

Unpacking Collective Orientation and its Role in Employee, Leadership, and Team Effectiveness

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LIST OF MANUSCRIPTS

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- 83rd Annual Meeting of the Academy of Management, 2023, Boston.

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PART I. SYNOPSIS

1 Introduction

An individual's *collective orientation*, broadly defined as a general positive orientation toward groups (Dierdorff et al., 2011; Kilcullen et al., 2023; Oyserman et al., 2002), has attracted sustained attention from researchers and practitioners (Bell, 2007; Kilcullen et al., 2023; Marcus & Le, 2013; Taras et al., 2010). Individuals high in collective orientation value group harmony and belonging, prefer collaborative work, are oriented to the welfare of the collective, believe in collective effort and responsibility, and aim for collective success by prioritizing group goals (e.g., Jackson et al., 2006; Kilcullen et al., 2023; Oyserman et al., 2002; Wagner & Moch, 1986). Organizations increasingly seek these characteristics, as reflected in competency models (e.g., Bartram, 2005; Dondi et al., 2021; Hay Group, 2011; Schulz et al., 2017) and job advertisements. Notably, the latter reveal that collective orientation is required equally from entry-level to leadership positions (e.g., Brösel & Kurte, 2020; Elo et al., 2025; Gilli et al., 2023; Klemme & Noack, 2024), implying that it is considered a core requirement for effective employee performance in organizations. Evidence from team research supports this practical emphasis by highlighting the key role collective orientation plays in team effectiveness. Teams high in collective orientation have shown enhanced team performance (Bell, 2007; Kilcullen et al., 2023; Taras et al., 2010), stronger team cohesion (Kilcullen et al., 2023; Taras et al., 2010), reduced team conflicts (Kilcullen et al., 2023), and greater engagement in shared leadership (T. R. Chen, 2014; Hiller et al., 2006; Small & Rentsch, 2010). Together, these findings and the practical demand for collective orientation across positions suggest that collective orientation is an important attribute of team members, leaders, and employees broadly, supposedly driving their effectiveness.¹

Yet, a closer examination reveals significant limitations in our understanding of collective orientation's role in effectiveness. The extent and the results of research on collective orientation and effectiveness do not fully match the importance that practice assigns to collective orientation. First, research on collective orientation's contribution to individual

¹ Effectiveness is defined differently across organizational levels, though performance is a central part across definitions (e.g., Derue et al., 2011; N. Li et al., 2014; Mathieu et al., 2019). Yet, compared to employee effectiveness, leadership and team effectiveness are defined more broadly, including additional criteria, such as attitudinal criteria (e.g., satisfaction) or team dynamics (e.g., cohesion). In the synopsis, I use the term "effectiveness" across levels to be consistent in terminology. In the respective manuscripts, I refer to the specific effectiveness criteria used (e.g., in-role performance, leadership satisfaction, or team conflicts).

effectiveness remains both sparse and inconsistent. For leaders specifically, collective orientation has seldom been examined as an attribute that contributes to their effectiveness, despite practical emphasis (Gilli et al., 2023). For employees more generally, meta-analyses summarizing evidence on collective orientation's contribution to individual effectiveness yielded contradictory results (Kilcullen et al., 2022; Taras et al., 2010; Marcus & Le, 2013). At the heart of these inconsistencies lie conceptual and operational issues. Collective orientation lacks clear and agreed-upon definitions, and there have been substantial variations in how it is operationalized at both the individual and team levels.² At the individual level, for example, variations include whether measures are tailored to work groups (e.g., Jackson et al., 2006; Wagner & Moch, 1986) or assess a more global orientation toward multiple groups (e.g., work groups, relatives, peers; Triandis & Gelfand, 1998), and whether unidimensional (e.g., Dorfman & Howell, 1988) or multidimensional approaches are chosen that capture distinct facets of collective orientation (e.g., J. E. Driskell et al., 2010; Jackson et al., 2006).

At the team level, operationalization issues extend to the composition of collective orientation within the team, that is, how individual members' collective orientation should be operationalized to reflect a team-level phenomenon. It remains unclear which operationalization best captures collective orientation's contribution to team effectiveness. Prior research on collective orientation and team effectiveness has predominantly relied on average scores (e.g., Bell, 2007; Kilcullen et al., 2023) rather than considering individual contributions, for example, of the most or least collectively oriented member. An average approach obscures who possesses an attribute of interest as long as the attribute is present in the team (Emich et al., 2022). Yet, research has assumed that a single member possessing an attribute of interest can also significantly affect the group (e.g., Hill et al., 2019; LePine et al., 2011; Mathieu et al., 2014). Thus, alternative operationalizations that focus on the contribution of specific members may offer differentiated insights for both research and practice. They clarify collective orientation's role in team effectiveness and inform organizations whether they should select for collective orientation in all team members or only in specific ones.

Second, beyond these conceptual and operational issues, patterns in prior research suggest that collective orientation may be insufficient on its own in contributing to effectiveness. Specifically, collective orientation is predominantly modeled as a moderating variable rather than as a predictor of individual effectiveness (e.g., Appianti & Chen, 2020; Ying Chen et al.,

² Operationalization refers to the process of defining a construct in terms of the specific procedures and operations by which it can be observed and measured (Colman, 2015). For example, it includes decisions about which scales or questionnaires to apply for measuring a construct or how an individual-level phenomenon should be reflected at the team level.

2015; Zhang et al., 2023). This suggests that collective orientation may be less relevant as a standalone predictor and instead becomes meaningful primarily in combination with other attributes. Thus, individuals may need additional attributes that either substitute for collective orientation's potential limitations (e.g., neglecting one's own goals) or complement its strengths (e.g., preferring collaboration) to be effective. Support for this notion comes from leadership research on the *underestimated need for affiliation* (nAff; Steinmann et al., 2020), a construct related to collective orientation capturing individuals' desire for positive social relationships. Early research suggested high nAff might be irrelevant or even detrimental for effective leadership, as affiliation-motivated leaders tend to avoid conflict and critical feedback and could thus hinder difficult decision-making (McClelland, 1985; McClelland & Boyatzis, 1982). Yet, Steinmann et al. (2016) demonstrated that nAff positively affects leadership effectiveness in combination with the need for power and achievement. This suggests that collective orientation may similarly unfold its effects on individual effectiveness only in specific configurations with other personality attributes. However, a configurational perspective poses analytical challenges. Traditional, variable-centered methods are limited in examining complex combinations of attributes. They often focus on net effects of individual variables and assume uniform relationships, whereas person-centered, configurational approaches can identify how multiple attributes combine, thereby revealing that different combinations may contribute to effectiveness (e.g., Misangyi et al., 2017; Morin et al., 2018). Thus, configurational approaches are particularly suited to better understand how collective orientation combines with other attributes to shape effectiveness.

These issues—whether related to the conceptualization and operationalization of collective orientation at the individual and team levels or the analytical approach—collectively indicate that research needs to reconsider how to study collective orientation and its relationships with effectiveness. This is critical because our conceptual and methodological choices fundamentally determine the results we obtain and the conclusions we draw. Consequently, without addressing *how we study*—that is, how we define collective orientation, how we measure it, and how we analyze its relationships—we cannot fully understand how and for whom collective orientation drives effectiveness.

Therefore, the overarching goal of this dissertation is to advance studying how collective orientation contributes to the effectiveness of employees, leaders, and teams. To achieve this goal, this dissertation, and the manuscripts thereof, focuses on two central research objectives. These objectives address both how we conceptualize and operationalize collective orientation and how we analyze its relationship with effectiveness.

The first aim is to clarify and advance the *conceptualization and operationalization* of collective orientation at the individual and team levels. To achieve this, I focus on collective orientation as an individual's attribute and integrate conceptualizations and operationalizations from different scientific fields—such as cross-cultural psychology, management, and team science—into a model for organizing collective orientation constructs (Manuscript 1). Additionally, I meta-analytically compare how different measures (e.g., global vs. context-specific and unidimensional vs. multidimensional) capture relationships with employee effectiveness differently (Manuscript 1). At the team level, I examine how individual team members' collective orientation can be modeled within teams. Specifically, I apply different operationalizations: by summarizing scores of all team members (i.e., mean or standard deviation; Manuscript 2) or by focusing on the collective orientation of critical members—either based on their collective orientation level (i.e., the most or least collectively oriented member; Manuscript 2) or based on their role (i.e., emergent leader; Manuscript 4; see also Mathieu et al., 2014).

The second aim is to advance the *analytical perspective* used to study how collective orientation contributes to effectiveness by shifting from a predominantly variable-centered understanding to a person-centered, configurational thinking. Therefore, I first build on leadership motive research (McClelland, 1985) to provide a conceptual foundation for applying configurational thinking to collective orientation. Scholars in this field have thought in terms of motive configurations for decades, yet they have rarely tested their propositions empirically using a configurational method (e.g., McClelland & Boyatzis, 1982; Spangler et al., 2014; Steinmann et al., 2016). To further ground this configurational approach, I apply fuzzy-set qualitative comparative analysis (fsQCA) to motive configurations and leadership effectiveness (Manuscript 3) and subsequently apply this approach to study configurations involving collective orientation that are associated with leadership/team effectiveness (Manuscript 4).

The following sections first reflect on the conceptual and operational foundations of collective orientation. Next, the variable-centered and person-centered approaches used in prior research and applied in this dissertation to study the relationship between collective orientation and effectiveness are addressed. The synopsis then summarizes the four manuscripts, their positioning within this dissertation, and their key findings and contributions, before concluding with the overarching contributions and implications of the present work and avenues for future research to further unpack collective orientation.

2 Conceptual Integration and Operationalization of Collective Orientation

Collective orientation has been conceptualized at different levels—at the individual, team, organizational, and cultural levels. This dissertation focuses on the collective orientation of individuals and teams, which conceptualizations and operationalizations are outlined in the following sections.¹

2.1 Individual-Level Collective Orientation

Collective orientation has been conceptualized as an individual's disposition (Kilcullen et al., 2023; Tannenbaum & Salas, 2020; Triandis, 2001), broadly referring to a *positive orientation toward groups in general*, rather than to one specific group (Eby & Dobbins, 1997; Kilcullen et al., 2023; Oyserman et al., 2002). Collectively oriented individuals value group harmony and being part of groups, prefer group work and collaboration, are oriented to the welfare of the collective, believe in collective effort and responsibility, and aim for collective success by prioritizing group goals (e.g., Jackson et al., 2006; Kilcullen et al., 2023; Oyserman et al., 2002; Wagner & Moch, 1986).

Dispositions are relatively stable psychological characteristics of an individual (e.g., personality traits, needs, motives, and values) that capture *tendencies to think, feel, and behave* in similar patterns across situations, with some dispositions being more stable than others (House et al., 1996). Dispositions can be classified into different personality domains. Table 2.1 provides an overview of the personality domains, their definitions, and some examples for each domain. Given that the defining attributes of a collectively oriented individual represent a blend of values, preferences, or goals, collective orientation can be classified into the *motive and values domain*. This personality domain concerns what people desire, what they want to do, or would like to have in their life, either consciously or unconsciously, including motives, needs, values, interests, preferences, and goals (Roberts, 2006; Roberts & Yoon, 2022).

¹ For the conceptual and operational definition of collective orientation at the organizational and cultural levels, see Marcus and Le (2013) and Kilcullen et al. (2023).

Table 2.1 Overview of Personality Domains, Their Definitions, and Examples

Personality domain	Definition	Examples
Personality traits	Enduring characteristics that describe or determine an individual's behavior across situations	Extraversion, conscientiousness, emotional stability
Motives and values	Reflects what people desire, either consciously or unconsciously, and includes motives, needs, values, interests, preferences, and goals	Collective orientation , need for affiliation, goal orientation
Skills and abilities	Reflects what people can do generally or domain-specifically	Intelligence, adaptability, political skill
Narrative identity	An individual's internalized and evolving life story based on their experience	Content coding of stories (e.g., structural themes)

Note. Personality domains, their definitions, and some examples are drawn from Roberts and Yoon (2022) and Roberts (2006).

Importantly, I differentiate collective orientation from related dispositions within the same personality domain that share some similarities. A salient example is the *need for affiliation* (nAff), an unconscious motive defined as the desire to establish, maintain, and restore positive social interactions and relationships with others (Heyns et al., 1958; Hofer & Hagemeyer, 2025). Individuals high in nAff seek enduring, harmonious cooperation and reciprocal relations (Murray, 1938, as cited in Hofer & Hagemeyer, 2025) and perform better when working in teams (McClelland, 1985). Accordingly, collective orientation and nAff both include a preference for harmonious social interaction, cooperation, and group belonging (Dierdorff et al., 2011; Eby & Dobbins, 1997; Hui & Villareal, 1989; Markus & Kitayama, 1991; Triandis et al., 1990). Despite this overlap, collective orientation and nAff are conceptually distinct. Researchers distinguish between implicit and explicit motives (Brunstein, 2025; Kehr, 2004; Köllner & Schultheiss, 2014; McClelland et al., 1989). Implicit motives, such as nAff, are unconscious affective preferences for particular types of incentives that predict spontaneous, long-term behavior (Brunstein, 2025; Kehr, 2004). Given that implicit motives are inaccessible to introspection, they can only be measured indirectly (Brunstein, 2025). In contrast, explicit motives are consciously accessible, verbally represented, and self-attributed self-concepts, values, beliefs, and goals and can be assessed using self-report measures (Brunstein, 2025; Köllner & Schultheiss, 2014). Explicit motives predict immediate actions in response to specific situations or choice behavior (McClelland et al., 1989). nAff represents an implicit, unconscious motive. Collective orientation, by contrast, aligns more closely with explicit motives, as it is rooted in consciously endorsed values, beliefs, and goals related to group membership, and predominantly assessed via self-report measures (Kilcullen et al., 2023). Additionally, nAff centers on interpersonal closeness, social acceptance, and warm, supportive relations in

general, while collective orientation has a clear focus on groups (e.g., existing within groups, aiming for collective success; see above). Given the surface-level similarities along the conceptual distinctions, this dissertation considers nAff as a conceptual reference point in leadership research (Manuscript 3) to contextualize the role of collective orientation in leadership effectiveness. Although nAff was long underestimated in leadership research, it seems now to be an important motive for effective leadership (Steinmann et al., 2020; Steinmann et al., 2016). Collective orientation may follow a similar trajectory—representing an underexplored yet relevant dispositional antecedent of effective leadership (Gilli et al., 2023).

Beyond distinguishing collective orientation from related constructs, clarifying how collective orientation is conceptualized is complicated, as researchers have studied collective orientation from multidisciplinary perspectives (e.g., cross-cultural psychology, management, and team science). Table 2.2 presents various definitions and some sample items used to measure collective orientation, illustrating its conceptual diversity. The literature reveals that diverse terms referring to collective orientation exist, with some appearing similar (e.g., collectivistic orientation, collectivist orientation) and others more distinct (e.g., [psychological] collectivism, team orientation). Not only do researchers use varying labels for collective orientation, but they also use them interchangeably within articles (see secondary terms). For example, Mach and Baruch (2015) used the terms “team orientation”, “collective orientation”, and “collectivism orientation” throughout their article to refer to the same construct.

An ongoing debate concerns whether the different terms, such as (psychological) collectivism, collective orientation, and team orientation, refer to the same underlying construct or represent distinct constructs (e.g., Hagemann, 2017; Kilcullen et al., 2023). This controversy stems partly from different conceptual roots and inconsistent definitions in the literature. Some researchers derived individual-level definitions and measures of collective orientation from the societal/cultural-level construct of individualism-collectivism (e.g., Alavi & McCormick, 2007; Dierdorff et al., 2011; Eby & Dobbins, 1997; Kang et al., 2025). While some of these studies assessed collective orientation using broad measures of collectivism, referring to different kinds of groups, such as relatives, peers, or work groups (e.g., Appienti & Chen, 2020; Kang et al., 2025), other researchers have applied collectivism measures tailored to specific contexts or groups, such as work contexts (e.g., Dierdorff et al., 2011; Eby & Dobbins, 1997; Wagner & Moch, 1986) or team contexts (Alavi & McCormick, 2007). Importantly, individuals may be collectively oriented toward some groups (e.g., work groups) but not others (e.g., religious groups; Jackson et al., 2006; Realo et al., 1997). A context-specific approach has also been applied by other scholars that did not explicitly root their conceptualizations in

collectivism (e.g., Berg et al., 2002; J. E. Driskell et al., 2010). Interestingly, although conceptualizations surrounding collective orientation are rooted in different disciplines, some definitions and measures seem to share at least some aspects and items (see Table 2.2).

In this dissertation, I follow the view shared by several researchers (e.g., T. Driskell et al., 2024; Feitosa et al., 2018; Gabelica & Popov, 2020; Kilcullen et al., 2023) that the various construct labels—such as collectivism, collective orientation, and team orientation—tap into the same underlying construct. Moreover, prior research has suggested that collectivism is a hierarchical construct represented by an overarching, global orientation with several domain-/context-specific orientations (e.g., Hui, 1988; Realo et al., 1997). Building on this perspective, I propose organizing collective orientation concepts and their respective measures along two dimensions: (1) their level of specificity, that is, the extent to which the orientation is defined as a global, overarching disposition (i.e., across domains including relatives, friends, work groups, etc.) or as a more narrowly defined, context-specific disposition (i.e., work context); and (2) their dimensionality, that is, the extent to which collective orientation is conceptualized as a single, unidimensional construct or as a multidimensional construct comprising distinct facets. To provide orientation on how to best study collective orientation, I compare global and work context-specific collective orientation in relation to job performance (Manuscript 1) and look at the role of work context-specific collective orientation in leadership emergence and team effectiveness (Manuscript 2 and 4).

Conceptual and operational differences are also reflected in the underlying measurement instruments that range from unidimensional (e.g., Dorfman & Howell, 1988; Erez & Earley, 1987) to multidimensional approaches (e.g., J. E. Driskell et al., 2010; Jackson et al., 2006; Triandis & Gelfand, 1998). Multidimensional approaches highlight the multifaceted nature of collective orientation, and researchers have called to investigate collective orientation at the facet level (e.g., Oyserman et al., 2002). Yet, there is also no consistency regarding the number and content of the facets (e.g., affiliation and dominance, horizontal and vertical, or values, norms, and beliefs; J. E. Driskell et al., 2010; Triandis & Gelfand, 1998; Wagner & Moch, 1986). To provide guidance on how to best assess collective orientation, I compare the predictive validity of unidimensional and multidimensional measures for job performance (Manuscript 1). Additionally, I account for the multifaceted nature of collective orientation by investigating which facets of collective orientation, among other attributes, contribute to leadership emergence and how the resulting profiles predict team effectiveness (Manuscript 4). Such a facet-level examination is essential, as facets relate differently to effectiveness (e.g., Dierdorff et al.; Jackson et al., 2006), and identifying the “active” facets of collective orientation clarifies how and why it contributes to specific outcomes (Jackson et al., 2006; Oyserman et al., 2002).

Table 2.2 Example Conceptualizations of Collective Orientation From the Literature

Dominant term (secondary term)	Definition	Example items	Included groups	Reference
Collectivist orientation (collectivism)	Collectivism is defined as individuals seeing themselves as parts of one or more collectives; being primarily motivated by the norms of, and duties imposed by, those collectives.	- I feel good when I cooperate with others. - The well-being of my coworkers is important to me. - It is important to me that I respect the decisions made by my groups.	Co-workers, relatives, unspecified	Kang et al. (2025)
Collectivistic orientation (collectivism)	A general orientation toward group goals and proclivity to cooperate in group endeavors.	- I prefer to work with others in a team rather than to work alone. - I like it when team members do things on their own, rather than working with others all the time. (R)	Work groups, teams	Eby and Dobbins (1997)
Psychological collectivism (collectivistic orientation)	A general orientation toward group goals, a concern for the well-being of the group and its members, an acceptance of group norms, and a tendency toward cooperation in group contexts.	- I preferred to work in those groups rather than working alone. - I cared about the well-being of those groups. - Group goals were more important to me than my personal goals.	Work/ class groups	Dierdorff et al. (2011)
Collective orientation (allocentrism)	A context-specific self-mental model concerning team members independence from and interdependence with other team members.	- I like to work interdependently with other group members. - Even when I strongly disagree with group members, I should avoid an argument.	Student groups	Alavi and McCormick (2007)
Collective orientation (team orientation)	The propensity to work in a collective manner in team settings.	- For most tasks, I would rather work alone than as part of a group. (R) - When I have a different opinion than another group member, I usually try to stick with my own opinion. (R)	Teams/ groups	J. E. Driskell et al. (2010)
Team orientation (collective orientation)	An individual's orientation or propensity to work in a team, given the choice.	- If given the choice, I would rather work as part of a team rather than independently. - I prioritize team goals over my own.	Teams	Kilcullen et al. (2023)

Note. (R) = reverse-coded items.

2.2 Team-Level Collective Orientation

Having outlined collective orientation as an individual disposition in the previous section, I now turn to how collective orientation in teams can be conceptualized and operationalized. Two fundamental approaches have been proposed (Kilcullen et al., 2023): (1) Collective orientation can be understood as a *team compositional attribute*. Although team member collective orientation reflects an individual's disposition, team members' manifestations of collective orientation can be combined in different ways to depict the team as a whole (e.g., Bell, 2007; Bell et al., 2018; Mathieu et al., 2014); (2) Collective orientation can be conceptualized as a *shared cognition* among team members. In this case, the focus shifts from individuals to the team itself by typically changing the wording of the items so that the team as a whole is evaluated (e.g., 'This team recognizes the value of working in a team' rather than 'I value working in teams'; Kilcullen et al., 2023).

In this dissertation, I follow the first approach, considering collective orientation as a team compositional attribute. To be clear about the conceptual underpinnings at the team level is important, as research has shown that the different team-level conceptualizations relate differently to the same outcome (Kilcullen et al., 2023). Considering collective orientation as a team compositional attribute allows me to examine how the combination of team members' collective orientation—rather than a collective perception of a team—shapes members' interactions and, finally, enables or constrains team effectiveness (Bell et al., 2018; Hackman & Morris, 1975; Mathieu et al., 2014). Yet, different approaches exist for modeling team member attributes. The team composition literature (e.g., Bell et al., 2018; Emich et al., 2022; Mathieu et al., 2014) distinguishes two primary modeling perspectives based on multilevel theory (Kozlowski & Klein, 2000).

First, *compositional models* assume that team members' contributions are weighted equally within the team. In these models, one possibility is to aggregate collective orientation at the team level using the sum or mean, reflecting a "more is better" logic, and capturing *how much* collective orientation exists within the team. The underlying assumption is that having more highly collectively oriented members would enhance team effectiveness. Alternatively, the variance or standard deviation could be used to capture *how similar or diverse* members are in their collective orientation (Bell et al., 2018; Mathieu et al., 2014). For example, a low variance means members are similar in their collective orientation, which might lead to smoother coordination.

Second, *compilational models* focus on the individual's relative contribution, assuming that some members have a disproportionate influence on team effectiveness (Bell et al., 2018; Mathieu et al., 2014). Team effectiveness might be influenced by the weakest or strongest member or members who emerge into or take on core roles within the team (Mathieu et al., 2014). Conventional operationalizations are the minimum (weakest) or maximum (strongest) value within the team or a chosen value (e.g., min, max, mean) of the strategic core (Bell et al., 2018; Humphrey et al., 2009). So, unlike compositional models, compilational models highlight *whose* collective orientation matters most for team effectiveness—for instance, the most or least collectively oriented member or those occupying a key team role.

In this dissertation, I consider compositional and compilational modeling approaches of collective orientation (Manuscript 2 and 4). As most studies investigating the relationship between collective orientation and team effectiveness have applied a compositional approach (e.g., Bell, 2007; see also Chapter 3), the dissertation offers a complementary perspective by also applying compilational approaches to better understand how collective orientation at the team level shapes team effectiveness.

3 Analytical Approaches for Studying Collective Orientation and Effectiveness

In addition to the conceptualization and operationalization of collective orientation presented in Chapter 2, the research in this dissertation is grounded in two important analytical approaches: a *variable-centered approach* and a *person-centered approach*. Both approaches have been used to study the relationship between collective orientation and effectiveness (see Appendix A2 for an overview of the studies)¹ and highlight different perspectives on this relationship as they are based on distinct underlying assumptions. The assumptions, the findings from prior research, and the variable- and person-centered methods applied in this dissertation are presented below.

3.1 Variable-Centered Approaches

Research examining collective orientation and its relationship with effectiveness at both the individual and the team levels has predominantly employed variable-centered approaches (see Table A2.1 and Table A2.2 in Appendix A2).

Assumptions and Key Principles. “Variable-centered approaches ... assume that all individuals from a sample are drawn from a single population for which a single set of ‘averaged’ parameters can be estimated” (Morin et al., 2018, p. 804). Variable-centered approaches thus rest on the assumption that the relationship between variables, for example, between collective orientation and effectiveness, operates in the same way on average across all individuals in a sample (Howard & Hoffman, 2018; Woo et al., 2024). Deviations from these averaged parameters are treated as statistical noise rather than as theoretically meaningful variation.

Consistent with this assumption, variable-centered approaches consider the relationship between collective orientation and effectiveness at different levels of complexity: *simple association* (e.g., correlation analysis; J. E. Driskell et al., 2010; Waldman et al., 2004), *unique contribution* of collective orientation while accounting for other variables (e.g., regression

¹ To provide an overview of the studies investigating the relationship between collective orientation and effectiveness (i.e., employee, leader, and team effectiveness), I conducted a systematic literature search. Appendix A1 documents the search and inclusion strategy. In total, 66 articles have been included in the overview.

analysis, structural equation modeling; Tyran & Gibson, 2008; Wu et al., 2018), *interaction effects* with other variables (e.g., Jiang & Zhang, 2021), or *mediated effects* where the influence of collective orientation is transmitted through another variable (e.g., Hagemann & Kluge, 2017; Hill & Villamor, 2023). Typical research questions for variable-centered approaches related to collective orientation and effectiveness are "what critical team diversity factors [i.e., diversity in collectivistic value and innovative trait] can substantially motivate team performance? and through what moderating mechanisms the effects of specific diversity on team performance are influenced?" (Lin et al., 2025, p. 44); "Are values [e.g., collectivistic work values] associated with a leader's style and outcomes?" (Sosik, 2005, p. 222); how does leader-member exchange (LMX) mediate the relationship between collectivism orientation and organizational citizenship behaviors, and how does gender moderate the link between collectivism orientation and LMX (Tziner et al., 2020)? Consequently, variable-centered approaches are particularly useful for estimating the strength and direction of the relationships between collective orientation and effectiveness criteria, as well as for identifying the conditions and mechanisms under which these relationships operate.

Application and Findings in Prior Research. At the individual level, most studies investigated employee effectiveness (38 studies; Table A2.1).² A review of the studies in Table A2.1 shows that only a small number of studies examined a direct relationship between collective orientation and employee effectiveness, while most investigated more complex models. Collective orientation predominantly exhibited interaction effects with other variables (32 studies), with collective orientation frequently modeled as the moderating variable interacting with leadership variables (e.g., Yashuo Chen et al., 2025; Yang et al., 2010), work stressors (e.g., De Clercq & Pereira, 2021; Ye et al., 2019), and other personality attributes (e.g., Bi et al., 2021). When collective orientation was modeled as a predictor variable (eight studies), it was typically examined alongside other personality attributes (e.g., Haines & Taggar, 2006; Stark et al., 2007; Waldman et al., 2004). These findings show that collective orientation is primarily conceptualized as a contingency factor that shapes the relationship between other variables and employee effectiveness rather than acting as a direct, independent driver of effectiveness.

² Some studies are listed more than once in Appendix A2, as a single study could provide information for the effectiveness of employees, leaders, and teams (e.g., Ying Chen et al., 2015; Waldman et al., 2004) or combined variable- and person-centered approaches (e.g., O'Neill et al., 2016). Additionally, in some studies collective orientation operates as different variable types (e.g., independent and moderating variables) in the same model (e.g., Hongyu et al., 2012; Lin et al., 2015), and sometimes more than one team-level operationalization was used within a study (e.g., mean and standard deviation; Mach & Baruch, 2015).

Evidence on the relationship between collective orientation and leader effectiveness is scarce, with only four studies identified in the systematic literature search. The studies conceptualized leadership effectiveness at multiple levels, focusing on different targets (leaders themselves, followers, and teams; see also Derue et al., 2011). Collective orientation was examined both as a predictor of leadership effectiveness—typically alongside other personality attributes and with mediated relationships (García-Cabrera & García-Soto, 2012; Sosik, 2005)—and as a moderator interacting with subordinates' behavior (i.e., facades of conformity; Jiang & Zhang, 2021) or subordinates' perceived personal relationship with the leader (i.e., leader-member personal life inclusion; Ying Chen et al., 2015). These findings underscore the need for more research on the collective orientation—leadership effectiveness link.

At the team level, a review of the studies in Table A2.2 revealed two main conclusions about how researchers study team collective orientation and its relationship with team effectiveness. First, unlike individual-level studies, team collective orientation was predominantly modeled as a predictor variable (19 out of 27 studies; Table A2.2). Among these studies, eight studies investigated direct relationships, either applying regression analysis or correlation analysis, and found significant positive effects on at least one team effectiveness outcome. Nine studies examined mediated relationships, with team processes and states (e.g., cooperation, coordination, cohesion) serving as the primary mediators. In two studies the relationship between team collective orientation and team effectiveness was moderated. The predominant treatment of team collective orientation as a predictor variable indicates that researchers view it as a foundational driver of team effectiveness, though primarily one that operates indirectly through team processes and emergent states rather than directly.

Second, researchers predominantly applied a compositional perspective to model collective orientation at the team level. Most researchers operationalized collective orientation as the average of individual scores (21 studies), while three studies used the standard deviation and five studies employed alternative operationalizations (e.g., percentage of highly collectively oriented team members within a team; Table A2.2). Notably, none of the studies applied a compilational approach. This pattern aligns with Bell's (2007) meta-analysis, which also showed that collective orientation was mainly operationalized as mean or sum. While the team mean/sum showed a significant positive relationship with team performance, diversity in collective orientation was unrelated to team performance, though this finding was only based on three effect sizes, limiting its generalizability. This pattern suggests teams benefit when members, on average, possess higher levels of collective orientation. However, this view is contested. Tannenbaum and Salas (2020), for instance, argued that not all team members need

a high collective orientation for the team to function effectively. Yet, they remained inconclusive about the optimal level or distribution of collective orientation within the team. Supporting this view, Tyran and Gibson (2008) and Lin et al. (2025) found that work teams from the finance sector with greater diversity in collective orientation reported higher team effectiveness. This underlines the need to investigate alternative team composition models of collective orientation, specifically compilational models, and their impact on team effectiveness.

Application in This Dissertation. In this dissertation, variable-centered approaches are employed in Manuscripts 1 and 2. In Manuscript 1, a three-level meta-analysis synthesizes findings from 128 articles (144 samples, 390 effect sizes) to investigate the relationship between employee collective orientation and job performance. Despite collective orientation being frequently studied at the individual level, mainly as a moderator variable, the basic bivariate relationship with job performance shows inconsistent results across prior meta-analyses (Kilcullen et al., 2023; Marcus & Le, 2013; Taras et al., 2010), necessitating a reinvestigation. The correlation coefficient (r) is chosen as the effect size metric as it best reflects the strength of the bivariate relationship (Morris, 2023). In addition, moderator analyses are run using meta-regression (Viechtbauer, 2024) to explore potential explanations for these inconsistencies—particularly comparing different measurement approaches (global vs. context-specific; unidimensional vs. multidimensional) and performance outcomes (general, in-role, extra-role performance). The three-level model accounts for dependencies among effect sizes—an assumption that is often violated in conventional meta-analytic models (Cheung, 2014) and a critical feature given the dataset's structure (i.e., multiple measures/dimensions of collective orientation and different types of job performance).

Manuscript 2 addresses a key gap identified in the team-level literature: the absence of compilational operationalizations of collective orientation at the team level. Drawing on field data from 30 knowledge-intensive project teams (203 members), correlation analyses are used to examine different team composition models—including compilational approaches (i.e., minimum and maximum collective orientation)—in relation to team effectiveness outcomes (i.e., different performance criteria and team conflicts). Given the limited sample size, more complex follow-up analyses using methods such as multiple regression or structural equation modeling to test mediation pathways (e.g., team composition → team conflicts → team performance) were not feasible.

In sum, variable-centered approaches are particularly well-suited for examining whether and to what extent collective orientation on average relates to effectiveness. Yet, variable-centered approaches assume that one set of parameters describes all individuals equally well. If the sample contains distinct subgroups, for instance, individuals for whom collective orientation is strongly associated with effectiveness and others for whom it is not, or even exhibits an opposite relationship, this variation is absorbed into a single average estimate. As a result, meaningful differences between subgroups may be concealed (Bliese et al., 2024; Woo et al., 2018). Additionally, the preceding review has shown that collective orientation's relationship with effectiveness is complex and often shaped by interactions with other variables, particularly at the individual level. Attributes like collective orientation do not exist in isolation but coexist with multiple personality attributes that form specific attribute configurations (e.g., Emich et al., 2024; McClelland, 1992; Zaccaro, Dubrow, & Kolze, 2018). Variable-centered approaches typically estimate the contribution of each attribute separately or through a limited set of interactions, which makes it difficult to capture how distinct combinations of attributes jointly relate to effectiveness (e.g., Asendorpf, 2015; Fiss, 2007; Foti & Hauenstein, 2007; Vis, 2012). Person-centered approaches may offer an alternative perspective by focusing on how attributes combine within individuals or groups to form distinct patterns or profiles that may contribute to effectiveness differently.

3.2 Person-Centered Approaches

In general, the application of person-centered approaches in management and organization sciences as well as in applied psychology has increased over the past years (e.g., Asendorpf, 2015; Gabriel et al., 2018; Morin et al., 2018; Woo et al., 2024). Yet, only two studies have been identified applying a person-centered approach to study the relationship between collective orientation and effectiveness (see Table A2.3), one at the individual level (O'Neill et al., 2016) and one at the team level (Şahin et al., 2024).

Assumptions and Key Principles. Person-centered approaches focus on individuals (or other units) rather than variables (Gabriel et al., 2018; Woo et al., 2018). These analytical methods (e.g., cluster analysis, latent profile analysis, qualitative comparative analysis) aim to identify groups of individuals (or other units) characterized by distinct profiles, patterns, or configurations of attributes (Gabriel et al., 2018; Woo et al., 2018), such as individualism and collectivism profiles (O'Neill et al., 2016) or team cultural values configurations (including collectivism; Şahin et al., 2024). Rather than assuming that a single set of parameters describes

all individuals equally, person-centered approaches allow for heterogeneity by recognizing that attributes may combine differently across individuals and that these different combinations may relate to effectiveness in distinct ways (Foti & Hauenstein, 2007). Some methods identify distinct subpopulations based on shared attribute patterns (e.g., latent profile analysis, O'Neill et al., 2016), while others focus on identifying configurations of attributes that produce a specific outcome such as effectiveness (e.g., qualitative comparative analysis, Şahin et al., 2024).

Typical research questions for person-centered approaches, including collective orientation, are: Do distinct profiles of individualism and collectivism emerge among employees? Does the relationship between core self-evaluation/perception of group potency and job performance differ across individualism-collectivism profiles (O'Neill et al., 2016)? Which cultural values (including collectivism) are necessary conditions for a high (low) level of team performance in GVTs (global virtual teams)? Which cultural values (including collectivism) form multiple configurations sufficient to predict a high (low) level of team performance in GVTs (Şahin et al., 2024)? Thus, person-centered approaches are particularly useful when the aim is to understand how collective orientation combines with other attributes to form distinct configurations or pathways to effectiveness, rather than examining its unique contribution.

Application and Findings in Prior Research. The study by O'Neill et al. (2016) applied latent profile analysis (LPA) to identify distinct profiles of individualism and collectivism and examined how these profiles moderate the relationship between core self-evaluations (CSE) or perceptions of group potency (PGP) and job performance. Two profiles were identified: an individualism-dominant profile and a collectivism-dominant profile. While the relationship between PGP and job performance was stronger for employees with a collectivism-dominant profile, the opposite was found for the CSE-job performance link. The study by Şahin et al. (2024), by contrast, used fuzzy-set qualitative comparative analysis to investigate how team value orientations (e.g., collectivism, power distance) configure to impact team performance. The authors aimed to account for the complex interactions between value orientations. Team collectivism was an important condition in three out of the four configurations sufficient for high team performance.

Although rooted in different methodologies (LPA in mixture modeling and maximum likelihood vs. QCA in set theory and Boolean algebra; see Gabriel et al., 2018, for a detailed comparison of LPA and fsQCA), both studies treated collective orientation as one component within broader attribute profiles, acknowledging that individuals or teams are comprised of multiple attributes that combine differently. By doing so, person-centered approaches provide

a complementary perspective that can better handle the complexity of how different combinations of attributes relate to effectiveness. Although these studies provide initial evidence that collective orientation is an important component for employee and team effectiveness depending on its combination with other attributes, less is known about whether collective orientation also plays a core role in configurations for leadership effectiveness.

Application in This Dissertation. To advance the analytical perspective used to study how collective orientation contributes to effectiveness, this dissertation adopts a person-centered, configurational approach. Taking a configurational perspective regarding collective orientation and effectiveness implies that their relationship may be causally complex and is characterized by three key features (Furnari et al., 2021; Misangyi et al., 2017): (1) effectiveness is not caused by collective orientation alone but by combinations of collective orientation with other attributes (*conjunctural causation*); (2) multiple distinct configurations of attributes, among which collective orientation may be one, rather than a single configuration lead to the same effectiveness outcome (*equifinality*); and (3) collective orientation may contribute to effectiveness in one configuration but not in another, depending on its configuration with other attributes (*causal asymmetry*). This kind of configurational thinking, also referred to as a *neo-configurational perspective* (see Misangyi et al., 2017), has rarely been applied in research on collective orientation and effectiveness, particularly at the individual level. Motive research (McClelland, 1985), in which nAff plays a central role, may offer a useful lens for better understanding how collective orientation relates to effectiveness, as nAff shares some similarities with collective orientation. Motive research has thought in terms of motive configurations for decades (e.g., McClelland, 1992; Spangler et al., 2014; Steinmann et al., 2016). However, researchers rarely tested their propositions empirically using methods that can capture all three features of causal complexity, potentially obscuring rare but equally important configurations and underestimating the role of specific motives which pay off only in combination with other attributes (Foti & Hauenstein, 2007; Gabriel et al., 2018).

To further ground this person-centered, configurational approach, I apply fuzzy-set qualitative comparative analysis (fsQCA; Ragin, 2000, 2008).³ “QCA explicitly casts causal relations along all three lines of complexity” (Misangyi et al., 2017, p. 257). It is *case-oriented*, treating each case (e.g., a person or a team) as a configuration of conditions (e.g., personality attributes such as collective orientation); it draws on *set theory*, conceptualizing cases as

³ Next to fsQCA, other variants of QCA exist, such as crisp-set QCA, multi-value QCA (Schneider & Wagemann, 2012), two-step QCA (Schneider, 2019; Schneider & Wagemann, 2006), or configurational comparative process analysis (Rupietta & Meuer, 2025).

members or non-members of defined sets; and it applies *Boolean algebra* to systematically compare cases and identify configurations of conditions necessary and/or sufficient for producing the outcome, while also considering counterfactual configurations (i.e., plausible but unobserved configurations; Ragin, 2008; Schneider & Wagemann, 2012). Fuzzy sets allow for both differences in kind (i.e., being a member or not a member of a set) and differences in degree (i.e., varying levels of membership in a set), with membership scores ranging from 0 (full non-membership) to 1 (full membership), and a crossover point of 0.5 marking the qualitative threshold between membership and non-membership (Oana et al., 2021).

To provide a conceptual and methodological foundation for applying configurational thinking to collective orientation, fsQCA is first applied to study how configurations of leader motives contribute to leadership effectiveness using field data from 70 leader-follower dyads (Manuscript 3). Building on this foundation, this configurational perspective is extended in Manuscript 4 to both collective orientation and a multilevel perspective. Using data from 223 individuals nested in 54 fluid virtual teams performing a time-critical problem-solving simulation, we adapt the multilevel mixed-method approach of Meuer and Rupietta (2017). We first examine configurations of collective orientation facets and the needs for power and achievement sufficient for leadership emergence (comparable to Manuscript 3). Applying fsQCA at the individual level is particularly well suited to identify the “active” facets of collective orientation within a team member as it distinguishes between present, absent, and irrelevant conditions (e.g., facets) for producing the outcome. In a second step, the specific emergent leader profiles are used as conditions for a second fsQCA. These individual-level conditions are combined with team-level processes to identify sufficient configurations for superior team performance, thereby distinguishing effective from ineffective emergent leaders.

When applying fsQCA, collective orientation is treated as one important attribute (condition) among others that may contribute to effectiveness through its configuration with other attributes, acknowledging that these attributes jointly, rather than independently, shape effectiveness. Thereby, fsQCA can reveal the specific role of collective orientation within configurations—whether it determines effectiveness through its presence, absence, or not at all.

4 Outline of the Contributions

This section briefly presents the four manuscripts of this dissertation. Table 4.1 summarizes all manuscripts:

- Manuscript 1 reviews existing conceptualizations and operationalizations of employee collective orientation and meta-analytically re-examines its relationship with different types of job performance.
- Manuscript 2 examines dispositions relevant for the effectiveness of knowledge-intensive project teams, including collective orientation, and explores how these dispositions should be operationalized at the team level, with particular focus on the role of specific team members (i.e., the most or least collectively oriented member).
- Manuscript 3 shifts from variable-centered approaches to a person-centered, configurational approach by investigating how leaders' motives combine to shape leadership effectiveness.
- Manuscript 4 extends the person-centered, configurational approach to investigate collective orientation and leadership/team effectiveness. It also focuses on specific members, namely the emergent leaders. The study examines how collective orientation combines with other attributes to explain leadership emergence and how the resulting emergent leader profiles combine with team processes to produce team effectiveness, thereby distinguishing effective from ineffective emergent leaders.

The manuscripts emphasize different aspects of the dissertation's overarching research goal, examine different levels of analysis, and employ different analytical approaches, yet collectively advance how we study collective orientation and its role in effectiveness.

Table 4.1 Overview of the Manuscripts

	Manuscript	Definition of collective orientation	Outcomes	Level	Analytical approach	Sample size
1	Employee Collective Orientation and Job Performance: A Meta-Analytic Integration <i>Katharina Agethen</i>	Global and work context-specific; uni- and multi-dimensional	Job performance (general, in-role, extra-role)	Individual	Variable-centered: Three-level meta-analysis	144 samples (390 effect sizes)
2	Kompetenzmodelle: Was wird gemessen? <i>Katharina Agethen & Anja Iseke</i>	Work context specific; multi-dimensional	Team effectiveness (general performance, efficiency, creativity, conflicts)	Team	Variable-centered: Correlation analyses	30 project teams
3	A Neo-Configurational Perspective on Implicit Motives and Leadership Effectiveness <i>Katharina Agethen, Sonja K. Ötting & Barbara Steinmann</i>	Need for affiliation (as a conceptual reference point)	Leadership effectiveness (leadership satisfaction, career success)	Individual	Person-centered: fsQCA	70 leader-follower dyads
4	Are Collectivistic Leaders Necessary for Fluid Virtual Teams? A Multilevel Configurational Approach <i>Katharina Agethen, Luc Sandfort & Anja Iseke</i>	Work context specific; multi-dimensional	Leadership emergence, team performance	Individual, team	Person-centered: Multilevel fsQCA	223 students in 54 fluid virtual teams

Note. fsQCA = fuzzy-set qualitative comparative analysis.

4.1 Manuscript 1. Agethen (2026)

Manuscript 1 looks at the conceptual and operational definition of employee collective orientation in the context of job performance. Meta-analytic evidence at the individual level remains inconsistent regarding the relationship between collective orientation and job performance. Manuscript 1 aims to disentangle these inconsistencies, which may stem from divergent conceptualizations of collective orientation (e.g., defined as an orientation toward teamwork or a more global orientation toward collectives, and as unidimensional or multidimensional; see Kilcullen et al., 2023; Marcus & Le, 2013; Taras et al., 2010). Additionally, given the age (Marcus & Le, 2013; Taras et al., 2010) and limited generalizability (Kilcullen et

al., 2023) of the existing meta-analyses, the manuscript aims to provide a comprehensive and updated synthesis to clarify the understanding of collective orientation and its relationship with job performance. To address these issues, Manuscript 1 pursues two research questions:

RQ1.1: How is collective orientation conceptualized and operationalized at the individual level?

RQ1.2: To what extent do different conceptualizations of collective orientation, as reflected in their operationalizations, differ in their predictive validity for job performance?

To answer these questions, I review existing conceptualizations and measures of collective orientation, introducing a hierarchical model that organizes collective orientation according to its level of specificity (global vs. work context-specific) and dimensionality (unidimensional vs. multidimensional). I hypothesize a positive relationship between collective orientation and job performance and meta-analytically test whether this relationship varies across different conceptualizations and performance types (general, in-role, extra-role).

I conducted a meta-analysis, starting with a comprehensive literature search and screening of studies. This process led to an inclusion of 128 articles with 144 samples and 390 effect sizes in the meta-analysis. Mean effect sizes were calculated using three-level meta-analysis to account for dependencies of multiple effect sizes in one sample (Assink & Wibbelink, 2016; Cheung, 2014; Pastor & Lazowski, 2018). Moderators were tested using meta-regression (Viechtbauer, 2024).

The results revealed a positive relationship between collective orientation and job performance ($\bar{r} = .17$, 95% CI [.13, .20]). Contrary to my expectations, global collective orientation ($\bar{r} = .18$, 95% CI [.14, .22]) showed a stronger relationship with performance than work context-specific collective orientation ($\bar{r} = .13$, 95% CI [.08, .18]), challenging prevailing assumptions about the need for context-specific measures (e.g., J. E. Driskell et al., 2010; Jackson et al., 2006). Similarly, multidimensional measures ($\bar{r} = .21$, 95% CI [.16, .26]) outperformed unidimensional ones ($\bar{r} = .14$, 95% CI [.08, .20]). Among the types of performance, collective orientation was most strongly associated with extra-role performance ($\bar{r} = .19$, 95% CI [.15, .22]), compared to general ($\bar{r} = .09$, 95% CI [.03, .15]) and in-role performance ($\bar{r} = .08$, 95% CI [.04, .13]).

These findings offer several contributions. First, by systematically reviewing how collective orientation has been conceptualized and operationalized, I proposed a hierarchical model that organizes existing measures according to their level of specificity and dimensionality. This framework provides conceptual clarity and offers guidance for researchers on how to select and categorize collective orientation measures based on their research context. Second, the

meta-analytic findings highlight the relevance of collective orientation for job performance. The effect was stronger than previous meta-analytic estimates and exceeded meta-analytic estimates for some personality traits such as neuroticism, agreeableness, and extraversion (Zell & Lesick, 2022). Third, the stronger effect of global over work context-specific collective orientation challenges the assumption that contextualized measures show stronger relationships with job performance (e.g., Shaffer & Postlethwaite, 2012). This suggests that a broad orientation spanning multiple groups may better capture the complexity of modern work roles. Fourth, the stronger association found for multidimensional measures supports the conceptualization of collective orientation as a multidimensional construct and points to the added value of capturing its various facets (e.g., Jackson et al., 2006; Wagner & Moch, 1986). Finally, the particularly strong link to extra-role performance underscores the importance of collective orientation for discretionary behaviors that benefit the organization beyond core task performance.

4.2 Manuscript 2. Agethen & Iseke (2024)

The results of the first manuscript demonstrate that how collective orientation is conceptually and operationally defined at the individual level has important implications for its relationship with individual-level performance. Building on these insights, Manuscript 2 shifts from the individual level to the team level, examining the operationalization of collective orientation alongside other dispositions, hereinafter referred to as competencies, in the context of knowledge-intensive project teams.

Already now and increasingly in the future, knowledge work primarily takes place in teams and on a project basis (Malhotra, 2021; Tannenbaum et al., 2012). The effectiveness of these teams depends not only on team members' competencies, defined as dispositions for self-organized acting (Erpenbeck et al., 2017), but also on how these competencies are composed within the team. Although several competency models exist—both generic (e.g., Bartram, 2005) and those tailored to teams, leaders, or jobs (e.g., Cheng et al., 2005; Schmidt-Huber et al., 2014; Stevens & Campion, 1994)—it remains unclear if and which individual-level competencies are important for team effectiveness of knowledge-intensive project teams and how these competencies should be best composed to foster their effectiveness. Manuscript 2 addresses these issues by asking:

RQ2.1: Which individual competencies are relevant for the effectiveness of knowledge-intensive project teams?

RQ2.2: How should these competencies be composed (i.e., operationalized) within teams to drive team effectiveness?

Thus, the purpose of this manuscript is twofold: first, to identify relevant competencies for team effectiveness, and second, to empirically test their relationship with team effectiveness by applying different team composition models.

To identify relevant competencies, we applied a multi-stage approach. First, we reviewed meta-analyses and reviews on team effectiveness, and when unavailable, we considered meta-analyses on individual effectiveness or primary studies. This process yielded 27 competencies, which we organized using Bartram's (2005) eight competency domains. Second, we selected one representative competency per domain by comparing their semantic similarity (Landauer et al., 2011) and based on expert ratings. Third, we examined the correlation among the eight selected competencies at the individual level to assess redundancy and ensure sufficient conceptual distinctiveness, as well as their aggregated relationship with team effectiveness. For the correlational analyses, we used data from 30 project teams ($N = 203$) recruited from five organizations headquartered in Germany. Team members self-rated their competencies, while team associates evaluated team effectiveness (i.e., general performance, efficiency, creativity, and team conflicts). To determine how these competencies should be composed within teams, two perspectives were applied: a compositional perspective, using mean and standard deviation, and a compilational perspective, using the minimum and maximum of a competency in a team (Bell et al., 2018; Mathieu et al., 2014).

In general, the results indicate that the selected competencies are not redundant, as reflected in small to medium effect sizes. However, the significant correlations suggest that these competencies should not be examined in isolation; rather, they may interact. Regarding team effectiveness, three key insights emerged: First, different competencies contribute to distinct effectiveness criteria. For example, exploration was related to creativity but not to efficiency. This implies that organizations should first clarify the primary effectiveness criteria for each team and then compose teams accordingly with the competencies most relevant to those specific goals. Second, the relationship between competencies and team effectiveness depends on the team-level operationalization of the competency. For example, reduced process conflicts were associated with diversity in learning goal orientation (compositional—standard deviation), while a higher general team performance required a minimum of grit in the team (compilational—minimum). Thus, organizations should consider whether team effectiveness is driven by all members, the weakest or strongest member, or member diversity. Third, only three of the eight competencies—learning goal orientation, exploration, and grit—showed a significant positive relationship with team performance. This suggests that either

larger samples to detect significant linear effects or methods that capture the interplay of competencies are required.

Although this manuscript takes a broader perspective by examining multiple competencies, I highlight findings specific to collective orientation here as they are central to this dissertation. The comparison of competency models revealed that they often include facets of collective orientation implicitly. For instance, Bartram's (2005) "Supporting and Cooperating" domain includes "working effectively with individuals and teams" and "caring for others," while other models refer to "teamwork and cooperation" (Cheng et al., 2005). Thus, the common inclusion of collective orientation facets in competency models suggests its relevance for organizational functioning. The results of the correlation analyses further indicate that collective orientation is a relatively distinct construct correlating with fewer competencies than most others (3 vs. an average of 6). While team collective orientation was not associated with any team performance criteria, lower team conflict was observed when at least one team member had high levels of collective orientation. This suggests that collective orientation may be indirectly linked to team performance, potentially via team conflict. Additionally, given collective orientation's limited correlations with other competencies, it may be performance-relevant primarily in combinations with other attributes.

4.3 Manuscript 3. Agethen, Ötting & Steinmann (2025)

The results of Manuscripts 1 and 2 emphasize the conceptual and operational definition of collective orientation and demonstrate that the results we obtain and the conclusions we draw are fundamentally shaped by these two aspects. However, existing literature and results of Manuscript 2 indicate that collective orientation may not independently contribute to effectiveness but rather becomes relevant in combination with other attributes. Yet, person-centered, configurational thinking has received little attention in prior research on collective orientation and effectiveness but is common in research investigating a related construct, the need for affiliation (e.g., Spangler et al., 2014; Steinmann et al., 2016).

Manuscript 3 advances this person-centered, configurational perspective by examining a domain where such thinking is theoretically established but methodologically underexplored: leaders' implicit motives and leadership effectiveness. Research on implicit motives has long emphasized motive configurations, including distinct patterns of the need for power, achievement, and affiliation, and activity inhibition (e.g., McClelland, 1992; Spangler et al., 2014; Steinmann et al., 2016). However, prior research has predominantly relied on a priori typological categorizations (e.g., Jacobs & McClelland, 1994; McClelland & Boyatzis, 1982) or

variable-centered approaches (e.g., Steinmann et al., 2015) rather than configurational methods to test their assumptions. Building on this foundation, Manuscript 3 adopts a neo-configurational perspective (Misangyi et al., 2017) and applies fsQCA to examine how implicit motives (nAff, nPow, nAch) and activity inhibition (AI) configure to shape leadership effectiveness. Thereby, the manuscript addresses three research questions:

RQ3.1: How do implicit motives combine to enable leadership effectiveness?

RQ3.2: Do several distinct motive configurations lead to the same manifestation of leadership effectiveness?

RQ3.3: Are single motives necessary or sufficient for effective leadership?

Within the context of this dissertation, Manuscript 3 serves a dual purpose: It advances substantive knowledge about implicit motives and leadership effectiveness while simultaneously demonstrating the value of configurational thinking and methods—an approach that holds considerable promise for future research on collective orientation and effectiveness.

The analysis was based on 70 leader-follower dyads. Leader's implicit motives were assessed using the Picture Story Exercise (e.g., McClelland et al., 1989), while leadership effectiveness was captured by two criteria: leadership satisfaction, rated by followers, and career success, measured as income growth and indicated by the leader. Applying fsQCA, no motive or AI was necessary for leadership effectiveness; yet, multiple alternative motive configurations were identified as sufficient. Two configurations were sufficient for very high leadership satisfaction (consistency: 0.93, coverage: 0.41): the *Bureaucratic Leader*, characterized by the presence of nPow and AI and the absence of nAch, and the *Relaxed Leader*, characterized by the absence of nPow and AI but the presence of nAff. Three configurations were sufficient for a successful career, each highlighting the presence of either AI, nPow, or nAff complemented by the absence (~) of other attributes (consistency: 0.83; coverage: 0.57): the *Self-Controlled Leader* (~nPow, ~nAff, AI), the *Dominant Leader* (nPow, ~nAch, ~nAff), and the *Ingratiating Leader* (~nAch, nAff, ~AI).

The findings confirm a neo-configurational perspective on implicit motives, AI, and leadership effectiveness. They underscore the causal complexity of motivation-based leadership effectiveness and advance McClelland's (1985) theory of human motivation by reframing it as a neo-configurational theory within leadership effectiveness research.

Although Manuscript 3 focuses on implicit motives, the configurational patterns observed may offer transferable insights for research on collective orientation and leadership effectiveness, given that nAff and collective orientation both emphasize harmonious social interaction, cooperation, and group belonging. Specifically, the findings showed that a high

level of nAff was part of configurations sufficient for both leadership satisfaction and career success. At the same time, effective configurations also emerged in the absence of nAff. This suggests that the role of nAff—and by analogy, potentially also collective orientation—depends on its interplay with other attributes within a given configuration, rather than being inherently beneficial or detrimental for leadership effectiveness. Such asymmetric patterns would typically be obscured by variable-centered approaches (Misangyi et al., 2017).

4.4 Manuscript 4. Agethen, Sandfort & Iseke (2026)

Manuscript 4 bridges individual-level and team-level research by integrating key insights from the previous manuscripts: the importance of a multifaceted perspective on collective orientation (Manuscript 1), the insight that the attributes of some members may be more important than others for team effectiveness (Manuscript 2), and the value of examining attribute configurations (Manuscript 3).

Leadership research has consistently linked individuals' motives and values to leadership emergence and effectiveness, relying largely on variable-centered approaches (Badura et al., 2022; Zaccaro, Green, et al., 2018). Yet, these approaches are limited in uncovering distinct configurations of attributes that lead to the same leadership outcomes and are prone to underestimating the value of specific leader attributes. One such attribute may be collective orientation (hereinafter referred to as psychological collectivism). When examined in isolation, social-oriented attributes often appear weaker than those attributes associated with power or achievement in predicting leadership emergence (e.g., Härtel et al., 2024; Hu et al., 2019; Zaccaro, Green, et al., 2018), yet theoretical frameworks suggest psychological collectivism may function as a necessary complement to power and achievement motives rather than as a standalone predictor (London & Sherman, 2021; Mumford et al., 2000). Additionally, collectivistic individuals may be subject to leader under-emergence, that is, being less likely to emerge as leaders yet particularly effective when they do (Galvin et al., 2024). In both cases, variable-centered approaches fall short—failing to detect psychological collectivism as a necessary attribute within configurations and obscuring atypical yet effective emergent leaders by averaging effects across individuals. To address these limitations, Manuscript 4 examines two related research questions:

RQ4.1: How do configurations of psychological collectivism facets, power motives, and achievement motives relate to leadership emergence?

RQ4.2: How do the emergent leader profiles combine with teamwork processes to produce superior team performance?

To address these questions, we adopted a configurational approach employing multilevel fuzzy-set qualitative comparative analysis (fsQCA; Meuer & Rupietta, 2017; Oana et al., 2021; Ragin, 2008) with data from 223 students nested in 54 teams. The teams participated in a time-critical, virtual simulation designed as an escape game. This setup emulated real-world virtual work conditions under pressure while simultaneously allowing us to observe leadership emergence (Avolio et al., 2014; Englmaier et al., 2025). We examined how the configurations of psychological collectivism facets and power and achievement motives explain leadership emergence.¹ We further investigated configurations of emergent leader profiles with teamwork processes (i.e., transition, action, and interpersonal) sufficient for superior team performance. Thereby, we acknowledged that team performance depends on how emergent leaders and team processes combine (e.g., LePine et al., 2011; Mathieu et al., 2019) and were able to distinguish effective from ineffective emergent leaders.

At the individual level, fsQCA revealed three distinct emergent leader profiles (consistency: 0.85, coverage: 0.49): (1) the *Conformist*, a low-level collectivist characterized by the presence of norm acceptance with the absence of preference, goal priority, power motive (2) the *Pragmatist*, a medium-level collectivist characterized by the presence of goal priority, norm acceptance, and achievement motive, and the absence of concern; and (3) the *Steward*, a high-level collectivist characterized by the presence of preference, reliance, norm acceptance, goal priority, power and achievement motives. Each profile reflects a unique configuration of leader attributes, including different “active” facets of psychological collectivism in combination with specific patterns of power and achievement motives.

At the team level, two configurations were associated with superior team performance (consistency: 0.88, coverage: 0.34): (1) the *Stewardship Team*, represented by the presence of the Steward profile and action processes and low interpersonal processes; (2) the *Selective Leadership Team*, characterized by the presence of the Pragmatist and action processes, yet complemented by the *absence* of the Conformist and interpersonal processes. These findings suggest that although the configurations share task-focused actions and limited interpersonal process emphasis, they differ in leadership composition. While in Configuration 1 other emergent leader profiles were irrelevant for the Steward to be effective, the effectiveness of the Pragmatist in Configuration 2 hinges on the absence of the Conformist.

¹ To be consistent with the measurement of psychological collectivism as an explicit personal attribute, the power and achievement motives were also conceptualized and measured explicitly.

This study offers three core contributions. First, it advances the understanding of psychological collectivism as a multidimensional construct. It highlights the value of a facet-level perspective, revealing that not all collectivists are alike—some emerge as leaders and prove effective, while others do not. Thereby, we extend prior research (Dierdorff et al., 2011; Jackson et al., 2006) by showing that whether a facet of psychological collectivism functions as an “active ingredient” depends on its configuration with other facets and motives. Second, this study introduces fsQCA as a configurational analytic strategy for studying leadership emergence and effectiveness, offering stronger theory-method alignment than prior pattern approaches (e.g., latent profile analysis; Bliese et al., 2024). By framing leader attribute configurations in terms of necessity, sufficiency, and equifinality, it reframes pattern approaches to leadership emergence and effectiveness as configurational systems and moves beyond “describing” leader profiles toward testing their causal structure (Campbell & Fiss, 2026). Third, following Meuer & Rupietta, 2017, this study introduces a novel multilevel fsQCA application that integrates individual-level results into team-level analysis. Our multilevel configurational approach is able to capture how individual-level dispositions combine with team-level processes to produce team performance, addressing longstanding calls for such an integration (Hackman, 2012; Misangyi et al., 2017; Tannenbaum et al., 2012). Our study offers an analytical approach to study how and under what conditions leadership emergence translates into effectiveness, revealing patterns of leader under- and over-emergence (Galvin et al., 2024).

5 Conclusion

The overarching purpose of this dissertation was to advance *how we study* collective orientation and its role in employee, leadership, and team effectiveness to gain a deeper understanding of how and for whom collective orientation contributes to effectiveness. Specifically, this dissertation sought to clarify and advance the conceptualization and operationalization of collective orientation at the individual and team levels as well as to promote an analytical shift toward a person-centered, configurational approach. Together, the findings of the four manuscripts highlight three insights in particular:

- the value of *global and multidimensional conceptualization and operationalization* of collective orientation at the individual level,
- the value of a *compilational approach*, that is, focusing on specific members, when operationalizing collective orientation at the team level,
- the need for a *person-centered, configurational approach* as collective orientation combines with other attributes in complex ways.

These insights are fundamental for advancing both collective orientation research and organizational practice.

5.1 Contributions to Research

The findings of this dissertation contribute to the literature in many ways. First, this dissertation adds to the collective orientation research by advancing the conceptualization and operationalization of collective orientation at the individual and team levels. By systematically organizing existing conceptualizations and measures into a hierarchical model distinguishing global from work context-specific and unidimensional from multidimensional conceptualizations and measures of collective orientation (Manuscript 1), this research provides a structure for navigating the diverse array of collective orientation labels and measures used across research fields. This dissertation revealed that researchers across fields use different labels (e.g., collectivism, collective orientation, team orientation) to study a similar construct, a phenomenon also known as jangle fallacy or construct proliferation (Larsen & Bong, 2016; Shaffer et al., 2016). Construct proliferation may hinder cumulative knowledge creation, collaboration across research fields, and may reduce a discipline's impact on others (Shaffer et al., 2016). The proposed model enables researchers to assess the comparability of

studies, make informed choices about measurement selection, and may diminish further construct proliferation in collective orientation research.

By further applying the hierarchical model to the empirical literature synthesizing the effects of collective orientation on job performance (Manuscript 1), this dissertation revealed that, depending on the conceptualization and operationalization, collective orientation yields substantially different relationships with job performance—directly addressing the contradictory findings in prior meta-analyses (Kilcullen et al., 2023; Marcus & Le, 2013; Taras et al., 2010). The results indicate that global collective orientation relates more strongly to job performance than work context-specific collective orientation. This finding has important implications for future research. Specifically, despite the general superiority of contextualized measures in organizational research (e.g., L. Li et al., 2025; Schlotzhauer et al., 2025; Shaffer & Postlethwaite, 2012) and the popularity of developing contextualized collective orientation measures (e.g., Dorfman & Howell, 1988; J. E. Driskell et al., 2010; Jackson et al., 2006), the results suggest that researchers should measure global collective orientation in organizational research when job performance is the criterion of interest. This insight is particularly valuable as it enables researchers and practitioners alike to better predict performance. Context-specific measures may underestimate collective orientation's relationship with job performance, leading to deflated effect sizes in research and suboptimal selection decisions in practice.

This dissertation also highlights the value of a multidimensional conceptualization and measurement of collective orientation (Manuscripts 1 and 4). The meta-analytic comparison (Manuscript 1) demonstrated that collective orientation measured multidimensionally exhibits stronger associations with job performance than unidimensional approaches, quantifying the predictive advantage of multidimensional measures. The configurational analysis (Manuscript 4) revealed why multidimensional measurement matters: Specific facets of collective orientation combined with other attributes in distinct ways, with different facets emerging as important in different configurations. This directly addresses calls (Jackson et al., 2006; Oyserman et al., 2002) to identify the "active ingredients" of collective orientation, thereby better understanding how and why collective orientation predicts outcomes. Yet, despite these calls made over two decades ago, collective orientation research continued to rely on unidimensional measures or aggregated multidimensional scores (e.g., Hauschildt & Konradt, 2012; Venkatesh et al., 2022), obscuring which facets contribute to effectiveness. Researchers should therefore make further efforts to assess collective orientation multidimensionally and, when it is a focal construct, analyze collective orientation at the facet level to identify its "active ingredients" and achieve greater theoretical clarity.

Beyond the individual level, this dissertation advances the operationalization of collective orientation at the team level by challenging compositional assumptions. Although average collective orientation has been found to enhance team effectiveness (e.g., Bell, 2007; Kilcullen et al., 2023), examining compositional (mean, standard deviation) and compilational (maximum, minimum) operationalizations of collective orientation revealed that only maximum collective orientation was related to team outcomes, specifically reducing team conflict (Manuscript 2). Manuscript 4 further demonstrated that members in emergent leader positions and characterized by specific attribute profiles, including specific facets of collective orientation, contributed to team performance. Together, these findings nuance prior compositional findings (e.g., Bell, 2007; Kilcullen et al., 2022) and provide empirical precision to team researchers' scientific and practical observation that "enough" collectively oriented members may suffice, though the exact number remained unspecified (Tannenbaum & Salas, 2020, p. 51). This work specifies that specific members, whether the most collectively oriented member or those in core positions, drive team effectiveness. This is consistent with team composition theory, which suggests that, in general, single members can have a greater impact on team functioning (e.g., Bell et al., 2018; LePine et al., 2011) and demonstrates that collective orientation also operates compilational. Team researchers should further examine compilational operationalizations when studying collective orientation—modeling who possesses collective orientation rather than how much collective orientation is present in the team—to better capture its team-level effects (Emich et al., 2022).

Finally, this work offers an alternative analytical perspective on the relationship between collective orientation and effectiveness by highlighting the value of a person-centered, configurational approach using fsQCA. Although implicit motive and leadership research more broadly have consistently emphasized the importance of specific attribute configurations for effective leaders (e.g., McClelland, 1992; Spangler et al., 2014; Steinmann et al., 2016; Zaccaro, Green, et al., 2018), the methods employed so far have been unable to fully capture the complexity underlying this relationship (Misangyi et al., 2017). This dissertation methodologically substantiates this configurational logic by applying fsQCA and showing that implicit motives combine in complex, distinct ways to shape leadership effectiveness (Manuscript 3). Specifically, the results showed that the often underestimated need for affiliation contributed to leadership effectiveness in some configurations, while not in others—a pattern that would have remained invisible to variable-centered approaches (Misangyi et al., 2017). Similarly, collective orientation has been underestimated as a predictor of leadership effectiveness. Yet, the present work demonstrates that facets of collective orientation are insufficient but necessary components in distinct attribute configurations that allow informal

leaders to prove effective, reinforcing causal complexity (Manuscript 4; Campbell & Fiss, 2026; Furnari et al., 2021). This finding corroborates and extends initial research showing that collective orientation's role in effectiveness is best understood through a combinatorial, equifinal, and asymmetric causal lens (e.g., Şahin et al., 2024). By applying fsQCA, this work offers a complementary analytical strategy to uncover a more nuanced picture of the collective orientation—effectiveness relationship than variable-centered approaches can provide. Researchers should therefore move beyond asking whether collective orientation predicts effectiveness and instead ask how it combines with other attributes to do so—potentially revealing further areas of inquiry beyond leadership effectiveness in which collective orientation's role has been similarly underestimated.

Additionally, the multilevel configurational approach applied in this dissertation (Manuscript 4) offers a new perspective on collective orientation's contribution to team effectiveness. Building on the mixed-method approach by Meuer and Rupiotta (2017), the novel multilevel configurational approach enables researchers to examine configurations at the individual and team levels simultaneously. The findings indicate that individual-level configurations associated with positive outcomes (e.g., leadership emergence) do not necessarily contribute to team effectiveness. Whether they contribute depends on how they combine with team-level features. This extends classic input-mediator-outcome models of team effectiveness, in which collective orientation is typically conceptualized as a key input whose effects are mediated by team processes and emergent states (e.g., Hackman & Morris, 1975; Mathieu et al., 2008). The present work advances these models in two important ways: First, it accounts for distinct configurations of team member attributes rather than assuming additive or average input effects (e.g., Emich et al., 2022). Second, the multilevel configurational approach provides empirical demonstration of the notion that inputs and mediators are not sequential but coevolving features that combine in multiple ways to generate effectiveness (e.g., Hackman, 2012; Mathieu et al., 2019). This reframes our understanding of team effectiveness from linear cause-effect relationships to a configurational systems view, where multiple distinct combinations of collective orientation and team features can produce team effectiveness outcomes.

5.2 Practical Implications

This dissertation also provides practical takeaways. First, organizations frequently seek collectively oriented employees but often use vaguely defined terms without clear conceptualization when referring to the competencies they seek (Erpenbeck et al., 2013;

Sackett et al., 2013). These conceptual deficiencies typically translate into inadequate assessment of those competencies (Sackett et al., 2013). The present work provides guidance for managers and HR practitioners to make more informed choices about measuring collective orientation. Specifically, when job performance is the primary evaluation criterion and regarded as one of the main drivers of organizational effectiveness, organizations should assess global, multidimensional collective orientation. Measuring just work context-specific collective orientation might overlook individuals whose broader orientation across social domains may nonetheless be relevant for their effectiveness at work. Modern work increasingly requires employees to navigate multiple group memberships spanning traditional organizational boundaries, including external stakeholders, multi-firm projects, or customer communities (Fraccaroli et al., 2024; Malhotra, 2021), while simultaneously boundaries between work and life become more integrated (Chauhan & Rai, 2024; Kumar et al., 2023). Employees with a global orientation may more readily integrate these diverse group memberships and experience greater psychological coherence and alignment across these groups, which may stimulate sustained cognitive and motivational effort and thus translate into greater effectiveness (Fenters et al., 2025). Given that what you measure is what you get, inadequate measurement risks overlooking individuals who may be effective precisely because of their global collective orientation.

Second, the present work informs organizations how to best compose teams in terms of collective orientation. Organizations should critically question the conventional “more is better” belief, meaning that team effectiveness increases with a greater magnitude of an attribute within a team (Emich et al., 2022). This assumption often shapes staffing and selection practices. Instead, the results of this dissertation (Manuscripts 2 and 4) indicate that having certain team members with collective orientation—such as at least one member with a high level or a member occupying a core position within the team—can be sufficient. Thus, rather than requiring all members to be collectively oriented, HR managers and team leaders could adopt a more targeted strategy, (re-)composing teams with single collectively oriented members who put the team at an advantage. This selective approach is especially beneficial under conditions of skill shortages, where teams in highly demanded fields, such as in the information technology sector, cannot select from a broad pool of candidates.

Third, the results (Manuscripts 3 and 4) indicate that instead of searching for the “ideal” team member or leader—that is, one who has all required attributes—organizations should consider configurations of attributes. Specifically, facets of collective orientation combine with other attributes in complex ways, suggesting that effectiveness can emerge from multiple distinct attribute configurations and not all attributes are required in each configuration.

Organizations can identify these configurations by applying methods such as fuzzy-set qualitative comparative analysis (fsQCA), for which practical guidance already exists (e.g., Cangialosi, 2023; Sandfort, 2024). Adopting a configurational perspective enables organizations to identify multiple configurations and subsequently effective employees, thereby broadening their candidate pool.

5.3 Future Research

This dissertation also sets the stage for future research. First, this dissertation offers an understanding of how collective orientation can be conceptualized and operationalized. The findings indicate that global collective orientation shows a stronger relationship with job performance than a work context-specific one. It remains unclear whether this pattern holds at higher levels, such as at the team and organizational levels. Specifically for the team performance context, it has been argued to apply context-specific measures (e.g., Alavi & McCormick, 2007; J. E. Driskell et al., 2010); yet, their actual predictive advantage has not been demonstrated. Future studies should therefore investigate whether a global orientation is also a more powerful predictor of effectiveness at different levels (e.g., team) than contextualized ones. This would further inform the debate around context-specific collective orientation measures (e.g., Alavi & McCormick, 2007; Jackson et al., 2006) and clarify whether the advantage of a global operationalization observed at the individual level generalizes across levels of analysis.

Second, this dissertation demonstrated that a multidimensional assessment of collective orientation yields greater predictive validity compared to unidimensional measures (Manuscript 1) and that different facets of collective orientation matter depending on how attributes combine within individuals (Manuscript 4). These findings underscore the value of a multidimensional assessment and of differentiating facets when studying collective orientation. However, substantial heterogeneity exists in both the number and content of dimensions across existing measures (e.g., J. E. Driskell et al., 2010; Jackson et al., 2006; Triandis & Gelfand, 1998). Although attempts to clarify the content domains of collective orientation have been made (Brewer & Chen, 2007; Oyserman et al., 2002), these efforts have been only partly reflected in subsequently developed measures (e.g., Jackson et al., 2006; Kuppens et al., 2026). As a comprehensive clarification was beyond the scope of this dissertation, future research should continue efforts to clarify and refine the dimensional structure of collective orientation, particularly examining whether facets vary with the level of specificity or application context. Refining existing measurement instruments to better capture the essence

of collective orientation does not mean that existing instruments are not valid, but developing such instruments is always an iterative process (Jackson et al., 2006). Such refinement would enable more precise measurement and facilitate cumulative research.

Third, this dissertation highlighted two complementary insights: that specific team members, such as those with maximum collective orientation or the emergent leaders, contribute to team effectiveness and that attributes configure differently within individuals. Specifically, collective orientation has been shown to combine with other attributes in multiple distinct ways. However, all team members are characterized by multiple attributes that form specific attribute configurations, not just those identified as critical. Future research should build on this insight by investigating how combinations of distinct attribute configurations across members shape team effectiveness. Specifically, studies should examine how collective orientation configures with other attributes within each individual team member and then analyze how these individual-level configurations combine within the team to contribute to team effectiveness. This would shift the focus from single members to understanding how complementary attribute configurations within teams could drive team effectiveness. Such research would further add to the current discussions on team composition modeling by systematically considering within-member configurations and between-member configurations (e.g., Cangialosi & Odoardi, 2025; Emich et al., 2022; 2024; Sandfort, 2024).

Finally, future research should examine how collective orientation's role in configurations unfolds over time. This dissertation considered collective orientation at only one time point, limiting insight into its temporal role. Prior research has shown that different facets of collective orientation matter at different stages of team development (e.g., Dierdorff et al., 2011). Similarly, facets of collective orientation may be present in configurations associated with effectiveness in early team stages but absent or substituted by other attributes in later stages. Longitudinal configurational studies, such as those employing configurational comparative process analysis (Rupietta & Meuer, 2025), could illuminate whether certain facets of collective orientation represent stable elements across phases or whether their contribution declines and reemerges over time. This temporal configurational approach would deepen our understanding of when and how collective orientation matters for effectiveness.

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Appendix A

A1: Search and Inclusion Strategy

I conducted keyword search in Web of Science Core Collection yielding 506 results. The keyword search was conducted on October 15, 2025 in the Web of Science Core Collection using different combinations of the following keyword strings (Table A1.1). The following queries were run in Web of Science yielding 506 articles in total:

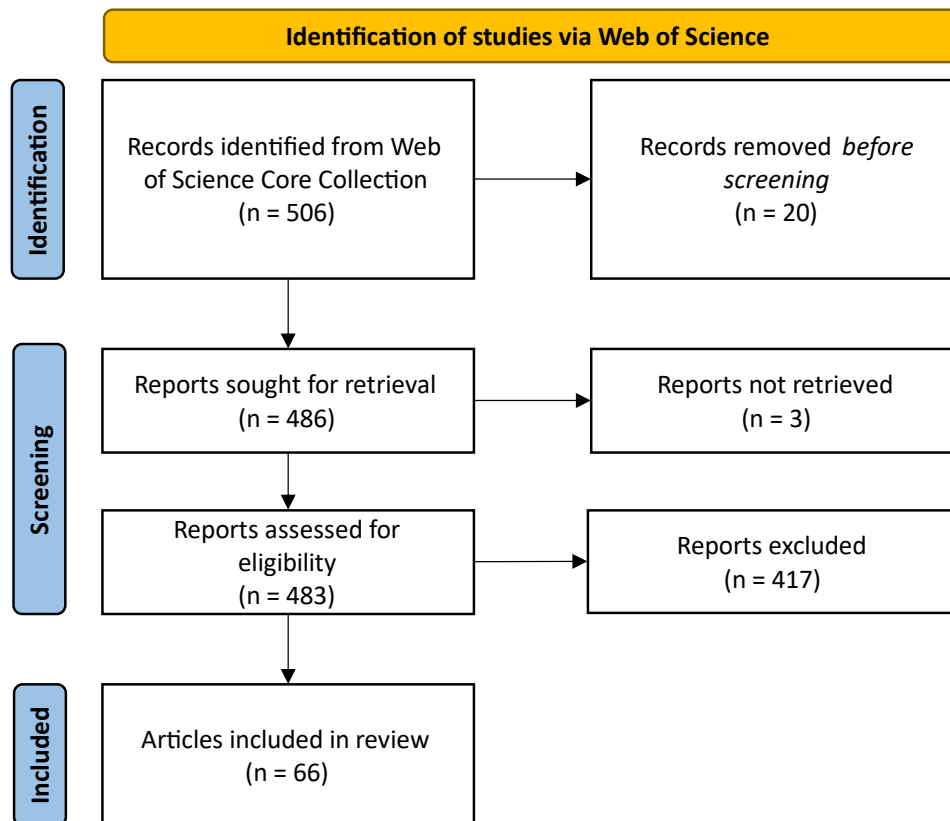
- No. 1: S1 AND S2 AND S5 yielding 251 results
- No. 2: S1 AND S3 AND S5 yielding 69 results
- No. 3: S1 AND S4 AND S5 yielding 186 results

Figure A1.1 presents the PRISMA flowchart of the study identification and screening procedures. Studies were included only if they were published in peer-reviewed journals (e.g., excluding book chapters or conference papers) and collective orientation was included as main variable in the model (e.g., excluding as control variable) and measured as an explicit individual disposition (e.g., excluding manipulated variables or team/organizational/cultural level variable involving referent shifts, such as ‘the team prioritizes...’). If a sample was used in multiple studies, I include the study in which the sample was first published. In total, 66 articles have been included in the overview (see Appendix A2). Depending on the methods the researchers have applied, the studies have been classified into variable-centered and person-centered studies. Appendix A3 presents the references of the included articles.

Table A1.1 Keyword Strings

String No.	Term	Keyword string
S1	Collective orientation	TS=(collectiv* OR "collectiv* orientation" OR "collectiv* value*" OR "collective* self" OR "relational self" OR "private self" OR "cultural value*" OR "cultural orientation" OR "team orientation" OR allocentrism OR "interdependent self*" OR "interdependent construal*" OR "self-construal\$" OR "preference for team*" OR "preference for group*" OR individualism OR "individual* orientation" OR "individual* value*" OR "individual* self" OR idiocentrism OR "independent self")
S2	Employee effectiveness	TS=("employee effectiveness" OR "employee performance" OR "job effectiveness" OR "job performance" OR "work effectiveness" OR "work performance")
S3	Leadership effectiveness	TS=("leader* effectiveness" OR "leader* performance" OR "manag* effectiveness" OR "manag* performance" OR "supervisor effectiveness" OR "supervisor performance")
S4	Team effectiveness	TS=("team effectiveness" OR "team performance" OR "group effectiveness" OR "group performance")
S5	Research area	SU=(Business Economics OR Psychology)

Note. TS = Topic, searches title, abstract, author(s) keywords and keyword plus fields; * = wildcard that represents any group of unknown characters, including no character, e.g., collectivism or collectivistic; “...” finds the exact phrases, * can be used inside quotation marks; SU = research area.

Figure A1.1 PRISMA Flow Diagram of the Identification and Screening Procedures

Note. PRISMA 2020 flow diagram by Page et al. (2021) is licensed under CC BY 4.

A2: Overview of Variable-Centered and Person-Centered Studies

Table A2.1 Variable-Centered Studies: Individuals' Collective Orientation and Effectiveness

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Individual personality attribute	Other	Outcome
Employees						
Appienti, W. A., & Chen, L. (2020)	N = 256 Female = 34% Industry = information & communication Occupation = mixed	Triandis & Gelfand (1998)	W	collectivism orientation (CO)	empowering leadership × CO; harmonious work passion; obsessive work passion	<i>job performance</i>
Bi, Y., Zhang, J., Nie, Q., & Wang, M. (2021)	N = 327 Female = 52% Industry = NA Occupation = NA	Wu et al. (2018)	W	career adaptability × (interdependent) self-construal	career-oriented proactive behavior; <i>work-unit oriented proactive behavior</i>	in-role performance; extra-role performance
Chen, Y [Ying], Chen, Z. X., Zhong, L., Son, J., Zhang, X., & Liu, Z. (2015)	N = 213 Female = 50% Industry = NA Occupation = NA	Triandis & Gelfand (1998)	W	subordinate (horizontal) collectivism orientation (HC)	leader-member guanxi personal life inclusion (LMG-P) × subordinate HC; LMG-P differentiation (group level)	<i>contextual job performance</i> (interpersonal facilitation; job dedication]
Chen, Y [Yashuo], Strejcek, B., Zhong, C.-B., & Yang, C. (2025)	N = 309 Female = 39% Industry = real estate activities Occupation = NA	Singelis (1994)	W	psychological entitlement; interdependent self-construal (InterSC)	distributive/procedural/ interactional justice; LMX social comparison × InterSC; <i>concerns about social-relational threats</i>	OCB toward individuals; objective job performance

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Individual personality attribute	Other	Outcome
De Clercq, D., Haq, I. U., & Azeem, M. U. (2023)	N = 198 Female = 10% Industry = mixed Occupation = NA	Triandis & Gelfand (1998)	W	collectivistic orientation (CO)	time-related work stress × CO; <i>negative gossip behavior</i>	job performance
De Clercq, D., & Pereira, R. (2021)	N = 128 Female = 34 Industry = real estate activities Occupation = NA	Triandis & Gelfand (1998)	W	collectivistic orientation (CO)	perceived pandemic threats × CO; <i>work-related task conflict</i>	creativity
De Clercq, D., & Pereira, R. (2022)	N = 255 Female = 43% Industry = financial activities Occupation = NA	Triandis & Gelfand (1998)	W	collectivistic orientation (CO)	peer-initiated task conflict × CO; passion for work; <i>beliefs about interpersonal conflict</i>	OCB (helping behavior)
Francesco, A. M., & Chen, Z. X. (2004)	N = 253 Female = 61% Industry = manufacturing Occupation = NA	Singelis et al. (1995)	W	collectivism	organizational commitment × collectivism	<i>in-role performance</i> ; OCB
Haines, V. Y., & Taggar, S. (2006)	N = 267 Female = 64 % Industry = information & communication Occupation = NA	Wagner & Moch (1986)	X	collectivism ; <i>self-efficacy for teamwork beliefs in the value of teamwork</i> ; team reward attitude	past job performance	team reward attitude
Hauschildt, K., & Konradt, U. (2012a)	N = 81 Female = 49% Industry = mixed Occupation = NA	Jackson et al. (2006)	W	collectivism	self-leadership × collectivism	<i>work role performance</i>

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Individual personality attribute	Other	Outcome
Hauschildt, K., & Konradt, U. (2012a)	N = 81 Female = 49% Industry = mixed Occupation = NA	Jackson et al. (2006)	W	collectivism	self-leadership × collectivism	<i>work role performance</i>
Hongyu, N., Mingjian, Z., Qiang, L., & Liqun, W. (2012)	N = 245 Female = NA Industry = other service activities Occupation = beauticians	Dorfman & Howell (1988)	M; W	collectivism	authority leadership × collectivism	OCB
Iqbal, J., Shagirbasha, S., & Madhan, K. (2024)	N = 596 Female = 47% Industry = accommodation activities Occupation = service employee	Triandis & Gelfand (1998)	W	<i>prosocial motivation</i> ; horizontal collectivism (HC)	psychological empowerment × HC	<i>proactive behavior</i>
James, K., & Cropanzano, R. (1994)	N = 97 Female = NA Industry = education Occupation = student	Triandis et al. (1986)	X	allocentrism ; machiavellianism; self-esteem; self-monitoring	<i>group loyalty</i>	task performance
Jiang, P., & Zhang, L [Lihua] (2021)	N = 254 Female = 56% Industry = transportation Occupation = administrative staff	Dorfman & Howell (1988)	W	collectivism	workplace ostracism × collectivism; <i>facades of conformity</i> ; leader collectivism	employee performance
Jiao, Y., Jia, J., & Fan, C. (2025)	N = 216 Female = 45% Industry = mixed Occupation = NA	Wagner & Moch (1986)	W	collectivism	perceptions of organizational politics × collectivism	<i>counter-productive work behavior</i>

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Individual personality attribute	Other	Outcome
Klehe, U.-C., & Anderson, N. (2007)	N = 488 Female = 71% Industry = education Occupation = student	Dorfman & Howell (1988)	W	conscientiousness; agreeableness; openness; power distance; individualism/collectivism		<i>social loafing</i>
Lapointe, É., Vandenberghe, C., Ben Ayed, A. K., Schwarz, G., Tremblay, M., & Chenevert, D. (2020)	N = 250 Female = 33% Industry = mixed Occupation = customer service	Selenta & Lord (2005)	W	relational self-concept (RSC)	leader-member exchange (LMX); LMX social comparison × RSC; perceived supervisor self-concept; perceived supervisor relational self-concept; <i>organizational commitment</i>	work role performance (task proficiency; task adaptivity/proactivity)
Mulki, J. P., Jaramillo, F., Goad, E. A., & Pesquera, M. R. (2015)	N = 850 Female = 45% Industry = mixed Occupation = salespeople	Triandis & Gelfand (1998)	W	vertical collectivism (VC) ; ability to regulate emotions	<i>felt stress</i> ; interpersonal conflict × VC; regulation of emotions × VC	job performance
O'Neill, T. A., McLarnon, M. J. W., Xiu, L., & Law, S. J. (2016)	N = 167 Female = 28% Industry = manufacturing Occupation = front-line employees	Singelis et al. (1995)	W	core self-evaluation × individualism-collectivism (IND/COL) profile	perceptions of group potency × IND/COL profile	<i>job performance</i>
Schlaegel, C., Gunkel, M., & Taras, V. (2023)	N = 2727 Female = 54% Industry = education Occupation = student	Yoo et al. (2011)	X; W	collectivism ; uncertainty avoidance; long-term orientation; <i>self-regulation</i>	COVID-19 severity; COVID-19 severity × self-regulation	individual performance

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Individual personality attribute	Other	Outcome
Stark, E. M., Shaw, J. D., & Duffy, M. K. (2007)	N = 365 Female = 62% Industry = education Occupation = student	mixed	X	preference for group work (PGW); winning orientation(WI); PGW × WI; PGW × TI; WI × TI; PGW × WI × TI	task interdependence (TI)	<i>social loafing</i> (self-/peer-rated)
Strydom, D. B. (2021)	N = 352 Female = 51% Industry = arts, entertainment, and recreation Occupation = NA	Singelis et al. (1995)	W	horizontal collectivism (HC); vertical collectivism (VC); vertical individualism; horizontal individualism	ethical leadership × HC; ethical leadership × VC	<i>OCB;</i> <i>employee task performance</i>
Tang, W.-G., & Vandenbergh, C. (2022)	Sample 1 / 2: N = 192 / 246 Female = 33% / 62% Industry = NA / NA Occupation = customer service / NA	Johnson et al. (2006)	W	self-concept (individual, relational, collective)	affective organizational commitment (AOC) × self-concept - assimilative AOC (Sample 1) - contrastive AOC (Sample 2)	<i>helping behavior</i> (Sample 1); <i>task proficiency</i> (Sample 2)
Tziner, A., Shkoler, O., & Fein, E. C. (2020)	N = 245 Female = 53% Industry = NA Occupation = NA	Min Jung et al. (2009)	X	individualism; collectivism	<i>leader-member exchange</i>	<i>OCB</i>
Venkatesh, V., Davis, F. D., & Zhu, Y. (2022)	N = 224 Female = 38% Industry = information & communication Occupation = knowledge workers	Srite & Karahanna (2006)	W	individualism/collectivism (IND/COL); power distance; masculinity; uncertainty avoidance; long-term orientation	sensitivity to image × IND/COL; sensitivity to organizational incentives; <i>knowledge providing;</i> <i>knowledge seeking</i>	job performance

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Individual personality attribute	Other	Outcome
Wa Chan, K., Yim, C. K., & Lam, S. S. (2010)	N = 349 Female = 68% Industry = financial activities Occupation = customer and service employee	Donthu & Yoo (1998)	W	power distance; individualism-collectivism (IND/COL)	customer participation × IND/COL; customer power distance; customer individualism-collectivism; <i>customer economic/relational value</i> ; employee job stress; <i>employee relational value</i> ; customer satisfaction; employee job satisfaction	job performance
Waldman, D. A., Atwater, L. E., & Davidson, R. A. (2004)	N = 152 Female = 36% Industry = education Occupation = student	Wagner & Moch (1986); Blau & Ryan (1997)	X	extraversion; agreeableness; conscientiousness; neuroticism; openness; individualism-collectivism work alone; independence		<i>individual performance</i>
Wang, S., Caldwell, S. D., & Yi, X. (2015)	N = 494 Female = NA Industry = manufacturing Occupation = NA	Triandis & Gelfand (1998)	X	collectivism (CO) ; CO × PL	<i>affective organizational commitment (AOC)</i> ; education level (EL); personalized leadership (PL); EL × PL; participative decision making (PDM); EL × PDM	seeking-to-leave behaviors

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Individual personality attribute	Other	Outcome
Wang, C., Zhang, Q., Lu, L., & Tang, F. (2024)	N = 219 Female = 40% Industry = manufacturing Occupation = mixed	Chew & Hong (1996); Nayir & Herzog (2012)	W	collectivism	perceived internal/external corporate social responsibility (CSR) × collectivism; <i>perceived organizational support</i>	job performance
Wu, C.-H., Parker, S. K., Wu, L.-Z., & Lee, C. (2018)	N = 205 Female = 41% Industry = manufacturing Occupation = NA	Lu & Gilmour (2007)	X; W	independent self-construal (IndSC); interdependent self-construal (InterSC)	work unit commitment; job autonomy; job autonomy × IndSC; job interdependence; job interdependence × InterSC	<i>career-/work unit-oriented proactive behavior</i>
Yang, J [Jixia], Zhang, Z.-X., & Tsui, A. S. (2010)	N = 491 Female = 48% Industry = mixed Occupation = frontline employees	Dorfman & Howell (1988)	W	collectivism values (CV)	middle managers' transformational leadership × CV; supervisors' transformational leadership; supervisors' power distance values	<i>employees' job performance</i>
Yaqoob, S., Ishaq, M. I., Mushtaq, M., & Raza, A. (2023)	N = 175 Female = 89% Industry = human health & social work activities Occupation = paramedical staff	Yoo et al. (2011)	W	family motivation × collectivism	<i>psychological meaningfulness</i>	job performance; intent to leave
Ye, Z., Liu, H., & Gu, J. (2019)	N = 466 Female = 58% Industry = financial activities Occupation = NA	Li & Aksoy (2007)	W	horizontal/vertical collectivism (HC/ VC)	task conflict × HC/ VC; relationship conflict × HC/ VC; <i>job satisfaction</i>	job performance

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Individual personality attribute	Other	Outcome
Zhang, L [Lu], & Seo, J. (2018)	N = 200 Female = 42% Industry = mixed Occupation = mixed	Dorfman & Howell (1988)	W	collectivism/individualism (COL/IND)	perceived overtime climate × COL/IND; supervisor working hours; identification with leader; <i>employee working hours</i> ;	psychological distress; job satisfaction; in-role performance; OCB
Zhang, Z., He, W., & Li, R. (2023)	N = 216 Female = 49% Industry = mixed Occupation = mixed	Earley (1989)	W	collectivism orientation (CO)	informal status × CO; <i>career calling</i>	creative performance
Zheng, Y., Zang, Z., Grisaffe, D. B., Miao, F., & Wang, X. (2023)	N = 391 Female = 25% Industry = manufacturing Occupation = salespeople	Singelis (1994)	W	independent self-construal; interdependent self-construal (InterSC)	<i>customer-oriented behaviors</i> ; job standardization × InterSC; sales control × InterSC	salesperson performance
Zhong, L., Wayne, S. J., & Liden, R. C. (2016)	N = 605 Female = 53% Industry = mixed Occupation = mixed	Wagner (1995)	W	collectivism (COL) ; power distance	<i>perceived organizational support</i> ; job engagement; high-performance human resource practices × COL	in-role performance; OCB; intention to quit
<i>Leaders</i>						
Chen, Y [Ying], Chen, Z. X., Zhong, L., Son, J., Zhang, X., & Liu, Z. (2015)	N = 46 Female = 50% Industry = NA Occupation = MBA students (full-time managers)	Triandis & Gelfand (1998)	W	supervisor collectivism orientation (CO) horizontal CO (HCO) vertical CO (VCO)	leader-member personal life inclusion differentiation (LMG-P) × supervisor HCO; LMG-affective; LMG-defense to supervisor; leader-member exchange	<i>group performance</i>

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Individual personality attribute	Other	Outcome
García-Cabrera, A. M., & García-Soto, M. G. (2012)	N = 101 Female = 17% Industry = mixed Occupation = top manager	Dorfman & Howell (1988)	X	individualism-collectivism ; power distance; uncertainty avoidance; masculinity	<i>organizational commitment (OC)</i> affective; high-sacrifice continuance; low-alternatives continuance; serving on the subsidiary's board; quality of supervision; renumeration for objectives	intent to leave (post/ firm)
Jiang, P., & Zhang, L [Lihua] (2021)	N = 254 Female = 44% Industry = transportation (air) Occupation = supervisor of administrative staff	Dorfman & Howell (1988)	W	leader collectivism	workplace ostracism; facades of conformity × leader collectivism	<i>employee performance</i>
Sosik, J. J. (2005)	N = 218 Female = 37% Industry = NA Occupation = MBA student (full-time manager)	Wagner (1995)	X	openness to change values; traditional values; collectivistic work values ; self-transcendent values; self-enhancement values	<i>charismatic leadership</i>	leadership effectiveness (followers' extra effort and OCB; managerial performance)

Note. NA = information not available; X = predictor variable; W = moderating variable; × = interaction term; bold words indicate the labels used to refer to collective orientation; italic words indicate the variables with which collective orientation (or its interaction with another variable) is assumed to be related. Note that the table includes only main variables from the research model; control variables are excluded.

Table A2.2 Variable-Centered Studies: Teams' Collective Orientation and Team Effectiveness

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Team personality attribute	Other	Outcome
Colquitt, J. A., Noe, R. A., & Jackson, C. L. (2002)	N = 46 Female = NA Industry = manufacturing Occupation = NA	Wagner (1995)	X	team collectivism (mean)	team size; team diversity; <i>procedural justice climate level (PJCL)</i> <i>strength (PJCS)</i>	team performance; team absenteeism
Dierdorff, E. C., Bell, S. T., & Belohlav, J. A. (2011)	N = 66 Female = 42% Industry = education Occupation = student	Jackson et al. (2006)	X	psychological collectivism (mean; variance) × TMX preference; concern; reliance; norm acceptance; goal priority	team member exchange (TMX)	<i>end-state team performance</i>
Dong, Y., Dong, H., Yuan, Y., & Jiang, J. (2021)	N = 58 Female = 22% Industry = manufacturing Occupation = front line workers	Erez & Earley (1987)	W	individualism-collectivism value (IC value; mean)	<i>peer coaching (PC)</i> ; leader coaching (LC) × IC value; task interdependence (TI) × PC	team task performance
Driskell, J. E., Salas, E., & Hughes, S. (2010)	N = 22 Female = NA Industry = education Occupation = student	Driskell et al. (2010)	X	collective orientation (mean)		<i>team performance</i> (decision-making; negotiation; executing; generating)
Eby, L. T., & Dobbins, G. H. (1997)	N = 32 Female = 39% Industry = education Occupation = student	Wagner & Moch (1986)	X	team collectivistic composition (other)	<i>team cooperation</i>	team performance

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Team personality attribute	Other	Outcome
Gibson, C. B. (1999)	Study 1: N = 60 Female = NA Industry = education Occupation = student	Earley (1993)	W	collectivism (mean); GE × collectivism	group efficacy (GE); task uncertainty; GE × task uncertainty; field independence; GE × field independence	<i>group effectiveness</i>
	Study 2: N = 60 Female = NA Industry = human health Occupation = nurse	Earley (1993)	W	collectivism (mean); GE × collectivism	group efficacy (GE); task interdependence; GE × task interdependence; field independence; GE × field independence	<i>group effectiveness</i>
Hagemann, V. (2017)	N = 20 Female = 78% Industry = education Occupation = student	Driskell et al. (2010)/ Hagemann (2017)	X	collective orientation (other) affiliation; dominance	<i>team cohesion</i>	<i>team performance</i> (hidden profile/ lost at sea)
Hagemann, V., & Kluge, A. (2017)	N = 58 Female = 68% Industry = education Occupation = student	Driskell et al. (2010)/ Hagemann (2017)	X	collective orientation (other)	trust; cohesion; <i>coordination</i>	team performance
Hill, N. S., & Villamor, I. (2023)	N = 49 Female = 54% Industry = education Occupation = student	Dorfman & Howell (1988)	X	team collectivism (mean); team uncertainty avoidance	<i>team norms of conduct (TNC)</i> team virtuality; TNC × virtuality; team cohesion (TC); team task knowledge (TTK); TC × TTK	team performance

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Team personality attribute	Other	Outcome
Hiller, N. J., Day, D. V., & Vance, R. J. (2006)	N = 52 Female = 5% Industry = public administration Occupation = Road maintenance	Dorfman & Howell (1988)	X	collectivism (mean); power distance		<i>collective leadership</i> ; team effectiveness
Hongyu, N., Mingjian, Z., Qiang, L., & Lique, W. (2012)	N = NA Female = NA Industry = other service activities Occupation = beauticians	Dorfman & Howell (1988)	M; W	team collectivism (mean)	authority leadership (AL); AL × team collectivism	<i>team OCB</i>
Kirkman, B. L., & Shapiro, D. L. (2001)	N = 81 Female = 38% Industry = manufacturing Occupation = NA	Maznevski et al. (1997)	X	collectivism (mean); power distance; doing orientation; determinism	<i>resistance to team</i> ; resistance to self-management	team productivity (leader, member); team cooperation; team empowerment
Lam, S. K., Chen, X.-P., & Schaubroeck, J. (2002)	N = NA Female = 82% Industry = financial activities Occupation = junior workers	Triandis & Gelfand (1998)	W	allocentrism (mean)	participative decision-making (PDM); collective efficacy (CE); PDM × CE; PDM × CE × allocentrism	<i>group performance</i>

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Team personality attribute	Other	Outcome
Lin, C.-P., Joe, S.-W., Chen, S.-C., & Wang, H.-J. (2015)	N = 120 Female = NA Industry = information & communication Occupation = customer service	Donthu & Yoo (1998)	X; W	collectivism (mean)	<i>service flexibility</i> ; team efficacy; service recovery; team efficacy × collectivism; service recovery × collectivism; service flexibility × collectivism	<i>team performance</i>
Lin, C.-P., Wang, Y.-M., Liu, N.-T., Joe, S.-W., & Yu, Y.-Y. (2025)	N = 80 Female = NA Industry = financial activities Occupation = marketing	Yoo & Donthu (2002)	X	diversity of collectivistic value (DCV; SD); DCV × team commitment; DCV × team reflexivity; diversity of innovative trait (DIT) (SD); DIT × team commitment; DIT × team reflexivity	team commitment; team reflexivity	<i>team performance</i>
Mach, M., & Baruch, Y. (2015)	N = 73 Female = 48% Industry = education Occupation = student	Alavi & McCormick (2007)	X; W	collective team orientation (TOM; mean); team orientation consensus (TOC; SD); TOM × TOC; TOM × country of origin; TOC × country of origin; TOM × TOC × country of origin	<i>team trust (TT)</i> ; team trust consensus (TTC); team diversity faultline (TDF); country of origin; TT × TTC; TT × TDF; TTC × TDF; TT × TTC × TDF	team performance

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Team personality attribute	Other	Outcome
Man, D. C., & Lam, S. S. K. (2003)	N = 381 Female = 75% Industry = financial activities Occupation = NA	Erez & Earley (1987)	W	collectivism (mean)	job complexity × collectivism; job autonomy × collectivism; <i>group cohesiveness</i>	group performance
Mohammed, S., & Angell, L. C. (2004)	N = 45 Female = 34% Industry = education Occupation = student	Mathieu & Marks (1998)	W	team orientation (TO; mean) deep-level diversity (extraversion, time urgency); time urgency × process; extraversion × process	<i>relationship conflict</i> gender; ethnicity; gender × TO; ethnicity × TO; team process	perceived performance; team project scores
Paul, S., Samarah, I. M., Seetharaman, P., & Mykytyn Jr., P. P. (2004)	N = 22 Female = NA Industry = education Occupation = student	Wagner (1995)	X	individualism-collectivism (mean)	group type (homogeneous/heterogeneous GT); <i>collaborative conflict management style (CCMS)</i> ; GT × CCMS	virtual team performance (participation, agreement, decision quality, satisfaction)
Randall, K. R., Resick, C. J., & DeChurch, L. A. (2011)	N = 74 Female = NA Industry = education Occupation = student	Jackson et al. (2006)	X	team cognitive ability; team psychological collectivism (mean)	mental model-similarity; mental model-accuracy; <i>information sharing</i> ; reactive strategy adaptation; external sense giving	decision effectiveness
Schaubroeck, J., Lam, S. S. K., & Cha, S. E. (2007)	N = 218 Female = 75% Industry = financial activities Occupation = financial service	Erez & Earley (1987)	W	team power distance; team collectivism (mean)	<i>team potency</i> ; transformational leadership (TL); TL × team power distance; TL × team collectivism	team performance

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Team personality attribute	Other	Outcome
Small, E. E., & Rentsch, J. R. (2010)	N = 60 Female = 43% Industry = education Occupation = student	Wagner (1995)	X	collectivism (mean)	intragroup trust	<i>shared leadership</i> ; team performance (subjective/ objective)
Sosik, J. J., & Jung, D. I. (2002)	Sample 1/2: N = 43/40 Female = 43% Industry = education Occupation = student	Campion et al. (1993)	X	preference for group work (mean)	functional heterogeneity; group potency; outcome expectation	<i>work group performance</i>
Thomas, D. C. (1999)	N = NA Female = 65% Industry = education Occupation = student	Maznevski et al. (1997)	X	collectivism (mean)	relative cultural distance	<i>process outcomes</i> (e.g., cooperation, OCB); <i>group receptiveness</i> (e.g., conflicts, impairment)
Tyran, K. L., & Gibson, C. B. (2008)	N = 57 Female = 79% Industry = financial activities Occupation = NA	Triandis (1995)	X	collectivism heterogeneity (SD)	gender heterogeneity; ethnicity heterogeneity; tenure heterogeneity	<i>group efficacy</i> ; <i>team reputation</i>
Waldman, D. A., Atwater, L. E., & Davidson, R. A. (2004)	N = 32 Female = 36% Industry = education Occupation = student	Wagner & Moch (1986); Blau & Ryan (1997)	X	individualism-collectivism (other); conscientiousness; extraversion		<i>process performance</i> ; <i>task performance</i>

Study	Sample characteristics	Collective orientation		Main variables in the model		
		Instrument	Type	Team personality attribute	Other	Outcome
Yu, M., Doty, D. H., & Yang, J [Jie] (2024)	N = NA Female = 20% Industry = information & communication Occupation = market development	Erez & Earley (1987)	W	team collectivism (mean)	shared leadership; shared leadership × team collectivism	<i>team creativity</i>

Note. X = predictor variable; W = moderating variable; M = mediating variable; × = interaction term; SD = standard deviation; words in parentheses indicate how individual-level collective orientation has been aggregated to team level; bold words indicate the labels used to refer to collective orientation; italic words indicate the variables with which collective orientation (or its interaction with another variable) is assumed to be related. Note that the table includes only main variables from the research model; control variables are excluded.

Table A2.3 Person-Centered Studies: Collective Orientation and Effectiveness

Study	Sample characteristics	Collective orientation instrument	Variables in profile	Other variables	Outcome	Method
O'Neill, T. A., McLarnon, M. J. W., Xiu, L., & Law, S. J. (2016)	N = 167 Female = 28% Industry = manufacturing Occupation = front-line employees	Singelis et al. (1995)	individualism; collectivism	core self-evaluations x IND/COL profile; perceptions of group potency x IND/COL profile	<i>job performance</i>	latent profile analysis
Şahin, F., Taras, V., Çetin, F., Tavoletti, E., Askun, D., & Florea, L. (2024)	N = 396 Female = 53% Industry = Education Occupation = student	Taras & Stackhouse (2021)	collectivism ; power distance; uncertainty avoidance; long-term orientation; masculinity; gender egalitarianism		<i>team performance</i>	qualitative comparative analysis

Note. X = interaction term; IND/COL = individualism/collectivism; bold words indicate the labels used to refer to collective orientation; italic words indicate the variables with which collective orientation (or its interaction with another variable) is associated. Note that the table includes only main variables from the research model; control variables are excluded.

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