making you feel that what you are doing is not important enough that you are not trustworthy, but she tries to build trust through personal relations or personal connections. She would not hesitate to send private messages, the way she communicates with faculty or with me personally is extremely building or consolidating the idea that we are one team, we are in this together, I am not checking your work I am not</p>	<p>the distribution of tasks might lead to disagreements within team members. Does it become personal tensions? Yes, I have seen some cases where it comes to that.</p> <p>distribution of tasks become personal, people start talking about each other, how unprofessional they are in handling work situations.</p> <p><u>Leader's behaviour:</u></p> <p>Building trust</p> <p>Making personal connections</p> <p>Consolidating one team idea</p>	<p>TC becomes RC</p> <p>Creating trust and confidence in members</p> <p>Making interpersonal connections with members</p>	<p>TC co-occurs with RC</p> <p>TfL-II behaviour</p> <p>TfL-IC behaviour</p>

	doubting, I am not saying you are not doing it, but maybe something happened, and I am waiting for this explanation; so, communicating this, building this sense of trust is very important. I have seen it in one-to-one. ...	Communicating a sense of trust Communicating one-to-one	Fostering a strong sense of purpose among members Creating trust and confidence in members Developing a high-quality leader-member exchange	TfL -IM behaviour TfL-II behaviour TfL conflict management behaviour
TM014(F) Q8 Ok, how would your team leader behave when individual differences cause disagreements over work tasks? ... for example, conflict around something that has to do with assessment of a course, review of a program.	She responds normally by setting a basis for ... an agreement amongst the team, ok; or explaining, communicating, why we are doing this, the benefit of what we are doing, ok; the importance of what we are doing. She explains the why, the why is very important, why we are doing what we are doing as a group, as a team. ... The destination and the journey that is going to take us to this destination which is very important. ... I feel empowered, I feel I am part of the journey I feel I am part of where we are heading as a university. ... It is very important to tell the faculty where we are heading why we are doing this, what is the benefit of this, how is it going to add to the work. ... I have benefited from the leader of the organisation ... I remember the first time I met him. he said: "please make sure that you always learn, to continuously evolve as a person, to continuously develop as a person". So, this stayed in my mind, in the organisation sometimes I am taking baby steps, but I believe that continuous improvement is the key, it is very important, how you develop yourself, what is your path toward your goals what are the things you want to achieve in your life.	<u>Leader's behaviour:</u> Explaining Communicating purpose, importance and benefit of team tasks Emphasising importance of working as a team Pointing the goals and how to achieve them Making members feel empowered being part of the journey Encouraging learning and continuous self-development	Showing strong commitment to goals Developing a climate of cooperation Showing strong commitment to goals Developing a climate of cooperation, creating a common vision and incorporating members' needs Encouraging ongoing professional development and personal growth of members	TfL-II behaviour TfL conflict management behaviour TfL-II behaviour TfL conflict management behaviour TfL-IC behaviour

<p>TM014(F) Q9 M: How would the chairman of the department behave when disagreements over tasks transform into personal tension between individual team members?</p>	<p>I have seen different situations where disagreements or personal tensions started to evolve within a meeting where we are distributing tasks or something like that, and I have seen different behaviours of group leaders about that. So, let us say ... because I have worked in the General department, sometimes they lend me to other departments ... I have seen one situation where the department's head was trying to distribute tasks, and everyone was not happy with this situation. Everyone did not like her way of distributing tasks, so the leader would distribute tasks and she would exempt herself from doing it or she would be the summary provider. So, leading to why the role model is very important, to set a role model ok, and this has caused a lot of disputes amongst team members. I remember everyone was coming out of this meeting so frustrated, how come she is just throwing tasks on us, and she is not doing anything, or something like that.</p>	<p>personal tensions started to evolve within a meeting where we are distributing tasks</p> <p><i>Another leader's behaviour:</i></p> <p>Not participating in group tasks Not providing a role model Creating a sense of injustice among team members.</p>	<p>TC turns into RC</p> <p>Authoritative leadership behaviour?</p>	<p>TC co-occurs with RC</p> <p>Authoritative leadership behaviour?</p>
<p>TM014(F) Q11 And how does that, how does her behaviour relate to members' commitment to and satisfaction with the team?</p>	<p>Definitely decreases members' commitment and satisfaction with team. ... She is not committed herself, yes, she wants to get the job done, she wants to get whatever task needs to be done, but she does not know how we did it, who did it, how was it done, what is the quality. ...</p>	<p>Definitely decreases members' commitment and satisfaction with team</p>	<p>Authoritative/ non-participative leadership behaviour decreases members' commitment and satisfaction with team</p>	<p>Authoritative/ non-participative leadership behaviour relates negatively to members' commitment and satisfaction with team</p>
<p>TM014(F) Q12 Ok, how would you describe your team leader's behaviour in</p>	<p>... the person I have in mind, she would communicate a lot, communication. She would create this culture of trust, she would create this culture of involvement where everyone is involved, and again communication is very important, explaining why we are doing this. Having a group or a team goal, where we are</p>	<p><i>Leader's behaviour:</i></p> <p>Communicating a lot</p> <p>Creating a culture of trust and involvement</p>	<p>Communicating a high-quality leader-member exchange Creating trust and confidence in members</p>	<p>TfL conflict management behaviour TfL-II behaviour</p>

<p>situations where there are high disagreements between team members over work tasks?</p>	<p>heading, it is not an individual success, it is a team success, and this has to be highlighted. Ok, empowering team members is very important, showcasing their work or showcasing what they are doing is very important as well. ... recognising, appreciating something that is very important, so I believe these kinds of behaviours are very important to take the team performance it to the next level.</p> <p>[high disagreements over tasks?], Yes, I just told you a while ago, some ... academic departments I worked in, yes, I have seen that lots of disagreements happen among faculty members when tasks are being distributed.</p> <p>I have seen effective [leader] behaviour where communication was in, building trust was in, when the team leader knew of group dynamics, how groups operate, sometimes they talk about that, it is normal that we have these disputes, the most important thing to talk about the team and to handle them the right way.</p>	<p>Explaining reasons for doing task</p> <p>Providing common group goal Emphasising/highlighting team success Recognising and appreciating</p> <p>So, I believe these kinds of behaviours are very important to take the team performance it to the next level.</p> <p>lots of disagreements happen among faculty members when tasks are being distributed</p> <p><u>Leader's behaviour:</u></p> <p>Communicating Building trust</p>	<p>Explaining where the team and organisation are going</p> <p>Creating a common vision</p> <p>Inspiring employees to improve their outcomes</p> <p>Communicating a high-quality leader-member exchange Building trust and confidence in members</p>	<p>TfL-IM behaviour</p> <p>TfL conflict management TfL-IM behaviour</p> <p>TfL conflict management & TfL-II behaviour</p>
<p>TM014(F) Q13 & Q14 Last but not least, tell me a little bit on how does your team leader behaviour in situations where there is high conflict over tasks and high personal conflict,</p>	<p>I have observed examples; I have observed a team leader who is highly committed to resolving conflicts and harmonising the team. Ok, and I have observed team leaders who are so individualistic, they care only about themselves, they only care about their own success, ok and accordingly they do not think about the team members, it is a one man show. ... They ended up leaving the position. They were asked to leave. ...</p>			

relates to team performance, commitment and satisfaction with the team?				
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Participant / Interview question	Data extract	Initial code	Theme	Main theme
TM015(F) Q1 So, we go with the first question; how different is the level of knowledge and competence between group members?	In my department, I have some differences between the members, ... maybe the age differences and maybe also the experiences they have before coming to the department, here; academic experiences and the period they spent teaching and doing academic work and also the field work experience that they have. Most of them, I mean all of them are PhDs.	differences between the members, age differences and experiences	Differences in experience and age	Diverse on experience and age
TM015(F) Q2 So, what about age, gender, nationalities and culture? In your department are they all from the same age group?	Most of them are between early forties and late fifties, so they are nearly all the same. The gender, they are all males, I am the only female. All of us are Egyptians, so, I do not have this mixed culture over all they are all the same.	Most of them are between early 40s and late 50s, so they are nearly all the same. Gender, they are all males, I am the only female All of us are Egyptians, I do not have mixed culture	Small differences on age, No difference on gender No nationality/culture differences	Low diversity on age Homogeneity on gender Homogeneity on nationality/culture
TM015(F) Q3 How would you describe group performance of your department in relation to set objectives?	Performing well. Yes [meeting objectives]	Good performance		
TM015(F) Q4	... I do not think these differences have any effect because we are working as a team most of the time frankly speaking	I do not think these differences have any effect	Differences do not affect team performance	Diversity is not related to team performance

<p>How would you describe the effect, if any, of team member differences you identified above on group performance?</p>	<p>So, the above mentioned are not interfering with team performance, but maybe I can figure out something, like this is what I mean when I was asking you about culture, what do you mean by culture? I mean how everybody was raised affects their performance, for example, a female is a female, but everyone has different point of view regarding how things are to be done, maybe this is the only thing that can have effects on the performance of the team.</p>	<p>the above mentioned are not interfering with team performance</p> <p>Culture, how everybody was raised may affect their performance</p>	<p>Culture and background may affect performance</p>	<p>Culture and background may relate to team performance</p>
<p>TM015(F) Q5 M: How would you describe the effect of group member differences on member's commitment to the team, and individual member satisfaction with the team?</p>	<p>Of course, there are different experiences and backgrounds that affect the commitment and satisfaction, in a positive or negative way. I mean, when you have a good experience or you have better experience or you have done the work other times or in other different ways, you will be better at doing it, and so maybe some of them, ... do not have this good experience and so, they are not doing what was expected from them, and so sometimes you see that the performance is not this satisfactory. ..</p>	<p>different experiences and backgrounds affect negatively or positively the commitment, satisfaction and performance.</p>	<p>Different experiences and backgrounds affect commitment, satisfaction and performance differently</p>	<p>Diversity on experiences and background relate positively and negatively to commitment, satisfaction and performance</p>
<p>TM015(F) Q6 How would group member's differences relate to disagreements over work tasks? Do differences of experience and knowledge have any effect on task</p>	<p>Yes, sometimes one of the team members can't do the task because he is not capable of doing it, you have to switch the task to another one so with more competence and experience; he can do it in a better way.</p>	<p>??</p>		

conflicts that can happen in the departments?				
<p>TM015(F) Q7 Ok, to what extent do disagreements over work tasks become personal tensions between individual team members?</p>	<p>Maybe on distribution of tasks in the team, yeh, sometimes. So, these we can disagree on, yes, sometimes it transforms into personal tension. For example, in my department specifically when sometimes tasks are being distributed to faculty members, sometimes some of them complain “why I am given this task, the work burden is more in my task and my colleague is given the things, maybe in a meeting; and why I am doing the dump work” Things like this sometimes happen, so tension can arise between members. Another example, again in my department, some people were thinking that others were having more privileges, the opportunity of attending meetings and taking easier tasks, and in one or two situations some of them were complaining ... And so, the atmosphere became a little bit tense between the members themselves.</p> <p>Most of the time he talks a lot to us, and he speaks to everybody in private and he tries to... actually, from my point of view, he was doing the correct thing and he was assigning tasks according to what he sees everybody is capable of doing, but they were not seeing this. ...</p>	<p>distribution of tasks, sometimes we disagree on, sometimes it transforms into personal tension</p> <p><u>Leader's behaviour:</u></p> <p>Talking to members in private</p> <p>Assigning tasks according to capability</p>	<p>CT transforms into RC</p> <p>developing a high-quality leader-member exchange</p>	<p>CT co-occurs with RC</p> <p>TfL conflict management behaviour</p>

<p>TM015(F) Q8 And would he behave the same way when conflict over tasks become personal issues? Will he still speak privately to individuals?</p>	<p>He speaks, sometimes privately sometimes in department meetings and try to tell everybody that “we are being fair, and everybody is doing what he is capable of, and everything you do, each one of them, makes sense, and we need this, and the level of importance of all the tasks is the same”, things like this.</p>	<p><u>Leader’s behaviour:</u> Talking privately to members and holding meetings</p>	<p>Developing a high-quality leader-member exchange</p>	<p>TfL conflict management behaviour</p>
<p>TM015(F) Q10 Okay, how would disagreements over work tasks and personal tension between team members affect team performance?</p>	<p>Yeah, they affect actually of course, negatively, of course. For example, one of my colleagues, ... yeah, always think he is taking the dump work and so he says; “what is the use, everybody is doing the show we work and the work that matters, and I am doing just the dump work”; so, he does not do it, he takes a lot of time in order to submit it and finish it because he think it is not important, that is not required at the same level of importance of other tasks.</p>	<p>TC with RC affect team performance, of course, negatively</p> <p>A member takes a long of time to finish a task because he thinks it is not required at the same level of importance of other tasks.</p>	<p>TC with RC affect team performance negatively</p>	<p>CTRC relates to team performance negatively</p>
<p>TM015(F) Q11 And does that affect commitment and satisfaction?</p>	<p>Of course, negatively. When we are doing the same thing and we have all to work together in order to finish a task, this is when the tense relationship start.</p>	<p>Task disagreement with personal tension, of course, affect commitment and satisfaction negatively</p>	<p>TC with RC affect commitment and satisfaction negatively</p>	<p>CTRC relates negatively to commitment and satisfaction</p>
<p>TM015(F) Q13 So, now we are talking about</p>	<p>It is according to the situation, I mean, sometimes, for example, when the task is required to be finished in specific time, so sometimes, he redistributes the tasks again so people can work in a better way to finish the</p>	<p><u>Leader’s behaviour:</u> Redistributing urgent tasks to ensure better team performance</p>	<p>Avoiding conflict</p>	<p>Conflict avoidance management</p>

<p>normal conflict, but how would the team leader behave when the task conflict is very high, and the personal conflict as well is very high?</p>	<p>tasks. For example, he is dividing the people into groups to work together; if he finds tense relationship between two members of the same group he can redistribute or divide the people again; so, if he finds that, for example, I can work easier with this member, he puts him in my internal group; and things like this.</p>	<p>Redistributing members with personal tension</p> <p>Putting together people who work easier with each other</p>	<p>Avoiding conflict</p> <p>Avoiding conflict</p>	<p>Avoiding conflict</p> <p>Avoiding conflict</p>
<p>TM015(F) Q14. How would your team leader's behaviour in these situations relates to team performance, members' commitment and satisfaction with the team?</p>	<p>I think it is the same answer; he either divides them internally again or redistribute the tasks..., the same thing.</p>	<p>Dividing/distributing task among the group members to ensure performance, commitment and satisfaction are not undermined</p>	<p>Avoiding conflict</p>	<p>Conflict avoidance management</p>

Participant / Interview question	Data extract	Initial code	Theme	Main theme
TM016 (M) Q1 So, I am going to ask the first question, how different is the level of knowledge and competence between group members in department? In your department?	Ah, we have many members in my department; about nine. I don't know the exact number, but it's about nine or ten. Different Levels of knowledge? PhD holders, Masters holders. PhD holders with long years of experience and fresh PhD holders.	Different Levels of knowledge; PhD holders, Masters holders. PhD holders with long years of experience and fresh PhD holders.	Differences on knowledge and experience	Diverse on knowledge and experience
TM016 (M) Q2 And what about age, nationality, gender and culture?	Multi-nationality, we have different cultures. Age? Different ages. We have fresh graduates and others with twenty or more years of experience. We all males in our department, and nationality? Egyptian, Saudi, Jordanian. They are all Arabs	Multi-nationality, different cultures. Different ages. all males Egyptian, Saudi, Jordanian. all Arabs	Differences in culture, age, gender and nationality	Diversity on culture, age, gender and nationality
TM016 (M) Q3 Okay, how would you describe group performance in the department in relation to set objectives? Are you well performing, are you underperforming, are you over performing?	I think we are performing satisfactorily.	performing satisfactorily		
TM016 (M) Q4	Yeah... I think differences enhance the group's performance. The group performance needs	differences enhance the group's performance	Differences in knowledge, expertise,	Diversity on knowledge, expertise, experience,

<p>How would you describe the effect, if any, of team member differences you identified above on group performance? The knowledge, the competence, the age, or group performance? Do they have any effect?</p>	<p>expertise and also fresh graduates; young members ... want to do more work to build their career. And about multinational culture? I think it is a good thing because we can gain more knowledge from each other.</p>		<p>experience, culture enhance team performance and learning</p>	<p>culture relates positively to team performance and learning</p>
<p>TM016 (M) Q5 And how would you describe the effect of group member differences on group member commitment to work as a team? And on group member individual members' satisfaction with the team?</p>	<p>Commitment and satisfaction are built on task distribution. If the leader distributes the tasks in a fair and clear way, there will be no problem with differences. But if the task distribution is random, if we just want to perform a task, things will not be clear and there will be delegation of the job. If things are organised and the task is more specified, the whole situation will be better, and everyone will gain experience from the highest position to the lowest position.</p>	<p>Commitment and satisfaction are built on task distribution Diversity may not have effect on members commitment and satisfaction with team if task allocation is seen as fair.</p>	<p>Task distribution may have effect on members commitment and satisfaction</p>	<p>TC relates negatively to members commitment and satisfaction</p>
<p>TM016 (M) Q6 How would group members' differences (that you identified) relate to disagreements overwork tasks, task conflicts?</p>	<p>If the task distribution is good, every individual will know what to do, and there will be no disagreements. However, people have different points of views, sometimes individuals notice that people are treated in different ways, but these differences have no effect if there is organisation. The leader of the team will satisfy each one with a certain task to decrease conflicts between people and to remove any effect of differences.</p>	<p>Good task distribution to team members prevents disagreements resulting from differences between members. Leader decreases the effect of diversity and minimises TC</p>	<p>Differences in knowledge/experience, age, gender and nationality affects task conflict</p>	<p>Diversity on knowledge/experience, age, gender and nationality does not relate to task conflict</p>

<p>TM016 (M) Q7 To what extent do disagreements over work tasks become personal tensions between individual members?</p>	<p>I think if everything is organised, we will not reach the point of personal tension. ... I didn't see that ... in the department. ...</p>	<p>Task disagreements does not turn into personal tension in the department. ...</p>	<p>TC does not turn into RC</p>	<p>TC does not co-occur with RC</p>
<p>TM016 (M) Q8 How would your team leader behave when individual differences cause disagreement over wrk tasks?</p>	<p>Actually, in our department, when we have a department meeting, we ask everyone: "Which task do you prefer to take? Is it better for you? Are you satisfied to take this task?" Then if all refuse the task, he will assign someone to do it. That is what usually happens.</p>	<p>There is no disagreement over task, as members choose their tasks in a meeting <u>Leader's behaviour:</u> Asking members for task preference Assigning task if there is no take-up</p>	<p>Differences do not cause TC Empathising with the needs of individual employees</p>	<p>Diversity does not relate to TC TfL-IC behaviour</p>
<p>TM016 (M) Q9 How would your team leader behave when disagreement over work tasks transform to personal tension? You said that you have not seen it before, the disagreements have turned into personal tension?</p>	<p>No.</p>	<p>Task disagreement does not transform to personal tension.</p>	<p>TC does not turn into RC</p>	<p>TC does not co-occur with RC</p>
<p>TM016 (M) Q10 How would disagreements over work tasks and personal tension between</p>	<p>yes, it affects it negatively. I have seen it. If there is a task disagreement, everyone one will not continue the task, or will delegate the task to someone else as an excuse. I don't like this job. I don't like to do it the way it is required, so I delegate it to another one. ... This affects the task performance.</p>	<p>disagreement over task with personal tension negatively affect team performance.</p>	<p>CT with RC negatively affect team performance</p>	<p>CTRC relates negatively to team performance</p>

team members affect team performance?				
TM016 (M) Q11 How do these disagreements affect commitment and satisfaction?	Disagreements affect satisfaction because if I disagree with, for example, my task allocation but I am forced to do it, I will not be satisfied with being in this group. I will try to leave the group or seek another place to work in a better environment.	Disagreements over task with personal tension affect satisfaction	TC with RC affect satisfaction	CTRC affects satisfaction
TM016 (M) Q12 How would you describe the behaviour of the department chair when there are high disagreements between team members over tasks?	I think this is done by discussion to try to make the points of view clear for everyone, and we could divide the group into sub-groups so instead of four persons doing a certain task, we can divide it into two teams inside the same team so two persons can do one task and the other do one task and join the tasks at the end.	<u>Leader's behaviour:</u> Discussing Making points clear to members Assigning sub-tasks to smaller groups within team, then coming back together at end. Disagreement over task does not happen		
TM016 (M) Q13 How would your team leader behave? You said there are no personal tensions. How are conflicts managed in general?	There are no personal tensions. I think ... because we are teaching staff, ... we don't have a big disagreement with each other as our task is to do teaching to students and do exams; make the exams fair to all students so we don't have a big issue between each other. I think if we sit together and make compromise between our points of view with the head of the department, issues will be solved without any personal tension.	Disagreement over task do not usually become personal. <u>Leader's behaviour:</u> Inviting participation Making decisions Discussing Compromising Reaching agreement	Communicating, developing quality leader-member exchange Compromising, accommodating	TfL conflict management behaviour TfL conflict management behaviour

Participant / Interview question	Data extract	Initial code	Theme	Main theme
TM017 (M) Q1 We will start now with the first question, how different is the level of knowledge and competence between group members in your department?	In our department, we have different levels of knowledge, we have like some of the staff are full professors, associates, assistants and lecturers, so we do have that in our department. ... in the number of years, there is a difference. We can say that have fresh PhD holders and we have experienced staff.	different levels of knowledge and experience	Team members differ in knowledge and experience	Diverse on knowledge and experience
TM017 (M) Q2 OK, what about age, gender, nationality?	The same thing. So, we have young people, and we have experienced people. Let's say like 30 to 40 you can say, two 40 to 50, ... 50 to 60, two as well. Two females, four males. Nationality; half, half; Saudis and Egyptians. We, The Saudis are graduated from UK, and the Egyptians are graduated from US and the other two from Egypt.	young people, and experienced people Two females, four males Nationality: half, half; Saudis and Egyptians	Team members differ in age, gender, nationality and has low diversity on culture.	Team is diverse on age, gender, nationality and has low diversity on culture.
TM017 (M) Q3 And what about group performance? So how would you describe the performance of the department in	... it is a new department, recently established and we are in the third year. This is the issue that we have. We have no graduates from our Electronic Engineering Department. We just started the quality tasks, an issue from this semester because this department wasn't under the ECE AAA requirements of eligibility because they ask for at least one batch...of graduates. So, we perform very well in the circumstances that we are in.	we perform very well in the circumstances that we are in.	Team performance is good.	

relation to set objectives?				
<p>TM017 (M) Q4 How would you describe the effect, if any, of team member differences you identified above on group performance?</p>	<p>For sure it adds to the performance of the group because as you know in groups, we learn from each other, so if we have ... diversity that means we will learn and gain knowledge. The main issue to share knowledge from others, so ... people from Saudi, ... Egypt, and people graduated from US, UK and Egypt, ..., there is big diversity in our department, ... we learn from each other. One of them worked as an assistant professor in the UAE Canadian University in Dubai. And one full professor worked like for twenty years at King Abed Alaziz University. One from Dar Al Hekma, two of us, we just started with UBT, and we have no experience before UBT. And ... that should add to the performance of the department; but the issue that they try to adapt and apply what they used to do at their universities ... in our university. This is maybe the issue; sometimes it creates conflicts. Because like still they have loyalty to their old university, ... Maybe the issue UBT is different. ... it is profitable organisation so those who come from a public... unprofitable university, they are very different ... so this maybe the issue.</p> <p>We should come back to the department's counsellor ... and we discuss, then we vote. And we raise it to the dean of the college to approve what we recommended in the department or send it back to the department for further study..., so this is what we usually do.</p> <p>He [leader] tries to explain the situation, ... and ... the reasons ... and why he wants to recommend doing that option and not another option; we vote for that, and we discuss that; we give him our opinions then he sees which one is better for the university and the department first.</p>	<p>sure, it adds to the performance of the group, having diversity means learning and gaining knowledge from each other.</p> <p>Members from different nationalities and backgrounds apply what they used to do at their universities; may create conflicts</p> <p><u>Leader's behaviour:</u> Discussing with counsellor and voting Raising recommendation to Dean or sending issue back to team for more discussion</p> <p>Discussing, inviting opinions, voting, deciding on best option for team</p>	<p>Differences in knowledge, experience/ competence, age, gender and nationality/culture enhance team learning and performance</p> <p>Differences in knowledge and experience may create TC</p> <p>Communicating, developing quality leader-member exchange</p>	<p>Diversity on knowledge, experience/ competence, age, gender and nationality/culture enhances team learning and performance</p> <p>Diversity on knowledge and experience may create TC</p> <p>TfL conflict management behaviour</p>
<p>TM017 (M) Q7 And so, has it happened that</p>	<p>No, I didn't see that. it doesn't go to the personal tension because it gets managed within the department and by members of the department and by the chairman of the department as well. And we are still</p>	<p>Task conflict doesn't become personal; it gets managed within the team. Recently established, no personal tension issue.</p>		

<p>the task conflict has transferred into becoming personal tensions?</p>	<p>recently established. So, we don't have this tension issue. ... in private universities the staff think that they work for private organisations, so they are not secured enough so that's why they don't want to take things personal. This is one of the issues, another one maybe because they are more professional, in some cases our staff is more professional than in public universities, so they don't go for the personal issues, personal things. The environment in the department, in the collage so people like each other even if we disagree on things, we still think that we work for our department. ...</p>	<p><i>Leader's behaviour:</i> Providing a friendly environment Fostering a sense of team belonging</p>	<p>Creating trust and confidence Fostering a strong sense of purpose</p>	<p>TfL-II behaviour TfL-IM behaviour</p>
<p>TM017 (M) Q11-Q14 M: And what about commitment, commitment to the team and satisfaction with the team; do tensions and conflicts in general affect individual commitment with the team?</p>	<p>In general, yes. No [not in our department], because as I said, we have no personal issues among team members, so we don't have that in our department yet; thank God; so far. ...</p>	<p>No personal issues among team members.</p>	<p>Task conflict does not turn into personal tension</p>	

Participant / Interview question	Data extract	Initial code	Theme	Main theme
<p>TM018(M) Q1 So, we will start, it is going to be in English, we will start, you can speak in Arabic if you wish. We will start with the first question: How different is the level of knowledge and competence between group members? First of all, how many individuals are in your department?</p>	<p>There are six members, five faculty members and one head of department: all males. They are diverse between Saudi, Jordanian and Egyptian; three Egyptians, two from Jordan and one from Saudi. ... three in the age of Forty and two, age of thirty, thirty something. All are PhD holders, and only one associate professor. We have one came from the industry, so he has like fifteen years from the industry and then came to the university. Two came from a university background. They used to be university assistants and assistant lecturers from Egypt, and the others are fresh PhD graduates.</p>	<p>all males, different nationalities, experience/knowledge and some difference in age</p>	<p>Differences in nationality, knowledge and experience, and small difference in age</p>	<p>diverse on nationality, knowledge and experience, and low diversity on age</p>
<p>TM018 (M) Q3 And what about the performance of the department in relation to set objectives? Is the department performing as per the objectives? Or its</p>	<p>... due to the diverse faculty members, the head of the department is suffering from assigning tasks, so when assignments are assigned, one says that he is a part of two groups; another says that he is part of three groups. All this makes a small problem because, and this happened last semester, in Quality. When assigning tasks of Quality, one of the faculty members didn't like one of the tasks and considered it a bit too much for him while the rest of the faculty members were assigned smaller tasks than his, and there was a confrontation between this faculty member and the head of department. After that, the faculty member sent an email to the Dean ... stating that there was injustice</p>	<p>due to the diverse faculty members, the head of the department is suffering from assigning tasks. Task assignment led a faculty member to complain, creating a confrontation which escalated beyond the department. He felt he was discriminated against because of his nationality</p>	<p>Differences cause TC TC turns into RC</p>	<p>Diversity relates to TC TC co-occurs with RC</p>

<p>underperforming or over performing ...?</p>	<p>in dealing with him. Because the faculty member was from a different nationality to the rest of the group. This led him to claim that all the Egyptians were against him He [Dean] talked with both parties and listened to them, one by one, and then he reached a conclusion. Of course, he didn't just meet them. He consulted with other members who were in ... that meeting. Based on that, he was able to take the decision.</p>	<p><i>Leader's behaviour:</i> Talking, meeting members individually</p>	<p>Communicating and developing a high-quality leader-member exchange.</p>	<p>TfL conflict management behaviour</p>
<p>TM018 (M) Q5 How would you describe the effect of group member differences on the members' commitment to work as a team and satisfaction with the team?</p>	<p>The performance of the faculty member and the team decreases a lot. For example, the faculty member mentioned, he was working properly, delivering the tasks on time, and he didn't have any problem with anyone. Then conflict changed things. I call him, he doesn't answer, the head of the department calls him, he doesn't answer. He felt there is something against him, although his friend who is of same nationality tried to become closer to him, but he didn't allow him. Then this faculty member resigned. This was the problem. A very big problem, he wasn't satisfied at all.</p>	<p>The performance of the faculty member and the team decreases a lot</p>	<p>differences decrease he team performance, members' commitment to team and satisfaction with the team</p>	<p>Diversity relates negatively to team performance, members' commitment to team and satisfaction with the team</p>
<p>TM018 (M) Q6 Do you think these disagreements relate to age, knowledge, practical experience, nationality; might any one of these differences cause problems related to work?</p>	<p>The rank affects the work a lot. The scientific rank. There might be an associate professor who is a bit younger than others. The age, also; someone older who is still an assistant professor, and the youngest associate professor criticizes the older about his academic papers, and this creates a kind of sensitivity. ... these two might be in one committee, eye contact might be a problem, it shows a lot. So, this becomes personal.</p>	<p>The scientific rank [knowledge/experience], and age affect work a lot.</p>	<p>Differences in knowledge, experience and age are related to TC.</p>	<p>Diversity on knowledge, experience and age relate to TC</p>

<p>department do then?</p>	<p>happened more than one time regarding the issue of quality, ... we meet in the workshop, and we discuss the objectives of the courses and if a faculty member has a different view then we look at the benchmark reference and we reach agreement about what courses have what objectives. ...</p>	<p>Upholding the good of team and performance Compromising, bringing closer different points of view Ensuring work problems do not become personal Applying benchmark references Ensuring agreement is reached</p>	<p>Compromising Depersonalising the problem</p>	<p>TfL conflict management behaviour TfL conflict management behaviour</p>
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Participant / Interview question	Data extract	Initial code	Theme	Main theme
<p>TM019(M) Q1 - Q2 How different is the level of knowledge and competence between group members in your department?</p>	<p>As for the academic qualification we have both PhDs and Masters degrees. Most of the department's members except three hold PhDs. As for the rest of the Master degree holders; they are in the process of obtaining their PhD, at different stages, some people are at the end of their PhD, some people are still beginning, so we have a little bit varied background in qualifications.</p> <p>As for age groups, most of the members are within the same age group. We are talking about mid 40s. just about 3 or 4 of the members are in their 30s.</p> <p>... Nationality, we are talking about 3 nationalities: Egyptians, Jordanians, and Saudis; we can say that 40% are Jordanians, and 35% are Egyptian, and we are 25%, Saudis. ... We are all males.</p>	<p>we have a little bit varied background in qualifications.</p> <p>most of the members are within the same age group (30s to mid 40s)</p> <p>3 nationalities</p> <p>We are all males</p>	<p>Slight differences in education / knowledge</p> <p>Slight differences in age</p> <p>Differences in nationality</p> <p>Homogeneous on gender</p>	<p>Low diversity on education, knowledge and experience</p> <p>Low diversity on age</p> <p>Diversity on nationality</p> <p>Homogeneity on gender</p>
<p>TM019 (M) Q3 How would you describe group performance in relation to set objectives? Performing well, underperforming, over performing based on objectives?</p>	<p>Sometimes we have a problem defining objectives, but when objectives are very clear, clearly set, we can say that the performance is above average, all in all. Of course, we have differences, in some tasks we can say that we are satisfied, that performance is up to standards even, sometimes, it exceeds the level.</p> <p>Sometime objectives are not very clearly set, we can't judge, we can't say that this performance is up to standard or not because people are trying to think on their own, and try to do the work, and everyone, you know, reads the situation from his point of view. So, sometimes, it is not about performance as much as about the clarity of objectives. ...</p>	<p>performance is above average when objectives are clear</p>		
<p>TM019(M) Q4 How would you describe the effect, if any, of team member differences you identified above on group</p>	<p>... as it concerns the level of academic qualification, age and nationality, they do not have huge effect. Sometimes we can say, for example, people who have a PhD are more productive at certain level, such as a level of a research.</p> <p>But, for example, at a level of teaching, I cannot identify, or I cannot feel, any difference. Sometimes, you can note some differences, you know, we can refer</p>	<p>academic qualification, age and nationality do not have huge effect.</p>	<p>Differences in education, age and nationality do not have effect on performance</p>	<p>Diversity on education, age and nationality has low relationship to team performance</p>

<p>performance? That is knowledge, age, nationality. So, having those difference in the department, do they have any effect of the group performance?</p>	<p>to them as the nature of the person himself, some people procrastinate, for example. Meaning “we are assigned a job, and we are working in a team, with someone who is not meeting the deadline”. ...</p>			
<p>TM019 (M) Q5 And what about those differences, do they have any effect on members’ commitment to work as a team, and on individual member’s satisfaction with the team?</p>	<p>... for example, the head of the department knows that, for example, X is kind of procrastinating, so, he is not going to finish on time. So, the head goes to Y and asks him to do the job; trusting that he is going to finish on time. Sometimes, this creates ... dissatisfaction. Because some people are trusted, and they get assigned especially to tasks that are, you know, urgent and ... important, high priority tasks. As for performance, again, if you work in a team, which you have someone who is not very committed, the overall dynamics of the team are not going to work very well; so, it happens sometimes. Levels of performance and commitment get down to the nature of the task. For example, quality work; some people don’t like to work with quality tasks, because you have a lot of paperwork, you have a lot of checking, you have a lot of evidence collection, and so on. So, people who don’t like to work in quality tasks don’t do a good job. ... it depends on the nature of the person ... and the nature of the task, more than the qualification, age, nationality, and so on...</p>	<p>Trusted people who get assigned especially to tasks that are urgent and important, high priority tasks, creating dissatisfaction.</p> <p>working in a team, where someone who is not very committed, undermines the overall dynamics of the team.</p> <p>Levels of performance and commitment are down to the nature of the task and the person more than knowledge, qualification, age, nationality.</p>	<p>Favouritism based on differences may affect commitment</p> <p>Task type and personality may affect team performance and commitment to team</p> <p>Differences in knowledge, qualification, age, nationality have little effects on performance and commitment</p>	<p>TC and personality relate to team performance and commitment</p> <p>Diversity on knowledge, qualification, age, nationality does not relate to performance and commitment</p>
<p>TM019 (M) Q6 How would group members’ differences;</p>	<p>... As for the disagreement over work division, and so on, honesty it happened this month. We were the quality of the committee of the department, and one of the members didn’t like to be in the committee because he thinks it isn’t part of his work to check course files</p>			

knowledge and competence, nationality, age, etc., relate to disagreements over work tasks?	and quality work, and so on. We tried to explain that this is part of our job description; to teach to do research and then to do quality work. But he was not convinced; he protested, I can teach, I can do research, I publish a research a year, but when it comes to check course files, sorry it not my work.	a member didn't think it is part of his work to check quality work. He protested: I can teach, I can do research, I publish, but when it comes to checking course files, sorry it not my work.	Differences in knowledge/qualification may affect TC	Diversity on knowledge/qualification may affect TC
TM019(M) Q7 And does this type of conflict reach to personal tensions; does it evolve to become personal tensions?	sometimes, concerning the incident I'm talking about, there were some personal tensions because, he got upset, somehow upset, he over-reacted and the head of the department was a little bit patient and tried to contain the situation. The head first let him finish what he was saying. Then he started to talk very quietly stating some facts, for example, every semester we have this committee. People serve in this committee based on rotation. So, ... your turn to do your part. This is not something extra you do. This is part of your job description", and he started to ask him questions to clarify, some eliminating questions. For example, 'do you prepare a course file at the end of each semester?' He said yes, so, it's going to be similar to this. So, he tried to contain the whole situation and tried to clarify things to the department's member. ... sometimes keeps on pushing people; meaning it depends on the situation. ... sometimes tasks popup ... have short notice deadlines... and short notice tasks need to be finished, and the deadline is looming. So, it depends on the situation. If he is pushed by the higher Administration or the higher College level, he tries to push people to finish their tasks.	sometimes, there were some personal tensions <u>Leader's behaviour:</u> Containing situation Listening, talking quietly, stating facts Explaining that task is part of job description Containing conflict Clarifying things Keeping on pushing if task has short deadline for completion	TC may turn to RC Communicating and developing a high-quality leader-member exchange Linking individual employee and organisational goals Depersonalising conflict Showing strong commitment to goals	TC co-occurs with RC TfL conflict management behaviour TfL-IM behaviour TfL conflict management behaviour TfL-II behaviour
TM019(M) Q8 How would your team leader behave when disagreement over work tasks	... So, we don't have things that reached the level of conflict or high tension, but I think in these situations, people or the head of the department in particular resolves the conflict using some techniques, some mechanism. Sometimes, he tries to resolve the personal relationship as a colleague not as the head of	things do not reach the level of conflict or high tension <u>Leader's behaviour:</u>	TC does not usually turn into RC	TC may not co-occur with RC

transform to personal tension between individual team members?	department. So, he will aim for discussion and cooperation to end the conflict. ...	Discussing, cooperating	Developing a climate of cooperation	TfL conflict management behaviour
TM019(M) Q11 And do these task disagreements and personal tensions affect members' commitment and satisfaction?	They affect but at certain levels. I mean, for example, if the person is working in a group ... he is not in harmony with, this can lead to kind of procrastination. So, the person is not meeting the deadline, and the deadline has to be extended once and twice till he finishes. And also, sometimes when the person is not very convinced with the value of what he is doing and the task he has been assigned to, he will do the task but there are certain gabs. When you come to review his work, for example, you can see that there are certain gabs in the task he's done, it's not up to the standards because there are gabs here and there ... Again, it could affect commitment on those levels. ...	member procrastinates if not in harmony with others, affecting deadlines and task completion member not convinced of assigned task, leaves gabs	TC with RC delay task achievement and affect team integration	CTRC negatively relates to performance and commitment to team
TM019 (M) Q12 - Q14 And I am particularly also interested in how the Chair of the department behaves in situations of high conflict? Bless you I have answers for the rest, but this is something that I would like to know more on.	Yeah, ... the previous HoD ... used to refer to the Vice Dean. For example, if there is a high-tension situation between two members, he may hold the meeting with the two members or if meeting falls apart, he has a meeting with his line manager, the Vice Dean together with the two members. Sometimes, things are soothed at a personal level, as we say. So, for example, the head of department resorts to one of the members who is calm, wise, and he talks to him, and he asks him to handle the situation and to talk to the person who is refusing the assigned the task. So, we have multiple strategies to handle situations. ... As far as I remember, I don't recall any incident, or conflict, was a major one, or has exceeded the usual level of the department or the College.	<u>Leader's behaviour:</u> Referring to higher authority if unsolvable Holding meeting with both members Soothing things I don't recall any incident, or conflict, was a major one, or has exceeded the usual level	Communicating and developing a high-quality leader-member exchange Task disagreement does not usually escalate to personal tension	TfL conflict management behaviour TC may not turn into RC

Participant / Interview question	Data extract	Initial code	Theme	Main theme
TM020 (M) Q1 Okay doctor let's go to the first question. How different is the level of knowledge and competence between your group members?	There is no big difference in knowledge and competence. I think there is another difference about age, age we have different ages, and no difference in gender. We have one female in our department. The nationalities in our department, the same nationality, but in the faculty, we have different nationalities, and we work as a team, work together with another nationalities.	There is no big difference in knowledge and competence Different ages No difference in gender or nationality	No big difference in knowledge and competence Different ages No difference in gender or nationality	Homogeneity on knowledge/ competence, gender and nationality Diversity on age
TM020(M) Q2 So, basically how different are group members from each other in terms of age? How many age groups?	There are 30, 40, 50. ... In total we are eight; two are 50, four 40, and two 30. One female and the rest are males; seven males. All of us are Egyptians. No, there is one Saudi, and he is traveling to continue his PhD.	There are 30, 40, 50. One female and the rest are males. All Egyptians, with one Saudi.	Differences in age, almost no difference in gender or nationality	Diversity on ages Almost homogeneous on gender and nationality
TM020 (M) Q3 And how would you describe group performance in relation to set objectives?	It depends. Overall, it is doing well on performance; all the seven PhD holders. ... they ... have multi-experiences. Well-performing, tasks are done in time. I think they are done with good performance, they are not done very perfectly, but I think, it is good, good enough performance.	Overall, good performance		

<p>TM020(M) Q4 How would you describe the effect, if any, of team member differences you identified above on group performance?</p>	<p>Some people couldn't work in a team. They work perfectly but alone. They couldn't merge; this makes it a struggle in making tasks in a program. ... when we are talking about teamwork, we need to divide it by tasks; and the head of the department contributes to dividing the tasks in the department. And that is an important role; sometimes he takes some of the team without asking the team leader, I think this is a problem and we couldn't go forward.</p>	<p>HoD contributes to allocating tasks; sometimes he takes members without asking the team leader, creating a problem and affecting task achievement.</p>	<p>Task allocation creates TC and affect team performance</p>	<p>TC relates to team performance</p>
<p>TM020 (M) Q5 And what about the effects of those differences on the individual members' commitment to work as one team, and individual members satisfaction within the team?</p>	<p>I think it affects, but it is a minor effect... Some would prefer to divide tasks; they want to perform tasks together, and some want to work individually; and this is a struggle. I think it makes 10% effect in delaying some team tasks and it is not good for performance. ... They are from different parts, ... Some from Cairo, and some from Alexandria, and Zaqaziq. Some are from the country and some form the city; and these are very different cultures in Egypt. It is also individual characteristics, its cultural characteristics. From big cities like Cairo and Alexandria they could deal with team tasks and could work together. From villages or small towns, they are less team oriented. But we can compare with other programs which do not have a lot of teamwork, this effect does not exist; this variable does not exist. I think it is a factor, the village, the town, is a factor, but it is not a big factor. ...</p>	<p>I think it affects, but it is a minor effect, It makes 10% effect in delaying some team tasks and it is not good for performance They are from different parts, from Cairo, Alexandria, and Zaqaziq. Some are from the country and some form the city; and these are very different cultures in Egypt</p>	<p>Differences have small negative effects on performance, commitment and satisfaction with team Differences in culture</p>	<p>Diversity has low negative relationship to performance, commitment and satisfaction with team Diverse on culture</p>
<p>TM020(M) Q8 And how does the chairmen of your department</p>	<p>Sometimes, we enforce it, make workshops in our program to finish the job. When we are late, we have to say to all of them: "we have to get this work out, we have to stay in the faculty and we have to finish all the work today, we have to finish. All of us, we expect the individual ones, the ones who</p>	<p><i>Leader's behaviour:</i> Holding workshops Asking member to stay late to finish tasks</p>	<p>Fostering a strong sense of purpose among members Showing strong commitment to goals</p>	<p>TfL-IM & II behaviour. Also, TaL & autocratic behaviour</p>

contribute to solving this teamwork issue?	work individually, to finish their work today with us in a group”.			
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Appendix 7. QUESTIONNAIRE

Dear Respondent

You are invited to participate in a research project which explores your perceptions towards the influence of diversity on group effectiveness. This survey will take approximately 15 minutes to complete. I will sincerely appreciate your co-operation in completing this questionnaire. Please be assured that your identity will remain anonymous and your response treated with confidentiality. Participation is voluntary and you may withdraw from the study at any time you wish to.

Thanking you in advance.

General information (control variables)

What department are you in?.....

What is your age? year

What is your gender? M/F

For how long have you worked at this department? Year

Department size? Number of faculty member

Task interdependence

To what extent do you agree with the following statements?		Strongly Disagree		Strongly Agree		
		1	3	4	5	
interdep1	I need information and advice from my colleagues to perform my job well	<input type="checkbox"/>				
interdep2	I have a one-person job; it is not necessary for me to coordinate or cooperate with others	<input type="checkbox"/>				
interdep3	I need to collaborate with my colleagues to perform my job well.	<input type="checkbox"/>				
interdep4	My colleagues need information and advice from me to perform their jobs well.	<input type="checkbox"/>				
interdep5	I regularly have to communicate with colleagues about work-related issues	<input type="checkbox"/>				

A department faculty survey

1. Workgroup diversity

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Perceived diversity

		Strongly Disagree 1		Neutral 3	4	Strongly Agree 5
PD1	The members of our department differ in their ways of thinking.	<input type="checkbox"/>				
PD2	The members of our department differ in their knowledge.	<input type="checkbox"/>				
PD3	The members of our department differ in how they see the world.	<input type="checkbox"/>				
PD4	The members of our department differ their beliefs about what is right or wrong.	<input type="checkbox"/>				
PD5	The members of our department differ in their skills.	<input type="checkbox"/>				

2. Transformational leadership

Multifactor Leadership Questionnaire (MLQ5x) Bass & Avolio, 1995

Group-focused TFL Behaviours

		Not at all 0		Some time 2	3	Frequently 4
	Our group leader...					
Ide1	Talks about his/her most important values and beliefs when working with the group as a whole.	<input type="checkbox"/>				
Ide2	Specifies the importance of having a strong sense of purpose in working with the group as a whole.	<input type="checkbox"/>				
Ide3	Considers the moral and ethical consequences of decisions when working with the group as a whole.	<input type="checkbox"/>				
Ide4	Emphasizes the importance of having a collective sense of mission when working in the group as a whole.	<input type="checkbox"/>				
Ide5	Instills pride in others for being associated with him/her when working with the group as a whole.	<input type="checkbox"/>				
Ide6	Goes beyond self-interest for the good of the group with working with the group as a whole.	<input type="checkbox"/>				
Ide7	Acts in ways that builds my respect when working with the group as a whole.	<input type="checkbox"/>				
Ide8	Displays a sense of power and confidences of decisions when working with the group as a whole.					

Ins1	Talks optimistically about the future when working with the group as a whole.					
Ins2	Talks enthusiastically about what needs to be accounted when working with the group as a whole.					
Ins3	Articulates a compelling vision of the future when working with the group as a whole.					
Ins4	Expresses confidence that goals will be achieved when working with the group as a whole.					

0=Not at all 1=Once in a while 2=Sometimes 3=Fairly often 4=Frequently, if not always

For the following questions tick the appropriate box that most closely corresponds to how you feel.

Please attempt to answer every question.

Note: The person that you are being asked to assess is your immediate supervisor.

Individual-focused TFL Behaviours

My group leader...		Not at all 0	1	2	3	Frequently 4
Int1	Challenges me to re-examines critical assumptions to question whether they are appropriate.	<input type="checkbox"/>				
Int2	Seeks differing perspectives when solving problems.	<input type="checkbox"/>				
Int3	Gets me to look at problems from many different.	<input type="checkbox"/>				
Int4	Suggests new ways of looking at how to complete assignments.	<input type="checkbox"/>				
Ind1	Spends time teaching and coaching.	<input type="checkbox"/>				
Ind2	Treats me as an individual rather than just as a member of a group.	<input type="checkbox"/>				
Ind3	Considers me as having different needs, abilities, and aspirations from others.	<input type="checkbox"/>				
Ind4	Helps me to develop my strengths.					

3. Intra-group conflict

For the following questions tick the appropriate box that most closely corresponds to how you feel.

Please attempt to answer every question.

Task Conflict

	None 1	Some 3	4	A lot 5

tas1	How often do people in your work unit disagree about opinions regarding the work being done?	<input type="checkbox"/>				
tas2	How frequently are there conflicts about ideas in your work unit?	<input type="checkbox"/>				
tas3	How much conflict about the work you do is there in your work unit?	<input type="checkbox"/>				
tas4	To what extent are there differences of opinion in your work unit?	<input type="checkbox"/>				

Relationship Conflict

		None 1		Some 3	4	A lot 5
rel1	How much friction is there among members in your work unit?	<input type="checkbox"/>				
rel2	How much are personality conflicts evident in your work unit?	<input type="checkbox"/>				
rel3	How much tension is there among members in your work unit?	<input type="checkbox"/>				
rel4	How much emotional conflict is there among members in your work unit?	<input type="checkbox"/>				

A college dean survey

4. Group Effectiveness

Group performance

		Very poor 1		3	4	Outstanding 5
per1	Compared to the average of other departments in your college, how would you rate this department's performance on each of the following items?"	<input type="checkbox"/>				
	The quality of work	<input type="checkbox"/>				

per2	The quantity of work	<input type="checkbox"/>				
per3	The department's initiative	<input type="checkbox"/>				
per4	The department's cooperation with other departments	<input type="checkbox"/>				
per5	The department's ability to complete work on time	<input type="checkbox"/>				
per6	The department's ability to respond quickly to problems	<input type="checkbox"/>				
per7	The overall performance of department	<input type="checkbox"/>				

Group viability

To what extent do you agree with the following statements?		Strongly Disagree		Strongly Agree		
		1	3	4	5	
via1	This department should not have continued to function as a department.	<input type="checkbox"/>				
via2	This department was not capable of working together as a unit.	<input type="checkbox"/>				
via3	This department probably should never work together in the future.	<input type="checkbox"/>				
via4	If I had the chance, I would have switched department.	<input type="checkbox"/>				
via5	I would be happy to work with the department members on other projects in the future.	<input type="checkbox"/>				

Appendix 8. Samples of completed questionnaires

1. ISRA University:

QUESTIONNAIRE

Dear Respondent

You are invited to participate in a research project which explores your perceptions towards the influence of diversity on group effectiveness. This survey will take approximately 15 minutes to complete. We will sincerely appreciate your co-operation in completing this questionnaire. Please be assured that your identity will remain anonymous and your response treated with confidentiality. Participation is voluntary and you may withdraw from the study at any time you wish to.

Thanking you in advance

Authors,

General information (control variables)

What department are you in? Dentistry Dept.

What is your age? 29 year

What is your gender? M/F

For how long have you worked at this department? 4 Year

Task interdependence

To what extent do you agree with the following statements?		Strongly Disagree				Strongly Agree
		1	2	3	4	5
per1	I need information and advice from my colleagues to perform my job well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per2	I have a one-person job; it is not necessary for me to coordinate or cooperate with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per3	I need to collaborate with my colleagues to perform my job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per4	My colleagues need information and advice from me to perform their jobs well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per5	I regularly have to communicate with colleagues about work-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A department faculty survey

1. Workgroup diversity

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Perceived diversity

		Strongly Disagree 1	2	Neutral 3	4	Strongly Agree 5
PD1	The members of our department differ in their ways of thinking.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD2	The members of our department differ in their knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD3	The members of our department differ in how they see the world.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD4	The members of our department differ their beliefs about what is right or wrong.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD5	The members of our department differ in their skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Transformational leadership

Multifactor Leadership Questionnaire (MLQ5x) Bass & Avolio, 1995

0=Not at all 1=Once in a while 2=Sometimes 3=Fairly often 4=Frequently, if not always

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Note: The person that you are being asked to assess is your immediate supervisor.

Group-focused TFL Behaviors

		Not at all 0	1	Sometime 2	3	Frequently 4
Our group leader...						
lde1	Talks about his/her most important values and beliefs when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lde2	Specifies the importance of having a strong sense of purpose in working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
lde3	Considers the moral and ethical consequences of decisions when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
lde4	Emphasizes the importance of having a collective sense of mission when working in the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Ide5	Instills pride in others for being associated with him/her when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ide6	Goes beyond self-interest for the good of the group with working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ide7	Acts in ways that builds my respect when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ide8	Displays a sense of power and confidences of decisions when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ins1	Talks optimistically about the future when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ins2	Talks enthusiastically about what needs to be accounted when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ins3	Articulates a compelling vision of the future when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ins4	Expresses confidence that goals will be achieved when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Individual-focused TFL Behaviors

My group leader...		Not at all		Sometime		Frequently	
		0	1	2	3	4	
Int1	Challenges me to re-examines critical assumptions to question whether they are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Int2	Seeks differing perspectives when solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Int3	Gets me to look at problems from many different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Int4	Suggests new ways of looking at how to complete assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Ind1	Spends time teaching and coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Ind2	Treats me as an individual rather than just as a member of a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Ind3	Considers me as having different needs, abilities, and aspirations from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Ind4	Helps me to develop my strengths.						<input checked="" type="checkbox"/>

3. Intra-group conflict

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Task Conflict

		None 1	2	Some 3	4	A lot 5
tas1	How often do people in your work unit disagree about opinions regarding the work being done?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tas2	How frequently are there conflicts about ideas in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tas3	How much conflict about the work you do is there in your work unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tas4	To what extent are there differences of opinion in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relationship Conflict

		None 1	2	Some 3	4	A lot 5
rel1	How much friction is there among members in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel2	How much are personality conflicts evident in your work unit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel3	How much tension is there among members in your work unit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel4	How much emotional conflict is there among members in your work unit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Group viability

To what extent do you agree with the following statements?		Strongly Disagree		Strongly Agree		
		1	2	3	4	5
per1	This department should not have continued to function as a department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per2	This department was not capable of working together as a unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
per3	This department probably should never work together in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per4	If I had the chance, I would have switched department.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per5	I would be happy to work with the department members on other projects in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUESTIONNAIRE

Dear Respondent

You are invited to participate in a research project which explores your perceptions towards the influence of diversity on group effectiveness. This survey will take approximately 15 minutes to complete. We will sincerely appreciate your co-operation in completing this questionnaire. Please be assured that your identity will remain anonymous and your response treated with confidentiality. Participation is voluntary and you may withdraw from the study at any time you wish to.

Thanking you in advance

Authors,

General information (control variables)

What department are you in?..... PESH.....

What is your age? 24 year

What is your gender? M/F

For how long have you worked at this department?2..... Year

Task interdependence

To what extent do you agree with the following statements?		Strongly Disagree				Strongly Agree
		1	2	3	4	5
per1	I need information and advice from my colleagues to perform my job well	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per2	I have a one-person job; it is not necessary for me to coordinate or cooperate with others	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per3	I need to collaborate with my colleagues to perform my job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per4	My colleagues need information and advice from me to perform their jobs well.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per5	I regularly have to communicate with colleagues about work-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A department faculty survey

1. Workgroup diversity

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Perceived diversity

		Strongly Disagree 1	2	Neutral 3	4	Strongly Agree 5
PD1	The members of our department differ in their ways of thinking.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD2	The members of our department differ in their knowledge.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD3	The members of our department differ in how they see the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD4	The members of our department differ their beliefs about what is right or wrong.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD5	The members of our department differ in their skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Transformational leadership

Multifactor Leadership Questionnaire (MLQ5x) Bass & Avolio, 1995

0=Not at all 1=Once in a while 2=Sometimes 3=Fairly often 4=Frequently, if not always

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Note: The person that you are being asked to assess is your immediate supervisor.

Group-focused TFL Behaviors

Our group leader...		Not at all 0	1	Sometime 2	3	Frequently 4
lde1	Talks about his/her most important values and beliefs when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lde2	Specifies the importance of having a strong sense of purpose in working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
lde3	Considers the moral and ethical consequences of decisions when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
lde4	Emphasizes the importance of having a collective sense of mission when working in the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Ide5	Instills pride in others for being associated with him/her when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ide6	Goes beyond self-interest for the good of the group with working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ide7	Acts in ways that builds my respect when working with the group as a whole.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ide8	Displays a sense of power and confidences of decisions when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ins1	Talks optimistically about the future when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ins2	Talks enthusiastically about what needs to be accounted when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ins3	Articulates a compelling vision of the future when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ins4	Expresses confidence that goals will be achieved when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Individual-focused TFL Behaviors

My group leader...		Not at all		Sometime		Frequently
		0	1	2	3	4
Int1	Challenges me to re-examines critical assumptions to question whether they are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Int2	Seeks differing perspectives when solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Int3	Gets me to look at problems from many different.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Int4	Suggests new ways of looking at how to complete assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ind1	Spends time teaching and coaching.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ind2	Treats me as an individual rather than just as a member of a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ind3	Considers me as having different needs, abilities, and aspirations from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ind4	Helps me to develop my strengths.					

3. Intra-group conflict

For the following questions tick the appropriate box that most closely corresponds to how you feel.
Please attempt to answer every question.

Task Conflict

		None 1	2	Some 3	4	A lot 5
tas1	How often do people in your work unit disagree about opinions regarding the work being done?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tas2	How frequently are there conflicts about ideas in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tas3	How much conflict about the work you do is there in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tas4	To what extent are there differences of opinion in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relationship Conflict

		None 1	2	Some 3	4	A lot 5
rel1	How much friction is there among members in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel2	How much are personality conflicts evident in your work unit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel3	How much tension is there among members in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel4	How much emotional conflict is there among members in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Group viability

To what extent do you agree with the following statements?		Strongly Disagree 1	2	3	4	Strongly Agree 5
per1	This department should not have continued to function as a department.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per2	This department was not capable of working together as a unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per3	This department probably should never work together in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per4	If I had the chance, I would have switched department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per5	I would be happy to work with the department members on other projects in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2. Al-Ahlia University

QUESTIONNAIRE

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Thanking you in advance

Authors,

General information (control variables)

What department are you in?.....*Economics and Finance*

What is your age? ...*56*..... year

What is your gender? *M*/F

For how long have you worked at this department?*11*..... Year

Task interdependence

To what extent do you agree with the following statements?		Strongly Disagree	1	2	3	4	Strongly Agree
		1	2	3	4	5	
per1	I need information and advice from my colleagues to perform my job well	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per2	I have a one-person job; it is not necessary for me to coordinate or cooperate with others	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per3	I need to collaborate with my colleagues to perform my job well.	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per4	My colleagues need information and advice from me to perform their jobs well.	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per5	I regularly have to communicate with colleagues about work-related issues	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A department faculty survey

1. Workgroup diversity

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Perceived diversity

		Strongly Disagree 1	2	Neutral 3	4	Strongly Agree 5
PD1	The members of our department differ in their ways of thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PD2	The members of our department differ in their knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PD3	The members of our department differ in how they see the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PD4	The members of our department differ their beliefs about what is right or wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PD5	The members of our department differ in their skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Group-focused TFL Behaviors

		Not at all 0	1	Sometime 2	3	Frequently 4
Our group leader...						
lde1	Talks about his/her most important values and beliefs when working with the group as a whole.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lde2	Specifies the importance of having a strong sense of purpose in working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lde3	Considers the moral and ethical consequences of decisions when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lde4	Emphasizes the importance of having a collective sense of mission when working in the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

de5	Instills pride in others for being associated with him/her when working with the group as a whole.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
de6	Goes beyond self-interest for the good of the group with working with the group as a whole.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
de7	Acts in ways that builds my respect when working with the group as a whole.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
de8	Displays a sense of power and confidences of decisions when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ins1	Talks optimistically about the future when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ins2	Talks enthusiastically about what needs to be accounted when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ins3	Articulates a compelling vision of the future when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Individual-focused TFL Behaviors

My group leader...		Not at all		Sometime		Frequently	
		0	1	2	3	4	
Int1	Challenges me to re-examines critical assumptions to question whether they are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Int3	Gets me to look at problems from many different.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Int4	Suggests new ways of looking at how to complete assignments.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ind1	Spends time teaching and coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ind2	Treats me as an individual rather than just as a member of a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ind3	Considers me as having different needs, abilities, and aspirations from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ind4	Helps me to develop my strengths.			<input checked="" type="checkbox"/>			

3. Intra-group conflict

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Task Conflict

		None 1	2	Some 3	4	A lot 5
tas1	How often do people in your work unit disagree about opinions regarding the work being done?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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tas3	How much conflict about the work you do is there in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tas4	To what extent are there differences of opinion in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relationship Conflict

		None 1	2	Some 3	4	A lot 5
rel1	How much friction is there among members in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel2	How much are personality conflicts evident in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel3	How much tension is there among members in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel4	How much emotional conflict is there among members in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Group viability

To what extent do you agree with the following statements?		Strongly Disagree 1	2	3	4	Strongly Agree 5
per1	This department should not have continued to function as a department.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per2	This department was not capable of working together as a unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per3	This department probably should never work together in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per4	If I had the chance, I would have switched department.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per5	I would be happy to work with the department members on other projects in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

QUESTIONNAIRE

Dear Respondent

You are invited to participate in a research project which explores your perceptions towards the influence of diversity on group effectiveness. This survey will take approximately 15 minutes to complete. We will sincerely appreciate your co-operation in completing this questionnaire. Please be assured that your identity will remain anonymous and your response treated with confidentiality. Participation is voluntary and you may withdraw from the study at any time you wish to.

Thanking you in advance

Authors,

General information (control variables)

What department are you in? *MA Information technology and*

What is your age? *51* year

Computer Science

What is your gender? *M/F*

For how long have you worked at this department? *14* Year

Task interdependence

To what extent do you agree with the following statements?		Strongly Disagree				Strongly Agree
		1	2	3	4	5
per1	I need information and advice from my colleagues to perform my job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
per2	I have a one-person job; it is not necessary for me to coordinate or cooperate with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per3	I need to collaborate with my colleagues to perform my job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per4	My colleagues need information and advice from me to perform their jobs well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
per5	I regularly have to communicate with colleagues about work-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

A department faculty survey

1. Workgroup diversity

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Perceived diversity

		Strongly Disagree 1	2	Neutral 3	4	Strongly Agree 5
PD1	The members of our department differ in their ways of thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PD2	The members of our department differ in their knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PD3	The members of our department differ in how they see the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PD4	The members of our department differ their beliefs about what is right or wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PD5	The members of our department differ in their skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. Transformational leadership

Multifactor Leadership Questionnaire (MLQ5x) Bass & Avolio, 1995

0=Not at all 1=Once in a while 2=Sometimes 3=Fairly often 4=Frequently, if not always

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Note: The person that you are being asked to assess is your immediate supervisor.

Group-focused TFL Behaviors

		Not at all 0	1	Sometime 2	3	Frequently 4
Our group leader...						
Id=1	Talks about his/her most important values and beliefs when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Id=2	Specifies the importance of having a strong sense of purpose in working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Id=3	Considers the moral and ethical consequences of decisions when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Id=4	Emphasizes the importance of having a collective sense of mission when working in the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Ide5	Instills pride in others for being associated with him/her when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ide6	Goes beyond self-interest for the good of the group with working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ide7	Acts in ways that builds my respect when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ide8	Displays a sense of power and confidences of decisions when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ins1	Talks optimistically about the future when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ins2	Talks enthusiastically about what needs to be accounted when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ins3	Articulates a compelling vision of the future when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ins4	Expresses confidence that goals will be achieved when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Individual-focused TFL Behaviors

My group leader...		Not at all		Sometime		Frequently	
		0	1	2	3	4	
Int1	Challenges me to re-examines critical assumptions to question whether they are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Int2	Seeks differing perspectives when solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Int3	Gets me to look at problems from many different.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Int4	Suggests new ways of looking at how to complete assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ind1	Spends time teaching and coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ind2	Treats me as an individual rather than just as a member of a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ind3	Considers me as having different needs, abilities, and aspirations from others.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ind4	Helps me to develop my strengths.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Intra-group conflict

For the following questions tick the appropriate box that most closely corresponds to how you feel.
Please attempt to answer every question.

Task Conflict

		None 1	2	Some 3	4	A lot 5
tas1	How often do people in your work unit disagree about opinions regarding the work being done?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tas2	How frequently are there conflicts about ideas in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tas3	How much conflict about the work you do is there in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tas4	To what extent are there differences of opinion in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relationship Conflict

		None 1	2	Some 3	4	A lot 5
rel1	How much friction is there among members in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel2	How much are personality conflicts evident in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel3	How much tension is there among members in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel4	How much emotional conflict is there among members in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Group viability

To what extent do you agree with the following statements?		Strongly Disagree 1	2	3	4	Strongly Agree 5
per1	This department should not have continued to function as a department.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per2	This department was not capable of working together as a unit.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per3	This department probably should never work together in the future.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per4	If I had the chance, I would have switched department.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per5	I would be happy to work with the department members on other projects in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. UBT

QUESTIONNAIRE

Dear Respondent

You are invited to participate in a research project which explores your perceptions towards the influence of diversity on group effectiveness. This survey will take approximately 15 minutes to complete. We will sincerely appreciate your co-operation in completing this questionnaire. Please be assured that your identity will remain anonymous and your response treated with confidentiality. Participation is voluntary and you may withdraw from the study at any time you wish to.

Thanking you in advance

Authors,

General information (control variables)

What department are you in? *Supply Chain and Logistics*

What is your age? *39* year

What is your gender? *M/F*

For how long have you worked at this department? *9* Year

Task interdependence

To what extent do you agree with the following statements?		Strongly Disagree					Strongly Agree				
		1	2	3	4	5	1	2	3	4	5
per1	I need information and advice from my colleagues to perform my job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
per2	I have a one-person job; it is not necessary for me to coordinate or cooperate with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
per3	I need to collaborate with my colleagues to perform my job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
per4	My colleagues need information and advice from me to perform their jobs well.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
per5	I regularly have to communicate with colleagues about work-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

A department faculty survey

1. Workgroup diversity

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Perceived diversity

		Strongly Disagree 1	2	Neutral 3	4	Strongly Agree 5
PD1	The members of our department differ in their ways of thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PD2	The members of our department differ in their knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PD3	The members of our department differ in how they see the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PD4	The members of our department differ their beliefs about what is right or wrong.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD5	The members of our department differ in their skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Transformational leadership

Multifactor Leadership Questionnaire (MLQ5x) Bass & Avolio, 1995

0=Not at all 1=Once in a while 2=Sometimes 3=Fairly often 4=Frequently, if not always

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Note: The person that you are being asked to assess is your immediate supervisor.

Group-focused TFL Behaviors

Our group leader...		Not at all 0	1	Sometime 2	3	Frequently 4
Ide1	Talks about his/her most important values and beliefs when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ide2	Specifies the importance of having a strong sense of purpose in working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ide3	Considers the moral and ethical consequences of decisions when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ide4	Emphasizes the importance of having a collective sense of mission when working in the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Ide5	Instills pride in others for being associated with him/her when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ide6	Goes beyond self-interest for the good of the group with working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ide7	Acts in ways that builds my respect when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ide8	Displays a sense of power and confidences of decisions when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ins1	Talks optimistically about the future when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ins2	Talks enthusiastically about what needs to be accounted when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ins3	Articulates a compelling vision of the future when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ins4	Expresses confidence that goals will be achieved when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Individual-focused TFL Behaviors

My group leader...		Not at all		Sometime		Frequently
		0	1	2	3	4
Int1	Challenges me to re-examines critical assumptions to question whether they are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Int2	Seeks differing perspectives when solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Int3	Gets me to look at problems from many different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Int4	Suggests new ways of looking at how to complete assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ind1	Spends time teaching and coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ind2	Treats me as an individual rather than just as a member of a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ind3	Considers me as having different needs, abilities, and aspirations from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ind4	Helps me to develop my strengths.				<input checked="" type="checkbox"/>	

3. Intra-group conflict

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Task Conflict

		None 1	2	Some 3	4	A lot 5
tas1	How often do people in your work unit disagree about opinions regarding the work being done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
tas2	How frequently are there conflicts about ideas in your work unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
tas3	How much conflict about the work you do is there in your work unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tas4	To what extent are there differences of opinion in your work unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relationship Conflict

		None 1	2	Some 3	4	A lot 5
rel1	How much friction is there among members in your work unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
rel2	How much are personality conflicts evident in your work unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
rel3	How much tension is there among members in your work unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
rel4	How much emotional conflict is there among members in your work unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Group viability

To what extent do you agree with the following statements?		Strongly Disagree 1	2	3	4	Strongly Agree 5
per1	This department should not have continued to function as a department.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per2	This department was not capable of working together as a unit.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per3	This department probably should never work together in the future.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per4	If I had the chance, I would have switched department.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per5	I would be happy to work with the department members on other projects in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

QUESTIONNAIRE

Dear Respondent

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Thanking you in advance

Authors,

General information (control variables)

What department are you in?..... ie

What is your age? ...28..... year

What is your gender? F male

For how long have you worked at this department?1..... Year

Task interdependence

To what extent do you agree with the following statements?		Strongly Disagree		Strongly Agree		
		1	2	3	4	5
per1	I need information and advice from my colleagues to perform my job well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
per2	I have a one-person job; it is not necessary for me to coordinate or cooperate with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
per3	I need to collaborate with my colleagues to perform my job well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per4	My colleagues need information and advice from me to perform their jobs well.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per5	I regularly have to communicate with colleagues about work-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A department faculty survey

1. Workgroup diversity

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Perceived diversity

		Strongly Disagree 1	2	Neutral 3	4	Strongly Agree 5
PD1	The members of our department differ in their ways of thinking.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD2	The members of our department differ in their knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD3	The members of our department differ in how they see the world.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD4	The members of our department differ their beliefs about what is right or wrong.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD5	The members of our department differ in their skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Transformational leadership

Multifactor Leadership Questionnaire (MLQ5x) Bass & Avolio, 1995

0=Not at all 1=Once in a while 2=Sometimes 3=Fairly often 4=Frequently, if not always

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Note: The person that you are being asked to assess is your immediate supervisor.

Group-focused TFL Behaviors

Our group leader...		Not at all 0	1	Sometime 2	3	Frequently 4
lde1	Talks about his/her most important values and beliefs when working with the group as a whole.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lde2	Specifies the importance of having a strong sense of purpose in working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lde3	Considers the moral and ethical consequences of decisions when working with the group as a whole.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lde4	Emphasizes the importance of having a collective sense of mission when working in the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ide5	Instills pride in others for being associated with him/her when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ide6	Goes beyond self-interest for the good of the group with working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ide7	Acts in ways that builds my respect when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ide8	Displays a sense of power and confidences of decisions when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iins1	Talks optimistically about the future when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iins2	Talks enthusiastically about what needs to be accounted when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iins3	Articulates a compelling vision of the future when working with the group as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iins4	Expresses confidence that goals will be achieved when working with the group as a whole.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Individual-focused TFL Behaviors

My group leader...		Not at all		Sometime		Frequently
		0	1	2	3	4
Iint1	Challenges me to re-examines critical assumptions to question whether they are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iint2	Seeks differing perspectives when solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iint3	Gets me to look at problems from many different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iint4	Suggests new ways of looking at how to complete assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iind1	Spends time teaching and coaching.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iind2	Treats me as an individual rather than just as a member of a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iind3	Considers me as having different needs, abilities, and aspirations from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iind4	Helps me to develop my strengths.		1			

3. Intra-group conflict

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

Task Conflict

		None 1	2	Some 3	4	A lot 5
tas1	How often do people in your work unit disagree about opinions regarding the work being done?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tas2	How frequently are there conflicts about ideas in your work unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
tas3	How much conflict about the work you do is there in your work unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
tas4	To what extent are there differences of opinion in your work unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Relationship Conflict

		None 1	2	Some 3	4	A lot 5
rel1	How much friction is there among members in your work unit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel2	How much are personality conflicts evident in your work unit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel3	How much tension is there among members in your work unit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rel4	How much emotional conflict is there among members in your work unit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Group viability

To what extent do you agree with the following statements?		Strongly Disagree 1	2	3	4	Strongly Agree 5
per1	This department should not have continued to function as a department.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per2	This department was not capable of working together as a unit.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per3	This department probably should never work together in the future.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per4	If I had the chance, I would have switched department.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
per5	I would be happy to work with the department members on other projects in the future.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

College Deans' survey:

A dean college survey

4. Group Effectiveness

Group performance

Compared to the average of other departments in your college, how would you rate this department's performance on each of the following items?"

		Very poor				Outstanding
		1	2	3	4	5
per1	The quality of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per2	The quantity of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per3	The department's initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per4	The department's cooperation with other departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per5	The department's ability to complete work on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per6	The department's ability to respond quickly to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
per7	The overall performance of departement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A dean college survey

4. Group Effectiveness

Group performance

Compared to the average of other departments in your college, how would you rate this department's performance on each of the following items??		Very poor					Outstanding
		1	2	3	4	5	
per1	The quality of work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
per2	The quantity of work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
per3	The department's initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
per4	The department's cooperation with other departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
per5	The department's ability to complete work on time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
per6	The department's ability to respond quickly to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
per7	The overall performance of departement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Appendix 9. Quantitative analysis procedures

Six Measurement Scales

- 1- Cognitive Diversity
- 2- Demographic Diversity
- 3- Co-occurrence of task and relationship conflicts
- 4- Group performance
- 5- Group viability
- 6- Transformational leadership
- 7- Task interdependence scale (addition)

Sampling Procedures

- Field data from 3 private universities in the ME to test the theoretical propositions, Saudi, Iraq, Bahrain.
- Saudi sample consisted of 24 departments (106 faculty members)
- Iraq sample consisted of 18 departments (195 faculty members)
- Bahrain consisted of 14 departments (53 faculty members)
- Samples were combined together for the analysis (cultural values, customs and traditions are more or less similar)
- Participation is voluntary
- 445 distributed and 354 completed questionnaires (response rate 79.5%), 56 departments
- # or responses in each department was 3 or higher

Data Types

- (1) Individual/participant faculty Level (except for group performance)
- (3) Group Performance is evaluated as a group by the deans.

Scale Factorability – To develop the scales

- The purpose is to reduce a large number of individual scale items to a smaller number of coherent subscales, or a large number of related variables to a manageable number before using them in other analysis such as regression or multivariate analysis of variance.
- Two types: Exploratory and Confirmatory.

Exploratory (Principal Component analysis PCA)

is used in this research to obtain an empirical summary of the data set and to explore relationships within a set of variables; Produces a smaller # of linear combinations from the original variable in a way that accounts for most of the variability in the pattern of correlations.

Confirmatory (CFA)

To test and confirm the hypotheses about the underlying structure of the set of variables.

- CFA is to obtain the goodness of fit indicated by Chi-square. Non-significant Chi-square difference between the hypothesized model and the sample data suggests that the hypothesized model fits the sample data
- Chi-squared depends on sample size, dividing it by the degree of freedom, resulting in less than 5, the goodness of fit of the model is obtained.
- RMSEA indicates the error of approximation in the population. how well the sample data fits the population covariance matrix. less than 0.05 indicates good fit, -.05-0.08 indicate a reasonable fit.
- SRMR indicates average discrepancy between sample observed and the hypothesized correlation matrix. Less than 0.05 indicate good fit.
- CFI a measure of complete covariation in the data, where a CFI value greater than 0.09 indicates an acceptable fit.

Sample Size: SEM requires 5 observations per sample size. All items have over 5 the largest being TFL 20.

Scales & Group level treatment: All individual level responses had to be aggregated to group level. Analysis is then done on group level data.

Cognitive Diversity: Van der Vegt and Janssen's (2003) five-item scale.

- Participants indicated the extent to which they **perceive** their group members **are different in their thinking styles** and **how they see the world**, and in their **beliefs of what's right and wrong** and **skills**. Likert five-point scale 1(to a very small extent) and 5(to a very large extent).
- Individual level responses were aggregated to group level.
- Individual Cronbach (internal consistency reliability was 0.95)

Demographic Diversity: Age, gender tenure

- Age diversity & Tenure diversity are Numeric. I used the coefficient of variation (SD / mean) to measure them
- Gender is categorical, I used the entropy-based index's formula. The higher the index score the greater the gender diversity dimension among team members.
- I then averaged the age, gender and tenure diversity scores to produce one demographic group diversity measure.

Group viability: 5-point likert scale of Tekleab et al 2009.

5-point likert scale 1 (strongly disagree) to 5 (strongly agree)

- Cronbach's alpha for group viability was 0.96
- *Negative sentiments on; department should not have continued to work together, wasn't capable of working together as a unit, probably should never work together in the future, if I had the chance, I would have switched departments,*
- *I would be happy to work with the department members on other projects in the future.*

CTRC: One to one correlation between member's relationship conflict and member's task conflict.

- I measured it by calculating the coefficient of correlation (r) between member reported relationship and task within each group.
- Used Jehn(1995) 8 item scale: 4 for task and 4 for relationship. Responded to using a five-point likert scale (1=none, 5=a lot).
- Task items asked: how much conflict about **ideas, about work, differences of opinion, disagreements about opinions regarding the work being done.**
- Relational items asked: **how much friction? personality conflict? Tension** among work members, **emotional** conflict?
- Cronbach alpha reliability for relationship and task conflict was

TFL: Multifactor Leadership Questionnaire (MLQ 5X-Short, Bass & Avilio 1993).

MLQ uses 5 subscales:

- II (Attributed), II (behavioural), IS, IM & IC.
- Scores reported on a 5-point Likert scale 1(not at all) to 5(frequently if not always).
- The 5 subscales were combined into a single composite.
- Individual responses aggregated to compute group-level transformational leadership.
- Individual level's Cronbach alpha for this scale was 0.96

Group performance: Sparrowe et al (2001) scale to measure group performance

- 7 items, scored on a 5-point-likert scale 1(very poor) to 5(excellent)
- Cronbach alpha for this scale was 0.88
- To avoid response bias, deans evaluated department heads as compared to the average performance of departments on: **quality of work, quantity of work, initiatives, cooperation with other departments, ability to complete work on time, ability to respond quickly to problems, overall performance of department.**

Control Variables: Two variables were found to have potentially influenced group outcomes; they were controlled for

- Group size, # of persons in a group; Hirst et el 2009;
- Task interdependence by wang et al 2016. 5 point likert scale developed by Van der Vegt and Jenssen 2003, 1(strongly disagree), 5 (strongly agree). Cronbach alpha 0.91
- Task Interdependence: **Task interdependence** within a team is the extent to which team members have to interact with each other in order to complete their **task**
-

Quantitative Internal Validity: *The extent to which a study produces accurate results.*

Quantitative external Validity: *produces results that are widely applicable.*

Face & Content validity: helps in choosing testing and measuring the scales.

- Commonly verified by presenting the scales to a group of experts for their agreement. I presented it to my supervisors and faculty ethical committee, and three colleagues from my university. Agreement was obtained over the clarity of statements, structure of questions and content of measures as well as correctness of translation. Then empirically testing them.

Quantitative Reliability: repeatability of a result with the same measurement.

- Measured by internal consistency (min. 0.75 Cronbach value)

Testing Hypotheses

- **H1 Diver 'U' Perf**
- **H2 Diver '-' Via**
- **H3 Diver 'Inv U' CTRC**
- **H4 CTRC '-' PERF&VIA**
- **H5 CTRC MED DIVER & EFFECTIVENESS. 'U' PERF, 'LINEAR' VIA**
- **H6 TFL MOD 'Inv U' DIVER & CTRC. 'U' TFL LOW, '-' TFL HIGH.**
- **H7 TFL MOD '-' INDIRECT DIVER & EFFECTIVENESS (THROUGH) MED CTRC**

Transforming data / Interaction Testing / Product Terms development

- All variables which must be used for interaction effect testing were centered.
- Production of interaction variables is done by: Independent Variable * Moderator Centred (Reduce multicollinearity effect)
- For linear testing, the moderator was multiplied by the independent variable.
- For non-linear testing, the moderator was multiplied by the independent variable SQUARED
- For linear moderation testing, the test is done through multiplying the moderator by the independent variable
- For non-linear moderation testing, the test is done through multiplying the moderator by the independent variable SQUARED.
- The interaction testing model includes the independent variable, the moderator and the interaction product variable to evaluate the effect on each respectively.

Hypothesis Testing:

- Hierarchical multi-regression SPSS 23 tested 7 hypothesis, group size and task interdependence were used as controls on all stages.
- Direct Relationships tested normally. Indirect used the mediator variable analysis as proposed by BARON and KENNEY 1986.
- Preliminary analysis was conducted to assure non violation of normality, linearity, multicollinearity and homoscedasticity.

Mediation Tested:

- *Baron & Kenny 1984, 4 steps;*

path c) DEMOGRAPHIC/COGNITIVE DIVERSITY -> EFFECTIVENESS + CONTROLS,

path a) DEMOGRAPHIC/COGNITIVE DIVERSITY -> CTRC + CONTROLS,

path b) CTRC -> EFFECTIVENESS,

path c') DEMOGRAPHIC/COGNITIVE DIVERSITY SQUARED -> CTRC -> EFFECTIVENESS

- *Mediation ended when A or B or C was not significant. Sobel test to check if the indirect path from IV to DV is statistically different from 0; in other words, it provides supports for mediation. It produces three important indices; the Z VALUE, standard error and statistical P-Value.*
- *It is necessary to test if the change from c to c' is significant to claim mediation*
- *In the case change in path c was observed. If c' =0 perfect mediation assumed, if c' ≠ 0 partial mediation test was conducted (USING SOBEL TEST as mentioned in Preacher & Hayes 2004 and found by MacKinnon et al 1995), to see the change from c to c' was significant to claim partial mediation.*
- *A = the coefficient BETA weights resulting from the Independent variable predicting the moderator*
- *B = the coefficient BETA weights resulting from the Mediator variable predicting the dependent variable*

Appendix 10. Individual data

	Organiz	qualification	Depart2	turnver	gender	age
1	1.00	2.00	1.00	1.00	.00	38.00
2	1.00	1.00	1.00	7.00	1.00	36.00
3	1.00	2.00	1.00	1.00	1.00	53.00
4	1.00	1.00	1.00	2.00	1.00	38.00
5	1.00	2.00	1.00	1.00	1.00	35.00
6	1.00	2.00	1.00	8.00	1.00	57.00
7	1.00	2.00	1.00	1.00	1.00	39.00
8	1.00	2.00	2.00	2.00	1.00	43.00
9	1.00	2.00	2.00	2.00	1.00	38.00
10	1.00	2.00	2.00	3.00	1.00	34.00
11	1.00	2.00	2.00	4.00	1.00	56.00
12	1.00	2.00	2.00	2.00	1.00	38.00
13	1.00	2.00	2.00	1.00	1.00	43.00
14	1.00	1.00	2.00	2.00	1.00	28.00
15	1.00	2.00	3.00	1.00	.00	33.00
16	1.00	1.00	3.00	1.00	.00	27.00
17	1.00	1.00	3.00	1.00	1.00	59.00
18	1.00	1.00	4.00	5.00	1.00	37.00
19	1.00	1.00	4.00	5.00	1.00	35.00
20	1.00	1.00	4.00	8.00	1.00	45.00
21	1.00	2.00	5.00	4.00	1.00	39.00
22	1.00	2.00	5.00	2.00	1.00	40.00
23	1.00	2.00	5.00	1.00	1.00	32.00
24	1.00	2.00	5.00	4.00	1.00	37.00
25	1.00	2.00	5.00	3.00	1.00	42.00
26	1.00	2.00	6.00	4.00	1.00	36.00
27	1.00	2.00	6.00	2.00	1.00	44.00
28	1.00	2.00	6.00	8.00	1.00	41.00
29	1.00	1.00	6.00	4.00	1.00	32.00
30	1.00	1.00	6.00	8.00	1.00	39.00
31	1.00	2.00	6.00	3.00	1.00	38.00
32	1.00	2.00	6.00	4.00	1.00	43.00
33	1.00	2.00	6.00	1.00	1.00	36.00
34	1.00	2.00	7.00	2.00	1.00	60.00
35	1.00	2.00	7.00	2.00	1.00	44.00
36	1.00	2.00	7.00	1.00	.00	40.00

	Depart	interdep1	interdep2	interdep3	interdep4	interdep5
1	1.00	4.00	5.00	5.00	4.00	4.00
2	1.00	4.00	4.00	5.00	4.00	4.00
3	1.00	4.00	5.00	3.00	3.00	3.00
4	1.00	4.00	4.00	3.00	3.00	3.00
5	1.00	4.00	3.00	3.00	4.00	4.00
6	1.00	3.00	3.00	3.00	3.00	3.00
7	1.00	4.00	3.00	3.00	3.00	3.00
8	2.00	4.00	4.00	4.00	3.00	3.00
9	2.00	3.00	3.00	3.00	3.00	3.00
10	2.00	3.00	3.00	3.00	3.00	3.00
11	2.00	3.00	3.00	3.00	3.00	3.00
12	2.00	4.00	4.00	4.00	4.00	4.00
13	2.00	4.00	3.00	4.00	4.00	3.00
14	2.00	4.00	3.00	4.00	3.00	4.00
15	3.00	4.00	3.00	4.00	3.00	3.00
16	3.00	4.00	3.00	3.00	3.00	3.00
17	3.00	5.00	5.00	5.00	5.00	4.00
18	4.00	5.00	4.00	4.00	4.00	4.00
19	4.00	5.00	4.00	4.00	4.00	3.00
20	4.00	4.00	4.00	4.00	4.00	3.00
21	5.00	4.00	4.00	4.00	3.00	3.00
22	5.00	4.00	4.00	3.00	2.00	2.00
23	5.00	4.00	3.00	3.00	3.00	2.00
24	5.00	5.00	5.00	5.00	4.00	5.00
25	5.00	4.00	4.00	4.00	4.00	3.00
26	6.00	4.00	4.00	4.00	4.00	3.00
27	6.00	5.00	5.00	5.00	5.00	4.00
28	6.00	5.00	5.00	5.00	5.00	4.00
29	6.00	5.00	5.00	4.00	5.00	4.00
30	6.00	4.00	4.00	4.00	4.00	4.00
31	6.00	4.00	5.00	5.00	4.00	4.00
32	6.00	4.00	4.00	5.00	4.00	4.00
33	6.00	5.00	5.00	5.00	4.00	3.00
34	1.00	4.00	4.00	2.00	3.00	1.00
35	1.00	5.00	5.00	5.00	4.00	3.00
36	1.00	5.00	5.00	5.00	5.00	3.00

	diver1	diver2	diver3	diver4	diver5	vai
1	4.00	2.00	3.00	3.00	4.00	2.00
2	3.00	4.00	3.00	4.00	4.00	1.80
3	2.00	3.00	3.00	4.00	3.00	1.80
4	3.00	4.00	4.00	4.00	5.00	2.00
5	4.00	5.00	4.00	4.00	5.00	2.00
6	4.00	5.00	4.00	5.00	4.00	2.00
7	3.00	4.00	4.00	4.00	5.00	1.60
8	2.00	2.00	3.00	3.00	3.00	3.40
9	4.00	4.00	5.00	4.00	5.00	2.40
10	2.00	1.00	1.00	1.00	1.00	1.00
11	5.00	5.00	5.00	5.00	5.00	2.40
12	3.00	3.00	3.00	3.00	4.00	1.80
13	4.00	5.00	4.00	4.00	4.00	1.80
14	3.00	3.00	4.00	3.00	4.00	1.80
15	3.00	4.00	2.00	3.00	3.00	2.00
16	3.00	3.00	3.00	3.00	3.00	2.00
17	2.00	4.00	2.00	3.00	3.00	2.20
18	4.00	4.00	4.00	4.00	4.00	2.00
19	4.00	4.00	4.00	5.00	4.00	2.00
20	4.00	4.00	4.00	5.00	4.00	2.00
21	5.00	5.00	5.00	2.00	2.00	2.00
22	5.00	5.00	5.00	5.00	5.00	1.00
23	3.00	4.00	3.00	4.00	3.00	1.80
24	2.00	2.00	1.00	2.00	2.00	1.40
25	4.00	4.00	4.00	4.00	4.00	1.40
26	1.00	1.00	1.00	1.00	1.00	3.20
27	1.00	2.00	1.00	2.00	1.00	4.00
28	2.00	1.00	2.00	2.00	2.00	2.60
29	1.00	2.00	2.00	1.00	2.00	3.40
30	2.00	1.00	1.00	2.00	1.00	3.20
31	2.00	2.00	2.00	2.00	2.00	3.40
32	1.00	2.00	2.00	2.00	3.00	3.20
33	2.00	3.00	3.00	3.00	2.00	3.00
34	1.00	2.00	1.00	2.00	2.00	2.00
35	2.00	1.00	2.00	2.00	2.00	2.00
36	1.00	2.00	1.00	1.00	2.00	2.00

	vai1	vai2	vai3	vai4	vai5	Ide1
1	2.00	2.00	2.00	2.00	2.00	3.00
2	2.00	2.00	2.00	2.00	1.00	2.00
3	2.00	1.00	2.00	2.00	2.00	2.00
4	2.00	2.00	2.00	2.00	2.00	3.00
5	2.00	3.00	2.00	2.00	1.00	2.00
6	2.00	2.00	2.00	2.00	2.00	2.00
7	2.00	1.00	2.00	2.00	1.00	2.00
8	3.00	3.00	3.00	3.00	5.00	1.00
9	1.00	1.00	1.00	4.00	5.00	1.00
10	1.00	1.00	1.00	1.00	1.00	1.00
11	2.00	3.00	2.00	3.00	2.00	1.00
12	1.00	1.00	1.00	1.00	5.00	2.00
13	1.00	1.00	1.00	1.00	5.00	1.00
14	1.00	1.00	2.00	1.00	4.00	.00
15	2.00	1.00	3.00	2.00	2.00	1.00
16	2.00	2.00	2.00	2.00	2.00	.00
17	1.00	2.00	3.00	2.00	3.00	1.00
18	2.00	1.00	2.00	3.00	2.00	3.00
19	2.00	2.00	2.00	2.00	2.00	3.00
20	1.00	2.00	3.00	2.00	2.00	4.00
21	1.00	2.00	1.00	1.00	5.00	2.00
22	1.00	1.00	1.00	1.00	1.00	4.00
23	1.00	2.00	2.00	1.00	3.00	2.00
24	1.00	1.00	1.00	1.00	3.00	3.00
25	1.00	1.00	1.00	1.00	3.00	2.00
26	3.00	4.00	3.00	3.00	3.00	3.00
27	4.00	4.00	4.00	4.00	4.00	3.00
28	2.00	3.00	2.00	3.00	3.00	3.00
29	4.00	3.00	3.00	4.00	3.00	4.00
30	3.00	3.00	3.00	3.00	4.00	3.00
31	4.00	3.00	3.00	4.00	3.00	3.00
32	3.00	3.00	4.00	3.00	3.00	3.00
33	2.00	3.00	4.00	3.00	3.00	2.00
34	2.00	3.00	1.00	2.00	2.00	3.00
35	1.00	2.00	3.00	2.00	2.00	.00
36	2.00	2.00	2.00	2.00	2.00	1.00

	Ide2	Ide3	Ide4	Ide5	Ide6	Ide7
1	3.00	2.00	3.00	2.00	2.00	2.00
2	3.00	1.00	2.00	3.00	3.00	2.00
3	3.00	3.00	2.00	2.00	2.00	2.00
4	2.00	2.00	2.00	1.00	3.00	2.00
5	2.00	3.00	2.00	3.00	3.00	2.00
6	2.00	3.00	2.00	2.00	2.00	2.00
7	2.00	3.00	2.00	3.00	2.00	2.00
8	1.00	.00	2.00	1.00	1.00	.00
9	2.00	1.00	1.00	2.00	2.00	2.00
10	2.00	1.00	2.00	2.00	2.00	1.00
11	2.00	2.00	2.00	2.00	2.00	2.00
12	.00	2.00	1.00	2.00	1.00	.00
13	2.00	2.00	.00	.00	2.00	2.00
14	2.00	1.00	1.00	2.00	1.00	1.00
15	1.00	1.00	2.00	2.00	2.00	2.00
16	1.00	2.00	1.00	.00	1.00	1.00
17	.00	1.00	2.00	2.00	.00	2.00
18	4.00	4.00	4.00	3.00	4.00	3.00
19	4.00	3.00	3.00	2.00	3.00	3.00
20	3.00	4.00	4.00	4.00	4.00	4.00
21	4.00	3.00	4.00	4.00	3.00	4.00
22	4.00	4.00	4.00	4.00	4.00	4.00
23	2.00	2.00	2.00	2.00	3.00	3.00
24	4.00	4.00	4.00	4.00	4.00	4.00
25	1.00	2.00	2.00	2.00	2.00	2.00
26	3.00	3.00	3.00	2.00	3.00	3.00
27	3.00	3.00	4.00	3.00	4.00	3.00
28	4.00	3.00	3.00	3.00	4.00	3.00
29	3.00	3.00	3.00	3.00	4.00	3.00
30	3.00	3.00	3.00	4.00	4.00	4.00
31	3.00	3.00	3.00	3.00	3.00	3.00
32	4.00	3.00	4.00	3.00	3.00	3.00
33	3.00	2.00	2.00	3.00	2.00	3.00
34	3.00	4.00	3.00	3.00	4.00	3.00
35	.00	1.00	1.00	1.00	1.00	2.00
36	3.00	3.00	2.00	1.00	4.00	3.00

	Ide8	Ins1	Ins2	Ins3	Ins4	Int1
1	2.00	2.00	2.00	3.00	3.00	3.00
2	3.00	2.00	2.00	1.00	2.00	3.00
3	3.00	1.00	2.00	2.00	2.00	2.00
4	2.00	3.00	2.00	3.00	3.00	2.00
5	3.00	4.00	2.00	2.00	2.00	2.00
6	2.00	2.00	2.00	3.00	2.00	1.00
7	2.00	3.00	2.00	2.00	2.00	1.00
8	1.00	1.00	1.00	.00	2.00	1.00
9	.00	2.00	2.00	2.00	2.00	1.00
10	2.00	3.00	1.00	2.00	2.00	1.00
11	3.00	1.00	2.00	1.00	2.00	1.00
12	2.00	2.00	2.00	1.00	2.00	1.00
13	2.00	2.00	1.00	1.00	2.00	2.00
14	1.00	.00	1.00	1.00	1.00	1.00
15	1.00	1.00	1.00	1.00	1.00	1.00
16	.00	2.00	1.00	2.00	2.00	2.00
17	2.00	.00	2.00	1.00	1.00	2.00
18	2.00	3.00	3.00	4.00	4.00	4.00
19	3.00	3.00	3.00	3.00	4.00	3.00
20	4.00	3.00	3.00	4.00	3.00	3.00
21	3.00	4.00	3.00	3.00	3.00	3.00
22	4.00	4.00	4.00	4.00	4.00	4.00
23	1.00	4.00	4.00	3.00	4.00	2.00
24	4.00	4.00	4.00	4.00	4.00	3.00
25	1.00	2.00	2.00	1.00	1.00	1.00
26	4.00	3.00	3.00	3.00	4.00	3.00
27	3.00	2.00	3.00	3.00	4.00	3.00
28	3.00	3.00	3.00	4.00	3.00	3.00
29	4.00	3.00	3.00	4.00	3.00	3.00
30	4.00	4.00	4.00	4.00	4.00	3.00
31	3.00	3.00	3.00	3.00	3.00	3.00
32	3.00	4.00	3.00	4.00	3.00	3.00
33	2.00	3.00	2.00	2.00	3.00	2.00
34	3.00	3.00	4.00	3.00	3.00	3.00
35	.00	.00	.00	.00	.00	.00
36	3.00	2.00	3.00	2.00	3.00	2.00

	Int2	Int3	Int4	Ind1	Ind2	Ind3
1	2.00	3.00	3.00	2.00	2.00	2.00
2	2.00	3.00	2.00	3.00	2.00	3.00
3	3.00	3.00	1.00	1.00	2.00	2.00
4	2.00	3.00	2.00	3.00	3.00	2.00
5	2.00	1.00	2.00	2.00	2.00	1.00
6	2.00	2.00	2.00	2.00	2.00	1.00
7	2.00	1.00	2.00	2.00	2.00	1.00
8	.00	.00	1.00	2.00	2.00	2.00
9	2.00	2.00	2.00	2.00	2.00	2.00
10	2.00	1.00	2.00	2.00	2.00	2.00
11	2.00	1.00	2.00	1.00	1.00	2.00
12	2.00	1.00	1.00	2.00	1.00	2.00
13	1.00	2.00	2.00	1.00	1.00	1.00
14	.00	.00	1.00	2.00	1.00	.00
15	1.00	2.00	1.00	1.00	2.00	1.00
16	2.00	1.00	1.00	1.00	1.00	2.00
17	1.00	2.00	1.00	2.00	1.00	1.00
18	4.00	3.00	3.00	3.00	3.00	4.00
19	3.00	3.00	2.00	3.00	3.00	3.00
20	3.00	2.00	3.00	3.00	3.00	4.00
21	3.00	3.00	3.00	3.00	2.00	3.00
22	4.00	4.00	4.00	4.00	3.00	4.00
23	2.00	2.00	3.00	3.00	3.00	3.00
24	4.00	4.00	4.00	3.00	4.00	4.00
25	2.00	1.00	2.00	2.00	2.00	2.00
26	3.00	3.00	4.00	3.00	3.00	3.00
27	4.00	3.00	4.00	3.00	4.00	3.00
28	3.00	3.00	3.00	3.00	3.00	3.00
29	3.00	3.00	4.00	3.00	3.00	3.00
30	3.00	3.00	4.00	3.00	3.00	3.00
31	4.00	3.00	3.00	3.00	3.00	4.00
32	4.00	4.00	4.00	4.00	3.00	4.00
33	3.00	2.00	3.00	2.00	2.00	2.00
34	4.00	4.00	4.00	3.00	4.00	4.00
35	2.00	1.00	1.00	1.00	1.00	1.00
36	2.00	3.00	2.00	2.00	2.00	2.00

	Ind4	TFL	rel1	rel2	rel3	rel4
1	2.00	2.40	3.00	2.00	3.00	2.00
2	1.00	2.25	2.00	2.00	2.00	3.00
3	3.00	2.15	3.00	3.00	3.00	1.00
4	2.00	2.35	4.00	3.00	2.00	3.00
5	3.00	2.25	3.00	4.00	3.00	3.00
6	2.00	2.00	3.00	2.00	2.00	3.00
7	2.00	2.00	2.00	1.00	2.00	2.00
8	1.00	1.00	2.00	2.00	2.00	2.00
9	1.00	1.65	3.00	3.00	3.00	3.00
10	3.00	1.80	1.00	1.00	1.00	1.00
11	2.00	1.70	5.00	5.00	5.00	5.00
12	1.00	1.40	1.00	1.00	1.00	1.00
13	2.00	1.45	2.00	1.00	1.00	2.00
14	1.00	.90	3.00	1.00	1.00	2.00
15	2.00	1.35	2.00	3.00	1.00	1.00
16	1.00	1.20	2.00	2.00	3.00	2.00
17	3.00	1.35	2.00	2.00	2.00	2.00
18	4.00	3.45	1.00	1.00	1.00	1.00
19	4.00	3.05	1.00	2.00	1.00	1.00
20	3.00	3.40	2.00	1.00	1.00	1.00
21	3.00	3.15	4.00	4.00	4.00	3.00
22	4.00	3.95	2.00	2.00	2.00	2.00
23	3.00	2.65	4.00	4.00	4.00	4.00
24	4.00	3.85	2.00	1.00	1.00	1.00
25	2.00	1.70	3.00	3.00	2.00	2.00
26	4.00	3.15	2.00	1.00	1.00	1.00
27	4.00	3.30	1.00	1.00	2.00	1.00
28	3.00	3.15	1.00	1.00	1.00	1.00
29	3.00	3.25	1.00	2.00	1.00	1.00
30	4.00	3.50	1.00	1.00	1.00	1.00
31	3.00	3.10	1.00	2.00	2.00	1.00
32	4.00	3.50	1.00	1.00	2.00	1.00
33	3.00	2.40	2.00	1.00	1.00	1.00
34	4.00	3.45	1.00	2.00	1.00	2.00
35	1.00	.70	5.00	5.00	5.00	5.00
36	2.00	2.35	3.00	4.00	4.00	4.00

	tas1	tas2	tas3	tas4	rel	TASK
1	3.00	4.00	4.00	4.00	2.50	3.75
2	4.00	4.00	3.00	3.00	2.25	3.50
3	4.00	3.00	3.00	4.00	2.50	3.50
4	4.00	3.00	4.00	5.00	3.00	4.00
5	4.00	3.00	5.00	4.00	3.25	4.00
6	4.00	5.00	4.00	5.00	2.50	4.50
7	3.00	3.00	4.00	3.00	1.75	3.25
8	3.00	3.00	3.00	3.00	2.00	3.00
9	4.00	4.00	4.00	4.00	3.00	4.00
10	1.00	1.00	1.00	1.00	1.00	1.00
11	1.00	1.00	4.00	3.00	5.00	2.25
12	1.00	1.00	1.00	3.00	1.00	1.50
13	2.00	3.00	2.00	2.00	1.50	2.25
14	2.00	3.00	2.00	2.00	1.75	2.25
15	3.00	2.00	3.00	3.00	1.75	2.75
16	3.00	3.00	3.00	3.00	2.25	3.00
17	4.00	3.00	3.00	2.00	2.00	3.00
18	2.00	4.00	4.00	4.00	1.00	3.50
19	3.00	4.00	3.00	4.00	1.25	3.50
20	3.00	4.00	4.00	4.00	1.25	3.75
21	4.00	4.00	2.00	3.00	3.75	3.25
22	2.00	3.00	2.00	2.00	2.00	2.25
23	2.00	4.00	2.00	2.00	4.00	2.50
24	2.00	3.00	2.00	3.00	1.25	2.50
25	3.00	2.00	3.00	2.00	2.50	2.50
26	3.00	2.00	3.00	3.00	1.25	2.75
27	2.00	2.00	2.00	1.00	1.25	1.75
28	1.00	1.00	1.00	1.00	1.00	1.00
29	2.00	2.00	2.00	2.00	1.25	2.00
30	1.00	1.00	1.00	1.00	1.00	1.00
31	2.00	2.00	2.00	2.00	1.50	2.00
32	2.00	2.00	2.00	2.00	1.25	2.00
33	2.00	2.00	2.00	2.00	1.25	2.00
34	2.00	2.00	2.00	2.00	1.50	2.00
35	3.00	2.00	3.00	3.00	5.00	2.75
36	1.00	1.00	1.00	1.00	3.75	1.00

individual data.sav

	interdep	diver
1	4.40	3.20
2	4.20	3.60
3	3.60	3.00
4	3.40	4.00
5	3.60	4.40
6	3.00	4.40
7	3.20	4.00
8	3.60	2.60
9	3.00	4.40
10	3.00	1.20
11	3.00	5.00
12	4.00	3.20
13	3.60	4.20
14	3.60	3.40
15	3.40	3.00
16	3.20	3.00
17	4.80	2.80
18	4.20	4.00
19	4.00	4.20
20	3.80	4.20
21	3.60	3.80
22	3.00	5.00
23	3.00	3.40
24	4.80	1.80
25	3.80	4.00
26	3.80	1.00
27	4.80	1.40
28	4.80	1.80
29	4.60	1.60
30	4.00	1.40
31	4.40	2.00
32	4.20	2.00
33	4.40	2.60
34	2.80	1.60
35	4.40	1.80
36	4.60	1.40

individual data.sav

	Organiz	qualification	Depart2	turnver	gender	age
37	1.00	1.00	7.00	4.00	.00	32.00
38	1.00	1.00	7.00	3.00	.00	32.00
39	1.00	1.00	8.00	3.00	.00	29.00
40	1.00	2.00	8.00	3.00	.00	32.00
41	1.00	1.00	8.00	3.00	.00	32.00
42	1.00	1.00	9.00	1.00	1.00	28.00
43	1.00	1.00	9.00	3.00	.00	33.00
44	1.00	1.00	9.00	4.00	.00	40.00
45	1.00	1.00	9.00	5.00	.00	33.00
46	1.00	1.00	9.00	1.00	.00	36.00
47	1.00	2.00	9.00	1.00	1.00	39.00
48	1.00	1.00	9.00	1.00	.00	28.00
49	1.00	2.00	10.00	1.00	1.00	47.00
50	1.00	2.00	10.00	4.00	1.00	37.00
51	1.00	2.00	10.00	1.00	.00	32.00
52	1.00	2.00	11.00	4.00	1.00	45.00
53	1.00	2.00	11.00	5.00	1.00	40.00
54	1.00	1.00	11.00	4.00	1.00	34.00
55	1.00	2.00	11.00	6.00	1.00	41.00
56	1.00	2.00	11.00	2.00	1.00	39.00
57	1.00	2.00	12.00	1.00	1.00	31.00
58	1.00	2.00	12.00	2.00	1.00	46.00
59	1.00	1.00	12.00	15.00	1.00	48.00
60	1.00	1.00	12.00	3.00	1.00	41.00
61	1.00	1.00	12.00	15.00	1.00	43.00
62	1.00	1.00	13.00	5.00	1.00	33.00
63	1.00	2.00	13.00	4.00	1.00	35.00
64	1.00	2.00	13.00	3.00	1.00	44.00
65	1.00	2.00	13.00	9.00	1.00	56.00
66	1.00	1.00	14.00	5.00	1.00	36.00
67	1.00	2.00	14.00	14.00	1.00	42.00
68	1.00	1.00	14.00	5.00	1.00	32.00
69	1.00	2.00	14.00	9.00	1.00	45.00
70	1.00	2.00	15.00	8.00	1.00	58.00
71	1.00	2.00	15.00	7.00	1.00	48.00
72	1.00	2.00	15.00	5.00	1.00	43.00

individual data.sav

	Depart	interdep1	interdep2	interdep3	interdep4	interdep5
37	1.00	4.00	5.00	5.00	5.00	3.00
38	1.00	4.00	4.00	4.00	5.00	4.00
39	2.00	5.00	5.00	5.00	5.00	5.00
40	2.00	5.00	5.00	5.00	5.00	5.00
41	2.00	5.00	5.00	5.00	5.00	5.00
42	3.00	5.00	5.00	4.00	3.00	4.00
43	3.00	4.00	4.00	4.00	3.00	4.00
44	3.00	4.00	4.00	4.00	3.00	4.00
45	3.00	5.00	5.00	5.00	4.00	3.00
46	3.00	5.00	5.00	5.00	4.00	3.00
47	3.00	4.00	4.00	4.00	2.00	2.00
48	3.00	4.00	4.00	3.00	3.00	4.00
49	1.00	3.00	3.00	4.00	4.00	5.00
50	1.00	3.00	4.00	5.00	5.00	4.00
51	1.00	4.00	4.00	4.00	4.00	3.00
52	1.00	4.00	4.00	4.00	4.00	3.00
53	1.00	4.00	4.00	4.00	4.00	3.00
54	1.00	5.00	5.00	5.00	5.00	4.00
55	1.00	5.00	5.00	5.00	5.00	4.00
56	1.00	5.00	5.00	5.00	5.00	4.00
57	2.00	5.00	5.00	5.00	4.00	3.00
58	2.00	4.00	5.00	3.00	3.00	4.00
59	2.00	5.00	5.00	4.00	3.00	3.00
60	2.00	4.00	4.00	3.00	3.00	3.00
61	2.00	4.00	4.00	5.00	3.00	3.00
62	3.00	4.00	4.00	4.00	3.00	3.00
63	3.00	2.00	4.00	4.00	3.00	4.00
64	3.00	5.00	5.00	4.00	4.00	4.00
65	3.00	3.00	5.00	5.00	5.00	5.00
66	4.00	5.00	3.00	3.00	3.00	3.00
67	4.00	5.00	3.00	3.00	3.00	3.00
68	4.00	5.00	3.00	3.00	3.00	3.00
69	4.00	4.00	4.00	4.00	5.00	3.00
70	5.00	5.00	5.00	4.00	4.00	4.00
71	5.00	3.00	4.00	3.00	3.00	3.00
72	5.00	5.00	4.00	4.00	4.00	4.00

individual data.sav

	diver1	diver2	diver3	diver4	diver5	vai
37	1.00	2.00	1.00	2.00	1.00	2.00
38	2.00	1.00	1.00	2.00	2.00	2.00
39	4.00	5.00	4.00	4.00	4.00	4.20
40	4.00	5.00	4.00	3.00	4.00	4.00
41	4.00	4.00	4.00	4.00	4.00	4.00
42	2.00	3.00	2.00	2.00	3.00	2.00
43	2.00	3.00	2.00	2.00	1.00	2.00
44	1.00	2.00	2.00	3.00	2.00	1.40
45	2.00	1.00	2.00	3.00	2.00	1.40
46	2.00	1.00	2.00	3.00	2.00	1.80
47	2.00	3.00	2.00	1.00	2.00	1.40
48	2.00	3.00	1.00	2.00	2.00	2.00
49	4.00	5.00	4.00	4.00	4.00	1.20
50	4.00	3.00	4.00	4.00	5.00	1.80
51	3.00	4.00	4.00	3.00	4.00	1.20
52	4.00	5.00	4.00	4.00	4.00	1.60
53	3.00	3.00	3.00	3.00	3.00	2.00
54	3.00	4.00	3.00	4.00	3.00	1.60
55	2.00	3.00	3.00	4.00	4.00	2.50
56	4.00	5.00	4.00	4.00	4.00	1.40
57	5.00	5.00	4.00	4.00	4.00	1.00
58	1.00	1.00	1.00	1.00	1.00	1.60
59	5.00	5.00	5.00	5.00	4.00	2.60
60	1.00	3.00	3.00	4.00	3.00	1.80
61	3.00	4.00	4.00	4.00	3.00	1.80
62	1.00	2.00	1.00	2.00	2.00	4.40
63	2.00	2.00	2.00	2.00	1.00	4.40
64	3.00	2.00	2.00	1.00	2.00	4.00
65	1.00	2.00	1.00	2.00	2.00	4.00
66	3.00	3.00	5.00	4.00	4.00	1.80
67	1.00	4.00	4.00	4.00	4.00	1.00
68	3.00	4.00	4.00	3.00	4.00	1.80
69	5.00	4.00	4.00	4.00	3.00	1.00
70	2.00	2.00	2.00	1.00	3.00	4.00
71	2.00	2.00	2.00	2.00	2.00	4.00
72	2.00	1.00	2.00	2.00	2.00	5.00

individual data.sav

	vai1	vai2	vai3	vai4	vai5	Ide1
37	1.00	2.00	2.00	3.00	2.00	2.00
38	2.00	2.00	2.00	2.00	2.00	2.00
39	4.00	5.00	4.00	4.00	4.00	2.00
40	3.00	4.00	4.00	4.00	5.00	2.00
41	4.00	5.00	4.00	3.00	4.00	1.00
42	1.00	2.00	2.00	3.00	2.00	1.00
43	2.00	3.00	2.00	2.00	1.00	1.00
44	1.00	2.00	1.00	2.00	1.00	3.00
45	2.00	1.00	1.00	1.00	2.00	3.00
46	1.00	2.00	1.00	2.00	3.00	2.00
47	2.00	1.00	1.00	1.00	2.00	1.00
48	1.00	2.00	3.00	2.00	2.00	1.00
49	1.00	2.00	1.00	1.00	1.00	3.00
50	2.00	2.00	2.00	2.00	1.00	2.00
51	1.00	2.00	1.00	1.00	1.00	2.00
52	2.00	1.00	2.00	2.00	1.00	2.00
53	1.00	2.00	2.00	3.00	2.00	3.00
54	1.00	2.00	1.00	2.00	2.00	1.00
55	2.00	3.00	2.00	3.00	3.00	.00
56	1.00	2.00	2.00	1.00	1.00	1.00
57	1.00	1.00	1.00	1.00	1.00	2.00
58	2.00	1.00	2.00	2.00	1.00	2.00
59	1.00	3.00	1.00	3.00	5.00	2.00
60	1.00	1.00	1.00	1.00	5.00	2.00
61	1.00	1.00	1.00	1.00	5.00	2.00
62	5.00	4.00	3.00	5.00	5.00	3.00
63	4.00	4.00	5.00	4.00	5.00	3.00
64	4.00	3.00	5.00	4.00	4.00	2.00
65	4.00	5.00	4.00	4.00	3.00	3.00
66	1.00	1.00	1.00	1.00	5.00	3.00
67	1.00	1.00	1.00	1.00	1.00	3.00
68	1.00	1.00	1.00	1.00	5.00	3.00
69	1.00	1.00	1.00	1.00	1.00	2.00
70	3.00	4.00	4.00	4.00	5.00	3.00
71	4.00	3.00	4.00	4.00	5.00	4.00
72	5.00	5.00	5.00	5.00	5.00	2.00

individual data.sav

	Ide2	Ide3	Ide4	Ide5	Ide6	Ide7
37	3.00	2.00	2.00	2.00	2.00	2.00
38	1.00	2.00	2.00	1.00	1.00	1.00
39	3.00	2.00	2.00	1.00	2.00	2.00
40	1.00	2.00	1.00	1.00	.00	1.00
41	2.00	1.00	1.00	1.00	2.00	2.00
42	2.00	1.00	2.00	2.00	3.00	2.00
43	2.00	1.00	2.00	3.00	1.00	1.00
44	2.00	2.00	3.00	2.00	1.00	2.00
45	2.00	3.00	4.00	3.00	3.00	2.00
46	3.00	2.00	2.00	3.00	2.00	2.00
47	2.00	3.00	2.00	2.00	1.00	2.00
48	2.00	1.00	1.00	1.00	1.00	3.00
49	2.00	2.00	1.00	2.00	2.00	2.00
50	1.00	2.00	3.00	2.00	2.00	2.00
51	1.00	2.00	2.00	2.00	2.00	2.00
52	1.00	2.00	2.00	1.00	2.00	2.00
53	2.00	3.00	3.00	4.00	3.00	3.00
54	2.00	1.00	1.00	2.00	1.00	2.00
55	.00	1.00	2.00	.00	.00	1.00
56	2.00	.00	.00	.00	1.00	2.00
57	2.00	2.00	2.00	3.00	2.00	3.00
58	1.00	2.00	1.00	2.00	1.00	1.00
59	2.00	2.00	2.00	2.00	2.00	2.00
60	2.00	2.00	3.00	2.00	1.00	2.00
61	2.00	3.00	2.00	2.00	2.00	2.00
62	4.00	4.00	4.00	4.00	4.00	4.00
63	2.00	2.00	2.00	3.00	2.00	3.00
64	2.00	1.00	1.00	1.00	1.00	1.00
65	2.00	3.00	2.00	2.00	3.00	3.00
66	4.00	3.00	3.00	3.00	3.00	3.00
67	3.00	3.00	3.00	3.00	4.00	3.00
68	3.00	4.00	4.00	4.00	4.00	4.00
69	4.00	3.00	3.00	3.00	3.00	2.00
70	3.00	3.00	3.00	3.00	4.00	4.00
71	4.00	4.00	4.00	4.00	4.00	4.00
72	1.00	2.00	2.00	3.00	2.00	2.00

individual data.sav

	Ide8	Ins1	Ins2	Ins3	Ins4	Int1
37	3.00	2.00	2.00	2.00	2.00	2.00
38	2.00	1.00	2.00	1.00	2.00	.00
39	2.00	2.00	1.00	2.00	2.00	2.00
40	2.00	1.00	2.00	1.00	1.00	2.00
41	1.00	.00	2.00	1.00	1.00	1.00
42	2.00	3.00	2.00	2.00	1.00	2.00
43	2.00	2.00	1.00	2.00	1.00	1.00
44	2.00	3.00	2.00	2.00	3.00	2.00
45	3.00	2.00	2.00	3.00	2.00	1.00
46	2.00	1.00	2.00	3.00	2.00	.00
47	1.00	2.00	2.00	1.00	.00	1.00
48	2.00	2.00	1.00	2.00	2.00	.00
49	2.00	1.00	2.00	2.00	1.00	3.00
50	2.00	2.00	1.00	2.00	3.00	2.00
51	1.00	2.00	2.00	3.00	2.00	2.00
52	1.00	2.00	2.00	1.00	2.00	1.00
53	4.00	3.00	2.00	3.00	2.00	3.00
54	1.00	2.00	1.00	1.00	1.00	2.00
55	1.00	.00	1.00	.00	.00	1.00
56	.00	1.00	.00	1.00	2.00	1.00
57	2.00	3.00	2.00	3.00	2.00	3.00
58	1.00	2.00	3.00	1.00	2.00	1.00
59	2.00	3.00	2.00	1.00	2.00	1.00
60	2.00	2.00	3.00	2.00	2.00	1.00
61	2.00	2.00	1.00	2.00	2.00	3.00
62	3.00	3.00	4.00	4.00	4.00	3.00
63	3.00	1.00	2.00	2.00	2.00	2.00
64	1.00	1.00	1.00	1.00	1.00	1.00
65	2.00	1.00	2.00	3.00	2.00	3.00
66	3.00	4.00	3.00	3.00	3.00	3.00
67	3.00	4.00	4.00	3.00	3.00	4.00
68	3.00	3.00	3.00	2.00	3.00	3.00
69	3.00	3.00	3.00	3.00	3.00	3.00
70	4.00	4.00	4.00	4.00	4.00	2.00
71	4.00	.00	1.00	2.00	1.00	2.00
72	1.00	2.00	2.00	2.00	2.00	3.00

individual data.sav

	Int2	Int3	Int4	Ind1	Ind2	Ind3
37	3.00	2.00	2.00	2.00	3.00	2.00
38	1.00	1.00	2.00	2.00	1.00	1.00
39	2.00	2.00	2.00	2.00	2.00	2.00
40	2.00	1.00	1.00	2.00	2.00	2.00
41	2.00	2.00	2.00	2.00	2.00	2.00
42	2.00	3.00	2.00	1.00	2.00	2.00
43	2.00	1.00	2.00	1.00	2.00	1.00
44	1.00	2.00	2.00	3.00	2.00	3.00
45	2.00	2.00	2.00	2.00	3.00	2.00
46	3.00	2.00	2.00	2.00	2.00	2.00
47	.00	1.00	2.00	1.00	2.00	1.00
48	.00	1.00	2.00	2.00	1.00	2.00
49	2.00	2.00	2.00	2.00	2.00	2.00
50	2.00	1.00	2.00	2.00	2.00	1.00
51	2.00	2.00	2.00	2.00	2.00	2.00
52	2.00	2.00	2.00	2.00	2.00	2.00
53	4.00	3.00	3.00	3.00	4.00	3.00
54	3.00	2.00	2.00	2.00	2.00	2.00
55	1.00	1.00	1.00	1.00	1.00	.00
56	1.00	1.00	1.00	1.00	1.00	.00
57	3.00	2.00	4.00	1.00	1.00	2.00
58	1.00	1.00	2.00	1.00	1.00	1.00
59	2.00	1.00	2.00	2.00	1.00	2.00
60	2.00	3.00	2.00	3.00	3.00	3.00
61	2.00	3.00	2.00	2.00	2.00	3.00
62	3.00	3.00	3.00	2.00	3.00	2.00
63	2.00	2.00	2.00	2.00	3.00	2.00
64	1.00	2.00	1.00	1.00	1.00	1.00
65	3.00	2.00	3.00	2.00	3.00	2.00
66	3.00	3.00	3.00	3.00	3.00	3.00
67	3.00	4.00	3.00	3.00	3.00	2.00
68	4.00	3.00	4.00	3.00	3.00	3.00
69	3.00	3.00	4.00	3.00	3.00	3.00
70	2.00	2.00	2.00	2.00	2.00	2.00
71	2.00	2.00	.00	2.00	3.00	2.00
72	2.00	2.00	2.00	2.00	2.00	2.00

individual data.sav

	Ind4	TFL	rel1	rel2	rel3	rel4
37	2.00	2.20	4.00	4.00	3.00	4.00
38	2.00	1.40	2.00	3.00	3.00	2.00
39	2.00	1.95	4.00	4.00	4.00	4.00
40	1.00	1.40	2.00	2.00	3.00	2.00
41	1.00	1.45	2.00	3.00	2.00	3.00
42	1.00	1.90	1.00	1.00	1.00	1.00
43	2.00	1.55	1.00	1.00	2.00	1.00
44	2.00	2.20	1.00	1.00	2.00	1.00
45	2.00	2.40	2.00	2.00	2.00	2.00
46	3.00	2.10	1.00	1.00	1.00	2.00
47	1.00	1.40	1.00	1.00	1.00	1.00
48	2.00	1.45	1.00	1.00	1.00	1.00
49	1.00	1.90	3.00	4.00	3.00	3.00
50	2.00	1.90	2.00	1.00	1.00	3.00
51	1.00	1.90	4.00	4.00	4.00	4.00
52	2.00	1.75	1.00	3.00	3.00	2.00
53	4.00	3.10	2.00	3.00	2.00	3.00
54	2.00	1.65	2.00	3.00	2.00	2.00
55	1.00	.65	2.00	3.00	2.00	3.00
56	1.00	.85	2.00	3.00	2.00	3.00
57	1.00	2.30	3.00	3.00	3.00	2.00
58	2.00	1.45	2.00	2.00	2.00	2.00
59	2.00	1.85	3.00	3.00	2.00	1.00
60	3.00	2.25	1.00	1.00	1.00	1.00
61	2.00	2.15	2.00	2.00	2.00	2.00
62	3.00	3.35	2.00	2.00	2.00	2.00
63	2.00	2.26	2.00	2.00	2.00	2.00
64	1.00	1.15	1.00	1.00	1.00	1.00
65	2.00	2.40	2.00	3.00	2.00	2.00
66	3.00	3.10	1.00	2.00	2.00	2.00
67	3.00	3.20	1.00	1.00	1.00	1.00
68	3.00	3.30	1.00	1.00	1.00	1.00
69	4.00	3.05	1.00	1.00	1.00	1.00
70	2.00	2.95	1.00	1.00	1.00	1.00
71	2.00	2.55	3.00	1.00	1.00	1.00
72	2.00	2.00	1.00	1.00	1.00	1.00

individual data.sav

	tas1	tas2	tas3	tas4	rel	TASK
37	2.00	2.00	3.00	3.00	3.75	2.50
38	3.00	2.00	3.00	2.00	2.33	2.50
39	4.00	4.00	4.00	4.00	4.00	4.00
40	3.00	3.00	3.00	3.00	2.25	3.00
41	3.00	2.00	3.00	2.00	2.50	2.50
42	3.00	4.00	4.00	4.00	1.00	3.75
43	4.00	4.00	4.00	4.00	1.25	4.00
44	4.00	4.00	4.00	4.00	1.25	4.00
45	3.00	3.00	3.00	3.00	2.00	3.00
46	2.00	2.00	2.00	2.00	1.25	2.00
47	1.00	1.00	1.00	2.00	1.00	1.25
48	1.00	1.00	1.00	1.00	1.00	1.00
49	4.00	3.00	3.00	4.00	3.25	3.50
50	3.00	4.00	4.00	3.00	1.75	3.50
51	4.00	4.00	3.00	4.00	4.00	3.75
52	1.00	2.00	2.00	2.00	2.25	1.75
53	3.00	3.00	3.00	4.00	2.50	3.25
54	3.00	2.00	3.00	4.00	2.25	3.00
55	3.00	2.00	3.00	4.00	2.50	3.00
56	2.00	2.00	3.00	3.00	2.50	2.50
57	5.00	5.00	5.00	5.00	2.75	5.00
58	2.00	2.00	2.00	2.00	2.00	2.00
59	3.00	3.00	3.00	3.00	2.25	3.00
60	3.00	3.00	3.00	3.00	1.00	3.00
61	2.00	2.00	2.00	2.00	2.00	2.00
62	2.00	2.00	2.00	2.00	2.00	2.00
63	3.00	3.00	3.00	3.00	2.00	3.00
64	3.00	2.00	2.00	2.00	1.00	2.25
65	3.00	2.00	2.00	2.00	2.25	2.25
66	3.00	2.00	4.00	2.00	1.75	2.75
67	1.00	1.00	2.00	2.00	1.00	1.50
68	3.00	2.00	2.00	3.00	1.00	2.50
69	1.00	1.00	1.00	1.00	1.00	1.00
70	3.00	3.00	4.00	3.00	1.00	3.25
71	3.00	2.00	2.00	2.00	1.50	2.25
72	1.00	1.00	1.00	1.00	1.00	1.00

individual data.sav

	interdep	diver
37	4.40	1.40
38	4.20	1.60
39	5.00	4.20
40	5.00	4.00
41	5.00	4.00
42	4.20	2.40
43	3.80	2.00
44	3.80	2.00
45	4.40	2.00
46	4.40	2.00
47	3.20	2.00
48	3.60	2.00
49	3.80	4.20
50	4.20	4.00
51	3.80	3.60
52	3.80	4.20
53	3.80	3.00
54	4.80	3.40
55	4.80	3.20
56	4.80	4.20
57	4.40	4.40
58	3.80	1.00
59	4.00	4.80
60	3.40	2.80
61	3.80	3.60
62	3.60	1.60
63	3.40	1.80
64	4.40	2.00
65	4.60	1.60
66	3.40	3.80
67	3.40	3.40
68	3.40	3.60
69	4.00	4.00
70	4.40	2.00
71	3.20	2.00
72	4.20	1.80

	Organiz	qualification	Depart2	turnver	gender	age
73	1.00	1.00	15.00	2.00	1.00	34.00
74	1.00	2.00	16.00	6.00	1.00	68.00
75	1.00	2.00	16.00	1.00	1.00	34.00
76	1.00	1.00	16.00	4.00	1.00	32.00
77	1.00	1.00	16.00	1.00	1.00	25.00
78	1.00	1.00	16.00	1.00	1.00	37.00
79	1.00	2.00	17.00	1.00	1.00	50.00
80	1.00	1.00	17.00	2.00	1.00	28.00
81	1.00	2.00	17.00	1.00	1.00	39.00
82	1.00	1.00	17.00	3.00	1.00	47.00
83	1.00	2.00	18.00	1.00	.00	53.00
84	1.00	1.00	18.00	2.00	.00	26.00
85	1.00	1.00	18.00	4.00	.00	36.00
86	1.00	2.00	19.00	1.00	.00	36.00
87	1.00	1.00	19.00	13.00	.00	44.00
88	1.00	1.00	19.00	3.00	.00	43.00
89	1.00	1.00	20.00	9.00	.00	41.00
90	1.00	1.00	20.00	5.00	.00	39.00
91	1.00	1.00	20.00	3.00	.00	42.00
92	1.00	2.00	21.00	6.00	.00	34.00
93	1.00	1.00	21.00	5.00	.00	32.00
94	1.00	1.00	21.00	3.00	.00	39.00
95	1.00	1.00	22.00	2.00	.00	32.00
96	1.00	2.00	22.00	1.00	.00	45.00
97	1.00	1.00	22.00	5.00	.00	51.00
98	1.00	1.00	23.00	4.00	.00	40.00
99	1.00	2.00	23.00	13.00	.00	44.00
100	1.00	2.00	23.00	7.00	.00	37.00
101	1.00	1.00	23.00	7.00	.00	41.00
102	1.00	1.00	23.00	4.00	.00	38.00
103	1.00	1.00	23.00	1.00	.00	36.00
104	1.00	1.00	24.00	5.00	.00	44.00
105	1.00	2.00	24.00	1.00	.00	43.00
106	1.00	2.00	24.00	1.00	.00	52.00
107	2.00	1.00	25.00	5.00	1.00	30.00
108	2.00	1.00	25.00	4.00	.00	29.00

	Depart	interdep1	interdep2	interdep3	interdep4	interdep5
73	5.00	5.00	4.00	3.00	3.00	3.00
74	6.00	5.00	3.00	3.00	4.00	3.00
75	6.00	5.00	5.00	5.00	5.00	4.00
76	6.00	5.00	5.00	5.00	5.00	4.00
77	6.00	5.00	5.00	5.00	5.00	4.00
78	6.00	4.00	3.00	2.00	3.00	3.00
79	7.00	4.00	3.00	2.00	3.00	3.00
80	7.00	5.00	5.00	3.00	3.00	2.00
81	7.00	4.00	4.00	4.00	4.00	4.00
82	7.00	4.00	4.00	4.00	4.00	4.00
83	1.00	5.00	5.00	5.00	5.00	5.00
84	1.00	4.00	4.00	4.00	4.00	4.00
85	1.00	5.00	5.00	5.00	5.00	5.00
86	2.00	4.00	4.00	4.00	4.00	3.00
87	2.00	4.00	4.00	4.00	4.00	4.00
88	2.00	4.00	4.00	4.00	4.00	4.00
89	3.00	4.00	4.00	4.00	4.00	4.00
90	3.00	4.00	4.00	4.00	4.00	4.00
91	3.00	5.00	5.00	4.00	4.00	3.00
92	4.00	4.00	4.00	4.00	4.00	1.00
93	4.00	5.00	4.00	5.00	4.00	5.00
94	4.00	4.00	4.00	4.00	4.00	3.00
95	5.00	4.00	4.00	3.00	3.00	4.00
96	5.00	4.00	3.00	3.00	3.00	2.00
97	5.00	4.00	2.00	1.00	1.00	1.00
98	6.00	4.00	2.00	2.00	2.00	2.00
99	6.00	3.00	2.00	2.00	2.00	2.00
100	6.00	3.00	2.00	2.00	2.00	2.00
101	6.00	3.00	3.00	3.00	3.00	3.00
102	6.00	4.00	4.00	4.00	3.00	3.00
103	6.00	4.00	4.00	4.00	4.00	4.00
104	7.00	4.00	4.00	4.00	4.00	4.00
105	7.00	4.00	4.00	4.00	4.00	4.00
106	7.00	4.00	4.00	4.00	4.00	4.00
107	1.00	4.00	4.00	4.00	4.00	4.00
108	1.00	4.00	4.00	4.00	4.00	4.00

	diver1	diver2	diver3	diver4	diver5	vai
73	2.00	2.00	2.00	2.00	3.00	3.80
74	2.00	2.00	1.00	1.00	1.00	2.20
75	2.00	4.00	3.00	1.00	1.00	2.00
76	3.00	5.00	3.00	5.00	4.00	2.40
77	1.00	1.00	1.00	1.00	1.00	1.80
78	4.00	4.00	4.00	3.00	4.00	2.40
79	1.00	1.00	2.00	1.00	2.00	4.40
80	2.00	3.00	3.00	3.00	3.00	4.20
81	3.00	3.00	4.00	3.00	3.00	4.00
82	2.00	2.00	2.00	2.00	2.00	3.80
83	2.00	2.00	2.00	2.00	1.00	3.40
84	2.00	2.00	2.00	1.00	2.00	4.20
85	2.00	2.00	2.00	2.00	2.00	4.40
86	2.00	1.00	2.00	2.00	2.00	2.00
87	1.00	2.00	2.00	2.00	3.00	1.60
88	2.00	2.00	2.00	2.00	2.00	1.60
89	4.00	3.00	3.00	3.00	4.00	3.20
90	3.00	4.00	3.00	4.00	3.00	3.20
91	4.00	4.00	4.00	5.00	4.00	3.00
92	2.00	3.00	2.00	3.00	3.00	4.20
93	4.00	3.00	3.00	3.00	3.00	3.80
94	4.00	3.00	4.00	4.00	4.00	3.80
95	3.00	3.00	3.00	3.00	3.00	2.20
96	3.00	3.00	3.00	4.00	2.00	2.80
97	3.00	3.00	2.00	4.00	3.00	2.00
98	4.00	3.00	3.00	4.00	3.00	3.00
99	4.00	3.00	4.00	5.00	4.00	2.00
100	3.00	4.00	4.00	4.00	4.00	2.60
101	5.00	4.00	4.00	4.00	3.00	4.00
102	3.00	4.00	4.00	4.00	3.00	3.60
103	3.00	4.00	3.00	3.00	3.00	3.20
104	4.00	4.00	4.00	4.00	4.00	2.00
105	4.00	3.00	4.00	4.00	5.00	2.00
106	3.00	4.00	4.00	3.00	4.00	2.00
107	2.00	1.00	1.00	2.00	2.00	4.20
108	2.00	1.00	1.00	2.00	2.00	3.60

	vai1	vai2	vai3	vai4	vai5	Ide1
73	4.00	4.00	4.00	4.00	3.00	3.00
74	3.00	2.00	2.00	2.00	2.00	3.00
75	2.00	3.00	1.00	1.00	3.00	3.00
76	2.00	3.00	3.00	2.00	2.00	2.00
77	1.00	2.00	2.00	2.00	2.00	4.00
78	3.00	3.00	2.00	2.00	2.00	4.00
79	4.00	4.00	5.00	4.00	5.00	4.00
80	4.00	5.00	4.00	4.00	4.00	2.00
81	4.00	4.00	4.00	4.00	4.00	3.00
82	3.00	4.00	3.00	4.00	5.00	4.00
83	3.00	3.00	4.00	3.00	4.00	3.00
84	4.00	5.00	4.00	4.00	4.00	3.00
85	4.00	4.00	5.00	5.00	4.00	3.00
86	1.00	2.00	2.00	3.00	2.00	3.00
87	2.00	1.00	2.00	2.00	1.00	3.00
88	1.00	2.00	1.00	2.00	2.00	2.00
89	3.00	4.00	3.00	3.00	3.00	1.00
90	3.00	4.00	2.00	4.00	3.00	.00
91	3.00	3.00	3.00	3.00	3.00	2.00
92	4.00	5.00	4.00	4.00	4.00	2.00
93	3.00	4.00	4.00	4.00	4.00	1.00
94	3.00	4.00	4.00	4.00	4.00	2.00
95	2.00	2.00	3.00	2.00	2.00	2.00
96	3.00	2.00	3.00	3.00	3.00	2.00
97	2.00	2.00	2.00	2.00	2.00	2.00
98	2.00	3.00	3.00	3.00	4.00	3.00
99	1.00	2.00	2.00	3.00	2.00	3.00
100	3.00	2.00	3.00	3.00	2.00	2.00
101	4.00	4.00	3.00	4.00	5.00	3.00
102	4.00	3.00	4.00	3.00	4.00	3.00
103	3.00	4.00	3.00	3.00	3.00	4.00
104	2.00	3.00	2.00	1.00	2.00	4.00
105	2.00	3.00	2.00	1.00	2.00	4.00
106	2.00	3.00	2.00	1.00	2.00	3.00
107	4.00	4.00	5.00	4.00	4.00	2.00
108	4.00	5.00	3.00	3.00	3.00	2.00

	Ide2	Ide3	Ide4	Ide5	Ide6	Ide7
73	3.00	2.00	2.00	2.00	2.00	2.00
74	3.00	4.00	4.00	3.00	4.00	4.00
75	4.00	4.00	4.00	4.00	4.00	4.00
76	2.00	2.00	2.00	2.00	3.00	3.00
77	4.00	4.00	4.00	4.00	3.00	3.00
78	3.00	4.00	4.00	4.00	4.00	3.00
79	3.00	4.00	4.00	3.00	4.00	3.00
80	3.00	4.00	3.00	2.00	3.00	3.00
81	2.00	2.00	2.00	2.00	3.00	3.00
82	4.00	4.00	4.00	3.00	3.00	4.00
83	4.00	3.00	3.00	3.00	3.00	3.00
84	4.00	3.00	3.00	3.00	4.00	4.00
85	4.00	4.00	4.00	4.00	3.00	2.00
86	3.00	3.00	3.00	3.00	3.00	3.00
87	4.00	4.00	1.00	3.00	3.00	3.00
88	3.00	2.00	4.00	4.00	4.00	3.00
89	2.00	3.00	2.00	2.00	2.00	3.00
90	.00	.00	1.00	2.00	1.00	1.00
91	1.00	1.00	1.00	1.00	2.00	1.00
92	2.00	2.00	1.00	1.00	1.00	2.00
93	2.00	3.00	2.00	2.00	2.00	1.00
94	2.00	1.00	2.00	1.00	2.00	2.00
95	3.00	2.00	2.00	2.00	3.00	2.00
96	2.00	1.00	3.00	2.00	2.00	1.00
97	3.00	2.00	2.00	3.00	2.00	3.00
98	2.00	3.00	3.00	4.00	3.00	3.00
99	3.00	3.00	3.00	3.00	3.00	4.00
100	3.00	3.00	3.00	4.00	3.00	3.00
101	3.00	2.00	3.00	3.00	3.00	3.00
102	2.00	4.00	3.00	3.00	3.00	4.00
103	3.00	3.00	3.00	3.00	2.00	3.00
104	4.00	3.00	2.00	3.00	3.00	3.00
105	3.00	2.00	4.00	4.00	4.00	4.00
106	4.00	4.00	4.00	4.00	4.00	3.00
107	4.00	4.00	4.00	3.00	2.00	2.00
108	3.00	3.00	4.00	4.00	4.00	3.00

	Ide8	Ins1	Ins2	Ins3	Ins4	Int1
73	2.00	3.00	3.00	4.00	3.00	2.00
74	4.00	4.00	3.00	.00	2.00	2.00
75	3.00	3.00	4.00	4.00	3.00	3.00
76	3.00	3.00	3.00	3.00	3.00	2.00
77	3.00	4.00	4.00	4.00	4.00	4.00
78	3.00	4.00	4.00	4.00	4.00	3.00
79	3.00	3.00	3.00	2.00	3.00	3.00
80	2.00	3.00	3.00	2.00	3.00	3.00
81	3.00	3.00	3.00	3.00	3.00	3.00
82	4.00	4.00	4.00	3.00	3.00	3.00
83	4.00	3.00	2.00	3.00	3.00	4.00
84	1.00	4.00	2.00	4.00	3.00	4.00
85	3.00	4.00	3.00	3.00	3.00	1.00
86	3.00	1.00	4.00	4.00	3.00	3.00
87	3.00	3.00	3.00	3.00	3.00	3.00
88	3.00	4.00	3.00	3.00	2.00	3.00
89	2.00	1.00	2.00	1.00	2.00	2.00
90	1.00	.00	.00	.00	1.00	2.00
91	1.00	1.00	1.00	2.00	1.00	1.00
92	1.00	1.00	2.00	1.00	3.00	2.00
93	2.00	2.00	1.00	3.00	1.00	2.00
94	1.00	1.00	3.00	2.00	1.00	1.00
95	1.00	1.00	2.00	2.00	1.00	2.00
96	2.00	2.00	2.00	3.00	2.00	2.00
97	2.00	2.00	2.00	3.00	2.00	3.00
98	3.00	3.00	2.00	3.00	3.00	3.00
99	3.00	3.00	3.00	3.00	4.00	3.00
100	3.00	3.00	3.00	3.00	4.00	3.00
101	3.00	3.00	4.00	3.00	3.00	3.00
102	3.00	2.00	2.00	4.00	3.00	2.00
103	3.00	3.00	2.00	3.00	3.00	3.00
104	4.00	3.00	3.00	3.00	3.00	3.00
105	4.00	3.00	3.00	3.00	4.00	3.00
106	4.00	4.00	3.00	4.00	3.00	3.00
107	4.00	3.00	4.00	4.00	3.00	3.00
108	2.00	2.00	4.00	3.00	4.00	4.00

	Int2	Int3	Int4	Ind1	Ind2	Ind3
73	2.00	2.00	2.00	3.00	2.00	1.00
74	2.00	3.00	3.00	2.00	4.00	1.00
75	3.00	4.00	3.00	3.00	.00	1.00
76	2.00	2.00	3.00	2.00	3.00	3.00
77	4.00	3.00	2.00	2.00	3.00	3.00
78	4.00	4.00	3.00	3.00	4.00	4.00
79	3.00	3.00	2.00	3.00	3.00	3.00
80	3.00	3.00	2.00	2.00	3.00	2.00
81	3.00	2.00	3.00	3.00	4.00	3.00
82	3.00	3.00	3.00	4.00	2.00	2.00
83	3.00	3.00	3.00	3.00	4.00	4.00
84	4.00	4.00	3.00	3.00	3.00	4.00
85	3.00	3.00	4.00	3.00	3.00	3.00
86	3.00	3.00	3.00	4.00	3.00	3.00
87	4.00	4.00	3.00	2.00	3.00	4.00
88	4.00	3.00	3.00	3.00	3.00	3.00
89	2.00	2.00	1.00	2.00	1.00	2.00
90	1.00	1.00	2.00	1.00	1.00	2.00
91	1.00	2.00	3.00	2.00	2.00	2.00
92	1.00	2.00	1.00	1.00	1.00	1.00
93	1.00	2.00	2.00	2.00	1.00	1.00
94	1.00	2.00	2.00	2.00	2.00	1.00
95	2.00	1.00	2.00	2.00	2.00	1.00
96	3.00	2.00	2.00	2.00	2.00	1.00
97	2.00	2.00	1.00	2.00	2.00	2.00
98	3.00	2.00	4.00	3.00	3.00	3.00
99	3.00	3.00	3.00	4.00	3.00	3.00
100	3.00	3.00	2.00	2.00	3.00	2.00
101	3.00	3.00	3.00	4.00	3.00	3.00
102	4.00	3.00	3.00	3.00	3.00	3.00
103	3.00	3.00	3.00	3.00	3.00	3.00
104	4.00	3.00	3.00	2.00	3.00	2.00
105	3.00	4.00	3.00	3.00	4.00	3.00
106	4.00	3.00	4.00	3.00	4.00	3.00
107	4.00	4.00	3.00	4.00	2.00	3.00
108	4.00	4.00	4.00	3.00	3.00	4.00

	Ind4	TFL	rel1	rel2	rel3	rel4
73	.00	2.25	2.00	2.00	2.00	2.00
74	4.00	2.95	1.00	3.00	1.00	1.00
75	.00	3.05	2.00	2.00	2.00	2.00
76	3.00	2.55	1.00	1.00	1.00	1.00
77	2.00	3.40	2.00	3.00	2.00	2.00
78	4.00	3.70	1.00	2.00	1.00	2.00
79	2.00	3.05	2.00	3.00	2.00	2.00
80	2.00	2.65	3.00	2.00	2.00	2.00
81	3.00	2.80	3.00	3.00	3.00	3.00
82	3.00	3.35	2.00	1.00	1.00	1.00
83	4.00	3.25	1.00	1.00	1.00	1.00
84	3.00	3.30	1.00	1.00	1.00	1.00
85	3.00	3.15	2.00	2.00	3.00	2.00
86	3.00	3.05	1.00	1.00	1.00	1.00
87	2.00	3.05	1.00	2.00	1.00	1.00
88	2.00	3.05	1.00	1.00	1.00	1.00
89	1.00	1.80	3.00	3.00	3.00	3.00
90	1.00	.90	2.00	2.00	2.00	2.00
91	1.00	1.45	3.00	3.00	2.00	1.00
92	1.00	1.45	1.00	1.00	1.00	1.00
93	2.00	1.75	1.00	2.00	1.00	1.00
94	1.00	1.60	1.00	1.00	1.00	1.00
95	2.00	1.85	1.00	1.00	1.00	1.00
96	2.00	2.00	2.00	2.00	2.00	2.00
97	1.00	2.15	1.00	2.00	2.00	2.00
98	3.00	2.95	2.00	3.00	2.00	2.00
99	3.00	3.15	4.00	3.00	3.00	3.00
100	3.00	2.90	3.00	3.00	3.00	3.00
101	3.00	3.05	4.00	3.00	3.00	3.00
102	3.00	3.00	3.00	2.00	3.00	2.00
103	3.00	2.95	3.00	2.00	2.00	2.00
104	3.00	3.05	1.00	2.00	1.00	1.00
105	4.00	3.45	2.00	1.00	2.00	2.00
106	3.00	3.55	2.00	1.00	2.00	1.00
107	3.00	3.25	2.00	1.00	1.00	1.00
108	4.00	3.45	2.00	1.00	1.00	1.00

	tas1	tas2	tas3	tas4	rel	TASK
73	3.00	3.00	2.00	2.00	2.00	2.50
74	3.00	1.00	1.00	1.00	1.50	1.50
75	3.00	3.00	3.00	2.00	2.00	2.75
76	1.00	1.00	1.00	1.00	1.00	1.00
77	3.00	2.00	1.00	3.00	2.25	2.25
78	2.00	3.00	2.00	4.00	1.50	2.75
79	1.00	1.00	1.00	1.00	2.25	1.00
80	3.00	3.00	3.00	3.00	2.25	3.00
81	2.00	2.00	2.00	2.00	3.00	2.00
82	2.00	1.00	1.00	2.00	1.25	1.50
83	3.00	2.00	1.00	2.00	1.00	2.00
84	1.00	1.00	1.00	1.00	1.00	1.00
85	2.00	3.00	2.00	3.00	2.25	2.50
86	2.00	2.00	2.00	2.00	1.00	2.00
87	2.00	2.00	2.00	2.00	1.25	2.00
88	1.00	2.00	2.00	2.00	1.00	1.75
89	3.00	3.00	3.00	3.00	3.00	3.00
90	2.00	3.00	2.00	2.00	2.00	2.25
91	3.00	4.00	3.00	3.00	2.25	3.25
92	4.00	5.00	4.00	4.00	1.00	4.25
93	4.00	5.00	4.00	4.00	1.25	4.25
94	4.00	3.00	3.00	4.00	1.00	3.50
95	3.00	1.00	2.00	1.00	1.00	1.75
96	3.00	2.00	2.00	3.00	2.00	2.50
97	2.00	2.00	3.00	2.00	1.75	2.25
98	2.00	3.00	2.00	2.00	2.25	2.25
99	3.00	4.00	4.00	4.00	3.25	3.75
100	3.00	2.00	3.00	3.00	3.00	2.75
101	2.00	1.00	2.00	2.00	3.25	1.75
102	2.00	2.00	3.00	2.00	2.50	2.25
103	2.00	3.00	1.00	2.00	2.25	2.00
104	1.00	2.00	1.00	1.00	1.25	1.25
105	1.00	2.00	2.00	2.00	1.75	1.75
106	1.00	3.00	2.00	2.00	1.50	2.00
107	2.00	3.00	2.00	3.00	1.25	2.50
108	3.00	2.00	3.00	2.00	1.25	2.50

individual data.sav

	interdep	diver
73	3.60	2.20
74	3.60	1.40
75	4.80	2.20
76	4.80	4.00
77	4.80	1.00
78	3.00	3.80
79	3.00	1.40
80	3.60	2.80
81	4.00	3.20
82	4.00	2.00
83	5.00	1.80
84	4.00	1.80
85	5.00	2.00
86	3.80	1.80
87	4.00	2.00
88	4.00	2.00
89	4.00	3.40
90	4.00	3.40
91	4.20	4.20
92	3.40	2.60
93	4.60	3.20
94	3.80	3.80
95	3.60	3.00
96	3.00	3.00
97	1.80	3.00
98	2.40	3.40
99	2.20	4.00
100	2.20	3.80
101	3.00	4.00
102	3.60	3.60
103	4.00	3.20
104	4.00	4.00
105	4.00	4.00
106	4.00	3.60
107	4.00	1.60
108	4.00	1.60

	Organiz	qualification	Depart2	turnver	gender	age
109	2.00	1.00	25.00	7.00	.00	29.00
110	2.00	1.00	25.00	5.00	1.00	26.00
111	2.00	1.00	25.00	7.00	1.00	32.00
112	2.00	2.00	25.00	5.00	1.00	29.00
113	2.00	2.00	25.00	10.00	1.00	40.00
114	2.00	2.00	25.00	13.00	1.00	60.00
115	2.00	1.00	25.00	6.00	.00	33.00
116	2.00	2.00	25.00	6.00	.00	30.00
117	2.00	2.00	25.00	8.00	.00	38.00
118	2.00	1.00	25.00	2.00	1.00	55.00
119	2.00	2.00	25.00	3.00	1.00	32.00
120	2.00	1.00	25.00	3.00	1.00	58.00
121	2.00	1.00	25.00	4.00	.00	60.00
122	2.00	1.00	25.00	2.00	.00	58.00
123	2.00	1.00	25.00	5.00	.00	35.00
124	2.00	2.00	25.00	6.00	1.00	25.00
125	2.00	2.00	25.00	2.00	.00	27.00
126	2.00	1.00	25.00	1.00	1.00	54.00
127	2.00	1.00	25.00	7.00	1.00	47.00
128	2.00	1.00	26.00	6.00	.00	29.00
129	2.00	2.00	26.00	3.00	.00	31.00
130	2.00	1.00	26.00	3.00	.00	34.00
131	2.00	1.00	26.00	4.00	1.00	48.00
132	2.00	1.00	26.00	7.00	1.00	50.00
133	2.00	2.00	26.00	8.00	1.00	55.00
134	2.00	2.00	26.00	3.00	.00	58.00
135	2.00	2.00	26.00	2.00	.00	35.00
136	2.00	2.00	26.00	3.00	1.00	53.00
137	2.00	1.00	26.00	4.00	.00	51.00
138	2.00	2.00	26.00	6.00	1.00	33.00
139	2.00	1.00	26.00	7.00	.00	31.00
140	2.00	2.00	26.00	6.00	1.00	28.00
141	2.00	1.00	26.00	5.00	1.00	56.00
142	2.00	2.00	26.00	2.00	1.00	60.00
143	2.00	1.00	26.00	1.00	1.00	33.00
144	2.00	1.00	26.00	7.00	.00	35.00

	Depart	interdep1	interdep2	interdep3	interdep4	interdep5
109	1.00	4.00	4.00	4.00	4.00	4.00
110	1.00	4.00	4.00	4.00	4.00	4.00
111	1.00	4.00	3.00	4.00	5.00	5.00
112	1.00	3.00	4.00	3.00	4.00	3.00
113	1.00	4.00	5.00	5.00	4.00	4.00
114	1.00	4.00	4.00	5.00	4.00	4.00
115	1.00	3.00	4.00	3.00	4.00	3.00
116	1.00	4.00	5.00	5.00	4.00	5.00
117	1.00	5.00	4.00	3.00	5.00	4.00
118	1.00	4.00	4.00	4.00	3.00	3.00
119	1.00	5.00	4.00	4.00	3.00	2.00
120	1.00	5.00	4.00	3.00	2.00	3.00
121	1.00	4.00	5.00	4.00	5.00	5.00
122	1.00	4.00	4.00	5.00	5.00	4.00
123	1.00	4.00	5.00	5.00	5.00	4.00
124	1.00	5.00	5.00	4.00	5.00	4.00
125	1.00	5.00	5.00	5.00	4.00	5.00
126	1.00	5.00	5.00	5.00	4.00	3.00
127	1.00	4.00	5.00	5.00	4.00	3.00
128	2.00	4.00	5.00	5.00	4.00	5.00
129	2.00	5.00	5.00	5.00	5.00	4.00
130	2.00	5.00	5.00	5.00	4.00	3.00
131	2.00	5.00	5.00	3.00	3.00	3.00
132	2.00	4.00	4.00	4.00	3.00	3.00
133	2.00	5.00	5.00	5.00	5.00	5.00
134	2.00	5.00	5.00	5.00	4.00	4.00
135	2.00	5.00	5.00	5.00	5.00	5.00
136	2.00	5.00	5.00	5.00	5.00	5.00
137	2.00	5.00	5.00	5.00	4.00	5.00
138	2.00	5.00	5.00	5.00	4.00	5.00
139	2.00	5.00	4.00	4.00	4.00	4.00
140	2.00	5.00	5.00	5.00	4.00	4.00
141	2.00	4.00	4.00	4.00	4.00	4.00
142	2.00	4.00	4.00	4.00	4.00	4.00
143	2.00	4.00	5.00	4.00	4.00	5.00
144	2.00	4.00	4.00	4.00	3.00	2.00

	diver1	diver2	diver3	diver4	diver5	vai
109	2.00	2.00	3.00	2.00	3.00	2.80
110	1.00	1.00	1.00	1.00	1.00	4.80
111	2.00	3.00	2.00	2.00	2.00	4.40
112	3.00	2.00	2.00	2.00	1.00	3.60
113	2.00	3.00	1.00	2.00	3.00	3.80
114	2.00	2.00	1.00	1.00	3.00	3.00
115	2.00	2.00	2.00	2.00	2.00	3.40
116	1.00	1.00	2.00	1.00	1.00	3.00
117	1.00	1.00	1.00	1.00	1.00	3.00
118	3.00	2.00	4.00	2.00	2.00	3.00
119	3.00	3.00	3.00	3.00	3.00	3.20
120	4.00	4.00	3.00	2.00	1.00	3.20
121	2.00	3.00	4.00	3.00	2.00	3.20
122	2.00	5.00	3.00	5.00	4.00	3.20
123	3.00	3.00	3.00	3.00	2.00	3.60
124	3.00	3.00	3.00	3.00	3.00	3.00
125	1.00	1.00	1.00	1.00	1.00	3.40
126	1.00	1.00	1.00	1.00	2.00	3.80
127	4.00	4.00	4.00	5.00	4.00	3.40
128	4.00	4.00	4.00	4.00	3.00	2.80
129	2.00	2.00	2.00	2.00	1.00	3.40
130	5.00	5.00	5.00	5.00	5.00	2.40
131	5.00	5.00	5.00	5.00	3.00	2.20
132	2.00	2.00	2.00	2.00	2.00	3.00
133	2.00	2.00	2.00	2.00	3.00	2.80
134	4.00	3.00	5.00	5.00	4.00	3.00
135	4.00	4.00	4.00	3.00	3.00	3.60
136	3.00	3.00	3.00	3.00	3.00	4.00
137	4.00	4.00	4.00	3.00	2.00	4.00
138	2.00	4.00	2.00	2.00	3.00	3.80
139	5.00	5.00	5.00	5.00	5.00	4.00
140	5.00	5.00	5.00	5.00	4.00	3.80
141	2.00	4.00	2.00	2.00	3.00	3.40
142	4.00	4.00	4.00	4.00	4.00	4.20
143	5.00	5.00	5.00	5.00	5.00	3.40
144	3.00	3.00	3.00	3.00	3.00	3.00

	vai1	vai2	vai3	vai4	vai5	Ide1
109	3.00	2.00	3.00	3.00	3.00	1.00
110	5.00	5.00	4.00	5.00	5.00	4.00
111	4.00	5.00	4.00	4.00	5.00	2.00
112	4.00	3.00	4.00	3.00	4.00	2.00
113	4.00	3.00	4.00	4.00	4.00	2.00
114	3.00	3.00	3.00	3.00	3.00	3.00
115	3.00	4.00	3.00	4.00	3.00	2.00
116	3.00	4.00	3.00	3.00	2.00	2.00
117	3.00	3.00	3.00	3.00	3.00	2.00
118	2.00	3.00	3.00	3.00	4.00	1.00
119	4.00	3.00	3.00	3.00	3.00	1.00
120	3.00	4.00	3.00	3.00	3.00	3.00
121	3.00	4.00	3.00	3.00	3.00	1.00
122	4.00	3.00	2.00	3.00	4.00	2.00
123	3.00	4.00	3.00	4.00	4.00	1.00
124	3.00	3.00	3.00	3.00	3.00	1.00
125	4.00	3.00	4.00	3.00	3.00	1.00
126	3.00	4.00	4.00	4.00	4.00	2.00
127	4.00	3.00	3.00	3.00	4.00	2.00
128	3.00	3.00	3.00	3.00	2.00	2.00
129	4.00	3.00	4.00	3.00	3.00	2.00
130	3.00	2.00	2.00	2.00	3.00	1.00
131	2.00	3.00	2.00	2.00	2.00	1.00
132	3.00	4.00	3.00	3.00	2.00	2.00
133	3.00	2.00	3.00	3.00	3.00	2.00
134	2.00	3.00	4.00	3.00	3.00	2.00
135	4.00	3.00	4.00	3.00	4.00	.00
136	3.00	4.00	4.00	5.00	4.00	2.00
137	4.00	5.00	4.00	4.00	3.00	2.00
138	4.00	4.00	3.00	4.00	4.00	2.00
139	5.00	4.00	4.00	4.00	3.00	1.00
140	4.00	3.00	4.00	4.00	4.00	2.00
141	4.00	3.00	3.00	3.00	4.00	1.00
142	4.00	5.00	4.00	4.00	4.00	2.00
143	3.00	4.00	4.00	3.00	3.00	2.00
144	4.00	3.00	2.00	3.00	3.00	2.00

	Ide2	Ide3	Ide4	Ide5	Ide6	Ide7
109	4.00	4.00	4.00	3.00	3.00	3.00
110	4.00	4.00	4.00	4.00	4.00	4.00
111	3.00	3.00	4.00	2.00	4.00	3.00
112	4.00	4.00	4.00	3.00	3.00	3.00
113	3.00	4.00	3.00	3.00	4.00	2.00
114	3.00	4.00	4.00	3.00	4.00	2.00
115	2.00	3.00	3.00	2.00	2.00	3.00
116	1.00	3.00	1.00	2.00	2.00	1.00
117	4.00	4.00	4.00	4.00	4.00	4.00
118	1.00	1.00	1.00	2.00	1.00	1.00
119	1.00	1.00	1.00	1.00	.00	.00
120	3.00	3.00	3.00	3.00	2.00	3.00
121	1.00	1.00	1.00	1.00	1.00	.00
122	2.00	3.00	3.00	3.00	3.00	3.00
123	.00	.00	.00	.00	1.00	1.00
124	2.00	1.00	1.00	1.00	1.00	1.00
125	1.00	1.00	1.00	2.00	1.00	1.00
126	3.00	2.00	2.00	3.00	2.00	2.00
127	3.00	2.00	2.00	2.00	3.00	2.00
128	2.00	1.00	2.00	2.00	2.00	2.00
129	1.00	1.00	1.00	1.00	1.00	2.00
130	2.00	.00	2.00	1.00	1.00	1.00
131	2.00	1.00	1.00	1.00	1.00	2.00
132	2.00	2.00	2.00	2.00	2.00	1.00
133	1.00	1.00	1.00	2.00	2.00	1.00
134	1.00	1.00	1.00	1.00	.00	.00
135	2.00	1.00	1.00	1.00	1.00	.00
136	1.00	1.00	1.00	2.00	2.00	2.00
137	2.00	1.00	1.00	1.00	1.00	.00
138	1.00	1.00	2.00	2.00	2.00	2.00
139	2.00	2.00	1.00	1.00	1.00	2.00
140	1.00	1.00	1.00	1.00	.00	2.00
141	2.00	2.00	2.00	1.00	2.00	.00
142	2.00	2.00	2.00	2.00	3.00	2.00
143	2.00	2.00	2.00	1.00	2.00	2.00
144	2.00	2.00	2.00	1.00	2.00	2.00

	Ide8	Ins1	Ins2	Ins3	Ins4	Int1
109	4.00	4.00	4.00	4.00	4.00	4.00
110	4.00	4.00	4.00	4.00	4.00	4.00
111	4.00	4.00	4.00	4.00	4.00	4.00
112	2.00	4.00	4.00	4.00	4.00	3.00
113	3.00	4.00	4.00	3.00	4.00	3.00
114	4.00	4.00	4.00	4.00	4.00	3.00
115	2.00	3.00	2.00	3.00	3.00	3.00
116	2.00	2.00	2.00	1.00	2.00	1.00
117	4.00	4.00	4.00	4.00	4.00	4.00
118	1.00	2.00	1.00	2.00	1.00	1.00
119	1.00	1.00	1.00	1.00	1.00	1.00
120	2.00	3.00	3.00	3.00	3.00	4.00
121	.00	1.00	2.00	1.00	1.00	1.00
122	3.00	2.00	2.00	3.00	2.00	2.00
123	1.00	2.00	1.00	1.00	1.00	1.00
124	1.00	.00	.00	1.00	1.00	.00
125	1.00	2.00	1.00	1.00	1.00	1.00
126	2.00	3.00	2.00	2.00	2.00	2.00
127	2.00	3.00	2.00	2.00	2.00	2.00
128	2.00	2.00	2.00	2.00	2.00	1.00
129	1.00	1.00	2.00	.00	1.00	2.00
130	1.00	3.00	2.00	2.00	2.00	1.00
131	2.00	2.00	1.00	2.00	2.00	2.00
132	1.00	1.00	2.00	1.00	1.00	1.00
133	1.00	1.00	2.00	.00	2.00	2.00
134	2.00	1.00	1.00	1.00	1.00	1.00
135	2.00	2.00	1.00	1.00	1.00	2.00
136	2.00	1.00	1.00	1.00	1.00	2.00
137	3.00	1.00	1.00	1.00	2.00	2.00
138	2.00	.00	2.00	2.00	.00	2.00
139	1.00	1.00	1.00	1.00	2.00	2.00
140	.00	.00	2.00	3.00	2.00	2.00
141	?	?	1.00	2.00	1.00	2.00
142	2.00	2.00	2.00	3.00	2.00	2.00
143	2.00	1.00	2.00	2.00	2.00	2.00
144	2.00	2.00	2.00	2.00	2.00	3.00

	Int2	Int3	Int4	Ind1	Ind2	Ind3
109	4.00	3.00	4.00	4.00	4.00	4.00
110	4.00	4.00	4.00	4.00	4.00	4.00
111	4.00	4.00	2.00	4.00	2.00	4.00
112	3.00	2.00	3.00	2.00	2.00	2.00
113	4.00	3.00	4.00	2.00	3.00	3.00
114	3.00	3.00	4.00	2.00	3.00	4.00
115	2.00	2.00	3.00	2.00	2.00	2.00
116	2.00	1.00	1.00	2.00	1.00	3.00
117	4.00	4.00	4.00	4.00	3.00	4.00
118	2.00	1.00	1.00	2.00	1.00	2.00
119	2.00	2.00	1.00	1.00	1.00	2.00
120	3.00	3.00	3.00	3.00	4.00	3.00
121	1.00	1.00	1.00	.00	.00	.00
122	3.00	3.00	3.00	3.00	3.00	3.00
123	1.00	1.00	1.00	1.00	1.00	1.00
124	.00	1.00	1.00	1.00	2.00	1.00
125	1.00	1.00	1.00	1.00	1.00	1.00
126	1.00	3.00	1.00	2.00	3.00	3.00
127	2.00	3.00	2.00	3.00	2.00	2.00
128	2.00	.00	2.00	2.00	2.00	2.00
129	.00	2.00	2.00	2.00	2.00	1.00
130	2.00	2.00	2.00	1.00	2.00	1.00
131	.00	2.00	2.00	2.00	3.00	2.00
132	1.00	3.00	2.00	1.00	1.00	2.00
133	1.00	1.00	1.00	1.00	1.00	1.00
134	1.00	2.00	2.00	1.00	1.00	1.00
135	1.00	2.00	2.00	2.00	1.00	1.00
136	2.00	2.00	2.00	2.00	1.00	2.00
137	2.00	1.00	.00	1.00	1.00	1.00
138	.00	2.00	1.00	1.00	2.00	1.00
139	2.00	2.00	2.00	.00	2.00	.00
140	2.00	2.00	2.00	2.00	2.00	1.00
141	.00	2.00	2.00	1.00	?	?
142	2.00	1.00	2.00	2.00	?	?
143	3.00	.00	2.00	2.00	?	?
144	3.00	3.00	2.00	2.00	?	?

	Ind4	TFL	rel1	rel2	rel3	rel4
109	3.00	3.60	2.00	1.00	1.00	1.00
110	4.00	4.00	1.00	1.00	1.00	1.00
111	4.00	3.45	1.00	1.00	1.00	2.00
112	3.00	3.10	1.00	1.00	1.00	1.00
113	4.00	3.25	1.00	1.00	1.00	1.00
114	4.00	3.45	1.00	1.00	1.00	2.00
115	3.00	2.45	1.00	1.00	2.00	2.00
116	3.00	1.75	1.00	2.00	1.00	3.00
117	4.00	3.85	1.00	1.00	1.00	1.00
118	1.00	1.30	1.00	1.00	1.00	1.00
119	1.00	1.05	2.00	2.00	2.00	2.00
120	3.00	3.00	1.00	1.00	1.00	1.00
121	1.00	.80	1.00	2.00	1.00	2.00
122	3.00	2.70	1.00	1.00	1.00	1.00
123	1.00	.85	1.00	1.00	1.00	2.00
124	1.00	.90	1.00	1.00	1.00	1.00
125	1.00	1.10	1.00	2.00	2.00	1.00
126	2.00	2.20	1.00	2.00	2.00	1.00
127	3.00	2.30	1.00	2.00	1.00	1.00
128	1.00	1.75	1.00	1.00	1.00	1.00
129	2.00	1.35	1.00	1.00	1.00	1.00
130	1.00	1.50	2.00	3.00	2.00	2.00
131	2.00	1.65	2.00	3.00	3.00	3.00
132	3.00	1.65	1.00	1.00	1.00	1.00
133	2.00	1.30	1.00	1.00	1.00	1.00
134	1.00	1.10	2.00	2.00	2.00	2.00
135	2.00	1.30	2.00	2.00	2.00	2.00
136	1.00	1.55	2.00	1.00	1.00	2.00
137	2.00	1.30	1.00	1.00	1.00	2.00
138	2.00	1.45	2.00	2.00	3.00	2.00
139	1.00	1.35	4.00	5.00	5.00	5.00
140	2.00	1.50	1.00	1.00	1.00	3.00
141	1.00	1.30	1.00	2.00	1.00	1.00
142	3.00	2.10	1.00	1.00	1.00	1.00
143	1.00	1.75	1.00	2.00	1.00	2.00
144	2.00	2.10	3.00	3.00	3.00	3.00

	tas1	tas2	tas3	tas4	rel	TASK
109	1.00	2.00	1.00	2.00	1.25	1.50
110	1.00	1.00	1.00	1.00	1.00	1.00
111	2.00	2.00	2.00	1.00	1.25	1.75
112	3.00	2.00	1.00	2.00	1.00	2.00
113	2.00	2.00	2.00	1.00	1.00	1.75
114	2.00	2.00	2.00	1.00	1.25	1.75
115	3.00	3.00	2.00	2.00	1.50	2.50
116	3.00	4.00	4.00	3.00	1.75	3.50
117	3.00	2.00	2.00	2.00	1.00	2.25
118	3.00	3.00	4.00	3.00	1.00	3.25
119	3.00	4.00	4.00	4.00	2.00	3.75
120	3.00	3.00	4.00	3.00	1.00	3.25
121	4.00	5.00	4.00	5.00	1.50	4.50
122	3.00	2.00	3.00	3.00	1.00	2.75
123	3.00	4.00	4.00	5.00	1.25	4.00
124	3.00	2.00	3.00	3.00	1.00	2.75
125	3.00	3.00	3.00	3.00	1.50	3.00
126	3.00	4.00	3.00	3.00	1.50	3.25
127	3.00	4.00	4.00	3.00	1.25	3.50
128	1.00	1.00	1.00	2.00	1.00	1.25
129	1.00	1.00	1.00	1.00	1.00	1.00
130	4.00	1.00	2.00	2.00	2.25	2.25
131	2.00	2.00	4.00	4.00	2.75	3.00
132	2.00	2.00	2.00	2.00	1.00	2.00
133	2.00	3.00	3.00	3.00	1.00	2.75
134	3.00	3.00	3.00	3.00	2.00	3.00
135	1.00	1.00	1.00	4.00	2.00	1.75
136	1.00	1.00	2.00	2.00	1.50	1.50
137	1.00	1.00	2.00	2.00	1.25	1.50
138	3.00	2.00	2.00	2.00	2.25	2.25
139	4.00	4.00	4.00	3.00	4.75	3.75
140	3.00	3.00	3.00	2.00	1.50	2.75
141	4.00	4.00	?	?	?	?
142	2.00	2.00	?	?	?	?
143	4.00	4.00	?	?	?	?
144	4.00	3.00	?	?	?	?

individual data.sav

	interdep	diver
109	4.00	2.40
110	4.00	1.00
111	4.20	2.20
112	3.40	2.00
113	4.40	2.20
114	4.20	1.80
115	3.40	2.00
116	4.60	1.20
117	4.20	1.00
118	3.60	2.60
119	3.60	3.00
120	3.40	2.80
121	4.60	2.80
122	4.40	3.80
123	4.60	2.80
124	4.60	3.00
125	4.80	1.00
126	4.40	1.20
127	4.20	4.20
128	4.60	3.80
129	4.80	1.80
130	4.40	5.00
131	3.80	4.60
132	3.60	2.00
133	5.00	2.20
134	4.60	4.20
135	5.00	3.60
136	5.00	3.00
137	4.80	3.40
138	4.80	2.60
139	4.20	5.00
140	4.60	4.80
141	4.00	2.60
142	4.00	4.00
143	4.40	5.00
144	3.40	3.00

individual data.sav

	Organiz	qualification	Depart2	turnver	gender	age
145	2.00	2.00	26.00	4.00	.00	32.00
146	2.00	2.00	26.00	3.00	.00	56.00
147	2.00	1.00	26.00	6.00	.00	53.00
148	2.00	2.00	26.00	6.00	1.00	30.00
149	2.00	1.00	26.00	3.00	1.00	31.00
150	2.00	2.00	26.00	2.00	.00	37.00
151	2.00	2.00	26.00	1.00	.00	50.00
152	2.00	2.00	27.00	3.00	.00	56.00
153	2.00	1.00	27.00	5.00	.00	55.00
154	2.00	2.00	27.00	7.00	1.00	37.00
155	2.00	2.00	27.00	8.00	1.00	27.00
156	2.00	1.00	27.00	9.00	1.00	45.00
157	2.00	1.00	27.00	2.00	.00	43.00
158	2.00	1.00	28.00	1.00	.00	35.00
159	2.00	1.00	28.00	1.00	.00	42.00
160	2.00	2.00	28.00	1.00	1.00	26.00
161	2.00	1.00	28.00	4.00	1.00	31.00
162	2.00	2.00	28.00	5.00	.00	44.00
163	2.00	2.00	29.00	4.00	.00	51.00
164	2.00	1.00	29.00	3.00	1.00	29.00
165	2.00	2.00	29.00	2.00	1.00	33.00
166	2.00	2.00	29.00	1.00	1.00	37.00
167	2.00	1.00	29.00	1.00	1.00	38.00
168	2.00	2.00	29.00	5.00	.00	31.00
169	2.00	1.00	29.00	5.00	.00	30.00
170	2.00	1.00	29.00	4.00	.00	41.00
171	2.00	2.00	29.00	2.00	.00	53.00
172	2.00	2.00	29.00	1.00	1.00	50.00
173	2.00	1.00	30.00	6.00	1.00	33.00
174	2.00	2.00	30.00	5.00	1.00	47.00
175	2.00	1.00	30.00	3.00	1.00	44.00
176	2.00	2.00	31.00	5.00	.00	39.00
177	2.00	1.00	31.00	4.00	.00	40.00
178	2.00	1.00	31.00	3.00	.00	39.00
179	2.00	2.00	32.00	3.00	.00	45.00
180	2.00	1.00	32.00	3.00	.00	37.00

individual data.sav

	Depart	interdep1	interdep2	interdep3	interdep4	interdep5
145	2.00	2.00	3.00	3.00	2.00	2.00
146	2.00	5.00	5.00	5.00	4.00	5.00
147	2.00	5.00	5.00	5.00	5.00	5.00
148	2.00	4.00	4.00	4.00	4.00	3.00
149	2.00	3.00	3.00	3.00	3.00	3.00
150	2.00	3.00	3.00	3.00	3.00	3.00
151	2.00	3.00	3.00	3.00	3.00	3.00
152	3.00	4.00	4.00	4.00	4.00	4.00
153	3.00	3.00	3.00	3.00	3.00	3.00
154	3.00	3.00	3.00	3.00	3.00	3.00
155	3.00	3.00	3.00	3.00	4.00	4.00
156	3.00	3.00	3.00	3.00	4.00	4.00
157	3.00	3.00	3.00	3.00	4.00	4.00
158	4.00	3.00	4.00	3.00	5.00	5.00
159	4.00	3.00	4.00	5.00	4.00	4.00
160	4.00	4.00	3.00	4.00	4.00	3.00
161	4.00	2.00	3.00	2.00	3.00	2.00
162	4.00	2.00	3.00	2.00	4.00	2.00
163	5.00	2.00	3.00	4.00	3.00	2.00
164	5.00	3.00	2.00	3.00	2.00	3.00
165	5.00	3.00	4.00	3.00	2.00	3.00
166	5.00	5.00	5.00	4.00	3.00	4.00
167	5.00	2.00	2.00	4.00	3.00	2.00
168	5.00	1.00	1.00	2.00	3.00	3.00
169	5.00	5.00	5.00	4.00	4.00	5.00
170	5.00	3.00	3.00	3.00	2.00	2.00
171	5.00	4.00	3.00	4.00	2.00	2.00
172	5.00	5.00	5.00	4.00	5.00	4.00
173	6.00	4.00	4.00	4.00	4.00	5.00
174	6.00	3.00	3.00	3.00	2.00	2.00
175	6.00	4.00	3.00	4.00	1.00	2.00
176	7.00	5.00	5.00	4.00	4.00	4.00
177	7.00	4.00	4.00	4.00	4.00	4.00
178	7.00	4.00	4.00	4.00	4.00	4.00
179	8.00	4.00	4.00	4.00	4.00	4.00
180	8.00	3.00	3.00	3.00	3.00	3.00

individual data.sav

	diver1	diver2	diver3	diver4	diver5	vai
145	2.00	3.00	2.00	2.00	3.00	3.80
146	3.00	3.00	3.00	3.00	4.00	4.00
147	3.00	5.00	5.00	5.00	5.00	3.80
148	2.00	2.00	3.00	3.00	3.00	4.00
149	3.00	3.00	3.00	3.00	3.00	3.80
150	3.00	3.00	3.00	3.00	4.00	4.00
151	3.00	4.00	3.00	3.00	2.00	4.40
152	5.00	4.00	4.00	5.00	3.00	2.40
153	2.00	2.00	2.00	2.00	4.00	2.00
154	3.00	3.00	3.00	3.00	4.00	2.60
155	2.00	2.00	2.00	2.00	2.00	2.60
156	2.00	2.00	2.00	2.00	1.00	2.60
157	3.00	3.00	2.00	2.00	2.00	2.60
158	4.00	4.00	4.00	4.00	4.00	2.40
159	3.00	3.00	5.00	2.00	2.00	2.00
160	2.00	2.00	2.00	2.00	3.00	2.40
161	3.00	3.00	3.00	3.00	3.00	2.40
162	1.00	1.00	2.00	2.00	1.00	2.40
163	1.00	1.00	1.00	1.00	2.00	1.20
164	2.00	2.00	2.00	2.00	3.00	1.80
165	5.00	5.00	5.00	5.00	5.00	1.60
166	2.00	3.00	2.00	3.00	2.00	1.60
167	2.00	4.00	4.00	3.00	3.00	1.40
168	2.00	3.00	2.00	3.00	4.00	1.60
169	3.00	4.00	3.00	3.00	2.00	1.40
170	2.00	2.00	2.00	2.00	3.00	1.40
171	2.00	3.00	3.00	3.00	4.00	3.60
172	2.00	4.00	4.00	4.00	3.00	1.40
173	2.00	3.00	2.00	3.00	2.00	4.40
174	2.00	3.00	3.00	2.00	3.00	3.80
175	2.00	4.00	2.00	2.00	3.00	4.20
176	3.00	4.00	3.00	3.00	2.00	2.60
177	1.00	3.00	1.00	1.00	3.00	2.40
178	4.00	4.00	4.00	4.00	4.00	2.60
179	4.00	4.00	4.00	4.00	4.00	1.60
180	3.00	5.00	4.00	4.00	4.00	1.40

individual data.sav

	vai1	vai2	vai3	vai4	vai5	Ide1
145	3.00	4.00	5.00	4.00	3.00	3.00
146	4.00	4.00	4.00	4.00	4.00	2.00
147	3.00	4.00	5.00	4.00	3.00	2.00
148	4.00	4.00	4.00	5.00	3.00	2.00
149	5.00	4.00	3.00	3.00	4.00	2.00
150	4.00	4.00	4.00	5.00	3.00	1.00
151	5.00	4.00	4.00	5.00	4.00	1.00
152	2.00	3.00	2.00	2.00	3.00	1.00
153	2.00	3.00	2.00	1.00	2.00	1.00
154	3.00	3.00	2.00	2.00	3.00	2.00
155	3.00	2.00	3.00	3.00	2.00	3.00
156	2.00	3.00	2.00	3.00	3.00	2.00
157	2.00	3.00	3.00	3.00	2.00	3.00
158	2.00	2.00	3.00	2.00	3.00	2.00
159	2.00	1.00	2.00	3.00	2.00	1.00
160	3.00	2.00	2.00	3.00	2.00	2.00
161	1.00	2.00	3.00	3.00	3.00	3.00
162	2.00	3.00	2.00	3.00	2.00	2.00
163	1.00	2.00	1.00	1.00	1.00	2.00
164	2.00	2.00	2.00	1.00	2.00	3.00
165	2.00	1.00	2.00	2.00	1.00	2.00
166	1.00	3.00	1.00	1.00	2.00	1.00
167	1.00	2.00	1.00	1.00	2.00	2.00
168	2.00	1.00	2.00	1.00	2.00	2.00
169	1.00	2.00	1.00	1.00	2.00	1.00
170	1.00	1.00	2.00	2.00	1.00	2.00
171	2.00	4.00	5.00	4.00	3.00	1.00
172	2.00	1.00	1.00	2.00	1.00	2.00
173	4.00	5.00	4.00	4.00	5.00	4.00
174	4.00	3.00	4.00	4.00	4.00	2.00
175	3.00	4.00	4.00	5.00	5.00	2.00
176	3.00	2.00	3.00	2.00	3.00	2.00
177	2.00	3.00	2.00	2.00	3.00	2.00
178	2.00	3.00	3.00	3.00	2.00	2.00
179	1.00	2.00	1.00	2.00	2.00	3.00
180	2.00	1.00	2.00	1.00	1.00	4.00

individual data.sav

	Ide2	Ide3	Ide4	Ide5	Ide6	Ide7
145	2.00	2.00	3.00	3.00	3.00	1.00
146	.00	2.00	2.00	2.00	.00	2.00
147	2.00	2.00	2.00	2.00	2.00	3.00
148	1.00	2.00	2.00	2.00	2.00	2.00
149	2.00	1.00	2.00	2.00	2.00	2.00
150	2.00	2.00	2.00	2.00	1.00	1.00
151	1.00	2.00	2.00	1.00	1.00	1.00
152	3.00	2.00	2.00	1.00	3.00	2.00
153	2.00	3.00	2.00	2.00	1.00	2.00
154	1.00	2.00	2.00	2.00	2.00	2.00
155	2.00	2.00	2.00	3.00	2.00	2.00
156	1.00	2.00	3.00	2.00	2.00	2.00
157	2.00	2.00	2.00	4.00	2.00	3.00
158	2.00	3.00	2.00	2.00	2.00	2.00
159	2.00	3.00	3.00	2.00	2.00	2.00
160	1.00	3.00	2.00	2.00	2.00	2.00
161	2.00	2.00	2.00	2.00	2.00	1.00
162	1.00	2.00	2.00	2.00	2.00	2.00
163	1.00	1.00	1.00	2.00	2.00	2.00
164	1.00	2.00	2.00	2.00	2.00	1.00
165	2.00	2.00	1.00	2.00	1.00	2.00
166	1.00	1.00	1.00	1.00	1.00	1.00
167	1.00	1.00	1.00	2.00	2.00	2.00
168	1.00	2.00	2.00	2.00	1.00	2.00
169	2.00	2.00	2.00	2.00	2.00	2.00
170	2.00	2.00	3.00	2.00	2.00	2.00
171	2.00	2.00	2.00	3.00	2.00	2.00
172	2.00	2.00	4.00	2.00	2.00	2.00
173	4.00	4.00	4.00	4.00	4.00	4.00
174	2.00	2.00	2.00	3.00	2.00	2.00
175	2.00	3.00	2.00	2.00	3.00	4.00
176	2.00	2.00	2.00	3.00	2.00	2.00
177	2.00	3.00	2.00	2.00	2.00	1.00
178	1.00	2.00	2.00	2.00	2.00	2.00
179	2.00	3.00	3.00	3.00	3.00	3.00
180	4.00	4.00	4.00	4.00	3.00	2.00

individual data.sav

	Ide8	Ins1	Ins2	Ins3	Ins4	Int1
145	1.00	1.00	2.00	1.00	2.00	2.00
146	3.00	2.00	.00	2.00	1.00	2.00
147	2.00	2.00	2.00	2.00	3.00	.00
148	3.00	2.00	2.00	2.00	2.00	2.00
149	2.00	2.00	1.00	2.00	2.00	2.00
150	1.00	2.00	2.00	1.00	1.00	1.00
151	2.00	.00	1.00	1.00	1.00	2.00
152	2.00	4.00	2.00	2.00	2.00	3.00
153	2.00	1.00	3.00	3.00	2.00	3.00
154	1.00	2.00	2.00	1.00	3.00	2.00
155	2.00	3.00	3.00	2.00	2.00	2.00
156	4.00	3.00	3.00	2.00	3.00	2.00
157	3.00	2.00	1.00	2.00	2.00	3.00
158	2.00	2.00	4.00	2.00	3.00	2.00
159	2.00	2.00	3.00	2.00	2.00	2.00
160	2.00	1.00	4.00	2.00	2.00	2.00
161	1.00	2.00	2.00	2.00	2.00	1.00
162	2.00	1.00	2.00	2.00	2.00	3.00
163	3.00	2.00	2.00	2.00	2.00	1.00
164	2.00	2.00	1.00	1.00	1.00	2.00
165	2.00	2.00	2.00	2.00	3.00	2.00
166	2.00	1.00	.00	1.00	1.00	1.00
167	2.00	1.00	4.00	2.00	2.00	2.00
168	2.00	2.00	4.00	2.00	1.00	1.00
169	3.00	2.00	2.00	3.00	2.00	2.00
170	1.00	2.00	2.00	2.00	2.00	1.00
171	2.00	2.00	3.00	2.00	2.00	2.00
172	3.00	2.00	2.00	3.00	2.00	2.00
173	4.00	4.00	4.00	4.00	4.00	4.00
174	3.00	2.00	1.00	2.00	3.00	3.00
175	2.00	3.00	3.00	3.00	2.00	2.00
176	2.00	2.00	2.00	1.00	1.00	2.00
177	2.00	2.00	2.00	2.00	2.00	2.00
178	3.00	2.00	2.00	2.00	2.00	2.00
179	4.00	3.00	3.00	3.00	4.00	3.00
180	4.00	4.00	3.00	3.00	4.00	4.00

individual data.sav

	Int2	Int3	Int4	Ind1	Ind2	Ind3
145	2.00	3.00	2.00	2.00	2.00	2.00
146	2.00	2.00	3.00	2.00	2.00	2.00
147	2.00	2.00	.00	2.00	1.00	2.00
148	1.00	2.00	2.00	2.00	2.00	3.00
149	3.00	2.00	2.00	2.00	2.00	2.00
150	2.00	2.00	2.00	2.00	2.00	2.00
151	1.00	1.00	1.00	2.00	2.00	2.00
152	2.00	3.00	2.00	3.00	2.00	2.00
153	3.00	2.00	3.00	2.00	2.00	2.00
154	2.00	2.00	1.00	2.00	3.00	2.00
155	2.00	1.00	2.00	3.00	2.00	3.00
156	2.00	3.00	2.00	1.00	2.00	3.00
157	1.00	2.00	3.00	2.00	3.00	2.00
158	2.00	2.00	1.00	2.00	2.00	2.00
159	2.00	1.00	2.00	2.00	2.00	2.00
160	4.00	2.00	2.00	1.00	2.00	2.00
161	2.00	2.00	2.00	3.00	2.00	2.00
162	2.00	2.00	2.00	1.00	2.00	1.00
163	2.00	2.00	2.00	1.00	1.00	1.00
164	1.00	4.00	1.00	1.00	1.00	2.00
165	2.00	2.00	2.00	2.00	3.00	2.00
166	1.00	1.00	1.00	2.00	1.00	2.00
167	2.00	1.00	2.00	1.00	2.00	1.00
168	1.00	2.00	2.00	2.00	4.00	2.00
169	2.00	2.00	1.00	2.00	1.00	2.00
170	1.00	1.00	2.00	3.00	2.00	2.00
171	2.00	1.00	1.00	1.00	2.00	2.00
172	2.00	2.00	2.00	2.00	2.00	2.00
173	3.00	4.00	4.00	3.00	3.00	4.00
174	2.00	2.00	2.00	3.00	2.00	2.00
175	2.00	3.00	3.00	2.00	2.00	2.00
176	2.00	2.00	2.00	2.00	3.00	3.00
177	2.00	3.00	3.00	4.00	2.00	2.00
178	2.00	3.00	3.00	3.00	3.00	3.00
179	3.00	3.00	3.00	3.00	3.00	3.00
180	4.00	4.00	3.00	4.00	3.00	4.00

individual data.sav

	Ind4	TFL	rel1	rel2	rel3	rel4
145	1.00	2.00	3.00	3.00	3.00	3.00
146	1.00	1.70	4.00	4.00	4.00	4.00
147	2.00	1.85	3.00	3.00	4.00	2.00
148	3.00	2.05	2.00	2.00	2.00	2.00
149	2.00	1.95	3.00	3.00	3.00	3.00
150	.00	1.55	3.00	3.00	3.00	3.00
151	1.00	1.30	3.00	3.00	3.00	4.00
152	2.00	2.25	4.00	4.00	4.00	3.00
153	1.00	2.10	2.00	2.00	2.00	2.00
154	2.00	1.90	3.00	3.00	3.00	2.00
155	2.00	2.25	3.00	3.00	4.00	4.00
156	3.00	2.35	1.00	1.00	1.00	1.00
157	3.00	2.35	3.00	2.00	2.00	2.00
158	2.00	2.15	1.00	1.00	1.00	1.00
159	1.00	2.00	1.00	1.00	1.00	1.00
160	1.00	2.05	2.00	1.00	2.00	2.00
161	2.00	1.95	2.00	1.00	1.00	1.00
162	2.00	1.85	1.00	1.00	1.00	1.00
163	2.00	1.70	1.00	1.00	1.00	2.00
164	2.00	1.70	1.00	1.00	1.00	1.00
165	1.00	1.95	2.00	1.00	1.00	1.00
166	2.00	1.15	1.00	1.00	1.00	1.00
167	2.00	1.75	1.00	1.00	1.00	2.00
168	1.00	1.90	1.00	2.00	1.00	1.00
169	2.00	1.95	1.00	1.00	1.00	1.00
170	1.00	1.85	1.00	2.00	2.00	1.00
171	2.00	1.90	2.00	2.00	2.00	2.00
172	1.00	2.15	2.00	2.00	2.00	3.00
173	4.00	3.85	1.00	1.00	1.00	1.00
174	2.00	2.20	2.00	2.00	2.00	1.00
175	2.00	2.45	2.00	2.00	2.00	2.00
176	2.00	2.05	3.00	2.00	2.00	2.00
177	3.00	2.25	2.00	1.00	2.00	2.00
178	3.00	2.30	2.00	1.00	2.00	1.00
179	2.00	3.00	3.00	3.00	2.00	2.00
180	3.00	3.60	4.00	4.00	4.00	4.00

individual data.sav

	tas1	tas2	tas3	tas4	rel	TASK
145	3.00	3.00	3.00	3.00	3.00	3.00
146	2.00	2.00	2.00	2.00	4.00	2.00
147	3.00	3.00	3.00	4.00	3.00	3.25
148	2.00	2.00	2.00	2.00	2.00	2.00
149	3.00	3.00	3.00	3.00	3.00	3.00
150	3.00	4.00	4.00	4.00	3.00	3.75
151	3.00	4.00	3.00	4.00	3.25	3.50
152	2.00	2.00	2.00	1.00	3.75	1.75
153	2.00	2.00	2.00	2.00	2.00	2.00
154	3.00	3.00	3.00	4.00	2.75	3.25
155	4.00	4.00	5.00	5.00	3.50	4.50
156	1.00	1.00	1.00	1.00	1.00	1.00
157	2.00	2.00	3.00	3.00	2.25	2.50
158	2.00	1.00	2.00	2.00	1.00	1.75
159	1.00	1.00	1.00	1.00	1.00	1.00
160	2.00	1.00	2.00	2.00	1.75	1.75
161	1.00	1.00	2.00	1.00	1.25	1.25
162	2.00	1.00	2.00	1.00	1.00	1.50
163	2.00	1.00	1.00	1.00	1.25	1.25
164	1.00	1.00	1.00	1.00	1.00	1.00
165	1.00	2.00	1.00	1.00	1.25	1.25
166	1.00	2.00	1.00	1.00	1.00	1.25
167	2.00	1.00	1.00	1.00	1.25	1.25
168	2.00	2.00	1.00	1.00	1.25	1.50
169	1.00	1.00	1.00	1.00	1.00	1.00
170	3.00	4.00	4.00	4.00	1.50	3.75
171	4.00	4.00	4.00	3.00	2.00	3.75
172	3.00	2.00	3.00	3.00	2.25	2.75
173	3.00	3.00	4.00	3.00	1.00	3.25
174	5.00	4.00	3.00	4.00	1.75	4.00
175	3.00	3.00	4.00	3.00	2.00	3.25
176	4.00	5.00	5.00	4.00	2.25	4.50
177	3.00	3.00	2.00	1.00	1.75	2.25
178	3.00	4.00	3.00	4.00	1.50	3.50
179	4.00	4.00	4.00	4.00	2.50	4.00
180	4.00	4.00	4.00	4.00	4.00	4.00

individual data.sav

	interdep	diver
145	2.40	2.40
146	4.80	3.20
147	5.00	4.60
148	3.80	2.60
149	3.00	3.00
150	3.00	3.20
151	3.00	3.00
152	4.00	4.20
153	3.00	2.40
154	3.00	3.20
155	3.40	2.00
156	3.40	1.80
157	3.40	2.40
158	4.00	4.00
159	4.00	3.00
160	3.60	2.20
161	2.40	3.00
162	2.60	1.40
163	2.80	1.20
164	2.60	2.20
165	3.00	5.00
166	4.20	2.40
167	2.60	3.20
168	2.00	2.80
169	4.60	3.00
170	2.60	2.20
171	3.00	3.00
172	4.60	3.40
173	4.20	2.40
174	2.60	2.60
175	2.80	2.60
176	4.40	3.00
177	4.00	1.80
178	4.00	4.00
179	4.00	4.00
180	3.00	4.00

	Organiz	qualification	Depart2	turnver	gender	age
181	2.00	2.00	32.00	1.00	1.00	35.00
182	2.00	1.00	32.00	2.00	.00	27.00
183	2.00	2.00	32.00	4.00	.00	55.00
184	2.00	2.00	32.00	2.00	1.00	49.00
185	2.00	1.00	32.00	6.00	1.00	27.00
186	2.00	1.00	32.00	7.00	.00	30.00
187	2.00	2.00	32.00	3.00	.00	38.00
188	2.00	2.00	32.00	2.00	.00	31.00
189	2.00	2.00	33.00	2.00	1.00	30.00
190	2.00	1.00	33.00	3.00	.00	29.00
191	2.00	2.00	33.00	7.00	.00	34.00
192	2.00	2.00	33.00	8.00	.00	40.00
193	2.00	1.00	33.00	9.00	1.00	42.00
194	2.00	2.00	33.00	1.00	1.00	50.00
195	2.00	1.00	33.00	1.00	1.00	31.00
196	2.00	1.00	33.00	4.00	.00	37.00
197	2.00	2.00	33.00	5.00	.00	45.00
198	2.00	1.00	33.00	6.00	.00	40.00
199	2.00	1.00	33.00	7.00	1.00	46.00
200	2.00	1.00	33.00	8.00	1.00	31.00
201	?	?	?	?	?	?
202	?	?	?	?	?	?
203	?	?	?	?	?	?
204	?	?	?	?	?	?
205	?	?	?	?	?	?
206	?	?	?	?	?	?
207	?	?	?	?	?	?
208	?	?	?	?	?	?
209	?	?	?	?	?	?
210	?	?	?	?	?	?
211	?	?	?	?	?	?
212	?	?	?	?	?	?
213	?	?	?	?	?	?
214	?	?	?	?	?	?
215	?	?	?	?	?	?
216	?	?	?	?	?	?

	Depart	interdep1	interdep2	interdep3	interdep4	interdep5
181	8.00	5.00	5.00	5.00	5.00	5.00
182	8.00	4.00	4.00	4.00	4.00	4.00
183	8.00	4.00	4.00	4.00	4.00	4.00
184	8.00	3.00	3.00	3.00	3.00	3.00
185	8.00	4.00	4.00	4.00	4.00	4.00
186	8.00	3.00	3.00	3.00	3.00	3.00
187	8.00	5.00	5.00	5.00	5.00	5.00
188	8.00	3.00	3.00	3.00	3.00	3.00
189	9.00	5.00	5.00	5.00	5.00	5.00
190	9.00	5.00	5.00	5.00	5.00	5.00
191	9.00	4.00	4.00	4.00	5.00	4.00
192	9.00	3.00	3.00	3.00	2.00	1.00
193	9.00	5.00	5.00	5.00	5.00	5.00
194	9.00	3.00	3.00	4.00	2.00	2.00
195	9.00	2.00	3.00	2.00	2.00	2.00
196	9.00	4.00	4.00	3.00	3.00	2.00
197	9.00	4.00	3.00	4.00	5.00	3.00
198	9.00	5.00	5.00	5.00	5.00	3.00
199	9.00	3.00	3.00	3.00	2.00	2.00
200	9.00	3.00	3.00	3.00	3.00	2.00
201	9.00	5.00	5.00	5.00	?	?
202	9.00	5.00	5.00	5.00	?	?
203	9.00	5.00	5.00	4.00	?	?
204	9.00	4.00	4.00	4.00	?	?
205	9.00	2.00	3.00	3.00	?	?
206	9.00	4.00	4.00	4.00	?	?
207	10.00	3.00	3.00	3.00	?	?
208	10.00	5.00	5.00	5.00	?	?
209	10.00	4.00	4.00	2.00	?	?
210	10.00	4.00	4.00	4.00	?	?
211	10.00	5.00	5.00	5.00	?	?
212	10.00	5.00	5.00	5.00	?	4.00
213	10.00	5.00	5.00	5.00	5.00	4.00
214	11.00	5.00	4.00	4.00	4.00	4.00
215	11.00	5.00	5.00	5.00	5.00	5.00
216	11.00	4.00	4.00	5.00	5.00	4.00

	diver1	diver2	diver3	diver4	diver5	vai
181	4.00	5.00	4.00	4.00	4.00	1.80
182	4.00	4.00	4.00	4.00	5.00	1.60
183	4.00	4.00	4.00	5.00	3.00	1.60
184	5.00	4.00	5.00	5.00	4.00	1.60
185	4.00	5.00	4.00	4.00	5.00	2.00
186	4.00	4.00	4.00	4.00	4.00	1.60
187	5.00	4.00	5.00	4.00	5.00	1.40
188	4.00	5.00	4.00	4.00	4.00	1.40
189	2.00	5.00	3.00	3.00	3.00	4.00
190	3.00	3.00	3.00	4.00	3.00	3.40
191	2.00	2.00	2.00	2.00	2.00	3.20
192	3.00	3.00	3.00	3.00	3.00	3.20
193	2.00	2.00	2.00	2.00	3.00	3.40
194	2.00	3.00	2.00	3.00	2.00	4.40
195	2.00	2.00	2.00	2.00	3.00	4.00
196	2.00	4.00	3.00	3.00	3.00	3.40
197	2.00	3.00	2.00	2.00	2.00	3.00
198	2.00	3.00	2.00	3.00	3.00	2.80
199	2.00	3.00	2.00	3.00	3.00	3.80
200	3.00	2.00	4.00	3.00	3.00	3.60
201	3.00	4.00	4.00	3.00	3.00	3.40
202	2.00	3.00	2.00	3.00	2.00	4.00
203	2.00	2.00	2.00	2.00	3.00	3.60
204	3.00	3.00	3.00	3.00	4.00	2.00
205	5.00	5.00	5.00	5.00	4.00	3.20
206	1.00	1.00	1.00	1.00	1.00	3.00
207	4.00	4.00	4.00	3.00	3.00	4.40
208	3.00	4.00	5.00	5.00	4.00	4.00
209	5.00	4.00	5.00	4.00	5.00	4.00
210	4.00	4.00	4.00	3.00	3.00	4.20
211	3.00	4.00	4.00	4.00	4.00	3.80
212	3.00	3.00	3.00	3.00	3.00	4.00
213	1.00	2.00	2.00	1.00	1.00	4.20
214	4.00	4.00	4.00	4.00	4.00	2.00
215	4.00	3.00	3.00	4.00	3.00	2.80
216	5.00	5.00	4.00	1.00	2.00	2.80

	vai1	vai2	vai3	vai4	vai5	Ide1
181	2.00	2.00	2.00	1.00	2.00	3.00
182	1.00	2.00	1.00	2.00	2.00	3.00
183	2.00	1.00	1.00	2.00	2.00	4.00
184	2.00	1.00	2.00	1.00	2.00	4.00
185	1.00	2.00	2.00	3.00	2.00	3.00
186	2.00	1.00	2.00	2.00	1.00	3.00
187	3.00	1.00	1.00	1.00	1.00	4.00
188	1.00	1.00	2.00	1.00	2.00	4.00
189	4.00	5.00	4.00	4.00	3.00	2.00
190	4.00	3.00	3.00	3.00	4.00	3.00
191	3.00	3.00	3.00	4.00	3.00	4.00
192	4.00	4.00	3.00	3.00	2.00	1.00
193	4.00	3.00	4.00	3.00	3.00	3.00
194	4.00	4.00	5.00	5.00	4.00	2.00
195	5.00	4.00	4.00	3.00	4.00	1.00
196	4.00	3.00	3.00	4.00	3.00	1.00
197	3.00	2.00	3.00	3.00	4.00	2.00
198	3.00	2.00	3.00	3.00	3.00	2.00
199	3.00	4.00	5.00	4.00	3.00	2.00
200	3.00	4.00	4.00	4.00	3.00	2.00
201	3.00	4.00	?	?	?	?
202	4.00	4.00	?	?	?	?
203	3.00	4.00	?	?	?	?
204	1.00	2.00	?	?	?	?
205	3.00	4.00	?	?	?	?
206	3.00	2.00	?	?	?	?
207	4.00	5.00	?	?	?	?
208	4.00	4.00	?	?	?	?
209	5.00	4.00	?	?	?	?
210	4.00	4.00	?	?	?	?
211	5.00	3.00	?	?	?	?
212	4.00	4.00	?	?	?	?
213	5.00	4.00	?	?	?	?
214	1.00	2.00	?	?	?	?
215	2.00	2.00	?	?	?	?
216	2.00	3.00	?	?	?	?

	Ide2	Ide3	Ide4	Ide5	Ide6	Ide7
181	3.00	3.00	4.00	3.00	3.00	4.00
182	4.00	4.00	4.00	3.00	3.00	4.00
183	3.00	3.00	3.00	4.00	4.00	4.00
184	4.00	3.00	3.00	3.00	4.00	4.00
185	4.00	4.00	3.00	3.00	4.00	3.00
186	3.00	4.00	4.00	4.00	4.00	4.00
187	4.00	4.00	3.00	3.00	4.00	4.00
188	3.00	4.00	3.00	4.00	4.00	2.00
189	1.00	2.00	2.00	2.00	3.00	2.00
190	2.00	1.00	1.00	2.00	2.00	2.00
191	2.00	1.00	2.00	2.00	2.00	2.00
192	2.00	2.00	2.00	3.00	2.00	2.00
193	2.00	1.00	1.00	1.00	2.00	2.00
194	2.00	2.00	1.00	2.00	3.00	2.00
195	2.00	2.00	2.00	2.00	2.00	2.00
196	1.00	2.00	2.00	2.00	3.00	2.00
197	2.00	2.00	2.00	2.00	2.00	3.00
198	2.00	1.00	2.00	3.00	2.00	2.00
199	3.00	2.00	2.00	2.00	1.00	2.00
200	2.00	2.00	2.00	2.00	1.00	2.00
201	2.00	3.00	2.00	1.00	2.00	2.00
202	2.00	2.00	2.00	2.00	4.00	2.00
203	4.00	2.00	1.00	2.00	2.00	3.00
204	1.00	2.00	3.00	1.00	2.00	2.00
205	3.00	2.00	1.00	2.00	3.00	2.00
206	1.00	1.00	2.00	1.00	1.00	2.00
207	2.00	1.00	1.00	2.00	1.00	1.00
208	.00	1.00	1.00	.00	2.00	1.00
209	2.00	1.00	2.00	2.00	2.00	2.00
210	2.00	1.00	2.00	2.00	2.00	1.00
211	2.00	1.00	3.00	3.00	.00	4.00
212	1.00	2.00	2.00	1.00	2.00	2.00
213	2.00	1.00	1.00	1.00	2.00	2.00
214	2.00	1.00	1.00	1.00	1.00	1.00
215	2.00	1.00	.00	.00	.00	1.00
216	1.00	1.00	1.00	1.00	2.00	2.00

	Ide8	Ins1	Ins2	Ins3	Ins4	Int1
181	3.00	4.00	4.00	4.00	4.00	3.00
182	4.00	3.00	3.00	3.00	3.00	4.00
183	3.00	4.00	4.00	4.00	3.00	4.00
184	3.00	3.00	4.00	3.00	3.00	3.00
185	4.00	3.00	4.00	4.00	4.00	4.00
186	4.00	3.00	3.00	3.00	3.00	3.00
187	4.00	3.00	4.00	4.00	4.00	4.00
188	4.00	4.00	4.00	4.00	3.00	2.00
189	2.00	2.00	2.00	2.00	2.00	2.00
190	2.00	2.00	2.00	2.00	2.00	2.00
191	2.00	2.00	2.00	2.00	3.00	2.00
192	1.00	2.00	2.00	2.00	2.00	1.00
193	2.00	2.00	4.00	2.00	2.00	2.00
194	2.00	1.00	4.00	2.00	2.00	2.00
195	1.00	2.00	2.00	2.00	2.00	1.00
196	2.00	2.00	1.00	1.00	1.00	1.00
197	3.00	2.00	2.00	2.00	3.00	2.00
198	2.00	4.00	2.00	1.00	2.00	2.00
199	2.00	2.00	3.00	2.00	2.00	2.00
200	2.00	1.00	2.00	1.00	2.00	2.00
201	?	?	?	?	?	?
202	?	?	?	?	?	?
203	?	?	?	?	?	?
204	?	?	?	?	?	?
205	?	?	?	?	?	?
206	?	?	?	?	?	?
207	?	?	?	?	?	?
208	?	?	?	?	?	?
209	?	?	?	?	?	?
210	?	?	?	?	?	?
211	?	?	?	?	?	?
212	?	?	?	?	?	?
213	?	?	?	?	?	?
214	?	?	?	?	?	?
215	?	?	?	?	?	?
216	?	?	?	?	?	?

	Int2	Int3	Int4	Ind1	Ind2	Ind3
181	4.00	3.00	3.00	4.00	3.00	4.00
182	4.00	3.00	3.00	4.00	4.00	4.00
183	4.00	4.00	3.00	3.00	4.00	4.00
184	3.00	4.00	4.00	4.00	3.00	4.00
185	4.00	3.00	4.00	3.00	3.00	3.00
186	4.00	4.00	4.00	3.00	3.00	3.00
187	4.00	4.00	4.00	3.00	4.00	4.00
188	4.00	2.00	4.00	4.00	4.00	4.00
189	2.00	3.00	3.00	3.00	3.00	3.00
190	1.00	2.00	2.00	2.00	2.00	2.00
191	2.00	2.00	3.00	2.00	2.00	2.00
192	2.00	2.00	2.00	2.00	2.00	2.00
193	2.00	2.00	3.00	2.00	2.00	1.00
194	2.00	1.00	2.00	3.00	3.00	3.00
195	1.00	1.00	2.00	2.00	2.00	3.00
196	2.00	2.00	2.00	1.00	2.00	2.00
197	2.00	2.00	2.00	1.00	2.00	4.00
198	2.00	2.00	2.00	3.00	3.00	2.00
199	3.00	3.00	2.00	2.00	2.00	1.00
200	2.00	2.00	2.00	2.00	2.00	3.00
201	2.00	2.00	3.00	2.00	?	?
202	2.00	2.00	2.00	1.00	?	?
203	1.00	2.00	1.00	2.00	?	?
204	2.00	1.00	3.00	1.00	?	?
205	2.00	1.00	2.00	1.00	?	?
206	2.00	2.00	1.00	2.00	?	?
207	1.00	1.00	2.00	1.00	?	?
208	1.00	.00	1.00	1.00	?	?
209	4.00	2.00	1.00	2.00	?	?
210	2.00	2.00	2.00	1.00	?	?
211	2.00	2.00	2.00	2.00	?	?
212	2.00	2.00	2.00	2.00	?	?
213	2.00	2.00	2.00	2.00	?	?
214	2.00	2.00	1.00	1.00	?	?
215	1.00	1.00	1.00	2.00	?	?
216	2.00	1.00	1.00	1.00	?	?

	Ind4	TFL	rel1	rel2	rel3	rel4
181	3.00	3.45	3.00	2.00	1.00	2.00
182	4.00	3.55	3.00	3.00	3.00	3.00
183	3.00	3.60	1.00	3.00	3.00	3.00
184	3.00	3.45	2.00	1.00	3.00	3.00
185	4.00	3.55	1.00	1.00	2.00	2.00
186	3.00	3.45	2.00	2.00	4.00	3.00
187	4.00	3.80	1.00	2.00	1.00	1.00
188	3.00	3.50	2.00	2.00	2.00	2.00
189	3.00	2.30	3.00	3.00	3.00	2.00
190	2.00	1.90	1.00	2.00	1.00	1.00
191	1.00	2.10	2.00	2.00	2.00	1.00
192	2.00	1.90	2.00	3.00	1.00	1.00
193	3.00	2.05	2.00	3.00	3.00	3.00
194	2.00	2.15	2.00	3.00	3.00	3.00
195	1.00	1.75	4.00	4.00	4.00	4.00
196	2.00	1.70	4.00	4.00	4.00	4.00
197	3.00	2.25	4.00	4.00	4.00	4.00
198	1.00	2.10	2.00	2.00	1.00	2.00
199	2.00	2.10	4.00	4.00	4.00	4.00
200	2.00	1.90	4.00	3.00	2.00	1.00
201	3.00	2.10	2.00	2.00	2.00	2.00
202	2.00	2.30	2.00	1.00	1.00	1.00
203	1.00	2.25	2.00	3.00	1.00	4.00
204	2.00	1.65	3.00	5.00	3.00	3.00
205	2.00	1.95	3.00	2.00	3.00	2.00
206	1.00	1.55	3.00	4.00	3.00	3.00
207	1.00	2.15	2.00	3.00	2.00	2.00
208	2.00	1.10	4.00	5.00	5.00	4.00
209	2.00	1.75	4.00	4.00	4.00	4.00
210	2.00	1.70	4.00	4.00	4.00	4.00
211	2.00	2.20	4.00	4.00	4.00	4.00
212	2.00	1.90	3.00	3.00	3.00	4.00
213	2.00	1.80	3.00	3.00	1.00	1.00
214	2.00	1.15	5.00	5.00	5.00	5.00
215	3.00	1.25	1.00	2.00	2.00	2.00
216	1.00	1.40	4.00	3.00	2.00	2.00

	tas1	tas2	tas3	tas4	rel	TASK
181	4.00	5.00	4.00	3.00	2.00	4.00
182	4.00	5.00	5.00	5.00	3.00	4.75
183	3.00	2.00	4.00	5.00	2.50	3.50
184	2.00	3.00	3.00	3.00	2.25	2.75
185	4.00	4.00	4.00	5.00	1.50	4.25
186	3.00	5.00	3.00	2.00	2.75	3.25
187	4.00	2.00	1.00	3.00	1.25	2.50
188	4.00	2.00	1.00	1.00	2.00	2.00
189	3.00	1.00	1.00	1.00	2.75	1.50
190	1.00	1.00	1.00	1.00	1.25	1.00
191	2.00	2.00	1.00	2.00	1.75	1.75
192	2.00	1.00	1.00	2.00	1.75	1.50
193	1.00	2.00	2.00	2.00	2.75	1.75
194	4.00	3.00	3.00	3.00	2.75	3.25
195	2.00	5.00	3.00	4.00	4.00	3.50
196	3.00	4.00	3.00	4.00	4.00	3.50
197	3.00	3.00	4.00	4.00	4.00	3.50
198	5.00	4.00	3.00	3.00	1.75	3.75
199	3.00	3.00	3.00	5.00	4.00	3.50
200	4.00	5.00	3.00	4.00	2.50	4.00
201	3.00	4.00	?	?	?	?
202	4.00	3.00	?	?	?	?
203	1.00	1.00	?	?	?	?
204	2.00	1.00	?	?	?	?
205	1.00	1.00	?	?	2.50	1.00
206	1.00	1.00	2.00	1.00	3.25	1.25
207	1.00	1.00	1.00	1.00	2.25	1.00
208	4.00	4.00	4.00	4.00	4.50	4.00
209	4.00	5.00	4.00	5.00	4.00	4.50
210	5.00	4.00	5.00	4.00	4.00	4.50
211	4.00	5.00	4.00	3.00	4.00	4.00
212	4.00	4.00	4.00	4.00	3.25	4.00
213	4.00	4.00	5.00	5.00	2.00	4.50
214	5.00	5.00	4.00	4.00	5.00	4.50
215	4.00	3.00	1.00	4.00	1.75	3.00
216	2.00	3.00	2.00	2.00	2.75	2.25

individual data.sav

	interdep	diver
181	5.00	4.20
182	4.00	4.20
183	4.00	4.00
184	3.00	4.60
185	4.00	4.40
186	3.00	4.00
187	5.00	4.60
188	3.00	4.20
189	5.00	3.20
190	5.00	3.20
191	4.20	2.00
192	2.40	3.00
193	5.00	2.20
194	2.80	2.40
195	2.20	2.20
196	3.20	3.00
197	3.80	2.20
198	4.60	2.60
199	2.60	2.60
200	2.80	3.00
201	4.60	3.40
202	4.80	2.40
203	4.80	2.20
204	4.40	3.20
205	2.60	4.80
206	4.00	1.00
207	3.00	3.60
208	5.00	4.20
209	2.80	4.60
210	3.60	3.60
211	4.40	3.80
212	4.60	3.00
213	4.80	1.40
214	4.20	4.00
215	5.00	3.40
216	4.40	3.40

individual data.sav

	Organiz	qualification	Depart2	turnver	gender	age
217	2.00	1.00	35.00	3.00	1.00	29.00
218	2.00	1.00	35.00	2.00	.00	40.00
219	2.00	1.00	35.00	1.00	.00	34.00
220	2.00	1.00	35.00	1.00	.00	33.00
221	2.00	1.00	35.00	5.00	1.00	32.00
222	2.00	2.00	35.00	3.00	1.00	40.00
223	2.00	1.00	35.00	4.00	1.00	29.00
224	2.00	2.00	36.00	2.00	.00	30.00
225	2.00	2.00	36.00	1.00	.00	44.00
226	2.00	2.00	36.00	4.00	1.00	36.00
227	2.00	1.00	36.00	6.00	.00	36.00
228	2.00	2.00	36.00	1.00	1.00	44.00
229	2.00	1.00	36.00	5.00	.00	29.00
230	2.00	2.00	36.00	2.00	1.00	47.00
231	2.00	1.00	36.00	1.00	.00	31.00
232	2.00	2.00	36.00	1.00	1.00	30.00
233	2.00	2.00	36.00	6.00	1.00	35.00
234	2.00	1.00	36.00	7.00	.00	40.00
235	2.00	1.00	36.00	4.00	.00	38.00
236	2.00	1.00	36.00	2.00	1.00	38.00
237	2.00	2.00	36.00	3.00	1.00	29.00
238	2.00	2.00	36.00	4.00	.00	40.00
239	2.00	2.00	36.00	5.00	.00	32.00
240	2.00	1.00	36.00	2.00	1.00	35.00
241	?	?	?	?	?	?
242	?	?	?	?	?	?
243	?	?	?	?	?	?
244	?	?	?	?	?	?
245	?	?	?	?	?	?
246	?	?	?	?	?	?
247	?	?	?	?	?	?
248	?	?	?	?	?	?
249	?	?	?	?	?	?
250	?	?	?	?	?	?
251	?	?	?	?	?	?
252	?	?	?	?	?	?

individual data.sav

	Depart	interdep1	interdep2	interdep3	interdep4	interdep5
217	11.00	4.00	4.00	4.00	4.00	4.00
218	11.00	3.00	3.00	3.00	3.00	3.00
219	11.00	5.00	5.00	5.00	5.00	5.00
220	11.00	3.00	3.00	3.00	3.00	3.00
221	11.00	5.00	5.00	5.00	5.00	5.00
222	11.00	3.00	3.00	3.00	3.00	3.00
223	11.00	4.00	4.00	4.00	5.00	4.00
224	12.00	2.00	2.00	2.00	2.00	2.00
225	12.00	4.00	4.00	4.00	4.00	4.00
226	12.00	5.00	5.00	5.00	5.00	5.00
227	12.00	3.00	3.00	3.00	3.00	3.00
228	12.00	4.00	4.00	4.00	4.00	4.00
229	12.00	5.00	5.00	5.00	5.00	5.00
230	12.00	3.00	3.00	3.00	3.00	3.00
231	12.00	5.00	5.00	5.00	5.00	5.00
232	12.00	3.00	3.00	3.00	3.00	3.00
233	12.00	4.00	4.00	4.00	4.00	4.00
234	12.00	2.00	2.00	2.00	2.00	2.00
235	12.00	4.00	4.00	4.00	4.00	4.00
236	12.00	3.00	3.00	3.00	3.00	3.00
237	12.00	2.00	2.00	3.00	3.00	3.00
238	12.00	4.00	3.00	4.00	4.00	4.00
239	12.00	3.00	3.00	3.00	3.00	3.00
240	12.00	5.00	5.00	5.00	5.00	5.00
241	12.00	5.00	5.00	5.00	?	?
242	12.00	2.00	2.00	3.00	?	?
243	12.00	4.00	3.00	4.00	?	?
244	13.00	2.00	2.00	2.00	?	?
245	13.00	5.00	5.00	5.00	?	?
246	13.00	3.00	3.00	3.00	?	?
247	13.00	5.00	4.00	4.00	?	?
248	13.00	5.00	5.00	5.00	?	?
249	13.00	4.00	3.00	4.00	?	?
250	13.00	2.00	3.00	1.00	?	?
251	13.00	2.00	5.00	3.00	5.00	3.00
252	13.00	2.00	4.00	3.00	5.00	2.00

individual data.sav

	diver1	diver2	diver3	diver4	diver5	vai
217	4.00	4.00	4.00	4.00	4.00	2.60
218	4.00	4.00	4.00	4.00	3.00	2.80
219	5.00	5.00	5.00	5.00	5.00	2.80
220	3.00	4.00	4.00	3.00	3.00	2.60
221	2.00	2.00	2.00	2.00	3.00	3.60
222	2.00	2.00	2.00	2.00	2.00	3.40
223	4.00	3.00	3.00	3.00	4.00	3.00
224	2.00	2.00	2.00	2.00	2.00	1.80
225	2.00	3.00	1.00	2.00	3.00	2.20
226	4.00	4.00	4.00	4.00	3.00	2.00
227	4.00	5.00	4.00	4.00	3.00	2.00
228	2.00	2.00	2.00	2.00	2.00	2.00
229	4.00	3.00	4.00	4.00	3.00	2.00
230	4.00	3.00	3.00	2.00	3.00	2.40
231	3.00	3.00	3.00	3.00	2.00	2.20
232	4.00	5.00	5.00	3.00	4.00	1.80
233	5.00	4.00	5.00	4.00	3.00	1.80
234	3.00	2.00	2.00	2.00	3.00	2.20
235	3.00	3.00	4.00	4.00	2.00	1.60
236	4.00	4.00	4.00	4.00	3.00	2.20
237	3.00	2.00	3.00	2.00	3.00	1.80
238	2.00	2.00	2.00	2.00	3.00	1.80
239	3.00	2.00	2.00	2.00	2.00	1.80
240	3.00	3.00	3.00	3.00	2.00	2.00
241	3.00	4.00	3.00	4.00	2.00	2.00
242	5.00	5.00	5.00	5.00	5.00	2.20
243	1.00	2.00	2.00	2.00	2.00	1.60
244	3.00	4.00	4.00	3.00	2.00	2.40
245	5.00	4.00	4.00	3.00	3.00	2.40
246	4.00	2.00	3.00	3.00	3.00	3.00
247	5.00	5.00	5.00	5.00	4.00	2.40
248	2.00	3.00	4.00	2.00	2.00	3.60
249	4.00	4.00	4.00	4.00	3.00	4.00
250	4.00	3.00	3.00	4.00	4.00	3.00
251	2.00	1.00	1.00	1.00	1.00	2.80
252	2.00	2.00	3.00	1.00	2.00	3.80

individual data.sav

	vai1	vai2	vai3	vai4	vai5	Ide1
217	2.00	4.00	3.00	2.00	2.00	2.00
218	2.00	3.00	3.00	3.00	3.00	1.00
219	2.00	4.00	4.00	2.00	2.00	3.00
220	3.00	3.00	3.00	2.00	2.00	2.00
221	4.00	4.00	3.00	4.00	3.00	1.00
222	3.00	3.00	4.00	3.00	4.00	3.00
223	3.00	3.00	3.00	3.00	3.00	1.00
224	2.00	1.00	2.00	2.00	2.00	1.00
225	2.00	3.00	2.00	2.00	2.00	2.00
226	2.00	2.00	2.00	2.00	2.00	1.00
227	1.00	2.00	2.00	3.00	2.00	2.00
228	2.00	2.00	2.00	2.00	2.00	2.00
229	2.00	2.00	2.00	2.00	2.00	2.00
230	3.00	2.00	2.00	2.00	3.00	1.00
231	2.00	2.00	2.00	2.00	3.00	1.00
232	1.00	2.00	2.00	2.00	2.00	2.00
233	2.00	1.00	2.00	2.00	2.00	1.00
234	2.00	2.00	2.00	2.00	3.00	2.00
235	2.00	2.00	1.00	2.00	1.00	2.00
236	2.00	2.00	3.00	2.00	2.00	1.00
237	2.00	1.00	2.00	1.00	3.00	2.00
238	2.00	2.00	2.00	1.00	2.00	3.00
239	2.00	1.00	2.00	2.00	2.00	1.00
240	1.00	2.00	2.00	3.00	2.00	.00
241	2.00	2.00	?	?	?	?
242	2.00	3.00	?	?	?	?
243	2.00	1.00	?	?	?	?
244	3.00	2.00	?	?	?	?
245	3.00	2.00	?	?	?	?
246	3.00	4.00	?	?	?	?
247	3.00	2.00	?	?	?	?
248	3.00	4.00	?	?	?	?
249	4.00	4.00	?	?	?	?
250	3.00	3.00	?	?	?	?
251	2.00	3.00	?	?	?	?
252	3.00	4.00	?	?	?	?

individual data.sav

	Ide2	Ide3	Ide4	Ide5	Ide6	Ide7
217	3.00	2.00	2.00	2.00	2.00	2.00
218	1.00	1.00	2.00	2.00	2.00	2.00
219	2.00	1.00	1.00	1.00	1.00	2.00
220	2.00	2.00	1.00	1.00	1.00	.00
221	2.00	2.00	4.00	2.00	3.00	2.00
222	2.00	2.00	2.00	3.00	2.00	2.00
223	2.00	2.00	2.00	2.00	.00	.00
224	1.00	2.00	1.00	1.00	1.00	2.00
225	1.00	1.00	2.00	1.00	1.00	2.00
226	1.00	2.00	1.00	1.00	1.00	1.00
227	1.00	2.00	1.00	1.00	1.00	1.00
228	3.00	2.00	2.00	2.00	1.00	1.00
229	1.00	2.00	1.00	1.00	1.00	1.00
230	1.00	1.00	1.00	2.00	2.00	1.00
231	1.00	3.00	2.00	2.00	2.00	3.00
232	1.00	1.00	3.00	1.00	2.00	1.00
233	2.00	2.00	3.00	2.00	2.00	2.00
234	1.00	1.00	2.00	1.00	1.00	1.00
235	1.00	2.00	3.00	1.00	1.00	1.00
236	3.00	1.00	1.00	3.00	1.00	1.00
237	3.00	1.00	2.00	1.00	1.00	2.00
238	1.00	2.00	3.00	1.00	1.00	3.00
239	1.00	2.00	2.00	2.00	2.00	1.00
240	1.00	1.00	3.00	1.00	.00	1.00
241	1.00	1.00	1.00	2.00	3.00	.00
242	.00	3.00	2.00	1.00	.00	3.00
243	1.00	1.00	2.00	2.00	1.00	1.00
244	2.00	1.00	2.00	2.00	2.00	1.00
245	3.00	2.00	2.00	2.00	2.00	3.00
246	3.00	2.00	2.00	3.00	2.00	2.00
247	1.00	1.00	3.00	1.00	2.00	2.00
248	2.00	2.00	2.00	2.00	1.00	1.00
249	2.00	4.00	3.00	2.00	1.00	3.00
250	2.00	3.00	2.00	2.00	2.00	1.00
251	3.00	2.00	2.00	2.00	2.00	3.00
252	2.00	2.00	2.00	3.00	2.00	2.00

individual data.sav

	Ide8	Ins1	Ins2	Ins3	Ins4	Int1
217	2.00	2.00	2.00	1.00	1.00	1.00
218	3.00	2.00	2.00	3.00	2.00	2.00
219	2.00	1.00	.00	.00	1.00	1.00
220	.00	.00	1.00	2.00	2.00	1.00
221	3.00	3.00	2.00	2.00	2.00	1.00
222	2.00	2.00	2.00	3.00	2.00	1.00
223	1.00	2.00	1.00	2.00	2.00	2.00
224	1.00	1.00	1.00	1.00	1.00	1.00
225	1.00	4.00	1.00	1.00	2.00	2.00
226	1.00	2.00	2.00	2.00	2.00	1.00
227	2.00	2.00	3.00	2.00	2.00	2.00
228	1.00	1.00	2.00	1.00	1.00	1.00
229	1.00	2.00	2.00	1.00	1.00	1.00
230	3.00	1.00	1.00	2.00	2.00	2.00
231	2.00	2.00	2.00	1.00	1.00	1.00
232	3.00	1.00	1.00	2.00	4.00	1.00
233	2.00	.00	1.00	.00	1.00	.00
234	1.00	1.00	1.00	3.00	1.00	2.00
235	3.00	1.00	2.00	2.00	1.00	1.00
236	1.00	3.00	1.00	2.00	2.00	3.00
237	1.00	2.00	2.00	3.00	2.00	1.00
238	1.00	3.00	1.00	1.00	1.00	1.00
239	2.00	1.00	1.00	2.00	2.00	1.00
240	3.00	2.00	2.00	.00	1.00	1.00
241	?	?	?	?	?	?
242	?	?	?	?	?	?
243	?	?	?	?	?	?
244	?	?	?	?	?	?
245	?	?	?	?	?	?
246	?	?	?	?	?	?
247	2.00	1.00	1.00	3.00	2.00	2.00
248	1.00	2.00	4.00	4.00	2.00	1.00
249	2.00	3.00	2.00	2.00	3.00	2.00
250	2.00	1.00	1.00	1.00	1.00	2.00
251	2.00	2.00	2.00	2.00	1.00	1.00
252	4.00	3.00	3.00	3.00	2.00	2.00

individual data.sav

	Int2	Int3	Int4	Ind1	Ind2	Ind3
217	2.00	1.00	1.00	1.00	1.00	.00
218	3.00	2.00	2.00	2.00	2.00	1.00
219	1.00	2.00	3.00	2.00	3.00	2.00
220	2.00	2.00	2.00	2.00	1.00	2.00
221	2.00	2.00	2.00	3.00	2.00	2.00
222	2.00	2.00	2.00	2.00	3.00	2.00
223	3.00	2.00	1.00	2.00	2.00	2.00
224	1.00	1.00	2.00	1.00	1.00	1.00
225	2.00	1.00	1.00	1.00	2.00	1.00
226	2.00	2.00	2.00	1.00	1.00	1.00
227	1.00	2.00	2.00	2.00	2.00	2.00
228	2.00	1.00	1.00	1.00	2.00	3.00
229	3.00	1.00	2.00	1.00	1.00	1.00
230	1.00	1.00	1.00	2.00	1.00	2.00
231	2.00	1.00	2.00	2.00	2.00	3.00
232	1.00	2.00	2.00	4.00	2.00	2.00
233	.00	2.00	.00	.00	1.00	2.00
234	1.00	1.00	1.00	4.00	1.00	1.00
235	1.00	2.00	2.00	3.00	2.00	2.00
236	4.00	3.00	2.00	1.00	4.00	1.00
237	1.00	1.00	2.00	2.00	3.00	2.00
238	2.00	1.00	2.00	1.00	1.00	1.00
239	1.00	1.00	1.00	2.00	3.00	2.00
240	1.00	.00	3.00	1.00	2.00	1.00
241	1.00	.00	1.00	3.00	?	?
242	.00	2.00	1.00	2.00	?	?
243	1.00	1.00	2.00	4.00	?	?
244	1.00	3.00	2.00	2.00	?	?
245	1.00	2.00	2.00	2.00	?	?
246	2.00	2.00	2.00	2.00	?	?
247	2.00	3.00	1.00	1.00	?	?
248	4.00	1.00	1.00	1.00	?	?
249	3.00	2.00	2.00	2.00	?	?
250	2.00	2.00	2.00	3.00	?	?
251	2.00	2.00	2.00	2.00	?	?
252	2.00	2.00	2.00	3.00	?	?

individual data.sav

	Ind4	TFL	rel1	rel2	rel3	rel4
217	.00	1.50	1.00	4.00	3.00	3.00
218	.00	1.85	3.00	3.00	5.00	4.00
219	1.00	1.50	3.00	4.00	4.00	4.00
220	1.00	1.35	4.00	3.00	3.00	2.00
221	2.00	2.20	4.00	2.00	3.00	3.00
222	2.00	2.15	3.00	3.00	2.00	2.00
223	1.00	1.60	2.00	2.00	2.00	2.00
224	1.00	1.15	1.00	2.00	2.00	1.00
225	2.00	1.55	1.00	2.00	2.00	2.00
226	.00	1.35	2.00	1.00	2.00	3.00
227	1.00	2.75	1.00	1.00	1.00	1.00
228	2.00	1.60	3.00	4.00	3.00	3.00
229	2.00	1.40	1.00	1.00	2.00	1.00
230	1.00	1.45	2.00	3.00	2.00	1.00
231	2.00	1.85	2.00	1.00	1.00	2.00
232	3.00	1.95	2.00	2.00	2.00	2.00
233	.00	1.15	2.00	1.00	1.00	1.00
234	2.00	1.45	2.00	1.00	2.00	2.00
235	1.00	1.70	2.00	1.00	2.00	2.00
236	.00	1.90	3.00	3.00	2.00	3.00
237	1.00	1.75	2.00	3.00	2.00	2.00
238	1.00	1.55	2.00	2.00	2.00	1.00
239	1.00	1.55	1.00	1.00	1.00	2.00
240	3.00	1.35	2.00	1.00	1.00	1.00
241	2.00	1.45	2.00	1.00	2.00	2.00
242	1.00	1.35	3.00	3.00	3.00	3.00
243	1.00	1.80	1.00	1.00	1.00	1.00
244	2.00	1.85	2.00	1.00	1.00	1.00
245	1.00	1.95	2.00	3.00	3.00	3.00
246	1.00	2.00	2.00	1.00	2.00	2.00
247	2.00	1.75	1.00	1.00	1.00	1.00
248	1.00	1.85	2.00	2.00	1.00	1.00
249	2.00	2.40	2.00	1.00	2.00	2.00
250	2.00	1.95	1.00	2.00	2.00	2.00
251	2.00	1.95	1.00	1.00	2.00	1.00
252	2.00	2.40	2.00	2.00	1.00	2.00

individual data.sav

	tas1	tas2	tas3	tas4	rel	TASK
217	2.00	2.00	1.00	2.00	2.75	1.75
218	1.00	2.00	1.00	3.00	3.75	1.75
219	1.00	1.00	4.00	4.00	3.75	2.50
220	3.00	1.00	3.00	5.00	3.00	3.00
221	2.00	3.00	3.00	4.00	3.00	3.00
222	1.00	3.00	2.00	1.00	2.50	1.75
223	2.00	3.00	1.00	3.00	2.00	2.25
224	2.00	2.00	3.00	2.00	1.50	2.25
225	3.00	2.00	2.00	1.00	1.75	2.00
226	2.00	2.00	3.00	1.00	2.00	2.00
227	1.00	1.00	2.00	1.00	1.00	1.25
228	2.00	3.00	2.00	3.00	3.25	2.50
229	1.00	2.00	1.00	2.00	1.25	1.50
230	2.00	2.00	2.00	1.00	2.00	1.75
231	1.00	1.00	2.00	1.00	1.50	1.25
232	2.00	2.00	3.00	2.00	2.00	2.25
233	2.00	3.00	2.00	2.00	1.25	2.25
234	2.00	1.00	2.00	2.00	1.75	1.75
235	3.00	2.00	1.00	2.00	1.75	2.00
236	3.00	2.00	3.00	3.00	2.75	2.75
237	3.00	2.00	2.00	2.00	2.25	2.25
238	1.00	1.00	1.00	2.00	1.75	1.25
239	1.00	2.00	2.00	2.00	1.25	1.75
240	1.00	2.00	1.00	1.00	1.25	1.25
241	1.00	2.00	?	?	?	?
242	2.00	2.00	?	?	?	?
243	2.00	1.00	?	?	?	?
244	2.00	1.00	?	?	?	?
245	2.00	2.00	?	?	?	?
246	3.00	2.00	?	?	?	?
247	2.00	1.00	?	?	?	?
248	1.00	2.00	?	?	?	?
249	2.00	2.00	?	?	?	?
250	2.00	1.00	?	?	?	?
251	2.00	1.00	?	?	?	?
252	3.00	2.00	?	?	?	?

individual data.sav

	interdep	diver
217	4.00	4.00
218	3.00	3.80
219	5.00	5.00
220	3.00	3.40
221	5.00	2.20
222	3.00	2.00
223	4.20	3.40
224	2.00	2.00
225	4.00	2.20
226	5.00	3.80
227	3.00	4.00
228	4.00	2.00
229	5.00	3.60
230	3.00	3.00
231	5.00	2.80
232	3.00	4.20
233	4.00	4.20
234	2.00	2.40
235	4.00	3.20
236	3.00	3.80
237	2.60	2.60
238	3.80	2.20
239	3.00	2.20
240	5.00	2.80
241	5.00	3.20
242	2.60	5.00
243	3.80	1.80
244	2.00	3.20
245	4.80	3.80
246	3.20	3.00
247	4.00	4.80
248	5.00	2.60
249	3.80	3.80
250	2.40	3.60
251	3.60	1.20
252	3.20	2.00

individual data.sav

	Organiz	qualification	Depart2	turnver	gender	age
253	2.00	2.00	37.00	3.00	1.00	41.00
254	2.00	1.00	37.00	3.00	1.00	37.00
255	2.00	2.00	37.00	2.00	.00	33.00
256	2.00	1.00	37.00	1.00	.00	40.00
257	2.00	2.00	37.00	1.00	.00	30.00
258	2.00	1.00	37.00	5.00	1.00	36.00
259	2.00	1.00	38.00	4.00	1.00	35.00
260	2.00	1.00	38.00	4.00	1.00	40.00
261	2.00	2.00	38.00	3.00	.00	31.00
262	2.00	1.00	38.00	3.00	.00	37.00
263	2.00	2.00	38.00	5.00	.00	41.00
264	2.00	2.00	38.00	2.00	.00	52.00
265	2.00	1.00	38.00	2.00	.00	45.00
266	2.00	1.00	38.00	7.00	1.00	32.00
267	2.00	1.00	38.00	4.00	.00	30.00
268	2.00	2.00	38.00	2.00	1.00	34.00
269	2.00	1.00	38.00	3.00	.00	32.00
270	2.00	1.00	39.00	4.00	1.00	45.00
271	2.00	1.00	39.00	3.00	.00	44.00
272	2.00	1.00	39.00	1.00	1.00	29.00
273	2.00	2.00	39.00	1.00	.00	30.00
274	2.00	1.00	39.00	2.00	.00	35.00
275	2.00	1.00	39.00	3.00	1.00	40.00
276	2.00	1.00	39.00	3.00	1.00	55.00
277	2.00	2.00	39.00	5.00	.00	50.00
278	2.00	2.00	40.00	7.00	.00	29.00
279	2.00	1.00	40.00	1.00	1.00	40.00
280	2.00	1.00	40.00	2.00	1.00	32.00
281	2.00	1.00	40.00	3.00	.00	35.00
282	2.00	2.00	40.00	3.00	1.00	44.00
283	2.00	1.00	40.00	4.00	1.00	35.00
284	2.00	1.00	40.00	2.00	.00	26.00
285	2.00	1.00	41.00	1.00	1.00	25.00
286	2.00	1.00	41.00	4.00	.00	26.00
287	2.00	2.00	41.00	1.00	.00	30.00
288	2.00	1.00	41.00	2.00	.00	27.00

individual data.sav

	Depart	interdep1	interdep2	interdep3	interdep4	interdep5
253	13.00	5.00	5.00	5.00	5.00	5.00
254	13.00	5.00	5.00	5.00	5.00	4.00
255	13.00	5.00	5.00	5.00	5.00	5.00
256	13.00	4.00	4.00	4.00	3.00	3.00
257	13.00	5.00	5.00	4.00	3.00	3.00
258	13.00	4.00	5.00	4.00	3.00	5.00
259	14.00	5.00	5.00	5.00	4.00	3.00
260	14.00	4.00	4.00	4.00	3.00	3.00
261	14.00	5.00	5.00	4.00	3.00	3.00
262	14.00	3.00	3.00	3.00	3.00	3.00
263	14.00	4.00	4.00	4.00	4.00	4.00
264	14.00	4.00	4.00	4.00	3.00	3.00
265	14.00	4.00	4.00	4.00	3.00	3.00
266	14.00	4.00	4.00	4.00	3.00	3.00
267	14.00	4.00	4.00	4.00	4.00	3.00
268	14.00	4.00	4.00	4.00	3.00	3.00
269	14.00	5.00	5.00	3.00	3.00	4.00
270	15.00	4.00	4.00	4.00	3.00	3.00
271	15.00	4.00	4.00	4.00	4.00	3.00
272	15.00	4.00	4.00	3.00	3.00	3.00
273	15.00	4.00	4.00	4.00	3.00	3.00
274	15.00	4.00	4.00	4.00	3.00	3.00
275	15.00	4.00	4.00	4.00	4.00	3.00
276	15.00	4.00	4.00	4.00	3.00	3.00
277	15.00	4.00	4.00	4.00	3.00	3.00
278	16.00	2.00	3.00	2.00	1.00	2.00
279	16.00	2.00	2.00	2.00	2.00	2.00
280	16.00	3.00	2.00	2.00	2.00	2.00
281	16.00	2.00	3.00	2.00	?	?
282	16.00	2.00	2.00	2.00	?	?
283	16.00	2.00	2.00	2.00	?	?
284	16.00	3.00	4.00	2.00	?	?
285	17.00	3.00	3.00	3.00	?	?
286	17.00	4.00	4.00	5.00	?	?
287	17.00	5.00	5.00	5.00	?	?
288	17.00	3.00	3.00	3.00	?	?

individual data.sav

	diver1	diver2	diver3	diver4	diver5	vai
253	2.00	2.00	2.00	2.00	1.00	3.40
254	5.00	5.00	5.00	5.00	4.00	4.00
255	2.00	3.00	3.00	3.00	3.00	3.20
256	4.00	5.00	4.00	2.00	4.00	3.40
257	4.00	5.00	5.00	3.00	3.00	4.40
258	4.00	1.00	4.00	4.00	3.00	3.00
259	2.00	2.00	2.00	2.00	3.00	3.00
260	2.00	3.00	4.00	2.00	3.00	2.60
261	2.00	2.00	3.00	2.00	2.00	4.60
262	4.00	4.00	4.00	3.00	3.00	3.40
263	3.00	4.00	3.00	2.00	3.00	3.20
264	4.00	3.00	5.00	3.00	4.00	3.80
265	4.00	4.00	4.00	3.00	3.00	3.80
266	2.00	3.00	3.00	3.00	3.00	3.80
267	3.00	3.00	2.00	3.00	3.00	4.00
268	4.00	4.00	5.00	5.00	4.00	3.20
269	4.00	4.00	5.00	4.00	5.00	4.00
270	3.00	5.00	5.00	4.00	5.00	1.60
271	4.00	4.00	4.00	4.00	4.00	2.00
272	5.00	4.00	4.00	4.00	4.00	3.00
273	4.00	4.00	4.00	5.00	4.00	2.80
274	4.00	5.00	4.00	4.00	3.00	3.00
275	4.00	4.00	4.00	4.00	4.00	4.20
276	5.00	4.00	5.00	5.00	4.00	2.60
277	4.00	4.00	4.00	4.00	5.00	2.40
278	4.00	2.00	4.00	3.00	3.00	3.20
279	5.00	5.00	5.00	5.00	5.00	2.00
280	4.00	4.00	4.00	4.00	4.00	2.80
281	5.00	5.00	5.00	5.00	5.00	2.20
282	2.00	2.00	2.00	2.00	2.00	2.80
283	4.00	3.00	3.00	3.00	3.00	3.00
284	3.00	3.00	3.00	3.00	3.00	3.00
285	3.00	3.00	3.00	3.00	3.00	3.20
286	3.00	3.00	3.00	3.00	3.00	2.80
287	3.00	3.00	3.00	4.00	3.00	3.80
288	1.00	4.00	3.00	3.00	3.00	3.40

individual data.sav

	vai1	vai2	vai3	vai4	vai5	Ide1
253	4.00	3.00	4.00	3.00	3.00	1.00
254	4.00	3.00	4.00	4.00	5.00	2.00
255	4.00	3.00	3.00	3.00	3.00	1.00
256	3.00	4.00	3.00	4.00	3.00	2.00
257	5.00	4.00	4.00	5.00	4.00	2.00
258	3.00	3.00	3.00	3.00	3.00	4.00
259	2.00	3.00	4.00	3.00	3.00	2.00
260	3.00	4.00	2.00	2.00	2.00	3.00
261	4.00	5.00	5.00	4.00	5.00	2.00
262	3.00	4.00	3.00	3.00	4.00	3.00
263	3.00	4.00	3.00	3.00	3.00	2.00
264	2.00	4.00	5.00	4.00	4.00	4.00
265	3.00	3.00	4.00	4.00	5.00	2.00
266	3.00	4.00	3.00	5.00	4.00	2.00
267	4.00	3.00	4.00	5.00	4.00	2.00
268	3.00	3.00	3.00	4.00	3.00	2.00
269	4.00	3.00	4.00	5.00	4.00	2.00
270	2.00	1.00	2.00	2.00	1.00	3.00
271	3.00	2.00	2.00	1.00	2.00	3.00
272	3.00	3.00	3.00	3.00	3.00	3.00
273	2.00	3.00	2.00	3.00	4.00	2.00
274	3.00	2.00	3.00	4.00	3.00	3.00
275	4.00	4.00	5.00	4.00	4.00	4.00
276	3.00	3.00	3.00	2.00	2.00	3.00
277	2.00	2.00	3.00	3.00	2.00	3.00
278	3.00	4.00	3.00	3.00	3.00	1.00
279	3.00	2.00	1.00	2.00	2.00	2.00
280	3.00	2.00	3.00	3.00	3.00	3.00
281	2.00	2.00	3.00	2.00	2.00	2.00
282	3.00	4.00	3.00	2.00	2.00	2.00
283	3.00	4.00	3.00	3.00	2.00	3.00
284	2.00	3.00	3.00	4.00	3.00	1.00
285	3.00	3.00	3.00	3.00	4.00	1.00
286	4.00	2.00	3.00	3.00	2.00	2.00
287	4.00	3.00	5.00	4.00	3.00	2.00
288	4.00	3.00	3.00	4.00	3.00	2.00

individual data.sav

	Ide2	Ide3	Ide4	Ide5	Ide6	Ide7
253	2.00	2.00	2.00	2.00	2.00	3.00
254	2.00	2.00	1.00	1.00	1.00	3.00
255	1.00	3.00	2.00	1.00	2.00	2.00
256	1.00	2.00	4.00	2.00	2.00	3.00
257	4.00	2.00	1.00	2.00	2.00	1.00
258	2.00	2.00	1.00	1.00	1.00	4.00
259	1.00	1.00	2.00	2.00	2.00	2.00
260	2.00	2.00	3.00	2.00	1.00	1.00
261	2.00	2.00	2.00	2.00	2.00	2.00
262	2.00	2.00	1.00	2.00	2.00	2.00
263	2.00	1.00	3.00	2.00	2.00	2.00
264	3.00	1.00	2.00	3.00	2.00	2.00
265	3.00	3.00	2.00	2.00	2.00	2.00
266	3.00	1.00	1.00	2.00	3.00	1.00
267	2.00	1.00	2.00	1.00	1.00	2.00
268	1.00	1.00	2.00	3.00	2.00	2.00
269	1.00	1.00	2.00	2.00	2.00	2.00
270	2.00	3.00	3.00	3.00	3.00	4.00
271	4.00	3.00	3.00	3.00	3.00	3.00
272	4.00	3.00	3.00	3.00	3.00	3.00
273	4.00	3.00	3.00	3.00	3.00	3.00
274	3.00	2.00	1.00	3.00	3.00	3.00
275	3.00	3.00	1.00	3.00	3.00	4.00
276	3.00	3.00	1.00	3.00	3.00	3.00
277	3.00	3.00	3.00	1.00	3.00	3.00
278	2.00	1.00	1.00	1.00	1.00	2.00
279	1.00	2.00	2.00	3.00	2.00	2.00
280	2.00	2.00	1.00	2.00	2.00	2.00
281	3.00	2.00	3.00	4.00	3.00	3.00
282	2.00	2.00	2.00	3.00	3.00	3.00
283	2.00	2.00	3.00	2.00	1.00	2.00
284	3.00	3.00	3.00	2.00	2.00	1.00
285	1.00	1.00	2.00	2.00	2.00	1.00
286	2.00	2.00	2.00	.00	1.00	2.00
287	1.00	1.00	2.00	2.00	2.00	1.00
288	2.00	1.00	1.00	2.00	2.00	2.00

individual data.sav

	Ide8	Ins1	Ins2	Ins3	Ins4	Int1
253	3.00	3.00	3.00	2.00	3.00	3.00
254	2.00	2.00	1.00	2.00	2.00	2.00
255	3.00	2.00	2.00	2.00	1.00	1.00
256	3.00	2.00	3.00	2.00	2.00	1.00
257	2.00	2.00	2.00	1.00	1.00	1.00
258	2.00	3.00	2.00	2.00	2.00	1.00
259	2.00	2.00	3.00	2.00	2.00	3.00
260	2.00	1.00	1.00	3.00	2.00	2.00
261	2.00	3.00	2.00	2.00	2.00	2.00
262	2.00	2.00	1.00	2.00	1.00	2.00
263	3.00	1.00	2.00	1.00	2.00	2.00
264	3.00	3.00	1.00	4.00	3.00	2.00
265	2.00	2.00	2.00	2.00	2.00	3.00
266	2.00	2.00	1.00	2.00	2.00	2.00
267	1.00	1.00	1.00	2.00	2.00	1.00
268	2.00	2.00	1.00	2.00	2.00	2.00
269	1.00	1.00	2.00	2.00	2.00	2.00
270	3.00	3.00	3.00	2.00	3.00	3.00
271	4.00	3.00	3.00	2.00	2.00	2.00
272	4.00	3.00	3.00	3.00	3.00	4.00
273	3.00	3.00	3.00	2.00	3.00	4.00
274	4.00	3.00	3.00	2.00	2.00	1.00
275	3.00	3.00	3.00	3.00	3.00	3.00
276	3.00	4.00	3.00	3.00	3.00	3.00
277	3.00	4.00	3.00	3.00	3.00	3.00
278	3.00	3.00	3.00	2.00	2.00	2.00
279	2.00	1.00	2.00	2.00	2.00	3.00
280	1.00	2.00	2.00	2.00	3.00	2.00
281	?	?	?	?	?	?
282	?	?	?	?	?	?
283	?	?	?	?	?	?
284	?	?	?	?	?	?
285	?	?	?	?	?	?
286	?	?	?	?	?	?
287	?	?	?	?	?	?
288	?	?	?	?	?	?

individual data.sav

	Int2	Int3	Int4	Ind1	Ind2	Ind3
253	3.00	1.00	2.00	2.00	2.00	2.00
254	2.00	2.00	2.00	2.00	1.00	2.00
255	1.00	4.00	2.00	1.00	3.00	2.00
256	4.00	2.00	2.00	2.00	3.00	2.00
257	1.00	2.00	2.00	2.00	3.00	3.00
258	2.00	2.00	1.00	2.00	1.00	2.00
259	2.00	2.00	2.00	2.00	3.00	2.00
260	2.00	4.00	2.00	3.00	2.00	2.00
261	3.00	3.00	3.00	2.00	3.00	2.00
262	2.00	3.00	2.00	2.00	2.00	3.00
263	2.00	3.00	1.00	2.00	4.00	3.00
264	3.00	2.00	3.00	4.00	4.00	2.00
265	1.00	3.00	3.00	2.00	1.00	1.00
266	2.00	2.00	1.00	1.00	1.00	2.00
267	2.00	2.00	2.00	2.00	2.00	2.00
268	2.00	1.00	2.00	2.00	2.00	2.00
269	1.00	1.00	1.00	2.00	1.00	1.00
270	3.00	3.00	3.00	4.00	3.00	3.00
271	3.00	3.00	3.00	3.00	3.00	4.00
272	3.00	3.00	3.00	3.00	3.00	3.00
273	4.00	4.00	3.00	3.00	3.00	3.00
274	2.00	1.00	3.00	3.00	3.00	3.00
275	.00	3.00	4.00	3.00	3.00	3.00
276	3.00	3.00	3.00	3.00	3.00	4.00
277	3.00	3.00	4.00	4.00	4.00	4.00
278	3.00	2.00	2.00	2.00	3.00	2.00
279	3.00	3.00	2.00	3.00	3.00	2.00
280	3.00	3.00	2.00	2.00	2.00	2.00
281	2.00	2.00	2.00	2.00	?	?
282	3.00	2.00	2.00	2.00	?	?
283	3.00	2.00	3.00	2.00	?	?
284	2.00	1.00	2.00	1.00	?	?
285	2.00	2.00	2.00	2.00	?	?
286	1.00	2.00	2.00	1.00	?	?
287	2.00	1.00	1.00	1.00	?	?
288	3.00	2.00	2.00	2.00	?	?

individual data.sav

	Ind4	TFL	rel1	rel2	rel3	rel4
253	1.00	2.20	1.00	2.00	1.00	2.00
254	1.00	1.75	1.00	2.00	1.00	2.00
255	2.00	1.90	2.00	3.00	2.00	3.00
256	1.00	2.25	2.00	2.00	1.00	2.00
257	2.00	1.90	1.00	1.00	1.00	1.00
258	1.00	1.90	1.00	2.00	2.00	1.00
259	2.00	2.05	3.00	2.00	2.00	2.00
260	2.00	2.10	3.00	3.00	2.00	3.00
261	3.00	2.30	3.00	3.00	3.00	3.00
262	2.00	2.00	3.00	3.00	3.00	3.00
263	2.00	2.10	3.00	3.00	3.00	3.00
264	1.00	2.60	1.00	2.00	1.00	1.00
265	2.00	2.10	2.00	1.00	1.00	1.00
266	1.00	1.70	2.00	2.00	1.00	2.00
267	1.00	1.60	3.00	2.00	2.00	1.00
268	2.00	1.85	2.00	1.00	3.00	2.00
269	2.00	1.55	2.00	1.00	2.00	1.00
270	3.00	3.00	3.00	4.00	3.00	3.00
271	3.00	3.00	2.00	3.00	2.00	3.00
272	3.00	3.15	3.00	2.00	3.00	2.00
273	4.00	3.15	1.00	2.00	1.00	1.00
274	4.00	2.60	3.00	4.00	3.00	3.00
275	3.00	2.90	3.00	2.00	2.00	2.00
276	3.00	3.00	3.00	3.00	3.00	3.00
277	4.00	3.20	3.00	4.00	3.00	3.00
278	2.00	2.00	1.00	2.00	2.00	3.00
279	1.00	2.15	2.00	2.00	2.00	2.00
280	1.00	2.05	2.00	3.00	2.00	3.00
281	3.00	2.60	3.00	3.00	3.00	3.00
282	3.00	2.50	2.00	3.00	2.00	3.00
283	3.00	2.25	2.00	2.00	3.00	3.00
284	3.00	1.95	2.00	3.00	2.00	1.00
285	2.00	1.70	2.00	3.00	2.00	2.00
286	2.00	1.60	2.00	3.00	2.00	1.00
287	2.00	1.50	3.00	3.00	2.00	2.00
288	2.00	1.90	3.00	4.00	3.00	2.00

individual data.sav

	tas1	tas2	tas3	tas4	rel	TASK
253	1.00	1.00	2.00	3.00	1.50	1.75
254	1.00	1.00	1.00	2.00	1.50	1.25
255	3.00	2.00	2.00	1.00	2.50	2.00
256	2.00	3.00	3.00	2.00	1.75	2.50
257	1.00	1.00	1.00	1.00	1.00	1.00
258	2.00	3.00	2.00	2.00	1.50	2.25
259	1.00	2.00	2.00	1.00	2.25	1.50
260	1.00	1.00	1.00	1.00	2.75	1.00
261	3.00	2.00	2.00	1.00	3.00	2.00
262	2.00	3.00	3.00	3.00	3.00	2.75
263	1.00	3.00	2.00	3.00	3.00	2.25
264	1.00	1.00	1.00	1.00	1.25	1.00
265	2.00	1.00	1.00	1.00	1.25	1.25
266	1.00	2.00	2.00	2.00	1.75	1.75
267	1.00	2.00	3.00	2.00	2.00	2.00
268	2.00	3.00	2.00	2.00	2.00	2.25
269	1.00	2.00	2.00	3.00	1.50	2.00
270	1.00	2.00	3.00	3.00	3.25	2.25
271	1.00	1.00	2.00	1.00	2.50	1.25
272	3.00	2.00	1.00	2.00	2.50	2.00
273	2.00	1.00	2.00	1.00	1.25	1.50
274	1.00	2.00	1.00	1.00	3.25	1.25
275	3.00	2.00	3.00	2.00	2.25	2.50
276	2.00	1.00	2.00	2.00	3.00	1.75
277	3.00	4.00	3.00	4.00	3.25	3.50
278	2.00	2.00	2.00	1.00	2.00	1.75
279	1.00	2.00	2.00	2.00	2.00	1.75
280	3.00	4.00	3.00	2.00	2.50	3.00
281	3.00	3.00	3.00	4.00	3.00	3.25
282	3.00	3.00	3.00	3.00	2.50	3.00
283	3.00	2.00	4.00	3.00	2.50	3.00
284	3.00	3.00	3.00	2.00	2.00	2.75
285	4.00	3.00	4.00	3.00	2.25	3.50
286	4.00	3.00	4.00	3.00	2.00	3.50
287	4.00	4.00	3.00	2.00	2.50	3.25
288	4.00	4.00	4.00	4.00	3.00	4.00

individual data.sav

	interdep	Diver
253	5.00	1.80
254	4.80	4.80
255	5.00	2.80
256	3.60	3.80
257	4.00	4.00
258	4.20	3.20
259	4.40	2.20
260	3.60	2.80
261	4.00	2.20
262	3.00	3.60
263	4.00	3.00
264	3.60	3.80
265	3.60	3.60
266	3.60	2.80
267	3.80	2.80
268	3.60	4.40
269	4.00	4.40
270	3.60	4.40
271	3.80	4.00
272	3.40	4.20
273	3.60	4.20
274	3.60	4.00
275	3.80	4.00
276	3.60	4.60
277	3.60	4.20
278	2.00	3.20
279	2.00	5.00
280	2.20	4.00
281	2.00	5.00
282	2.00	2.00
283	2.00	3.20
284	2.40	3.00
285	3.40	3.00
286	4.60	3.00
287	4.80	3.20
288	3.20	2.80

individual data.sav

	Organiz	qualification	Depart2	turnver	gender	age
289	2.00	2.00	41.00	1.00	.00	29.00
290	2.00	1.00	41.00	6.00	.00	29.00
291	2.00	1.00	41.00	6.00	.00	28.00
292	2.00	2.00	41.00	9.00	.00	48.00
293	2.00	1.00	41.00	5.00	1.00	31.00
294	2.00	1.00	42.00	2.00	1.00	25.00
295	2.00	2.00	42.00	5.00	1.00	31.00
296	2.00	1.00	42.00	2.00	1.00	24.00
297	2.00	1.00	42.00	5.00	1.00	30.00
298	2.00	1.00	42.00	4.00	.00	29.00
299	2.00	1.00	42.00	1.00	.00	26.00
300	2.00	1.00	42.00	2.00	.00	28.00
301	2.00	1.00	42.00	7.00	.00	27.00
302	3.00	2.00	43.00	4.00	1.00	57.00
303	3.00	2.00	43.00	7.00	1.00	52.00
304	3.00	2.00	43.00	4.00	1.00	53.00
305	3.00	2.00	43.00	2.00	1.00	35.00
306	3.00	2.00	43.00	4.00	.00	65.00
307	3.00	2.00	43.00	10.00	1.00	68.00
308	3.00	2.00	44.00	5.00	1.00	63.00
309	3.00	2.00	44.00	5.00	1.00	74.00
310	3.00	1.00	44.00	16.00	1.00	40.00
311	3.00	2.00	44.00	3.00	1.00	51.00
312	3.00	2.00	45.00	8.00	1.00	40.00
313	3.00	2.00	45.00	12.00	1.00	53.00
314	3.00	1.00	45.00	5.00	1.00	65.00
315	3.00	1.00	45.00	1.00	.00	28.00
316	3.00	2.00	46.00	10.00	1.00	54.00
317	3.00	2.00	46.00	1.00	1.00	52.00
318	3.00	2.00	46.00	3.00	.00	56.00
319	3.00	2.00	46.00	4.00	1.00	42.00
320	3.00	2.00	46.00	8.00	1.00	66.00
321	3.00	2.00	47.00	11.00	1.00	56.00
322	3.00	2.00	47.00	12.00	1.00	50.00
323	3.00	2.00	47.00	2.00	1.00	66.00
324	3.00	2.00	48.00	5.00	1.00	37.00

individual data.sav

	Depart	interdep1	interdep2	interdep3	interdep4	interdep5
289	17.00	4.00	4.00	4.00	4.00	3.00
290	17.00	4.00	4.00	4.00	5.00	4.00
291	17.00	5.00	5.00	5.00	5.00	5.00
292	17.00	3.00	3.00	3.00	4.00	3.00
293	17.00	4.00	4.00	4.00	4.00	4.00
294	18.00	4.00	4.00	4.00	4.00	5.00
295	18.00	4.00	4.00	4.00	5.00	4.00
296	18.00	3.00	3.00	3.00	3.00	2.00
297	18.00	4.00	4.00	4.00	4.00	4.00
298	18.00	3.00	3.00	3.00	3.00	2.00
299	18.00	5.00	5.00	5.00	3.00	4.00
300	18.00	5.00	5.00	5.00	5.00	4.00
301	18.00	5.00	5.00	5.00	4.00	3.00
302	1.00	4.00	5.00	5.00	4.00	5.00
303	1.00	5.00	5.00	5.00	4.00	4.00
304	1.00	5.00	5.00	4.00	4.00	4.00
305	1.00	4.00	4.00	4.00	5.00	5.00
306	1.00	4.00	5.00	5.00	4.00	4.00
307	1.00	4.00	5.00	5.00	4.00	5.00
308	2.00	5.00	5.00	4.00	4.00	4.00
309	2.00	5.00	5.00	5.00	5.00	4.00
310	2.00	5.00	5.00	5.00	5.00	4.00
311	2.00	4.00	4.00	4.00	4.00	3.00
312	3.00	4.00	3.00	4.00	3.00	3.00
313	3.00	4.00	4.00	4.00	5.00	5.00
314	3.00	3.00	3.00	3.00	2.00	3.00
315	3.00	4.00	4.00	4.00	4.00	3.00
316	4.00	5.00	5.00	5.00	4.00	5.00
317	4.00	3.00	3.00	3.00	3.00	3.00
318	4.00	4.00	4.00	4.00	4.00	3.00
319	4.00	5.00	5.00	5.00	4.00	4.00
320	4.00	4.00	4.00	4.00	3.00	3.00
321	5.00	2.00	2.00	2.00	?	?
322	5.00	1.00	2.00	4.00	?	?
323	5.00	2.00	2.00	1.00	?	?
324	6.00	3.00	3.00	3.00	?	?

individual data.sav

	diver1	diver2	diver3	diver4	diver5	vai
289	4.00	3.00	2.00	3.00	4.00	3.00
290	3.00	3.00	3.00	3.00	3.00	3.60
291	3.00	2.00	2.00	3.00	3.00	3.80
292	3.00	5.00	3.00	4.00	3.00	4.00
293	3.00	2.00	2.00	2.00	2.00	3.60
294	1.00	2.00	2.00	2.00	1.00	3.80
295	2.00	2.00	2.00	2.00	2.00	4.00
296	1.00	2.00	3.00	2.00	1.00	3.60
297	2.00	2.00	2.00	2.00	2.00	3.20
298	3.00	2.00	1.00	2.00	2.00	3.60
299	2.00	1.00	2.00	2.00	2.00	3.40
300	2.00	2.00	2.00	2.00	2.00	3.80
301	2.00	2.00	2.00	2.00	2.00	3.80
302	2.00	3.00	2.00	3.00	2.00	3.00
303	3.00	3.00	3.00	4.00	3.00	4.00
304	2.00	3.00	3.00	2.00	3.00	3.00
305	3.00	2.00	3.00	4.00	4.00	3.40
306	2.00	2.00	3.00	3.00	2.00	3.00
307	2.00	2.00	4.00	2.00	3.00	4.20
308	2.00	3.00	2.00	2.00	3.00	3.20
309	3.00	3.00	2.00	2.00	3.00	3.00
310	2.00	2.00	2.00	3.00	3.00	1.40
311	2.00	3.00	3.00	2.00	3.00	1.40
312	3.00	3.00	3.00	3.00	3.00	2.00
313	1.00	5.00	5.00	5.00	5.00	1.80
314	1.00	1.00	1.00	1.00	2.00	1.80
315	2.00	2.00	3.00	3.00	3.00	1.80
316	5.00	5.00	5.00	5.00	5.00	1.00
317	4.00	4.00	5.00	4.00	5.00	1.00
318	3.00	4.00	4.00	4.00	3.00	1.80
319	5.00	4.00	4.00	4.00	3.00	2.40
320	2.00	2.00	1.00	1.00	1.00	5.00
321	4.00	4.00	4.00	4.00	4.00	3.40
322	2.00	1.00	1.00	1.00	1.00	2.40
323	1.00	1.00	4.00	5.00	5.00	2.40
324	2.00	3.00	2.00	2.00	3.00	1.80

individual data.sav

	vai1	vai2	vai3	vai4	vai5	Ide1
289	3.00	3.00	3.00	3.00	3.00	2.00
290	4.00	3.00	4.00	3.00	4.00	2.00
291	3.00	4.00	5.00	4.00	3.00	2.00
292	4.00	3.00	4.00	5.00	4.00	.00
293	3.00	4.00	4.00	3.00	4.00	2.00
294	5.00	4.00	3.00	4.00	3.00	2.00
295	5.00	4.00	4.00	3.00	4.00	2.00
296	3.00	3.00	3.00	4.00	5.00	2.00
297	3.00	4.00	2.00	3.00	4.00	4.00
298	4.00	3.00	4.00	3.00	4.00	2.00
299	4.00	3.00	3.00	4.00	3.00	2.00
300	3.00	4.00	5.00	4.00	3.00	3.00
301	3.00	4.00	4.00	4.00	4.00	2.00
302	2.00	4.00	3.00	3.00	3.00	2.00
303	5.00	4.00	3.00	4.00	4.00	2.00
304	4.00	3.00	2.00	3.00	3.00	3.00
305	3.00	4.00	3.00	3.00	4.00	2.00
306	3.00	2.00	3.00	3.00	4.00	2.00
307	5.00	4.00	5.00	3.00	4.00	1.00
308	2.00	4.00	3.00	4.00	3.00	2.00
309	4.00	3.00	3.00	2.00	3.00	3.00
310	2.00	1.00	1.00	1.00	2.00	3.00
311	1.00	1.00	1.00	1.00	3.00	3.00
312	1.00	2.00	1.00	1.00	5.00	2.00
313	1.00	1.00	1.00	1.00	5.00	2.00
314	1.00	1.00	1.00	1.00	5.00	2.00
315	1.00	1.00	1.00	1.00	5.00	2.00
316	1.00	1.00	1.00	1.00	1.00	4.00
317	1.00	1.00	1.00	1.00	1.00	3.00
318	1.00	1.00	1.00	1.00	5.00	3.00
319	3.00	3.00	1.00	1.00	4.00	3.00
320	5.00	5.00	5.00	5.00	5.00	3.00
321	3.00	3.00	?	?	?	?
322	2.00	2.00	?	?	?	?
323	1.00	1.00	?	?	?	?
324	1.00	1.00	?	?	5.00	1.00

individual data.sav

	Ide2	Ide3	Ide4	Ide5	Ide6	Ide7
289	2.00	2.00	1.00	1.00	1.00	1.00
290	2.00	2.00	2.00	.00	2.00	2.00
291	.00	2.00	3.00	2.00	2.00	2.00
292	2.00	1.00	2.00	2.00	2.00	2.00
293	2.00	2.00	2.00	2.00	4.00	2.00
294	2.00	3.00	1.00	1.00	3.00	4.00
295	2.00	3.00	1.00	3.00	2.00	2.00
296	3.00	3.00	3.00	3.00	3.00	1.00
297	2.00	2.00	3.00	2.00	3.00	4.00
298	3.00	2.00	2.00	3.00	1.00	2.00
299	3.00	3.00	2.00	3.00	3.00	3.00
300	4.00	3.00	4.00	3.00	4.00	3.00
301	3.00	2.00	3.00	3.00	2.00	2.00
302	2.00	2.00	2.00	3.00	2.00	2.00
303	2.00	3.00	2.00	2.00	2.00	2.00
304	2.00	2.00	2.00	3.00	2.00	2.00
305	2.00	2.00	1.00	2.00	2.00	2.00
306	3.00	4.00	2.00	2.00	1.00	2.00
307	2.00	1.00	2.00	2.00	3.00	2.00
308	3.00	2.00	2.00	2.00	2.00	2.00
309	2.00	2.00	2.00	1.00	2.00	2.00
310	2.00	3.00	2.00	2.00	3.00	3.00
311	2.00	3.00	2.00	3.00	2.00	3.00
312	3.00	2.00	2.00	1.00	2.00	2.00
313	2.00	4.00	2.00	2.00	2.00	2.00
314	2.00	4.00	2.00	2.00	1.00	2.00
315	2.00	2.00	2.00	2.00	2.00	3.00
316	4.00	4.00	4.00	4.00	4.00	4.00
317	4.00	4.00	4.00	3.00	4.00	3.00
318	3.00	3.00	3.00	3.00	4.00	4.00
319	3.00	3.00	3.00	3.00	3.00	2.00
320	3.00	3.00	2.00	3.00	3.00	3.00
321	2.00	2.00	2.00	1.00	1.00	1.00
322	2.00	2.00	2.00	1.00	1.00	1.00
323	3.00	2.00	2.00	2.00	2.00	3.00
324	1.00	1.00	1.00	1.00	1.00	.00

individual data.sav

	Ide8	Ins1	Ins2	Ins3	Ins4	Int1
289	1.00	2.00	2.00	2.00	3.00	2.00
290	2.00	1.00	1.00	2.00	2.00	1.00
291	2.00	1.00	2.00	2.00	2.00	2.00
292	2.00	3.00	2.00	.00	3.00	2.00
293	2.00	2.00	3.00	3.00	2.00	2.00
294	3.00	3.00	2.00	1.00	3.00	2.00
295	1.00	3.00	2.00	2.00	3.00	2.00
296	2.00	3.00	2.00	3.00	4.00	2.00
297	2.00	2.00	2.00	3.00	3.00	3.00
298	3.00	3.00	3.00	1.00	2.00	3.00
299	2.00	3.00	3.00	3.00	2.00	3.00
300	4.00	3.00	3.00	4.00	4.00	3.00
301	3.00	3.00	2.00	3.00	3.00	3.00
302	2.00	1.00	2.00	2.00	2.00	2.00
303	2.00	1.00	2.00	2.00	2.00	3.00
304	2.00	2.00	2.00	2.00	2.00	2.00
305	2.00	3.00	2.00	2.00	2.00	1.00
306	3.00	2.00	2.00	2.00	2.00	3.00
307	2.00	1.00	2.00	3.00	1.00	2.00
308	2.00	2.00	3.00	2.00	2.00	3.00
309	3.00	3.00	3.00	2.00	3.00	3.00
310	2.00	1.00	2.00	3.00	2.00	3.00
311	3.00	3.00	3.00	2.00	3.00	3.00
312	2.00	2.00	2.00	2.00	3.00	2.00
313	2.00	2.00	2.00	2.00	2.00	2.00
314	1.00	1.00	2.00	1.00	1.00	1.00
315	2.00	2.00	2.00	1.00	2.00	2.00
316	4.00	4.00	4.00	4.00	4.00	4.00
317	3.00	3.00	3.00	3.00	3.00	1.00
318	4.00	4.00	4.00	4.00	4.00	3.00
319	3.00	3.00	3.00	3.00	3.00	3.00
320	3.00	3.00	4.00	3.00	3.00	3.00
321	?	?	?	?	?	?
322	?	?	?	?	?	?
323	?	?	?	?	?	?
324	?	?	?	?	?	?

individual data.sav

	Int2	Int3	Int4	Ind1	Ind2	Ind3
289	2.00	2.00	2.00	1.00	2.00	1.00
290	2.00	2.00	2.00	2.00	2.00	2.00
291	2.00	1.00	2.00	2.00	1.00	1.00
292	4.00	2.00	3.00	2.00	2.00	2.00
293	2.00	2.00	2.00	2.00	3.00	3.00
294	3.00	4.00	2.00	4.00	2.00	3.00
295	2.00	1.00	2.00	3.00	2.00	2.00
296	3.00	2.00	3.00	1.00	3.00	2.00
297	3.00	2.00	3.00	2.00	3.00	2.00
298	3.00	4.00	2.00	2.00	2.00	3.00
299	2.00	2.00	4.00	3.00	2.00	3.00
300	3.00	4.00	4.00	2.00	3.00	4.00
301	2.00	3.00	2.00	3.00	2.00	2.00
302	2.00	2.00	2.00	3.00	2.00	2.00
303	2.00	2.00	2.00	2.00	2.00	3.00
304	1.00	2.00	2.00	2.00	2.00	1.00
305	2.00	2.00	2.00	2.00	1.00	2.00
306	2.00	2.00	2.00	1.00	2.00	2.00
307	2.00	1.00	2.00	1.00	2.00	2.00
308	3.00	3.00	2.00	3.00	2.00	3.00
309	2.00	2.00	3.00	3.00	2.00	3.00
310	3.00	2.00	3.00	3.00	4.00	3.00
311	3.00	3.00	2.00	3.00	3.00	3.00
312	2.00	2.00	2.00	3.00	3.00	2.00
313	2.00	1.00	3.00	2.00	3.00	2.00
314	1.00	2.00	2.00	1.00	2.00	2.00
315	2.00	2.00	1.00	2.00	2.00	2.00
316	4.00	4.00	4.00	4.00	3.00	4.00
317	3.00	3.00	3.00	3.00	3.00	3.00
318	2.00	3.00	3.00	4.00	4.00	3.00
319	3.00	4.00	3.00	3.00	3.00	3.00
320	3.00	2.00	3.00	3.00	3.00	3.00
321	2.00	2.00	1.00	2.00	2.00	2.00
322	2.00	2.00	1.00	2.00	2.00	2.00
323	2.00	1.00	1.00	2.00	2.00	2.00
324	1.00	1.00	1.00	1.00	1.00	.00

individual data.sav

	Ind4	TFL	rel1	rel2	rel3	rel4
289	1.00	1.65	1.00	1.00	3.00	4.00
290	2.00	1.75	4.00	3.00	4.00	3.00
291	2.00	1.75	1.00	2.00	2.00	1.00
292	3.00	2.05	1.00	1.00	1.00	1.00
293	2.00	2.30	1.00	2.00	2.00	2.00
294	4.00	2.60	2.00	1.00	3.00	3.00
295	2.00	2.10	1.00	2.00	2.00	2.00
296	2.00	2.50	2.00	1.00	2.00	2.00
297	3.00	2.65	4.00	4.00	3.00	4.00
298	3.00	2.45	1.00	1.00	1.00	1.00
299	2.00	2.65	1.00	1.00	1.00	1.00
300	3.00	3.40	1.00	1.00	1.00	1.00
301	2.00	2.50	4.00	5.00	4.00	4.00
302	2.00	2.05	3.00	2.00	3.00	3.00
303	2.00	2.10	4.00	4.00	4.00	5.00
304	2.00	2.00	3.00	4.00	3.00	3.00
305	3.00	1.95	2.00	3.00	2.00	2.00
306	2.00	2.15	3.00	4.00	3.00	3.00
307	1.00	1.75	4.00	5.00	4.00	4.00
308	2.00	2.35	2.00	3.00	3.00	3.00
309	2.00	2.40	3.00	3.00	2.00	3.00
310	2.00	2.55	2.00	3.00	2.00	2.00
311	2.00	2.70	2.00	3.00	2.00	2.00
312	2.00	2.15	4.00	4.00	4.00	3.00
313	2.00	2.15	2.00	3.00	2.00	2.00
314	2.00	1.70	1.00	2.00	1.00	2.00
315	3.00	2.00	2.00	2.00	2.00	2.00
316	4.00	3.95	2.00	2.00	2.00	2.00
317	2.00	3.05	1.00	1.00	1.00	1.00
318	3.00	3.40	1.00	1.00	1.00	1.00
319	3.00	3.00	2.00	2.00	2.00	2.00
320	3.00	2.95	1.00	1.00	1.00	1.00
321	2.00	1.80	2.00	2.00	2.00	2.00
322	2.00	1.65	3.00	1.00	1.00	1.00
323	1.00	1.95	3.00	3.00	3.00	3.00
324	1.00	.95	1.00	2.00	1.00	2.00

individual data.sav

	tas1	tas2	tas3	tas4	rel	TASK
289	2.00	3.00	1.00	1.00	2.25	1.75
290	3.00	4.00	3.00	3.00	3.50	3.25
291	2.00	3.00	3.00	3.00	1.50	2.75
292	1.00	1.00	1.00	1.00	1.00	1.00
293	2.00	2.00	1.00	3.00	1.75	2.00
294	2.00	1.00	2.00	2.00	2.25	1.75
295	2.00	2.00	1.00	3.00	1.75	2.00
296	3.00	2.00	2.00	2.00	1.75	2.25
297	2.00	2.00	2.00	2.00	3.75	2.00
298	3.00	3.00	2.00	2.00	1.00	2.50
299	3.00	4.00	4.00	4.00	1.00	3.75
300	4.00	3.00	3.00	2.00	1.00	3.00
301	4.00	5.00	5.00	4.00	4.25	4.50
302	1.00	1.00	1.00	1.00	2.75	1.00
303	1.00	1.00	1.00	2.00	4.25	1.25
304	3.00	2.00	2.00	2.00	3.25	2.25
305	3.00	2.00	1.00	2.00	2.25	2.00
306	2.00	3.00	3.00	4.00	3.25	3.00
307	3.00	4.00	4.00	3.00	4.25	3.50
308	3.00	4.00	3.00	3.00	2.75	3.25
309	3.00	4.00	3.00	2.00	2.75	3.00
310	3.00	2.00	2.00	2.00	2.25	2.25
311	3.00	3.00	2.00	3.00	2.25	2.75
312	4.00	4.00	2.00	3.00	3.75	3.25
313	3.00	2.00	1.00	3.00	2.25	2.25
314	2.00	3.00	2.00	4.00	1.50	2.75
315	3.00	3.00	3.00	3.00	2.00	3.00
316	2.00	3.00	2.00	2.00	2.00	2.25
317	3.00	2.00	2.00	2.00	1.00	2.25
318	2.00	3.00	1.00	2.00	1.00	2.00
319	3.00	3.00	3.00	2.00	2.00	2.75
320	1.00	1.00	1.00	1.00	1.00	1.00
321	2.00	2.00	2.00	2.00	2.00	2.00
322	4.00	3.00	1.00	3.00	1.50	2.75
323	4.00	4.00	4.00	4.00	3.00	4.00
324	1.00	1.00	1.00	2.00	1.50	1.25

individual data.sav

	interdep	Diver
289	3.80	3.20
290	4.20	3.00
291	5.00	2.60
292	3.20	3.60
293	4.00	2.20
294	4.20	1.60
295	4.20	2.00
296	2.80	1.80
297	4.00	2.00
298	2.80	2.00
299	4.40	1.80
300	4.80	2.00
301	4.40	2.00
302	4.60	2.40
303	4.60	3.20
304	4.40	2.60
305	4.40	3.20
306	4.40	2.40
307	4.60	2.60
308	4.40	2.40
309	4.80	2.60
310	4.80	2.40
311	3.80	2.60
312	3.40	3.00
313	4.40	4.20
314	2.80	1.20
315	3.80	2.60
316	4.80	5.00
317	3.00	4.40
318	3.80	3.60
319	4.60	4.00
320	3.60	1.40
321	2.00	4.00
322	2.40	1.20
323	1.80	3.20
324	3.00	2.40

individual data.sav

	Organiz	qualification	Depart2	turnver	gender	age
325	3.00	2.00	48.00	7.00	1.00	39.00
326	3.00	2.00	48.00	10.00	1.00	38.00
327	3.00	1.00	48.00	3.00	.00	30.00
328	3.00	1.00	48.00	5.00	.00	29.00
329	3.00	2.00	49.00	12.00	1.00	45.00
330	3.00	2.00	49.00	3.00	1.00	37.00
331	3.00	1.00	49.00	8.00	1.00	34.00
332	3.00	2.00	50.00	13.00	1.00	72.00
333	3.00	2.00	50.00	13.00	1.00	61.00
334	3.00	2.00	50.00	7.00	.00	38.00
335	3.00	1.00	50.00	6.00	.00	32.00
336	3.00	2.00	51.00	4.00	1.00	55.00
337	3.00	2.00	51.00	12.00	.00	27.00
338	3.00	1.00	51.00	4.00	.00	30.00
339	3.00	2.00	52.00	3.00	1.00	37.00
340	3.00	2.00	52.00	6.00	1.00	46.00
341	3.00	2.00	52.00	2.00	.00	56.00
342	3.00	2.00	53.00	10.00	1.00	55.00
343	3.00	2.00	53.00	4.00	1.00	32.00
344	3.00	1.00	53.00	9.00	.00	62.00
345	3.00	2.00	54.00	2.00	1.00	33.00
346	3.00	2.00	54.00	2.00	1.00	39.00
347	3.00	2.00	54.00	4.00	.00	50.00
348	3.00	1.00	54.00	5.00	.00	28.00
349	3.00	2.00	55.00	3.00	.00	27.00
350	3.00	2.00	55.00	14.00	.00	60.00
351	3.00	2.00	55.00	7.00	1.00	45.00
352	3.00	2.00	56.00	14.00	1.00	51.00
353	3.00	2.00	56.00	10.00	1.00	54.00
354	3.00	1.00	56.00	14.00	.00	44.00

individual data.sav

	Depart	interdep1	interdep2	interdep3	interdep4	interdep5
325	6.00	4.00	4.00	4.00	4.00	4.00
326	6.00	5.00	5.00	5.00	5.00	5.00
327	6.00	4.00	4.00	4.00	4.00	4.00
328	6.00	4.00	4.00	4.00	4.00	4.00
329	7.00	4.00	4.00	4.00	4.00	3.00
330	7.00	5.00	5.00	5.00	5.00	5.00
331	7.00	5.00	5.00	5.00	5.00	5.00
332	8.00	5.00	5.00	5.00	5.00	5.00
333	8.00	4.00	4.00	4.00	4.00	4.00
334	8.00	5.00	5.00	5.00	5.00	5.00
335	8.00	5.00	5.00	5.00	5.00	5.00
336	9.00	2.00	2.00	2.00	2.00	2.00
337	9.00	2.00	2.00	2.00	2.00	1.00
338	9.00	2.00	2.00	3.00	2.00	2.00
339	10.00	4.00	4.00	4.00	4.00	4.00
340	10.00	4.00	4.00	4.00	3.00	3.00
341	10.00	3.00	3.00	3.00	3.00	2.00
342	11.00	4.00	4.00	4.00	4.00	4.00
343	11.00	5.00	5.00	5.00	4.00	4.00
344	11.00	5.00	4.00	4.00	5.00	4.00
345	12.00	5.00	5.00	4.00	4.00	5.00
346	12.00	5.00	5.00	5.00	5.00	5.00
347	12.00	5.00	5.00	5.00	4.00	4.00
348	12.00	5.00	5.00	5.00	4.00	4.00
349	13.00	5.00	4.00	4.00	5.00	4.00
350	13.00	5.00	5.00	5.00	5.00	5.00
351	13.00	4.00	5.00	4.00	4.00	5.00
352	14.00	5.00	4.00	4.00	5.00	5.00
353	14.00	5.00	5.00	4.00	4.00	5.00
354	14.00	5.00	4.00	4.00	5.00	5.00

individual data.sav

	diver1	diver2	diver3	diver4	diver5	vai
325	3.00	2.00	3.00	2.00	3.00	1.80
326	3.00	2.00	3.00	2.00	3.00	3.80
327	3.00	2.00	3.00	3.00	3.00	1.00
328	2.00	2.00	2.00	3.00	4.00	3.40
329	3.00	4.00	3.00	4.00	4.00	1.40
330	4.00	4.00	3.00	4.00	3.00	1.60
331	4.00	4.00	5.00	3.00	4.00	1.40
332	3.00	3.00	3.00	3.00	4.00	3.20
333	3.00	4.00	3.00	4.00	3.00	2.20
334	3.00	3.00	5.00	4.00	4.00	1.00
335	3.00	4.00	4.00	4.00	3.00	1.00
336	4.00	4.00	4.00	3.00	2.00	2.60
337	3.00	3.00	2.00	3.00	2.00	1.80
338	3.00	5.00	3.00	5.00	4.00	1.80
339	2.00	4.00	3.00	1.00	1.00	1.80
340	4.00	4.00	4.00	4.00	4.00	1.40
341	1.00	1.00	1.00	1.00	1.00	1.00
342	5.00	5.00	5.00	2.00	2.00	1.80
343	1.00	4.00	4.00	4.00	4.00	1.80
344	2.00	2.00	5.00	3.00	3.00	3.40
345	2.00	1.00	2.00	3.00	2.00	4.00
346	2.00	2.00	2.00	2.00	2.00	4.20
347	2.00	1.00	2.00	3.00	2.00	4.00
348	2.00	2.00	2.00	2.00	2.00	4.00
349	3.00	4.00	4.00	3.00	4.00	2.60
350	1.00	1.00	1.00	1.00	1.00	1.00
351	2.00	2.00	2.00	2.00	2.00	1.00
352	5.00	5.00	4.00	4.00	4.00	2.40
353	3.00	3.00	3.00	3.00	2.00	2.60
354	2.00	2.00	1.00	2.00	2.00	2.60

individual data.sav

	vai1	vai2	vai3	vai4	vai5	Ide1
325	1.00	1.00	1.00	1.00	5.00	3.00
326	5.00	5.00	5.00	1.00	3.00	3.00
327	1.00	1.00	1.00	1.00	1.00	3.00
328	4.00	3.00	3.00	3.00	4.00	2.00
329	1.00	1.00	1.00	1.00	3.00	1.00
330	2.00	1.00	2.00	1.00	2.00	2.00
331	1.00	1.00	1.00	1.00	3.00	2.00
332	3.00	4.00	3.00	3.00	3.00	2.00
333	2.00	2.00	1.00	1.00	5.00	1.00
334	1.00	1.00	1.00	1.00	1.00	2.00
335	1.00	1.00	1.00	1.00	1.00	2.00
336	3.00	2.00	2.00	3.00	3.00	2.00
337	1.00	1.00	1.00	1.00	5.00	2.00
338	1.00	1.00	1.00	1.00	5.00	3.00
339	1.00	2.00	2.00	1.00	3.00	1.00
340	1.00	1.00	1.00	1.00	3.00	1.00
341	1.00	1.00	1.00	1.00	1.00	2.00
342	1.00	1.00	1.00	1.00	5.00	1.00
343	1.00	1.00	1.00	1.00	5.00	1.00
344	2.00	3.00	4.00	4.00	4.00	1.00
345	4.00	4.00	3.00	4.00	5.00	3.00
346	4.00	4.00	5.00	4.00	4.00	2.00
347	4.00	3.00	4.00	4.00	5.00	2.00
348	4.00	3.00	4.00	4.00	5.00	2.00
349	3.00	2.00	2.00	2.00	4.00	2.00
350	1.00	1.00	1.00	1.00	1.00	3.00
351	1.00	1.00	1.00	1.00	1.00	4.00
352	3.00	2.00	2.00	2.00	3.00	2.00
353	1.00	3.00	1.00	3.00	5.00	2.00
354	3.00	2.00	3.00	3.00	2.00	2.00

individual data.sav

	Ide2	Ide3	Ide4	Ide5	Ide6	Ide7
325	3.00	3.00	3.00	3.00	2.00	2.00
326	3.00	4.00	4.00	3.00	4.00	4.00
327	4.00	3.00	3.00	4.00	4.00	4.00
328	3.00	3.00	3.00	3.00	3.00	3.00
329	2.00	1.00	2.00	1.00	1.00	2.00
330	1.00	2.00	2.00	1.00	2.00	2.00
331	1.00	2.00	1.00	1.00	1.00	.00
332	2.00	2.00	2.00	2.00	1.00	1.00
333	1.00	1.00	2.00	3.00	1.00	1.00
334	1.00	1.00	1.00	2.00	2.00	3.00
335	3.00	1.00	2.00	2.00	1.00	1.00
336	4.00	3.00	2.00	2.00	2.00	2.00
337	2.00	2.00	3.00	2.00	2.00	2.00
338	2.00	2.00	2.00	2.00	2.00	2.00
339	.00	.00	.00	.00	1.00	1.00
340	1.00	2.00	.00	.00	.00	4.00
341	2.00	1.00	1.00	1.00	1.00	1.00
342	2.00	2.00	2.00	2.00	1.00	1.00
343	1.00	2.00	2.00	2.00	2.00	2.00
344	2.00	2.00	2.00	1.00	1.00	1.00
345	2.00	4.00	3.00	2.00	2.00	2.00
346	2.00	2.00	2.00	2.00	2.00	2.00
347	3.00	1.00	2.00	2.00	2.00	3.00
348	2.00	2.00	4.00	2.00	4.00	2.00
349	3.00	3.00	3.00	2.00	2.00	2.00
350	3.00	3.00	3.00	3.00	3.00	3.00
351	3.00	4.00	3.00	3.00	4.00	4.00
352	3.00	2.00	3.00	2.00	2.00	2.00
353	2.00	2.00	2.00	1.00	2.00	2.00
354	1.00	2.00	2.00	2.00	1.00	2.00

individual data.sav

	Ide8	Ins1	Ins2	Ins3	Ins4	Int1
325	2.00	3.00	3.00	3.00	3.00	2.00
326	4.00	4.00	3.00	3.00	3.00	3.00
327	4.00	3.00	3.00	4.00	3.00	3.00
328	3.00	3.00	3.00	3.00	2.00	3.00
329	2.00	2.00	2.00	1.00	2.00	1.00
330	1.00	2.00	1.00	2.00	1.00	1.00
331	.00	.00	.00	2.00	2.00	2.00
332	1.00	2.00	2.00	2.00	2.00	2.00
333	3.00	2.00	1.00	2.00	3.00	2.00
334	2.00	2.00	2.00	2.00	1.00	1.00
335	2.00	3.00	1.00	2.00	2.00	1.00
336	2.00	1.00	3.00	1.00	1.00	2.00
337	2.00	2.00	2.00	2.00	2.00	2.00
338	2.00	1.00	2.00	2.00	2.00	2.00
339	1.00	2.00	1.00	1.00	1.00	1.00
340	.00	1.00	2.00	1.00	1.00	1.00
341	.00	1.00	2.00	.00	.00	1.00
342	1.00	1.00	1.00	2.00	1.00	1.00
343	2.00	1.00	1.00	2.00	1.00	2.00
344	1.00	1.00	1.00	1.00	.00	.00
345	3.00	2.00	2.00	2.00	3.00	2.00
346	2.00	2.00	3.00	2.00	2.00	2.00
347	2.00	2.00	2.00	2.00	4.00	2.00
348	2.00	3.00	2.00	2.00	2.00	3.00
349	2.00	3.00	2.00	2.00	3.00	2.00
350	4.00	3.00	3.00	3.00	3.00	3.00
351	4.00	4.00	4.00	4.00	4.00	4.00
352	2.00	2.00	2.00	3.00	2.00	2.00
353	2.00	3.00	2.00	1.00	1.00	1.00
354	2.00	2.00	2.00	1.00	2.00	1.00

individual data.sav

	Int2	Int3	Int4	Ind1	Ind2	Ind3
325	2.00	2.00	2.00	3.00	2.00	3.00
326	3.00	3.00	3.00	3.00	4.00	3.00
327	3.00	4.00	3.00	3.00	4.00	4.00
328	3.00	3.00	2.00	2.00	3.00	3.00
329	1.00	2.00	1.00	2.00	1.00	1.00
330	1.00	1.00	.00	1.00	2.00	3.00
331	1.00	2.00	1.00	2.00	2.00	1.00
332	3.00	2.00	2.00	2.00	3.00	2.00
333	2.00	3.00	1.00	1.00	1.00	2.00
334	1.00	2.00	2.00	1.00	1.00	2.00
335	3.00	1.00	2.00	1.00	2.00	2.00
336	2.00	2.00	3.00	2.00	2.00	3.00
337	2.00	2.00	1.00	2.00	1.00	3.00
338	1.00	2.00	2.00	1.00	2.00	2.00
339	1.00	1.00	1.00	1.00	1.00	2.00
340	1.00	1.00	1.00	1.00	1.00	2.00
341	2.00	1.00	.00	1.00	1.00	.00
342	1.00	2.00	1.00	2.00	2.00	1.00
343	.00	1.00	2.00	2.00	2.00	2.00
344	1.00	2.00	1.00	1.00	1.00	2.00
345	2.00	3.00	2.00	3.00	2.00	3.00
346	2.00	2.00	2.00	2.00	2.00	2.00
347	3.00	2.00	2.00	2.00	3.00	2.00
348	2.00	2.00	2.00	2.00	2.00	3.00
349	2.00	3.00	2.00	3.00	3.00	2.00
350	4.00	3.00	3.00	3.00	3.00	4.00
351	3.00	4.00	4.00	4.00	4.00	4.00
352	2.00	2.00	2.00	2.00	2.00	1.00
353	2.00	2.00	2.00	3.00	2.00	3.00
354	1.00	2.00	3.00	3.00	2.00	4.00

individual data.sav

	Ind4	TFL	rel1	rel2	rel3	rel4
325	3.00	2.60	2.00	2.00	2.00	2.00
326	4.00	3.40	1.00	3.00	1.00	1.00
327	3.00	3.45	1.00	1.00	1.00	1.00
328	2.00	2.75	5.00	5.00	5.00	5.00
329	1.00	1.45	3.00	3.00	2.00	2.00
330	2.00	1.50	5.00	5.00	5.00	5.00
331	2.00	1.25	2.00	1.00	1.00	2.00
332	2.00	1.95	3.00	4.00	3.00	3.00
333	2.00	1.75	2.00	2.00	2.00	2.00
334	3.00	1.70	1.00	1.00	1.00	1.00
335	2.00	1.80	3.00	2.00	2.00	2.00
336	2.00	2.15	3.00	3.00	3.00	3.00
337	2.00	2.00	2.00	1.00	1.00	1.00
338	1.00	1.85	1.00	1.00	1.00	1.00
339	1.00	.90	4.00	4.00	4.00	4.00
340	2.00	1.15	2.00	1.00	1.00	1.00
341	1.00	.95	1.00	1.00	1.00	1.00
342	2.00	1.45	1.00	2.00	2.00	2.00
343	2.00	1.60	1.00	1.00	1.00	1.00
344	1.00	1.15	2.00	2.00	2.00	3.00
345	2.00	2.45	1.00	1.00	2.00	2.00
346	2.00	2.05	2.00	1.00	2.00	3.00
347	3.00	2.30	2.00	2.00	2.00	2.00
348	2.00	2.35	1.00	1.00	1.00	1.00
349	2.00	2.40	1.00	2.00	2.00	3.00
350	3.00	3.15	5.00	5.00	5.00	5.00
351	4.00	3.80	1.00	1.00	1.00	1.00
352	1.00	2.05	2.00	2.00	2.00	2.00
353	2.00	1.95	3.00	3.00	2.00	1.00
354	3.00	2.00	2.00	3.00	3.00	2.00

individual data.sav

	tas1	tas2	tas3	tas4	rel	TASK
325	3.00	3.00	2.00	2.00	2.00	2.50
326	3.00	1.00	1.00	1.00	1.50	1.50
327	1.00	1.00	2.00	1.00	1.00	1.25
328	1.00	1.00	5.00	5.00	5.00	3.00
329	3.00	2.00	3.00	2.00	2.50	2.50
330	5.00	5.00	5.00	5.00	5.00	5.00
331	2.00	3.00	2.00	2.00	1.50	2.25
332	3.00	4.00	3.00	3.00	3.25	3.25
333	2.00	2.00	2.00	2.00	2.00	2.00
334	1.00	1.00	1.00	1.00	1.00	1.00
335	3.00	3.00	3.00	3.00	2.25	3.00
336	5.00	4.00	2.00	3.00	3.00	3.50
337	2.00	1.00	1.00	2.00	1.25	1.50
338	1.00	1.00	1.00	3.00	1.00	1.50
339	2.00	4.00	2.00	2.00	4.00	2.50
340	2.00	2.00	1.00	2.00	1.25	1.75
341	1.00	1.00	1.00	1.00	1.00	1.00
342	3.00	2.00	4.00	2.00	1.75	2.75
343	3.00	3.00	1.00	3.00	1.00	2.50
344	2.00	3.00	3.00	3.00	2.25	2.75
345	1.00	1.00	1.00	1.00	1.50	1.00
346	3.00	3.00	3.00	3.00	2.00	3.00
347	2.00	2.00	2.00	2.00	2.00	2.00
348	3.00	2.00	2.00	3.00	1.00	2.50
349	3.00	3.00	2.00	2.00	2.00	2.50
350	5.00	5.00	5.00	5.00	5.00	5.00
351	1.00	1.00	2.00	2.00	1.00	1.50
352	2.00	2.00	2.00	2.00	2.00	2.00
353	3.00	3.00	3.00	3.00	2.25	3.00
354	3.00	2.00	3.00	2.00	2.50	2.50

	interdep	Diver
325	4.00	2.60
326	5.00	2.60
327	4.00	2.80
328	4.00	2.60
329	3.80	3.60
330	5.00	3.60
331	5.00	4.00
332	5.00	3.20
333	4.00	3.40
334	5.00	3.80
335	5.00	3.60
336	2.00	3.40
337	1.80	2.60
338	2.20	4.00
339	4.00	2.20
340	3.60	4.00
341	2.80	1.00
342	4.00	3.80
343	4.60	3.40
344	4.40	3.00
345	4.60	2.00
346	5.00	2.00
347	4.60	2.00
348	4.60	2.00
349	4.40	3.60
350	5.00	1.00
351	4.40	2.00
352	4.60	4.40
353	4.60	2.80
354	4.60	1.80

Appendix 11. Group data

	ID_organiza	ID_team	TeamSize	InterTask	Diversity	c_Diversity
1	1.00	1.00	7.00	3.63	3.80	.81
2	1.00	2.00	7.00	3.40	3.43	.44
3	1.00	3.00	3.00	3.80	2.93	-.06
4	1.00	4.00	3.00	4.00	4.13	1.14
5	1.00	5.00	5.00	3.64	3.60	.61
6	1.00	6.00	8.00	4.38	1.73	-1.27
7	1.00	7.00	5.00	4.08	1.56	-1.43
8	1.00	8.00	3.00	5.00	4.07	1.07
9	1.00	9.00	7.00	3.91	2.06	-.94
10	1.00	10.00	3.00	3.93	3.93	.94
11	1.00	11.00	5.00	4.40	3.60	.61
12	1.00	12.00	5.00	3.88	3.32	.33
13	1.00	13.00	4.00	4.00	1.75	-1.24
14	1.00	14.00	4.00	3.55	3.70	.71
15	1.00	15.00	4.00	3.85	2.00	-.99
16	1.00	16.00	5.00	4.20	2.48	-.51
17	1.00	17.00	4.00	3.65	2.35	-.64
18	1.00	18.00	3.00	4.67	1.87	-1.13
19	1.00	19.00	3.00	3.93	1.93	-1.06
20	1.00	20.00	3.00	4.07	3.67	.67
21	1.00	21.00	3.00	3.93	3.20	.21
22	1.00	22.00	3.00	2.80	3.00	.01
23	1.00	23.00	6.00	2.90	3.67	.67
24	1.00	24.00	3.00	4.00	3.87	.87
25	2.00	25.00	21.00	4.12	2.20	-.79
26	2.00	26.00	24.00	4.17	3.44	.45
27	2.00	27.00	6.00	3.37	2.67	-.33
28	2.00	28.00	5.00	3.32	2.72	-.27
29	2.00	29.00	10.00	3.20	2.84	-.15
30	2.00	30.00	3.00	3.20	2.53	-.46
31	2.00	31.00	3.00	4.13	2.93	-.06
32	2.00	32.00	10.00	3.80	4.22	1.23
33	2.00	33.00	18.00	3.82	2.70	-.29
34	2.00	34.00	7.00	4.03	3.46	.46
35	2.00	35.00	10.00	4.08	3.46	.47
36	2.00	36.00	20.00	3.64	3.05	.06

	c_Diversity2	cocurr	TFL	c_TFL	TASK
1	.65	.60	2.20	-.04	3.79
2	.19	.44	1.41	-.83	2.32
3	.00	.87	1.30	-.94	2.92
4	1.30	.50	3.30	1.06	3.58
5	.37	.54	3.06	.82	2.60
6	1.61	.70	3.17	.93	1.81
7	2.05	.15	2.02	-.22	2.15
8	1.15	.89	1.60	-.64	3.17
9	.88	.27	1.86	-.38	2.71
10	.88	.75	1.90	-.34	3.58
11	.37	.49	1.60	-.64	2.70
12	.11	.48	2.00	-.24	3.00
13	1.55	.13	2.29	.05	2.38
14	.50	.65	3.16	.92	1.94
15	.99	.18	2.44	.20	2.25
16	.26	.67	3.13	.89	2.05
17	.41	.25	2.96	.72	1.88
18	1.27	.75	3.23	.99	1.83
19	1.12	.50	3.05	.81	1.92
20	.45	.50	1.38	-.86	2.83
21	.04	.50	1.60	-.64	4.00
22	.00	.99	2.00	-.24	2.17
23	.45	.44	3.00	.76	2.46
24	.76	.65	3.35	1.11	1.67
25	.63	.48	2.47	.23	2.71
26	.20	.48	1.60	-.64	2.60
27	.11	.59	2.20	-.04	2.50
28	.07	.41	2.00	-.24	1.45
29	.02	.78	1.80	-.44	1.88
30	.21	.27	2.83	.59	3.50
31	.00	.60	2.20	-.04	3.42
32	1.50	.41	3.50	1.26	3.50
33	.09	.29	2.00	-.24	2.42
34	.21	.46	1.80	-.44	3.79
35	.22	.50	1.60	-.64	2.58
36	.00	.74	1.60	-.64	1.86

	REL	VIA	PERFO	DemoDiversity	AgeDive
1	2.54	1.89	4.00	.55	.21
2	2.18	2.09	4.43	.21	.22
3	2.00	2.07	1.57	.36	.43
4	1.17	2.00	4.00	.14	.14
5	2.70	1.52	4.57	.19	.10
6	1.22	3.25	5.00	.23	.10
7	3.27	2.00	5.00	.47	.28
8	2.92	4.07	4.00	.02	.06
9	1.25	1.71	5.00	.50	.14
10	3.00	1.40	4.00	.57	.20
11	2.40	1.82	3.00	.15	.10
12	2.00	1.76	2.43	.38	.16
13	1.81	4.20	5.00	.25	.25
14	1.19	1.40	3.00	.22	.15
15	1.38	4.20	5.00	.23	.22
16	1.65	2.16	1.57	.44	.43
17	2.19	4.10	3.86	.26	.24
18	1.42	4.00	2.00	.34	.36
19	1.08	1.73	3.29	.41	.11
20	2.42	3.13	3.00	.19	.04
21	1.08	3.93	2.00	.14	.10
22	1.58	2.33	3.00	.29	.08
23	2.75	3.07	4.00	.25	.07
24	1.50	2.00	3.43	.37	.11
25	1.26	3.46	3.00	.52	.32
26	2.18	3.53	3.00	.48	.27
27	2.54	2.47	4.00	.48	.25
28	1.20	2.32	4.00	.56	.21
29	1.38	1.70	4.00	.50	.23
30	1.58	4.13	4.57	.38	.18
31	1.83	2.53	4.00	.30	.01
32	2.38	1.60	5.00	.50	.26
33	2.68	3.41	2.00	.50	.19
34	3.43	4.09	2.71	.43	.19
35	3.03	2.84	3.14	.46	.14
36	1.80	1.97	5.00	.47	.15

	GenderDive	TurnverDive	c_DemoDiversity	c_DemoDiversity2
1	.41	1.04	.17	.03
2	.00	.42	-.17	.03
3	.64	.00	-.02	.00
4	.00	.29	-.24	.06
5	.00	.47	-.19	.04
6	.00	.60	-.14	.02
7	.67	.48	.10	.01
8	.00	.00	-.36	.13
9	.60	.75	.12	.01
10	.64	.87	.19	.04
11	.00	.35	-.23	.05
12	.00	.99	.01	.00
13	.00	.50	-.13	.02
14	.00	.52	-.15	.02
15	.00	.48	-.14	.02
16	.00	.89	.06	.00
17	.00	.55	-.12	.01
18	.00	.65	-.04	.00
19	.00	1.13	.04	.00
20	.00	.54	-.19	.03
21	.00	.33	-.23	.05
22	.00	.78	-.09	.01
23	.00	.68	-.13	.02
24	.00	.99	-.01	.00
25	.68	.54	.14	.02
26	.69	.49	.10	.01
27	.69	.49	.10	.01
28	.67	.81	.19	.03
29	.69	.58	.12	.01
30	.64	.33	.00	.00
31	.64	.25	-.08	.01
32	.67	.57	.12	.01
33	.69	.61	.12	.01
34	.68	.43	.06	.00
35	.69	.55	.08	.01
36	.69	.57	.09	.01

	TFLCODIV	TFLCODIV 2	TFLDEDIV	TFLDEDIV2	c_AgeDiv e
1	-.03	- .03	-.01	.00	.01
2	-.36	- .16	.14	-.02	.02
3	.06	.00	.02	.00	.23
4	1.21	1.3 8	-.25	.06	-.06
5	.50	.30	-.16	.03	-.10
6	-1.18	1.4 9	-.13	.02	-.10
7	.32	- .45	-.02	.00	.08
8	-.69	- .74	.23	-.08	-.14
9	.36	- .34	-.05	-.01	-.06
10	-.32	- .30	-.06	-.01	.00
11	-.39	- .24	.15	-.03	-.10
12	-.08	- .03	.00	.00	-.04
13	-.06	.08	-.01	.00	.05
14	.65	.46	-.14	.02	-.05
15	-.20	.20	-.03	.00	.02
16	-.46	.23	.05	.00	.23
17	-.47	.30	-.08	.01	.04
18	-1.12	1.2 6	-.04	.00	.16
19	-.86	.91	.03	.00	-.09
20	-.58	- .39	.16	-.03	-.16
21	-.13	- .03	.15	-.04	-.10
22	.00	.00	.02	.00	-.12
23	.51	.34	-.10	.01	-.12
24	.97	.85	-.01	.00	-.09
25	-.18	.14	.03	.00	.12
26	-.29	- .13	-.07	-.01	.07
27	.01	.00	.00	.00	.05
28	.07	- .02	-.04	-.01	.01
29	.07	- .01	-.05	-.01	.03

30	-.27	.13	.00	.00	-.02
31	.00	.00	.00	.00	-.19
32	1.54	1.89	.15	.02	.06
33	.07	-.02	-.03	.00	-.01
34	-.20	-.09	-.02	.00	-.01
35	-.30	-.14	-.05	.00	-.06
36	-.04	.00	-.06	-.01	-.05

	c_GenderDive	c_TurnverDive	c_AgeDive2	c_GenderDive2
1	.04	.47	.00	.00
2	-.37	-.15	.00	.13
3	.27	-.57	.05	.08
4	-.37	-.28	.00	.13
5	-.37	-.10	.01	.13
6	-.37	.03	.01	.13
7	.30	-.09	.01	.09
8	-.37	-.57	.02	.13
9	.23	.18	.00	.05
10	.27	.30	.00	.08
11	-.37	-.21	.01	.13
12	-.37	.43	.00	.13
13	-.37	-.07	.00	.13
14	-.37	-.05	.00	.13
15	-.37	-.09	.00	.13
16	-.37	.32	.05	.13
17	-.37	-.02	.00	.13
18	-.37	.09	.02	.13
19	-.37	.57	.01	.13
20	-.37	-.03	.03	.13
21	-.37	-.24	.01	.13
22	-.37	.21	.02	.13
23	-.37	.12	.02	.13
24	-.37	.42	.01	.13
25	.31	-.03	.02	.10
26	.32	-.08	.00	.11
27	.32	-.07	.00	.11
28	.30	.24	.00	.09
29	.32	.01	.00	.11
30	.27	-.24	.00	.08
31	.27	-.32	.03	.08
32	.30	.00	.00	.09
33	.32	.05	.00	.11
34	.31	-.14	.00	.10
35	.32	-.02	.00	.11
36	.32	.00	.00	.11

	c_TurnverDive2	c_TASK	c_REL	TASKXREL
1	.22	1.25	.46	.57
2	.02	-.22	.10	-.02
3	.32	.38	-.08	-.03
4	.08	1.05	-.91	-.95
5	.01	.06	.62	.04
6	.00	-.73	-.86	.62
7	.01	-.39	1.19	-.46
8	.32	.63	.84	.53
9	.03	.18	-.83	-.15
10	.09	1.05	.92	.97
11	.05	.16	.32	.05
12	.18	.46	-.08	-.03
13	.00	-.16	-.26	.04
14	.00	-.60	-.89	.53
15	.01	-.29	-.70	.20
16	.10	-.49	-.43	.21
17	.00	-.66	.11	-.07
18	.01	-.70	-.66	.46
19	.32	-.62	-.99	.62
20	.00	.30	.34	.10
21	.06	?	?	?
22	.05	?	?	?
23	.01	?	?	?
24	.18	?	?	?
25	.00	?	?	?
26	.01	?	?	?
27	.01	?	?	?
28	.06	?	?	?
29	.00	?	?	?
30	.06	?	?	?
31	.10	?	?	?
32	.00	?	?	?
33	.00	?	?	?
34	.02	?	?	?
35	.00	?	?	?
36	.00	?	?	?

	ID_organiza	ID_team	TeamSize	InterTask	Diversity	c_Diversity
37	2.00	37.00	15.00	3.91	3.23	.23
38	2.00	38.00	11.00	3.75	3.24	.24
39	2.00	39.00	8.00	3.63	4.20	1.21
40	2.00	40.00	7.00	2.09	3.63	.64
41	2.00	41.00	9.00	4.02	2.96	-.04
42	2.00	42.00	8.00	3.95	1.90	-1.09
43	3.00	43.00	6.00	4.50	2.73	-.26
44	3.00	44.00	4.00	4.45	2.50	-.49
45	3.00	45.00	4.00	3.60	2.75	-.24
46	3.00	46.00	5.00	3.96	3.68	.69
47	3.00	47.00	3.00	2.07	2.80	-.19
48	3.00	48.00	5.00	4.00	2.60	-.39
49	3.00	49.00	3.00	4.60	3.73	.74
50	3.00	50.00	4.00	4.75	3.50	.51
51	3.00	51.00	3.00	2.00	3.33	.34
52	3.00	52.00	3.00	3.47	2.40	-.59
53	3.00	53.00	3.00	4.33	3.40	.41
54	3.00	54.00	4.00	4.70	2.00	-.99
55	3.00	55.00	3.00	4.60	2.20	-.79
56	3.00	56.00	3.00	4.60	3.00	.01

	c_Diversity2	cocurr	TFL	c_TFL	TASK
37	.05	.60	2.00	-.24	1.87
38	.06	.47	2.00	-.24	1.80
39	1.46	.30	3.00	.76	2.00
40	.40	.80	2.21	-.03	2.64
41	.00	.68	1.80	-.44	2.78
42	1.20	.20	2.61	.37	2.72
43	.07	.30	2.00	-.24	2.17
44	.24	.84	2.50	.26	2.81
45	.06	.52	2.00	-.24	2.81
46	.47	.63	3.27	1.03	2.05
47	.04	.75	1.80	-.44	2.92
48	.15	.86	2.63	.39	1.90
49	.55	.98	1.40	-.84	3.25
50	.26	.93	1.80	-.44	2.31
51	.12	.99	2.00	-.24	2.17
52	.35	.90	1.00	-1.24	1.75
53	.17	.91	1.40	-.84	2.67
54	.99	.15	2.29	.05	2.13
55	.63	.99	3.12	.88	3.00
56	.00	.50	2.00	-.24	2.50

group data (2).sav

	REL	VIA	PERFO	DemoDiversity	AgeDive
37	1.64	3.25	2.29	.47	.19
38	2.16	3.58	2.00	.42	.18
39	2.66	2.70	3.00	.43	.23
40	2.36	2.71	1.43	.49	.18
41	2.19	3.47	2.29	.44	.23
42	2.09	3.65	4.00	.23	.09
43	3.33	3.43	4.29	.47	.21
44	2.50	2.25	1.86	.47	.26
45	2.38	1.85	2.43	.35	.34
46	1.40	2.24	3.00	.46	.16
47	2.17	2.73	1.71	.27	.14
48	2.20	2.36	1.71	.42	.14
49	3.00	1.47	1.57	.25	.15
50	2.13	1.85	1.43	.48	.37
51	1.75	2.07	1.57	.58	.41
52	2.08	1.40	2.57	.47	.21
53	1.67	2.33	3.00	.46	.32
54	1.63	4.05	4.43	.47	.25
55	2.67	1.53	2.14	.48	.37
56	2.25	2.53	1.43	.31	.10

	GenderDive	TurnverDive	c_DemoDiversity	c_DemoDiversity2
37	.69	.53	.09	.01
38	.66	.43	.04	.00
39	.56	.50	.05	.00
40	.68	.62	.12	.01
41	.35	.73	.06	.00
42	.00	.59	-.15	.02
43	.64	.55	.09	.01
44	.35	.82	.10	.01
45	.00	.72	-.02	.00
46	.50	.71	.08	.01
47	.00	.66	-.11	.01
48	.67	.44	.04	.00
49	.00	.59	-.13	.02
50	.69	.39	.11	.01
51	.64	.69	.20	.04
52	.64	.57	.09	.01
53	.64	.42	.08	.01
54	.69	.46	.09	.01
55	.37	.70	.10	.01
56	.64	.18	-.07	.00

	TFLCODIV	TFLCODIV2	TFLDEDIV	TFLDEDIV2	c_AgeDive
37	-.06	-.01	-.02	.00	-.01
38	-.06	-.01	-.01	.00	-.02
39	.92	1.11	.04	.00	.03
40	-.02	-.01	.00	.00	-.02
41	.02	.00	-.03	.00	.03
42	-.40	.44	-.06	.01	-.11
43	.06	-.02	-.02	.00	.01
44	-.13	.06	.03	.00	.06
45	.06	-.01	.01	.00	.14
46	.71	.49	.08	.01	-.04
47	.09	-.02	.05	-.01	-.06
48	-.15	.06	.01	.00	-.06
49	-.62	-.46	.11	-.01	-.05
50	-.22	-.11	-.05	.00	.17
51	-.08	-.03	-.05	-.01	.21
52	.74	-.44	-.12	-.01	.01
53	-.34	-.14	-.07	-.01	.12
54	-.05	.05	.00	.00	.05
55	-.70	.55	.09	.01	.17
56	.00	.00	.02	.00	-.10

	c_GenderDive	c_TurnverDive	c_AgeDive2	c_GenderDive2
37	.32	-.04	.00	.11
38	.29	-.14	.00	.09
39	.19	-.06	.00	.04
40	.31	.05	.00	.10
41	-.02	.16	.00	.00
42	-.37	.02	.01	.13
43	.27	-.01	.00	.08
44	-.02	.25	.00	.00
45	-.37	.15	.02	.13
46	.13	.14	.00	.02
47	-.37	.09	.00	.13
48	.30	-.13	.00	.09
49	-.37	.02	.00	.13
50	.32	-.18	.03	.11
51	.27	.12	.04	.08
52	.27	.00	.00	.08
53	.27	-.15	.01	.08
54	.32	-.11	.00	.11
55	.00	.13	.03	.00
56	.27	-.39	.01	.08

	c_TurnverDive2	c_TASK	c_REL	TASKXREL
37	.00	-.67	-.44	.29
38	.02	-.74	.08	-.06
39	.00	-.54	.58	-.31
40	.00	.10	.28	.03
41	.03	.24	.12	.03
42	.00	.18	.02	.00
43	.00	-.37	1.26	-.47
44	.06	.27	.42	.12
45	.02	.27	.30	.08
46	.02	-.49	-.68	.33
47	.01	.38	.09	.03
48	.02	-.64	.12	-.08
49	.00	.71	.92	.66
50	.03	-.23	.05	-.01
51	.02	-.37	-.33	.12
52	.00	-.79	.01	-.01
53	.02	.13	-.41	-.05
54	.01	-.41	-.45	.19
55	.02	.46	.59	.27
56	.15	-.04	.17	-.01

Appendix 12. SPSS Package

ID _or ga niza	I D _t eam	Te am Si ze	In ter Task	Di ver sity	c_ Di ver sity	c_ Di ver sity	c o u rr	T F L	c _T F L	T A S K	R E L	V I A	P E R F O	De mo Div ersity	A ge Di ve	Ge nder Di ve	Tur nve rDi ve	c_ D emo Dive rsity	c_ De moD ivers ity2	TF LC O DI V	TF LC OD IV2	TF LD ED IV	TF LD ED IV2	c_ Ag eD ive	c_ G end erD ive	c_ T urn ver Div e	c_ Ag eD ive2	c_ G end erD ive2	c_ T urnv erD ive2	c_ T A S K	c _R E L	TA SK XR EL
1.0 0	1. 00	7. 00	3. 63	3. 80	0.8 1	0.6 5	0 6	2 2	- 0	3. 7	2 5	1 8	4. 0	0.55	0. 21	0.4 1	1.0 4	0.17	0.03	- 0.0 3	- 0.0 3	- 0.0 1	0.0 0	0.0 1	0.0 4	0.47	0.0 0	0.00	0.22	1. 25	0. 4	0.5 7
1.0 0	2. 00	7. 00	3. 40	3. 43	0.4 4	0.1 9	0 4	1 4	- 0	2. 3	2 1	2 0	4. 4	0.21	0. 22	0.0 0	0.4 2	- 0.17	0.03	- 0.3 6	- 0.1 6	0.1 4	- 0.0 2	0.0 2	- 0.3 7	- 0.15	0.0 0	0.13	0.02	- 0. 22	0. 1	- 0.0 2
1.0 0	3. 00	3. 00	3. 80	2. 93	- 0.0 6	0.0 0	0 8	1 3	- 0	2. 9	2 0	2 0	1. 5	0.36	0. 43	0.6 4	0.0 0	- 0.02	0.00	0.0 6	0.0 0	0.0 2	0.0 0	0.2 3	0.2 7	- 0.57	0.0 5	0.08	0.32	0. 38	- 0. 0	- 0.0 3
1.0 0	4. 00	3. 00	4. 00	4. 13	1.1 4	1.3 0	0 5	3 3	1. 0	3. 5	1 7	2 0	4. 0	0.14	0. 14	0.0 0	0.2 9	- 0.24	0.06	1.2 1	1.3 8	- 0.2 5	0.0 6	- 0.0 6	- 0.3 7	- 0.28	0.0 0	0.13	0.08	1. 05	0. 9	- 0.9 5
1.0 0	5. 00	5. 00	3. 64	3. 60	0.6 1	0.3 7	0 4	3 6	0. 2	2. 6	2 0	1 2	4. 5	0.19	0. 10	0.0 0	0.4 7	- 0.19	0.04	0.5 0	0.3 0	- 0.1 6	0.0 3	- 0.1 0	- 0.3 7	- 0.10	0.0 1	0.13	0.01	0. 06	0. 6	0.0 4
1.0 0	6. 00	8. 00	4. 38	1. 73	- 1.2 7	1.6 1	0 7	3 1	0. 3	1. 8	1 2	3 2	5. 0	0.23	0. 10	0.0 0	0.6 0	- 0.14	0.02	- 1.1 8	1.4 9	- 0.1 3	0.0 2	- 0.1 0	- 0.3 7	0.03	0.0 1	0.13	0.00	- 0. 73	- 0. 8	0.6 2
1.0 0	7. 00	5. 00	4. 08	1. 56	- 1.4 3	2.0 5	0 5	2 2	- 0	2. 1	3 5	2 0	5. 0	0.47	0. 28	0.6 7	0.4 8	0.10	0.01	0.3 2	- 0.4 5	- 0.0 2	0.0 0	0.0 8	0.3 0	- 0.09	0.0 1	0.09	0.01	- 0. 39	1. 1	- 0.4 6
1.0 0	8. 00	3. 00	5. 00	4. 07	1.0 7	1.1 5	0 8	1 4	- 0	3. 1	2 9	4 0	4. 0	0.02	0. 06	0.0 0	0.0 0	- 0.36	0.13	- 0.6 9	- 0.7 4	0.2 3	- 0.0 8	- 0.1 4	- 0.3 7	- 0.57	0.0 2	0.13	0.32	0. 63	0. 8	0.5 3
1.0 0	9. 00	7. 00	3. 91	2. 06	- 0.9 4	0.8 8	0 2	1 8	- 0	2. 7	1 3	1 7	5. 0	0.50	0. 14	0.6 0	0.7 5	0.12	0.01	0.3 6	- 0.3 4	- 0.0 5	- 0.0 1	- 0.0 6	0.2 3	0.18	0.0 0	0.05	0.03	0. 18	- 0. 8	- 0.1 5

1.0 0	10 .0 0	3. 00	3. 93	3. 93	0.9 4	0.8 8	0 .	1 .	- 0.	3. 5	3 .	1 .	4. 0	0.57	0. 20	0.6 4	0.8 7	0.19	0.04	- 0.3	- 0.3	- 0.0	- 0.0	0.0 0	0.2 7	0.30	0.0 0	0.08	0.09	1. 05	0. 9	0.9 7	
1.0 0	11 .0 0	5. 00	4. 40	3. 60	0.6 1	0.3 7	0 .	1 .	- 0.	2. 7	2 .	1 .	3. 0	0.15	0. 10	0.0 0	0.3 5	- 0.23	0.05	- 0.3	- 0.2	0.1 5	- 0.0	- 0.1	- 0.3	- 0.21	0.0 1	0.13	0.05	0. 16	0. 3	0.0 5	
1.0 0	12 .0 0	5. 00	3. 88	3. 32	0.3 3	0.1 1	0 .	2 .	- 0.	3. 0	2 .	1 .	2. 4	0.38	0. 16	0.0 0	0.9 9	0.01	0.00	- 0.0	- 0.0	0.0 0	0.0 0	- 0.0	- 0.3	0.43	0.0 0	0.13	0.18	0. 46	- 0.	- 0.0	
1.0 0	13 .0 0	4. 00	4. 00	1. 75	- 1.2	1.5 5	0 .	2 .	0 .	2. 0	1 .	4 .	5. 0	0.25	0. 25	0.0 0	0.5 0	- 0.13	0.02	- 0.0	0.0 8	- 0.0	0.0 0	0.0 5	- 0.3	- 0.07	0.0 0	0.13	0.00	- 0.	0. 16	- 0.	
1.0 0	14 .0 0	4. 00	3. 55	3. 70	0.7 1	0.5 0	0 .	3 .	0 .	1. 9	1 .	1 .	3. 0	0.22	0. 15	0.0 0	0.5 2	- 0.15	0.02	0.6 5	0.4 6	- 0.1	0.0 2	- 0.0	- 0.3	- 0.05	0.0 0	0.13	0.00	- 0.	0. 60	0. 8	0.5 3
1.0 0	15 .0 0	4. 00	3. 85	2. 00	- 0.9	0.9 9	0 .	2 .	0 .	2. 2	1 .	4 .	5. 0	0.23	0. 22	0.0 0	0.4 8	- 0.14	0.02	- 0.2	0.2 0	- 0.0	0.0 0	0.0 2	- 0.3	- 0.09	0.0 0	0.13	0.01	- 0.	0. 29	- 0.	0.2 0
1.0 0	16 .0 0	5. 00	4. 20	2. 48	- 0.5	0.2 6	0 .	3 .	0 .	2. 8	1 .	2 .	1. 5	0.44	0. 43	0.0 0	0.8 9	0.06	0.00	- 0.4	0.2 3	0.0 5	0.0 0	0.2 3	- 0.3	0.32	0.0 5	0.13	0.10	- 0.	0. 49	- 0.	0.2 1
1.0 0	17 .0 0	4. 00	3. 65	2. 35	- 0.6	0.4 1	0 .	2 .	0 .	1. 7	2 .	4 .	3. 8	0.26	0. 24	0.0 0	0.5 5	- 0.12	0.01	- 0.4	0.3 0	- 0.0	0.0 1	0.0 4	- 0.3	- 0.02	0.0 0	0.13	0.00	- 0.	0. 66	0. 1	- 0.0
1.0 0	18 .0 0	3. 00	4. 67	1. 87	- 1.1	1.2 7	0 .	3 .	0 .	1. 9	1 .	4 .	2. 0	0.34	0. 36	0.0 0	0.6 5	- 0.04	0.00	- 1.1	1.2 6	- 0.0	0.0 0	0.1 6	- 0.3	0.09	0.0 2	0.13	0.01	- 0.	0. 70	- 0.	0.4 6
1.0 0	19 .0 0	3. 00	3. 93	1. 93	- 1.0	1.1 2	0 .	3 .	0 .	1. 8	1 .	1 .	3. 2	0.41	0. 11	0.0 0	1.1 3	0.04	0.00	- 0.8	0.9 1	0.0 3	0.0 0	- 0.0	- 0.3	0.57	0.0 1	0.13	0.32	- 0.	0. 62	- 0.	0.6 2
1.0 0	20 .0 0	3. 00	4. 07	3. 67	0.6 7	0.4 5	0 .	1 .	- 0.	2. 8	2 .	3 .	3. 0	0.19	0. 04	0.0 0	0.5 4	- 0.19	0.03	- 0.5	- 0.3	0.1 6	- 0.0	- 0.1	- 0.3	- 0.03	0.0 3	0.13	0.00	0. 30	0. 3	0. 4	0.1 0
1.0 0	21 .0 0	3. 00	3. 93	3. 20	0.2 1	0.0 4	0 .	1 .	- 0.	0 .	1 .	3 .	2. 0	0.14	0. 10	0.0 0	0.3 3	- 0.23	0.05	- 0.1	- 0.0	0.1 5	- 0.0	- 0.1	- 0.3	- 0.24	0.0 1	0.13	0.06	1. 46	- 0.	- 1.4	

1.0 0	22 .0 0	3. 00	2. 80	3. 00	0.0 1	0.0 0	0 .9 9	2 .0 4	- 0. 4	2. 1 7	1 .5 8	2 3 3	3. 0 0	0.29	0. 08	0.0 0	0.7 8	- 0.09	0.01	0.0 0	0.0 0	0.0 2	0.0 0	- 0.1 2	- 0.3 7	0.21	0.0 2	0.13	0.05	- 0. 37	- 0. 4	0.1 8
1.0 0	23 .0 0	6. 00	2. 90	3. 67	0.6 7	0.4 5	0 .4 4	3 .0 6	0. 7 6	2. 4 6	2 .7 7	3 .0 0	4. 0 0	0.25	0. 07	0.0 0	0.6 8	- 0.13	0.02	0.5 1	0.3 4	- 0.1 0	0.0 1	- 0.1 2	- 0.3 7	0.12	0.0 2	0.13	0.01	- 0. 08	0. 6 7	- 0.0 5
1.0 0	24 .0 0	3. 00	4. 00	3. 87	0.8 7	0.7 6	0 .6 5	3 .3 5	1. 1 1	1. 6 7	1 .5 0	2 .0 0	3. 4 3	0.37	0. 11	0.0 0	0.9 9	- 0.01	0.00	0.9 7	0.8 5	- 0.0 1	0.0 0	- 0.0 9	- 0.3 7	0.42	0.0 1	0.13	0.18	- 0. 87	- 0. 5	0.5 0
2.0 0	25 .0 0	21 .0 0	4. 12	2. 20	- 0.7 9	0.6 3	0 .4 8	2 .4 7	0. 2 3	2. 7 1	1 .2 6	3 .4 6	3. 0 0	0.52	0. 32	0.6 8	0.5 4	0.14	0.02	- 0.1 8	0.1 4	0.0 3	0.0 0	0.1 2	0.3 1	- 0.03	0.0 2	0.10	0.00	0. 18	- 0. 8	- 0.1 4
2.0 0	26 .0 0	24 .0 0	4. 17	3. 44	0.4 5	0.2 0	0 .4 8	1 .6 0	- 0. 4	2. 6 0	2 .1 8	3 .5 3	3. 0 0	0.48	0. 27	0.6 9	0.4 9	0.10	0.01	- 0.2 9	- 0.1 3	- 0.0 7	- 0.0 1	0.0 7	0.3 2	- 0.08	0.0 0	0.11	0.01	0. 07	0. 1 0	0.0 0
2.0 0	27 .0 0	6. 00	3. 37	2. 67	- 0.3 3	0.1 1	0 .5 9	2 .2 0	- 0. 4	2. 5 0	2 .0 4	2 .4 7	4. 0 0	0.48	0. 25	0.6 9	0.4 9	0.10	0.01	0.0 1	0.0 0	0.0 0	0.0 0	0.0 5	0.3 2	- 0.07	0.0 0	0.11	0.01	- 0. 04	0. 4 7	- 0.0 2
2.0 0	28 .0 0	5. 00	3. 32	2. 72	- 0.2 7	0.0 7	0 .4 1	2 .0 0	- 0. 4	1. 4 5	1 .2 0	2 .3 2	4. 0 0	0.56	0. 21	0.6 7	0.8 1	0.19	0.03	0.0 7	- 0.0 2	- 0.0 4	- 0.0 1	0.0 1	0.3 0	0.24	0.0 0	0.09	0.06	- 1. 09	- 0. 8	0.9 5
2.0 0	29 .0 0	10 .0 0	3. 20	2. 84	- 0.1 5	0.0 2	0 .7 8	1 .8 0	- 0. 4	1. 8 4	1 .3 8	1 .7 0	4. 0 0	0.50	0. 23	0.6 9	0.5 8	0.12	0.01	0.0 7	- 0.0 1	- 0.0 5	- 0.0 1	0.0 3	0.3 2	0.01	0.0 0	0.11	0.00	- 0. 66	- 0. 7	0.4 6
2.0 0	30 .0 0	3. 00	3. 20	2. 53	- 0.4 6	0.2 1	0 .2 7	2 .8 3	0. 5 9	3. 5 0	1 .5 8	4 .1 3	4. 5 7	0.38	0. 18	0.6 4	0.3 3	0.00	0.00	- 0.2 7	0.1 3	0.0 0	0.0 0	- 0.0 2	0.2 7	- 0.24	0.0 0	0.08	0.06	0. 96	- 0. 4	- 0.4 7
2.0 0	31 .0 0	3. 00	4. 13	2. 93	- 0.0 6	0.0 0	0 .6 0	2 .2 0	- 0. 4	3. 4 2	1 .8 3	2 .5 3	4. 0 0	0.30	0. 01	0.6 4	0.2 5	- 0.08	0.01	0.0 0	0.0 0	0.0 0	0.0 0	- 0.1 9	0.2 7	- 0.32	0.0 3	0.08	0.10	0. 88	- 0. 2	- 0.2 4
2.0 0	32 .0 0	10 .0 0	3. 80	4. 22	1.2 3	1.5 0	0 .4 1	3 .5 0	1. 2 6	3. 5 0	2 .3 8	1 .1 0	5. 0 0	0.50	0. 26	0.6 7	0.5 7	0.12	0.01	1.5 4	1.8 9	0.1 5	0.0 2	0.0 6	0.3 0	0.00	0.0 0	0.09	0.00	0. 96	0. 3 0	0.2 9
2.0 0	33 .0 0	18 .0 0	3. 82	2. 70	- 0.2 9	0.0 9	0 .2 9	2 .0 0	- 0. 4	2. 4 2	2 .6 8	3 .4 1	2. 0 0	0.50	0. 19	0.6 9	0.6 1	0.12	0.01	0.0 7	- 0.0 2	- 0.0 3	0.0 0	- 0.0 1	0.3 2	0.05	0.0 0	0.11	0.00	- 0. 12	0. 6 1	- 0.0 7

2.0 0	34 .0 0	7. 00	4. 03	3. 46	0.4 6	0.2 1	0 .4 6	1 .8 4	- 0. 4	3. 7 9	3 .4 3	4 .0 9	2. 7 1	0.43	0. 19	0.6 8	0.4 3	0.06	0.00	- 0.2 0	- 0.0 9	- 0.0 2	0.0 0	- 0.0 1	0.3 1	- 0.14	0.0 0	0.10	0.02	1. 25	1. 3 5	1.6 9
2.0 0	35 .0 0	10 .0 0	4. 08	3. 46	0.4 7	0.2 2	0 .5 0	1 .6 6	- 0. 6	2. 5 8	3 .0 3	2 .8 4	3. 1 4	0.46	0. 14	0.6 9	0.5 5	0.08	0.01	- 0.3 0	- 0.1 4	- 0.0 5	0.0 0	- 0.0 6	0.3 2	- 0.02	0.0 0	0.11	0.00	0. 04	0. 9 5	0.0 4
2.0 0	36 .0 0	20 .0 0	3. 64	3. 05	0.0 6	0.0 0	0 .7 4	1 .6 6	- 0. 6	1. 8 6	1 .8 9	1 .0 7	5. 0	0.47	0. 15	0.6 9	0.5 7	0.09	0.01	- 0.0 4	0.0 0	- 0.0 6	- 0.0 1	- 0.0 5	0.3 2	0.00	0.0 0	0.11	0.00	- 0. 68	- 0. 2	0.1 9
2.0 0	37 .0 0	15 .0 0	3. 91	3. 23	0.2 3	0.0 5	0 .6 0	2 .0 2	- 0. 2	1. 8 7	1 .1 6	3 .2 2	2. 9	0.47	0. 19	0.6 9	0.5 3	0.09	0.01	- 0.0 6	- 0.0 1	- 0.0 2	0.0 0	- 0.0 1	0.3 2	- 0.04	0.0 0	0.11	0.00	- 0. 67	- 0. 4	0.2 9
2.0 0	38 .0 0	11 .0 0	3. 75	3. 24	0.2 4	0.0 6	0 .4 7	2 .0 0	- 0. 2	1. 8 0	2 .1 6	3 .5 8	2. 0	0.42	0. 18	0.6 6	0.4 3	0.04	0.00	- 0.0 6	- 0.0 1	- 0.0 1	0.0 0	- 0.0 2	0.2 9	- 0.14	0.0 0	0.09	0.02	- 0. 74	0. 0	- 0.0 6
2.0 0	39 .0 0	8. 00	3. 63	4. 20	1.2 1	1.4 6	0 .3 0	3 .7 0	0. 6 0	2. 7 0	2 .0 6	2 .7 0	3. 0	0.43	0. 23	0.5 6	0.5 0	0.05	0.00	0.9 2	1.1 1	0.0 4	0.0 0	0.0 3	0.1 9	- 0.06	0.0 0	0.04	0.00	- 0. 54	0. 5	- 0.3 1
2.0 0	40 .0 0	7. 00	2. 09	3. 63	0.6 4	0.4 0	0 .8 0	2 .2 1	- 0. 3	2. 6 4	2 .3 6	2 .7 1	1. 4 3	0.49	0. 18	0.6 8	0.6 2	0.12	0.01	- 0.0 2	- 0.0 1	0.0 0	0.0 0	- 0.0 2	0.3 1	0.05	0.0 0	0.10	0.00	0. 10	0. 2 8	0.0 3
2.0 0	41 .0 0	9. 00	4. 02	2. 96	- 0.0 4	0.0 0	0 .6 8	1 .8 0	- 0. 4	2. 7 8	2 .1 4	3 .7 9	2. 9	0.44	0. 23	0.3 5	0.7 3	0.06	0.00	0.0 2	0.0 0	- 0.0 3	0.0 0	- 0.0 2	0.16	0.0 0	0.00	0.03	0. 24	0. 1 2	0.0 3	
2.0 0	42 .0 0	8. 00	3. 95	1. 90	- 1.0 9	1.2 0	0 .2 0	2 .6 1	0. 3 7	2. 7 2	2 .0 9	3 .5 6	4. 0	0.23	0. 09	0.0 0	0.5 9	- 0.15	0.02	- 0.4 0	0.4 4	- 0.0 6	0.0 1	- 0.1 1	- 0.3 7	0.02	0.0 1	0.13	0.00	0. 18	0. 0 2	0.0 0
3.0 0	43 .0 0	6. 00	4. 50	2. 73	- 0.2 6	0.0 7	0 .3 0	2 .0 2	- 0. 2	2. 1 7	3 .3 3	3 .4 9	4. 9	0.47	0. 21	0.6 4	0.5 5	0.09	0.01	0.0 6	- 0.0 2	- 0.0 2	0.0 0	0.0 1	0.2 7	- 0.01	0.0 0	0.08	0.00	- 0. 37	1. 2 6	- 0.4 7
3.0 0	44 .0 0	4. 00	4. 45	2. 50	- 0.4 9	0.2 4	0 .8 4	2 .5 0	0. 2 6	2. 8 1	2 .5 0	2 .2 5	1. 8 6	0.47	0. 26	0.3 5	0.8 2	0.10	0.01	- 0.1 3	0.0 6	0.0 3	0.0 0	0.0 6	- 0.0 2	0.25	0.0 0	0.00	0.06	0. 27	0. 4 2	0.1 2
3.0 0	45 .0 0	4. 00	3. 60	2. 75	- 0.2 4	0.0 6	0 .5 2	2 .0 0	- 0. 2	2. 8 1	2 .1 3	1. 4 8	2. 3	0.35	0. 34	0.0 0	0.7 2	- 0.02	0.00	0.0 6	- 0.0 1	0.0 1	0.0 0	0.1 4	- 0.3 7	0.15	0.0 2	0.13	0.02	0. 27	0. 3 0	0.0 8

3.0 0	46 .0 0	5. 00	3. 96	3. 68	0.6 9	0.4 7	0 .6 3	3 .2 7	1. 0 3	2. 0 5	1 .4 0	2 .2 4	3. 0 0	0.46 16	0. 16	0.5 0	0.7 1	0.08	0.01	0.7 1	0.4 9	0.0 8	0.0 1	- 0.0 4	0.1 3	0.14	0.0 0	0.02	0.02	- 0. 49	- 0. 68	0.3 3
3.0 0	47 .0 0	3. 00	2. 07	2. 80	- 0.1 9	0.0 4	0 .7 5	1 .8 4	- 0. 4	2. 9 2	2 .1 7	2 .7 3	1. 7 1	0.27 14	0. 14	0.0 0	0.6 6	- 0.11	0.01	0.0 9	- 0.0 2	0.0 5	- 0.0 1	- 0.0 6	- 0.3 7	0.09	0.0 0	0.13	0.01	0. 38	0. 09	0.0 3
3.0 0	48 .0 0	5. 00	4. 00	2. 60	- 0.3 9	0.1 5	0 .8 6	2 .6 3	0. 3 9	1. 9 0	2 .2 0	2 .3 6	1. 7 1	0.42 14	0. 14	0.6 7	0.4 4	0.04	0.00	- 0.1 5	0.0 6	0.0 1	0.0 0	- 0.0 6	0.3 0	- 0.13	0.0 0	0.09	0.02	- 0. 64	0. 12	- 0.0 8
3.0 0	49 .0 0	3. 00	4. 60	3. 73	0.7 4	0.5 5	0 .9 8	1 .4 0	- 0. 8	3. 2 5	2 .3 0	2 .4 7	1. 5 7	0.25 15	0. 15	0.0 0	0.5 9	- 0.13	0.02	- 0.6 2	- 0.4 6	0.1 1	- 0.0 1	- 0.0 5	- 0.3 7	0.02	0.0 0	0.13	0.00	0. 71	0. 92	0.6 6
3.0 0	50 .0 0	4. 00	4. 75	3. 50	0.5 1	0.2 6	0 .9 3	1 .8 0	- 0. 4	2. 3 1	2 .1 3	1 .8 5	1. 4 3	0.48 37	0. 37	0.6 9	0.3 9	0.11	0.01	- 0.2 2	- 0.1 1	- 0.0 5	0.0 0	0.1 7	0.3 2	- 0.18	0.0 3	0.11	0.03	- 0. 23	0. 05	- 0.0 1
3.0 0	51 .0 0	3. 00	2. 00	3. 33	0.3 4	0.1 2	0 .9 9	2 .0 0	- 0. 4	2. 1 7	1 .7 5	2 .0 7	1. 5 7	0.58 41	0. 41	0.6 4	0.6 9	0.20	0.04	- 0.0 8	- 0.0 3	- 0.0 5	- 0.0 1	0.2 1	0.2 7	0.12	0.0 4	0.08	0.02	- 0. 37	- 0. 33	0.1 2
3.0 0	52 .0 0	3. 00	3. 47	2. 40	- 0.5 9	0.3 5	0 .9 0	1 .0 0	- 1. 4	1. 7 5	2 .0 8	1 .4 0	2. 5 7	0.47 21	0. 21	0.6 4	0.5 7	0.09	0.01	0.7 4	- 0.4 4	- 0.1 2	- 0.0 1	0.0 1	0.2 7	0.00	0.0 0	0.08	0.00	- 0. 79	0. 01	- 0.0 1
3.0 0	53 .0 0	3. 00	4. 33	3. 40	0.4 1	0.1 7	0 .9 1	1 .4 8	- 0. 4	2. 6 7	1 .6 3	2 .3 0	3. 0 0	0.46 32	0. 32	0.6 4	0.4 2	0.08	0.01	- 0.3 4	- 0.1 4	- 0.0 7	- 0.0 1	0.1 2	0.2 7	- 0.15	0.0 1	0.08	0.02	0. 13	- 0. 41	- 0.0 5
3.0 0	54 .0 0	4. 00	4. 70	2. 00	- 0.9 9	0.9 9	0 .1 5	2 .2 9	0. 0 5	2. 1 3	1 .6 3	4 .0 5	4. 4 3	0.47 25	0. 25	0.6 9	0.4 6	0.09	0.01	- 0.0 5	0.0 5	0.0 0	0.0 0	0.0 5	0.3 2	- 0.11	0.0 0	0.11	0.01	- 0. 41	- 0. 45	0.1 9
3.0 0	55 .0 0	3. 00	4. 60	2. 20	- 0.7 9	0.6 3	0 .9 9	3 .1 2	0. 8 8	3. 0 0	2 .6 2	1 .5 4	2. 1 4	0.48 37	0. 37	0.3 7	0.7 0	0.10	0.01	- 0.7 0	0.5 5	0.0 9	0.0 1	0.1 7	0.0 0	0.13	0.0 3	0.00	0.02	0. 46	0. 59	0.2 7
3.0 0	56 .0 0	3. 00	4. 60	3. 00	0.0 1	0.0 0	0 .5 0	2 .0 0	- 0. 2	2. 5 0	2 .2 5	2 .3 3	1. 4 3	0.31 10	0. 10	0.6 4	0.1 8	- 0.07	0.00	0.0 0	0.0 0	0.0 2	0.0 0	- 0.1 0	0.2 7	- 0.39	0.0 1	0.08	0.15	- 0. 04	0. 17	- 0.0 1