

<b>School/Department:</b>	Rotterdam School of Management Department of Organizational and Personnel Management (OPM)
<b>Project Title:</b>	Navigating through team diversity change: The roles of team leadership and team diversity mindsets
<b>Abstract:</b>	<p><b>Abstract:</b> Globalization has rendered modern work teams to be more transient in membership and more diverse in composition than ever before. As major carriers of complex and innovative tasks in companies (e.g., strategic decision making, new product development etc.), teams rely on diverse expertise and talents to perform well in such tasks. Despite its unarguable value, team diversity research has rarely taken into account the fact that team diversity can change over time, as new members join and/or existing members leave the team (Mathieu, Hollenbeck, van Knippenberg, &amp; Ilgen, 2017; Mathieu, Tannenbaum, Donsbach, &amp; Alliger, 2014). Only till recently, researchers start to re-conceptualize team diversity as a dynamic team input and call for better understanding of how change in diversity affects team processes, states, and performance (Li, Meyer, Shemla, &amp; Wegge, 2018; Li, Shemla, &amp; Wegge, 2021; Li &amp; van Knippenberg, 2021; van Knippenberg &amp; Mell, 2016).</p> <p>This PhD project is aimed to advance the scientific knowledge of team diversity change with a specific focus on the moderating effects of team leadership and team member characteristics on the relationship between team diversity change and team performance. It is built upon the vast knowledge of team informational diversity, leadership, and innovation in the OPM Department (e.g., Hoefer, Zhou, &amp; van Knippenberg, 2018; Nederveen Pieterse, van Knippenberg, &amp; van Ginkel, 2011; van Ginkel, &amp; van Knippenberg, 2008; 2009; van Knippenberg, De Dreu, &amp; Homan, 2004; van Knippenberg &amp; Schippers, 2007) and recent theoretical work on team diversity change and team membership change (e.g., Li et al., 2018, 2021; Li &amp; van Knippenberg, 2021). This project – as part of a research program on dynamic team diversity – is pertaining to team informational diversification (homogenization), that is, a process in which members' differences in task-relevant knowledge, skills, and abilities/competences (KSAs) are becoming more (less) diverse after teams add, replace, or lose members. More specifically, it focuses on the key contingencies of team leadership (e.g., inclusive leadership, empowering leadership) and team member characteristics (e.g., diversity mindsets, van Knippenberg &amp; van Ginkel 2021) in buffering the short-term disruption of team informational diversification on team performance (e.g., innovation) and helping teams to effectively adapt to diversity changes.</p>

The project primarily consists of two laboratory experiments of team creativity tasks and two field studies of work teams (archival research and/or survey research). Expected tangible outputs of this project are 3 publications at top-tier management or applied psychology journals.

### References

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	<p><i>Human Decision Processes</i>, 136, 135–145.</p> <p>van Knippenberg, D., &amp; Schippers, M. C. (2007). Work group diversity. <i>Annual Review of Psychology</i>, 58(1), 515–541.</p> <p>van Knippenberg, D., &amp; van Ginkel, W. (2021). A diversity mindsets perspective on inclusive leadership. <i>Group and Organizational Management</i>. doi:10.1177/1059601121997229</p>
<p><b>Requirements of candidate:</b></p>	<p>Background: Candidates are expected to have background in management / business administration (with a specialization in organizational behavior), industrial and organizational psychology, or social psychology. Research experience (e.g., laboratory experiments, surveys) and statistical skills (e.g., [M]ANOVA, regressions, structural equation modeling) are highly commendable. Candidates are expected to have excellent communication skills in both written and spoken English. They are expected to be the top academic performers in the class and demonstrate integrity, initiative, and interest in the scientific work.</p> <p>Master's degree: Yes</p> <p>EUR requirement: IELTS: 7.5 (min 6.5 for all subsections); TOEFL: 100 (internet; min. 23 for all subs.) or 600 (paper); or GMAT-test or GRE-test: 85%</p> <p>(If the faculty does not have special English requirements, general requirement from Admission Office is applied)</p>
<p><b>Supervisor information:</b></p>	<p><b>Supervisory team</b></p> <p><b>Prof. Dr. Daan van Knippenberg (promotor)</b> <a href="https://www.rsm.nl/people/daan-van-knippenberg/">https://www.rsm.nl/people/daan-van-knippenberg/</a></p> <p><b>Publications in these two years</b></p> <p>Cronin, M. A., Stouten, J., &amp; van Knippenberg, D. (in press). The theory crisis in management research: Solving the right problem. <i>Academy of Management Review</i>.</p> <p>Marstand, A., Epitropaki, O., Martin, R., &amp; van Knippenberg, D. (in press). Leader and organizational identification and organizational citizenship behaviors: Examining cross-lagged relationships and the moderating role of collective identity orientation. <i>Human Relations</i>.</p> <p>Yuan, Y., &amp; van Knippenberg, D. (in press). Leader network centrality and team performance: Team size as moderator and collaboration as mediator. <i>Journal of Business and Psychology</i>.</p> <p>van Knippenberg, D., &amp; van Ginkel, W. P. (in press). A diversity mindset perspective on inclusive leadership. <i>Group &amp;</i></p>

	<p><i>Organization Management.</i></p> <p>Litchfield, R., Hirst, G., &amp; van Knippenberg, D. (2021). Professional network identification: Searching for stability in transient knowledge work. <i>Academy of Management Review</i>, 46, 320-340.</p> <p>Li, J., &amp; van Knippenberg, D. (2021). The team causes and consequences of team membership change: A temporal perspective. <i>Academy of Management Annals</i>, 15, 577-606.</p> <p>Dwertmann, D. J. G., &amp; van Knippenberg, D. (2021). Capturing the state of the science to change the state of the science: A categorization approach to integrative reviews. <i>Journal of Organizational Behavior</i>, 42, 104-117.</p> <p>Sy, T., &amp; van Knippenberg, D. (2021). The emotional leader: Implicit theories of leadership emotions and leadership perceptions. <i>Journal of Organizational Behavior</i>, 42, 885-912.</p> <p>Liang, B., van Knippenberg, D., &amp; Gu, Q. (2021). A cross-level model of shared leadership, meaning, and individual creativity. <i>Journal of Organizational Behavior</i>, 42, 68-83.</p> <p>Steffens, N. K., Munt, K. A., van Knippenberg, D., Platow, M. J., &amp; Haslam, S. A. (2021). Advancing the social identity theory of leadership: A meta-analytic review of leader group prototypicality. <i>Organizational Psychology Review</i>, 11, 35-72.</p> <p>Raithel, K., van Knippenberg, D., &amp; Stam, D. (2021). Team leadership and team cultural diversity: The moderating effects of leader cultural background and leader team tenure. <i>Journal of Leadership and Organizational Studies</i>, 28, 261-272.</p> <p>van Knippenberg, D., Giessner, S. R., Sleebos, E., &amp; van Ginkel, W. P. (2021). Leader trust in team and need for closure as antecedents of empowering leadership: A motivated information processing perspective. <i>Journal of Applied Social Psychology</i>, 51, 79-89.</p> <p>Subasi, B., van Ginkel, W. P., &amp; van Knippenberg, D. (2021). National minority status, access to distributed information, and individual performance. <i>Journal of Applied Social Psychology</i>, 51, 159-175.</p> <p>Kershaw, C., Rast, D. E., Hogg, M. A., &amp; van Knippenberg, D. (2021). Divided groups need leadership: A study of the effectiveness of collective identity, dual identity, and intergroup relational identity rhetoric. <i>Journal of Applied Social Psychology</i>, 51, 53-62.</p> <p>Kershaw, C., Rast, D. E., Hogg, M. A., &amp; van Knippenberg, D. (2021). Battling ingroup bias with effective intergroup leadership. <i>British Journal of Social Psychology</i>, 60, 765-785.</p> <p>van Knippenberg, D., &amp; Hirst, G. (2020). A motivational lens model of person x situation interactions in employee creativity. <i>Journal of Applied Psychology</i>, 105, 1129-1144.</p> <p>Khattab, J., van Knippenberg, D., Nederveen Pieterse, A., &amp; Hernandez, M. (2020). A network utilization perspective on the leadership advancement of minorities. <i>Academy of Management Review</i>, 45, 109-129.</p> <p>van Knippenberg, D. (2020). Meaning-based leadership. <i>Organizational Psychology Review</i>, 10, 6-28.</p>
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- Fritz, C., & van Knippenberg, D. (2020). Gender and leadership aspiration: Supervisor gender, support, and job control. *Applied Psychology: An International Review*, 69, 741-768.

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#### Publications

1. M. Knoll, M. Götz, A. Adriasola, A. Al-Atwi, A. Arenas, K.A. Atitsogbe, S. Barrett, A. Bhattacharjee, N.D. Blanco C., S. Bogilović, G. Bollmann, J. Bosak, C. Bulut, M. Carter, M. Cerne, S. Chui, D. Di Marco, G. Duden, V. Elsey, M. Fujimura, P. Gatti, C. Ghislieri, S.R. Giessner, K. Hino, J. Hofmans, T.S. Jønsson, P. Kazimna, K.B. Lowe, J. Malagon Peren, H. Mohebbi, A. Montgomery, L. Monzani, A. Nederveen Pieterse, M. Ngoma, D. O'Shea, C. Lundsgaard Ottsen, E. Ozeren, J.L. Pickett, A.A. Rangkuti, S. Retowski, F.S. Ardabili, R. Shaukat, S.A. Silva, A.



- Šimunić, N.K. Steffens, F. Sultanova, D. Szücs, S.M. Tavares, A. Tipandjan, D. Vasiljevic, R. van Dick, S. Wong & H. Zacher (2021). International differences in employee silence motives: Scale validation, prevalence, and relationships with culture characteristics across 33 countries. *Journal of Organizational Behavior*, in press. doi: 10.1002/job.2512
2. Khattab, J., van Knippenberg, D.L., Nederveen Pieterse, A. & Hernandez, M. (2020). A network utilization perspective on the leadership advancement of minorities. *Academy of Management Review*, doi: 10.5465/amr.2015.0399
3. A. Nederveen Pieterse, J.R. Hollenbeck, D. van Knippenberg, M. Spitzmuller, N. Dimotakis, E.P. Karam & D. Sleesman (2019). Hierarchical leadership versus self-management in teams: Goal orientation diversity as a moderator of their relative effectiveness. *The Leadership Quarterly*, 30. doi:10.1016/j.leaqua.2019.101343.
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#### **Publications**

1. Li, J., Shemla, M., & Wegge, J. (2021). The preventative benefit of group diversification on group performance decline: An investigation with latent growth models. *Journal of Organizational Behavior*, 42, 332-348.
2. Li, J., & van Knippenberg, D. (2021). The team causes and consequences of team membership change: A temporal

	<p>perspective. <i>Academy of Management Annals</i>, 15, 577-606.</p> <p>3. Gevers, J.M.P., Li, J., Rutte, C.G., &amp; van Eerde W. (2019) How dynamics in perceptual shared cognition and team potency predict team performance, <i>Journal of Occupational and Organizational Psychology</i>, doi.org/10.1111/joop.12287</p> <p>4. Li, J., Meyer, B., Shemla, M., &amp; Wegge, J. (2018). From being diverse to becoming diverse: A dynamic team diversity theory. <i>Journal of Organizational Behavior</i>, 39(8), 956-970.</p> <p>5. Li, J., &amp; Gevers, J.M.P. (2018). Dynamics between member replacement and team performance: The role of members' relative attributes. <i>Applied Psychology: An International Review</i>, 67(1), 61-90.</p> <p>6. Gevers, J.M.P., Rispens, S., &amp; Li, J. (2016). Pacing style diversity and team collaboration: The moderating effects of temporal familiarity and action planning. <i>Group Dynamics: Theory, Research, and Practice</i>, 20(2), 78-92.</p> <p>7. Meyer, B., Shemla, M., Li, J. &amp; Wegge, J. (2015). On the same side of the faultline: Inclusion in the leader's subgroup and employee performance. <i>Journal of Management Studies</i>, 52(2), 354-380.</p> <p>8. van der Haar, S., Li, J., Segers, M., Jehn, K.E., &amp; van den Bossche, P. (2015). Evolving team cognition: The impact of team situation models on team effectiveness. <i>European Journal of Work and Organizational Psychology</i>, 24(4), 596-610.</p> <p>9. Li, J. &amp; Roe, R.A. (2012) Introducing an intra-team longitudinal approach in the study of team process dynamics. <i>European Journal of Work and Organizational Psychology</i>, 21(5), 718-748.</p>
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**English requirements:** Please refer to Erasmus University China Center official website for your information [www.eur.nl/eucc](http://www.eur.nl/eucc)

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