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## Like Attracts Like? The Effects of Anxiety, Implicit Bias, and Perception of Diversity Culture on Team Attraction

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## Like Attracts Like? The Effects of Anxiety, Implicit Bias, and Perception of Diversity Culture on Team Attraction

Suka Menarik Suka? Pengaruh Kecemasan, Bias Implisit, dan Persepsi Budaya Keanekaragaman pada Daya Tarik Tim

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### ABSTRACT

Past relational demography research has demonstrated the influence of demographic dissimilarity among employees on their work engagement and attrition. Little is known about how demographic dissimilarity affects individuals' attraction to a team in the first place. The present research focused on the attraction component of the attraction-selection-attrition model to investigate factors that contribute to team attraction and their associated underlying processes. Specifically, we identified anxiety towards potential teammates as an affective response to cultural dissimilarity, which in turn influenced performance expectations and team attraction. We also examined implicit and explicit cognitions that might shape the impact of anxiety. To this end, we tested the effects of implicit bias and perceptions of diversity culture in moderating the impact of anxiety on expected team performance and team attraction. Across two experiments, we found that anxiety mediated the effects of cultural dissimilarity on team attraction and performance expectations. Implicit bias, although not influencing the outcomes directly, moderated the link between anxiety and expected team performance. This effect was further moderated by whether diversity was valued. Specifically, when valuing diversity, individuals with heightened anxiety and lower implicit biases had lower expectations of performance from teams with dissimilar (vs. similar) members.

### ABSTRAK

Penelitian demografi relasional masa lalu telah menunjukkan pengaruh ketidakmiripan demografis di antara karyawan pada keterlibatan dan gesekan kerja mereka. Sedikit yang diketahui tentang bagaimana perbedaan demografis memengaruhi ketertarikan individu pada tim. Penelitian ini berfokus pada komponen daya tarik model daya tarik-pilihan-gesekan untuk menyelidiki faktor-faktor yang berkontribusi pada daya tarik tim dan proses-proses mendasar yang terkait. Secara khusus, kami mengidentifikasi kecemasan terhadap rekan tim potensial sebagai respons afektif terhadap perbedaan budaya, yang pada gilirannya memengaruhi ekspektasi kinerja dan daya tarik tim. Kami juga memeriksa kognisi implisit dan eksplisit yang mungkin membentuk dampak kecemasan. Untuk tujuan ini, kami menguji efek bias implisit dan persepsi budaya keragaman dalam memoderasi dampak kecemasan pada kinerja tim yang diharapkan dan daya tarik tim. Di dua eksperimen, kami menemukan bahwa kecemasan memediasi efek perbedaan budaya pada daya tarik tim dan ekspektasi kinerja. Bias implisit, meskipun tidak mempengaruhi hasil secara langsung, memoderasi hubungan antara kecemasan dan kinerja tim yang diharapkan. Efek ini selanjutnya dimoderasi oleh apakah keragaman dihargai. Secara khusus, ketika menilai keragaman, individu dengan kecemasan yang tinggi dan bias implisit yang lebih rendah memiliki ekspektasi kinerja yang lebih rendah dari tim dengan anggota yang berbeda (vs. serupa).

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## 1. Introduction

Striving and thriving in a culturally diverse environment can be quite challenging for individuals. Research in relational demography, which investigates the influence of employees' demographic dissimilarity on employee outcomes, has revealed that working with dissimilar others may result in adverse consequences, including low workplace engagement and high turnover rates (e.g., Hobman et al., 2003; Jackson et al., 1991; Tsui et al., 1992; Williams & O'Reilly, 1998). Although Schneider's (1987) attraction-selection-attrition (ASA) model implicates the role of similarity in attraction toward a social unit, little is known about whether and how demographic dissimilarity influences potential employees' attraction to social units such as teams in the first place.

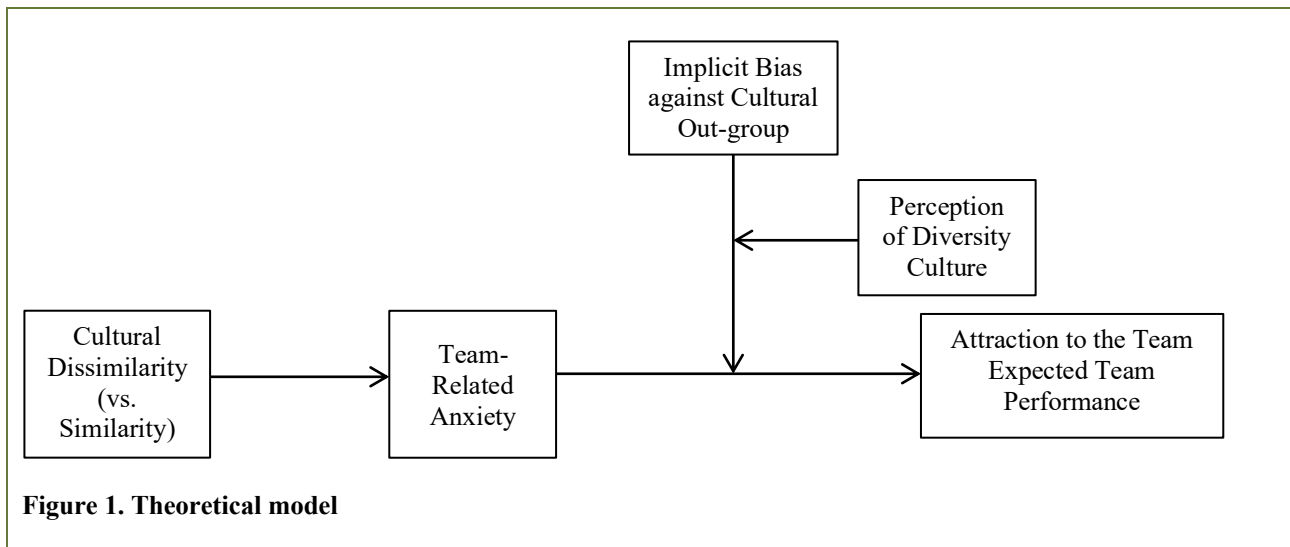
As theorized in Schneider's (1987) ASA model, people are attracted to organizations with members that are similar to themselves. Nevertheless, research underpinned by this model tends to highlight similarities and differences in terms of personality and occupational interests (e.g., Ployhart et al., 2006; Schneider et al., 1998), rather than demographic characteristics, which are arguably more salient and more readily perceived (Ito & Urland, 2003; Riordan, 2000). Thus, they may be more important in shaping individuals' attraction to social units. However, studies that examined relational demography and recruitment have mainly focused on recruiters' decisions (e.g., Goldberg, 2005). They have ignored decisions made by potential employees. Understanding the impact of demographic dissimilarity on attraction toward a new team or organization is important, because it might hinder the recruitment of talented individuals. To bridge this research gap, the current study investigates how demographic dissimilarity impacts individual expectations of team performance and attraction to the team. As noted by Scheider (1987), attraction toward a social unit is ultimately reflected in the choice to join that unit and instrumental considerations, such as expected performance (Schneider, 1987; Thibaut & Kelley, 1959; Vroom, 1966). We focus on joining a new team rather than an organization because compared with an organization, a team provides more immediate contexts in which individuals interact with each other regularly to achieve joint outcomes; thus, having a more proximal effect on individuals.

We draw on social identity (Tajfel & Turner, 1986) and self-categorization (Turner, 1987) theories to explicate the mechanism through which demographic dissimilarity influences expectations of team performance and attraction to the team. These theories suggest that individuals spontaneously categorize

themselves and similar others into in-groups and dissimilar others into out-groups, and that they build a positive sense of self through their in-group membership. While the cognitive underpinnings of such categorization effects have been extensively discussed and studied in the relational demography literature (e.g., Chattopadhyay, Geogre, et al., 2004; Tsui et al., 1992), less is known about the role of affective process (Chattopadhyay et al., 2010) and how it interplays with cognitive processes to influence reactions to dissimilar others (see Mackie & Hamilton, 1993). The anticipation of entering a team comprising of dissimilar others may be stressful and anxiety-provoking, which then influences one's tendency to approach or avoid the team (see Haslam & Reicher, 2006; Stephan & Stephan, 1985). Accordingly, we posit that the prospect of working within a new team results in higher levels of team-related anxiety (i.e., anxiety related to working in a new team) when prospective teammates are demographically dissimilar rather than similar, which then lowers individuals' expectations of team performance and attraction to the team.

We expect that the effect of team-related anxiety on attraction toward the team and expected team performance may vary depending on individuals' evaluations of the demographic out-group. Such evaluations can reflect both implicit and explicit cognitive processes (Dovidio et al., 2002; Wilson et al., 2000). We examine implicit bias against a cultural out-group and perception of diversity culture to reflect implicit and explicit cognitions that shape evaluations of demographic out-groups, respectively. We also test how they moderate the effect of team-related anxiety on expectations of team performance and attraction to the team.

An individual disposition can determine evaluations of demographic out-groups based on past experience (see Allport, 1954). We capture this disposition with the concept of implicit bias against demographic out-groups; it refers to the stable nonconscious association of favorable evaluations with the demographic in-group and of unfavorable evaluations with demographic out-groups (see Greenwald & Banaji, 1995). Implicit bias enables individuals to quickly form judgments about targets such as members of demographic out-groups to facilitate important approach-avoidance functions toward those targets (Wilson et al., 2000). Nevertheless, although implicit processes related to categorization are theorized as critical in explaining how individuals react to demographic dissimilarity (Chattopadhyay, Tluchowska, et al., 2004), such processes are still unexplored in relational demography research, and relatively underexplored in the field of organizational behavior at large (Becker et al., 2011).



The evaluation of demographically dissimilar others may also be influenced by explicit cognitions associated with diversity that is often proactively inculcated by organizations. We refer specifically to individuals' perception of diversity culture. With the increasing recognition of the benefits associated with diversity, organizations have adopted various approaches to managing diversity. One of these approaches is to promote a culture that appreciates diversity and regards employees' diverse backgrounds as a source of insight for value creation (see van Knippenberg & Haslam, 2003). While previous studies have shown that explicitly recognizing the benefits of diversity helps diverse teams to obtain improved performance (e.g., Homan et al., 2007), it is less understood how such awareness interacts with other psychological processes, such as anxiety and implicit bias associated with out-groups, to shape how individuals react to dissimilar teammates. Thus, we examine how the perception of diversity culture moderates the joint impact of anxiety and implicit bias on individuals' expectations on team performance and attraction to the team.

The overall theoretical model is presented in Figure 1 and elaborated in the next section.

### Team-related anxiety as a mediator

Past research has shown that emotions have greater primacy and potency than cognitions in forming immediate attitudes (see Edwards, 1990; Petty & Cacioppo, 1986; Zajonc, 1980), especially in determining the willingness to engage in interactions with out-group members (Esses & Dovidio, 2002). The anticipation of working in a new team can be perceived as stressful, especially when social identity becomes salient (Haslam & Reicher, 2006). Anxiety may arise from a host of concerns regarding potential interactions and constitutes a major barrier to relationship building

with dissimilar others (Barlow et al., 2010; Stephan & Stephan, 1985; Poskocil, 1977).

Relational demography studies provide some support for the idea that the prospect of working with dissimilar teammates might trigger team-related anxiety (e.g. Tsui et al.'s, 1992, and Chattopadhyay's, 1999, dissimilarity studies focused on race, sex and age). Researchers from other arenas have made similar arguments concerning race and sex dissimilarity (Kanter, 1993; Konrad & Gutek, 1987; Willis, 1977). Similarly, we expect that if individuals face the prospect of joining a team comprising culturally dissimilar (vs. similar) members, they may experience more team-related anxiety due to greater concerns over potential negative consequences.

Hypothesis 1: Cultural dissimilarity (vs. similarity) with potential teammates is associated with a higher level of team-related anxiety.

We further argue that the team-related anxiety stemming from potentially joining a diverse team may be translated into lower attraction toward the team and lower expected team performance. As anxiety reflects apprehension about being negatively evaluated in social interactions (Plant & Devine, 2003), it is particularly relevant when individuals are motivated to make a good impression but not sure whether they will succeed (Schlenker & Leary, 1982; Leary, 1983). As a result, withdrawal from anxiety-provoking situations is a likely response to avoid potential negative expectations or consequences (Islam & Hewstone, 1993; Plant & Devine, 2003; Schlenker & Leary, 1982; Voci & Hewstone, 2003). Hypothesis 2a was formulated consistent with these ideas.

Anxiety is associated negative performance (see examples at Wine, 1971; Cohen et al., 1999; Baumeister

& Scher, 1988). As such, individuals made anxious by the prospect of entering a new team may be demotivated to enact desirable actions toward the team. Given that emotional reactions may diffuse and influence individuals' perceptions of all aspects of the relevant situation (Forgas, 2001; Fridja, 1994), we expect that team-related anxiety would influence the individual's expectations about the performance of the team. Thus, taken together, we hypothesize the following:

Hypothesis 2a: Team-related anxiety is negatively associated with attraction to the team.

Hypothesis 2b: Team-related anxiety is negatively associated with expected team performance.

Hypothesis 3a: Team-related anxiety mediates the relationship between cultural dissimilarity (vs. similarity) and attraction to the team.

Hypothesis 3b: Team-related anxiety mediates the relationship between cultural dissimilarity (vs. similarity) and expected team performance.

### **Implicit bias as a moderator**

Implicit bias refers to "introspectively unidentified (or inaccurately identified) traces of past experience that mediate attributions of qualities to members of a social category" (Greenwald & Banaji, 1995, p. 15; see also Rudman, 2004). It is the implicit association between positive attributes and the demographic in-group and/or the association between negative attributes and the demographic out-groups (Greenwald et al., 1998). Implicit bias enables individuals to respond to novel intergroup situations quickly and is often accessed with little cognitive effort (Becker et al., 2011; Greenwald & Banaji, 1995). Traditional self-report measures that engage elaborate reasoning and introspection are not applicable in assessing implicit bias. Instead, researchers use the Implicit Association Test (IAT; Greenwald et al., 1998), which is a computerized response latency measure, to assess individual differences in implicit associations between categories (e.g., White vs. Black) and attributes (e.g., good vs. bad).

As implicit bias is relatively inaccessible for explicit deliberations (e.g., Dovidio et al., 2002; Wilson et al., 2000), we do not expect implicit bias to exert a direct impact on individuals' self-reported attitudes towards their potential teams. Moreover, given that team-related anxiety is a broader reaction to the prospect of interaction with potential teammates who may be different, we expect that this anxiety is relatively independent of the narrower implicit biases that individuals have towards specific social groups. However, since implicit cognition may modify the impact of explicit cognition (Wilson et al., 2000), implicit bias could be a lens that filters or moderates how individuals make reasoned decisions about joining diverse teams. In other words, an individual's implicit biases may exacerbate or ameliorate the relationship

between team-related anxiety and attraction to the team and expected team performance.

We expect, team-related anxiety to exert a stronger influence on attraction toward the team among those with lower implicit biases against the cultural out-group. When the level of anxiety is high and implicit bias is low, it creates dissonance between one's cognitive and emotional reactions towards the cultural out-group. Attention is then directed to the area of discrepancy (Brinol et al., 2006; Rydell et al., 2008) due to the discomfort caused by the state of dissonance (Festinger, 1957). Given the primacy of emotions in attitude formation (see Edwards, 1990; Petty & Cacioppo, 1986; Zajonc, 1980), we expect this discomfort and heightened attention may exacerbate the impact of anxiety generated by the potential team, resulting in lower attraction to the team, and vice versa.

We expect that the arguments above are also applicable in predicting expected team performance. As argued above, when anxiety towards the potential team is high, individuals are demotivated to engage in their tasks and to act as a committed member of the team (Cohen et al., 1999); this reaction to anxiety then spills over to influence individuals' expectation towards the whole team (Forgas, 2001; Fridja, 1994). Hence, when high anxiety and low implicit bias create dissonance, the impact of anxiety is intensified, which lowers expectations of team performance; whereas when individuals have high implicit bias, their level of anxiety is less likely to affect their expected team performance.

Hypothesis 4a: Implicit bias moderates the link between team-related anxiety and attraction to the team, in that the negative effect of team-related anxiety is amplified when there is less implicit bias against cultural out-groups.

Hypothesis 4b: Implicit bias moderates the link between team-related anxiety and expected team performance, in that the negative effect of team-related anxiety is amplified when there is less implicit bias against cultural out-groups.

Taking Hypothesis 1 and 4a, 4b together, we expect the following moderated mediating relationships.

Hypothesis 5a: Implicit bias moderates the effect of cultural dissimilarity (vs. similarity) on attraction to the team via team-related anxiety, in that the negative effect of dissimilarity is amplified when there is less implicit bias against cultural out-groups.

Hypothesis 5b: Implicit bias moderates the effect of cultural dissimilarity (vs. similarity) on expected team performance via team-related anxiety, in that the negative effect of dissimilarity is amplified when there is less implicit bias against cultural out-groups.



### Diversity perception as a moderator

Evidence has accumulated that organizations and teams reap benefits from diversity if their members believe that diversity is beneficial for team functioning and performance (e.g., Homan et al., 2007; van Knippenberg et al., 2007). Whereas past studies have demonstrated that perceptions about diversity facilitate processes and outcomes in ongoing teams (see Stahl et al., 2010 for a review), researchers have yet to focus on how such perceptions influence individuals' attraction toward a potential team. We specifically focus on individual perceptions regarding whether the potential team is embedded in an organizational culture that values diversity.

We argue that the perception that diversity is valued intensifies the interaction effect between team-related anxiety and implicit bias in influencing attraction to the team and expected team performance. An organizational culture that highlights the importance of interacting with culturally diverse others further magnifies the dissonance between high anxiety and low implicit bias, and increases the negative impact of anxiety on team attraction. This is because in a culture that values diversity, individuals tend to view interactions with dissimilar members more favorably, particularly when they have low implicit bias. On the contrary, when organizational culture does not make the value of diversity salient to individuals, the dissonance between high anxiety and low implicit bias is not further magnified, so anxiety is less likely to influence team attraction.

As argued earlier, the dissonance created by a combination of high anxiety, low implicit bias and perceptions that diversity is valued may heighten the negative impact of anxiety, resulting in lower expectations of team performance.

Hypothesis 6a: Diversity perception moderates the interaction between team-related anxiety and implicit bias on attraction to the team, in that the interaction effect is strengthened when diversity perception is salient.

Hypothesis 6b: Diversity perception moderates the interaction between team-related anxiety and implicit bias on expected team performance, in that the interaction effect is strengthened when diversity perception is salient.

Taking Hypothesis 1 and 6a, 6b together, we expect the following:

Hypothesis 7a Diversity perception moderates the conditional indirect effect of cultural dissimilarity (vs. similarity) on attraction to the team via team-related anxiety across different levels of implicit bias.

Hypothesis 7b: Diversity perception moderates the conditional indirect effect of cultural dissimilarity (vs.

similarity) on expected team performance via team-related anxiety across different levels of implicit bias.

### Overview

We tested our hypotheses with two studies. In Study 1, we sought to establish the joint effects of team-related anxiety and implicit bias on attraction to the team and expected team performance in the relational demography context. Study 2 was designed to replicate the findings in Study 1 and to extend Study 1 by considering the impact of diversity perception.

Both studies were experiments conducted in the laboratory. The experimental method benefits our hypotheses testing in two important ways. First, experiments allow us to control for extraneous effects, and thus significantly enhance our confidence in drawing a causal conclusion related to cultural dissimilarity. Second, experiments enable us to assess implicit bias against the reference cultural out-group using response latencies measure, which is difficult to implement in field studies.

## 2. Study 1

### Participants and Design

A total of 121 business undergraduate students (38.80% male; mean age: 18.80,  $SD = 0.54$  years) from a university in Hong Kong completed this study, in exchange for credits of an introductory management course. All participants were ethnic Chinese born in Hong Kong. The study was a between-participant design. Participants were randomly assigned into one of the two conditions: the similarity condition (i.e., working with Hong Kong Chinese) or the dissimilarity condition (i.e., working with Filipinos). These two cultural groups were chosen according to the ethnic composition of the society. Filipinos were selected as the reference cultural out-group, because they are one of the largest minority groups in Hong Kong.

### Procedure and Measures

**Overview.** Participants read a case competition scenario, and were told that two teammates (Hong Kong Chinese vs. Filipinos) were randomly assigned to join them in case competitions. Participants were instructed to form an impression of their potential teammates and to report their feelings and attitudes towards this team, including team-related anxiety, explicit team identification, team attraction, and expected team performance. In an ostensibly unrelated task, participants completed an IAT that assessed their implicit bias against Filipinos. At the end of the study, participants provided their demographic information.

**Manipulation of cultural dissimilarity (vs. similarity).** At the beginning of the experiment, participants read a brief introduction of business case

competitions. “Every year, there are a number of business competitions which are jointly held by business organizations and universities in Hong Kong. Students will have the opportunity to sharpen their analytic skills and to put what they have learned into practice through these competitions.” Participants were then presented with two fictitious student profiles, and were told that these two students were randomly assigned as their potential teammates in future case competitions. They were instructed to read the profiles carefully and to form an impression of these teammates. We used this cover story because students are highly motivated to join case competition teams of the university. By modeling the scenario after a real-world situation, we could ensure experimental and psychological realism (Aronson & Carlsmith, 1968; Wilson et al., 2010) and facilitated high participant engagement with the experimental contexts. Afterwards, participants were presented with eight business case competitions that are widely known to university students in Hong Kong. Participants reported their degree of interest in joining each of the competitions with their potential teammates on a 7-point Likert scale (1 = *not interested at all*, to 7 = *very interested*). We asked these preferences to ensure that the experimental context was perceived to be realistic by the participants.

We manipulated the similarity versus dissimilarity condition by varying the cultural backgrounds of potential teammates. While participants in the similarity condition read two profiles of Hong Kong Chinese teammates, those in the dissimilarity condition read two profiles of Filipino teammates. The Hong Kong versus Filipino identity was manipulated by the teammates’ place of birth (Hong Kong vs. the Philippines) and the spelling of the names in the profiles. As in other studies that have used the fictitious profile method (e.g., Pager et al., 2009), information in the profiles (i.e., academic performance, extracurricular activities) other than the manipulation was held constant across conditions. Gender in the profiles was matched with that of the participant.

**Self-reported measures.** Afterward, participants reported their feelings and attitudes towards their potential teams.

*Team-related anxiety* was assessed by four items from PANAS (Watson et al., 1988): Nervous, jittery, scared, and afraid. Participants were asked to report on a 5-point Likert scale (1 = *not at all*, to 5 = *extremely*) how much they felt these emotions when anticipating working with the potential teammates ( $\alpha = 0.87$ ). Previous studies have demonstrated that these four items had good convergent validity with other anxiety measurements (see Schalet et al., 2014). We conducted confirmatory factor analysis (CFA) to test the discriminant validity of these anxiety-related items with other items in PANAS. As shown in appendix Table A.1, the model that treated positive affect,

anxiety and other negative affect as three separate factors had a significant Chi-square test and exhibited good model fit,  $\chi^2(160) = 233.51, p < 0.001$ , CFI = 0.97, NNFI = 0.96, RMSEA = 0.04 (Bentler & Bonett, 1980). It also had significantly better model fit than the two-factor model combining anxiety and other negative affect ( $\Delta\chi^2(2) = 99.49, p < 0.001$ ), and the single-factor model ( $\Delta\chi^2(3) = 725.02, p < 0.001$ ). This indicated that participants distinguished between anxiety, other negative affect and positive affect.

Participants’ *explicit identification* with potential case competition teams was assessed on a 7-point Likert scale (1 = *strongly disagree*, to 7 = *strongly agree*), with eight items adapted from Hogg and Hains’s (1996) and the Brown et al.’s (1986) measures (see Chattopadhyay et al., 2008) ( $\alpha = 0.95$ ). Sample items are “I will identify with this team” and “My feelings of belonging to this team are strong”.

Four items assessed participants’ *attraction to the team*. A sample item is “If I may choose, I will choose to work in another team” (reversed coded). Participants indicated their extent of agreement on these items on a 7-point Likert scale (1 = *strongly disagree*, to 7 = *strongly agree*) ( $\alpha = 0.86$ ).

Six items measured *Expected team performance*. Five of these items were adapted from Katz’s (1982) group performance measure. An additional item that assessed overall team performance expectation was also included. Participants were asked to indicate on a 7-point Likert scale (1 = *very low*, to 7 = *very high*) their expectations of the potential teams in these performance aspects ( $\alpha = 0.78$ ).

**Implicit bias.** In an ostensibly unrelated task, we assessed participants’ implicit bias against Filipinos with a modified IAT task. We adapted the IAT procedure proposed by Greenwald and colleagues (2003) to assess the relative strength of associations between Hong Kong versus the Philippines with positive versus negative attributes. We used icons that signify Hong Kong and the Philippines (e.g., featured landscape, airline logo, food) as stimuli.

At the beginning of the IAT, a word (e.g., happy, honor, ugly, evil) appeared at the center of the computer screen in each trial, and participants had to categorize the word as being either “pleasant” or “unpleasant” by pressing the left or right key on the computer keyboard. In the next block, an icon (e.g., featured landscape, airline logo, food) appeared on the computer screen in each trial and participants had to categorize the word as representing either Hong Kong or the Philippines. These categorization tasks were then combined. The participants were asked to press the same key when

**Table 1. Descriptive Statistics and Correlations among Variables in Study 1**

|                                 | Range         | Mean ( <i>SD</i> ) | 1       | 2    | 3       | 4      | 5      |
|---------------------------------|---------------|--------------------|---------|------|---------|--------|--------|
| 1. Cultural Dissimilarity       |               | 0.50 (0.50)        |         |      |         |        |        |
| 2. Implicit Bias                | [-1.06, 1.30] | 0.32 (0.49)        | -0.22*  |      |         |        |        |
| 3. Team-Related Anxiety         | [1.00, 4.75]  | 2.14 (0.86)        | 0.18*   | 0.08 |         |        |        |
| 4. Explicit Team Identification | [1.25, 7.00]  | 4.44 (1.04)        | -0.22*  | 0.01 | -0.35** |        |        |
| 5. Attraction to the Team       | [1.25, 7.00]  | 3.52 (1.06)        | -0.26** | 0.08 | -0.31** | 0.70** |        |
| 6. Expected Team Performance    | [2.83, 6.67]  | 5.10 (0.74)        | -0.24** | 0.07 | -0.27** | 0.53** | 0.41** |

Note. N = 121. \*  $p < 0.05$ ; \*\*  $p < 0.01$ . Cultural Dissimilarity: 0 = Similarity Condition, 1 = Dissimilarity Condition.

**Table 2. Results of Regression in Study 1**

|   | Anxiety | Attraction to the Team |         | Expected Team Performance |         |
|---|---------|------------------------|---------|---------------------------|---------|
|   | Model 1 | Model 2                | Model 3 | Model 4                   | Model 5 |
| Constant                                | 1.98**  | 5.46**                 | 5.23**  | 5.68**                    | 5.97**  |
| Cultural Dissimilarity                  | 0.31*   | -0.43*                 | -0.35   | -0.28*                    | -0.34*  |
| Team-Related Anxiety                    |         | -0.34**                | -0.27*  | -0.20**                   | -0.34** |
| Implicit Bias                           |         |                        | 0.67    |                           | -0.79*  |
| Team-Related Anxiety X<br>Implicit Bias |         |                        | -0.24   |                           | 0.39**  |
| <i>F</i>                                | 3.98*   | 9.43**                 | 5.15**  | 7.27**                    | 5.62**  |
| <i>R</i> <sup>2</sup>                   | 0.03    | 0.14                   | 0.15    | 0.11                      | 0.16    |

Note. N = 121. \*  $p < 0.05$ ; \*\*  $p < 0.01$ . Cultural Dissimilarity: 0 = Similarity Condition, 1 = Dissimilarity Condition.

categorizing a stimulus to “Hong Kong” or “Pleasant”, and to press another key when categorizing a stimulus to “Philippines” or “Unpleasant.” After that, the pairings were reversed (i.e., “Hong Kong + Unpleasant” and “Philippines + Pleasant”). Table A.2 in appendix presents the sequence of trials for the IAT.

The response time and accuracy of the categorization process were recorded. Following the improved algorithm recommended by Greenwald and colleague (2003), the IAT D score was computed by obtaining the difference between the mean response time of the “Hong Kong + Unpleasant & Philippines + Pleasant” and the “Hong Kong + Pleasant & Philippines + Unpleasant” blocks, divided by their pooled standard deviation. The IAT D scores in the present study ranged from -1.06 to 1.30, with a mean of 0.32 ( $SD = 0.49$ ). Thus, in this study, a higher IAT D score indicates a higher level of implicit bias against the Philippines relative to Hong Kong and vice versa.

At the end of the experiment, participants reported their demographic information, such as age, gender, and major. They were then thanked, debriefed and dismissed.

## Results

Table 1 presents the descriptive statistics and correlations among variables. We analyzed the mediating role of team-related anxiety and the moderating role of implicit bias using the SPSS macro PROCESS as specified by Hayes (2012). Table 2 summarizes the results. Model 1 in Table 2 demonstrated that working with culturally dissimilar teammates triggered more anxiety than working with culturally similar teammates,  $b = 0.31$ ,  $p < 0.05$ . Hypothesis 1 was supported. Model 2 and Model 4 indicated that anxiety negatively predicted attraction to the team,  $b = -0.34$ ,  $p < 0.01$ , and expected team performance,  $b = -0.21$ ,  $p < 0.01$ , after controlling for cultural dissimilarity. This lent support to Hypotheses 2a and 2b. Model 1 and 2, as well as Model 1 and 4, taken together, mediate the role of anxiety proposed in Hypotheses 3a and 3b was supported. We then examined the moderating role of implicit bias, Model 3 showed that the interaction between anxiety and implicit bias on attraction to the team was not significant,  $b = -0.24$ ,  $p > 0.10$ . Hypothesis 4a was not supported. In contrast, as shown in Model 5, implicit bias moderated the effect of anxiety on expected team performance,  $b = 0.39$ ,  $p < 0.01$ . Simple slope tests (Aiken & West, 1991)



revealed that when individuals had lower implicit biases ( $-1$   $SD$ ), anxiety was negatively associated with expected team performance,  $b = -0.40$ ,  $p < 0.01$ ; whereas when individuals had higher implicit biases ( $+1$   $SD$ ), anxiety did not significantly predict expected team performance,  $b = -0.02$ ,  $p > 0.10$  (see Figure A.1 in appendix). Thus, Hypothesis 4b was supported.

To test the moderated mediation model for expected team performance, we followed the procedure proposed by Preacher et al. (2007) with 5,000 bootstrap samples. We found that cultural dissimilarity exerted a stronger negative impact on expected team performance via anxiety when individuals had lower implicit biases ( $-1$   $SD$ ),  $b = -0.12$ , 95% $CI$   $[-0.318, -0.004]$ . Whereas when individuals had higher implicit biases ( $+1$   $SD$ ), the conditional indirect effect of cultural dissimilarity on expected team performance via anxiety was not significant,  $b = -0.01$ , 95% $CI$   $[-0.107, 0.051]$ . Thus, Hypothesis 5b was supported.

**Supplementary analyses.** We examined whether explicit team identification would exert the same mediating effect as anxiety on attitudes towards the potential team. Again we used the SPSS macro PROCESS specified by Hayes (2012) as the analytic tool. We found that working with culturally dissimilar teammates led to lower explicit team identification than working with culturally similar teammates,  $b = -0.45$ ,  $p < 0.05$ . Explicit team identification, in turn, positively predicted attraction to the team,  $b = 0.68$ ,  $p < 0.01$ , and expected team performance,  $b = 0.35$ ,  $p < 0.01$ , after controlling for cultural dissimilarity. Explicit team identification did not interact with implicit bias in influencing attraction to the team,  $b = 0.11$ ,  $p > 0.10$ . However, the interaction of explicit team identification and implicit bias predicted expected team performance,  $b = -0.28$ ,  $p < 0.05$ . Simple slope tests (Aiken & West, 1991) revealed that when individuals had lower implicit biases ( $-1$   $SD$ ), explicit team identification exerted a stronger positive effect on expected team performance,  $b = 0.51$ ,  $p < 0.001$ ; whereas when individuals had higher implicit biases ( $+1$   $SD$ ), explicit team identification exerted a weaker positive effect on expected team performance,  $b = 0.23$ ,  $p < 0.01$ .

### 3. Study 2

#### Participants and Design

A total of 313 participants (45.70% male; mean age: 19.14,  $SD = 0.71$  years) of the same population background as in Study 1 completed Study 2. The study was a 2 (diversity perception: diversity vs. control)  $\times$  2 (team composition: dissimilarity vs. similarity) between-participant design. Participants were randomly assigned to one of these four conditions.

#### Procedure and Measures

**Overview.** Participants were first presented with an article introducing the mission of the degree program. The content of the article varied across conditions of diversity perception. Afterwards, the procedure was exactly the same as that in Study 1. At the end of the study, participants reported on the manipulation check of diversity perception, and provided their demographic information.

**Manipulation of diversity perception.** As a cover story, participants were instructed to complete a reading comprehension task. They were told that the university would like to promote undergraduate business programs to prospective students and present them with an excerpt from the program introduction pamphlet. Diversity perceptions (vs. control) were manipulated by varying the content in the article. In the diversity condition, a global focus was highlighted as the program's core feature. Participants read that the program's mission was to advance global business knowledge, to develop international business leaders, and to contribute to global economic and social advancement. The program would provide education and hands-on experience to students in a cross-cultural environment, helping them to develop an international outlook. In contrast, in the control condition, elements related to diversity (e.g., global, international) were absent. Participants read that the business school was known for its practical focus. Its mission was to advance business knowledge, develop business leaders, and contribute to regional economic and social advancement. The program would provide education and hands-on experience to students in a local-cultural environment, helping them to develop a business outlook. After reading this description of the business school's program, participants were asked to evaluate the level of difficulty in understanding the writing and the tone of the writing on a 7-point Likert scale (difficulty: 1 = *extremely easy*, to 7 = *extremely difficult*; tone: 1 = *extremely pessimistic*, to 7 = *extremely optimistic*). Subsequent analyses revealed that participants' evaluation on these two items did not differ across conditions,  $F_s(1, 311) < 1.60$ ,  $p_s > 0.10$ ,  $\eta^2_s < 0.01$ .

**Manipulation of cultural dissimilarity (vs. similarity) and self-reported measures.** The manipulation of cultural dissimilarity (vs. similarity) is identical to the procedure in Study 1. The reliabilities of questions to measure anxiety, team identification, team attraction and expected team performance in Study 2 0.84, 0.94, 0.89, and 0.77 respectively.

**Implicit bias.** Participants' implicit bias against Filipinos was assessed using the same procedure as that in Study 1. IAT D scores in the present study ranged from  $-0.95$  to  $1.31$ , with a mean of  $0.37$  ( $SD = 0.49$ ).

**Table 3. Descriptive Statistics and Correlations among Variables in Study 2**

|                                 | Range         | Mean (SD)   | 1     | 2       | 3      | 4       | 5      | 6      |
|---------------------------------|---------------|-------------|-------|---------|--------|---------|--------|--------|
| 1. Diversity Perception         |               | 0.49 (0.50) |       |         |        |         |        |        |
| 2. Cultural Dissimilarity       |               | 0.51 (0.50) | 0.09  |         |        |         |        |        |
| 3. Implicit Bias                | [-0.95, 1.31] | 0.37 (0.49) | -0.02 | -0.01   |        |         |        |        |
| 4. Team-Related Anxiety         | [1.00, 4.50]  | 2.28 (0.78) | 0.03  | 0.12*   | -0.12* |         |        |        |
| 5. Explicit Team Identification | [1.00, 7.00]  | 4.24 (0.99) | 0.03  | -0.14*  | -0.06  | -0.11   |        |        |
| 6. Attraction to the Team       | [1.00, 7.00]  | 4.68 (1.22) | -0.03 | -0.19** | -0.10  | -0.24** | 0.60** |        |
| 7. Expected Team Performance    | [2.50, 7.00]  | 4.93 (.68)  | -0.01 | -0.11   | 0.04   | -0.13*  | 0.51** | 0.31** |

Note.  $N = 313$ . \*  $p < 0.05$ ; \*\*  $p < 0.01$ . Diversity Perception: 0 = Control Condition, 1 = Diversity Condition. Cultural Dissimilarity: 0 = Similarity Condition, 1 = Dissimilarity Condition.

**Table 4. Results of Regression in Study 2**

|   | Anxiety |         | Attraction to the Team |         | Expected Team Performance |         |         |
|---|---------|---------|------------------------|---------|---------------------------|---------|---------|
|   | Model 1 | Model 2 | Model 3                | Model 4 | Model 5                   | Model 6 | Model 7 |
| Constant  | 2.19**  | 2.35**  | 2.16**                 | 2.41**  | 5.23**                    | 5.36**  | 5.29**  |
| Cultural Dissimilarity                                      | 0.18*   | -0.40** | -0.40**                | -0.42** | -0.13                     | -0.14   | -0.16*  |
| Team-Related Anxiety  |         | -0.34** | -0.37**                | -0.29*  | -0.10*                    | -0.16** | -0.16   |
| Implicit Bias   |         |         | -0.36                  | 0.31    |                           | -0.41   | 0.15    |
| Team-Related Anxiety X Implicit Bias                        |         |         | 0.02                   | -0.18   |                           | 0.19*   | 0.03    |
| Diversity Perception  |         |         |                        | 0.55    |                           |         | 0.21    |
| Diversity Perception X Team-Related Anxiety                 |         |         |                        | -0.16   |                           |         | -0.02   |
| Diversity Perception X Implicit Bias                        |         |         |                        | -1.52   |                           |         | -1.25** |
| Diversity Perception X Team-Related Anxiety X Implicit Bias |         |         |                        | 0.46    |                           |         | 0.37*   |
| $F$   | 4.25*   | 13.91** | 8.38**                 | 4.79**  | 4.04*                     | 3.15*   | 3.08**  |
| $R^2$   | 0.01    | 0.08    | 0.10                   | 0.11    | 0.03                      | 0.04    | 0.07    |

Note.  $N = 313$ . \*  $p < 0.05$ ; \*\*  $p < 0.01$ . Diversity Perception: 0 = Control Condition, 1 = Diversity Condition. Cultural Dissimilarity: 0 = Similarity Condition, 1 = Dissimilarity Condition.

**Manipulation check of diversity perception.**

Participants were asked to recall the content in the undergraduate program introduction and to indicate the extent to which the writing has emphasized the following items on a 7-point Likert scale (1 = *no emphasis at all*, to 7 = *extremely strong emphasis*). Two items were used to assess participants’ understanding of the manipulation ( $\alpha = 0.83$ ). They are “The undergraduate programs promote diversity”, and “Diversity is valued in business education of the university”. Participants in the diversity condition gave significantly higher ratings to these items than their counterpart in the control condition,  $F(1, 311) = 20.15$ ,  $p < 0.001$ ,  $\eta^2 = 0.06$ . This indicated that the manipulation of diversity perception was effective.

As in Study 1, participants reported their demographic information at the end of the experiment.

**Results**

Table 3 presents the descriptive statistics and correlations among variables.

**Replication of findings in Study 1.** Model 1 in Table 4 demonstrated that working with culturally dissimilar teammates triggered more anxiety than working with culturally similar teammates,  $b = 0.18$ ,  $p < 0.05$ . Hypothesis 1 was supported. Model 2 and Model 5 indicated that anxiety negatively predicted attraction to the team,  $b = -0.34$ ,  $p < 0.01$ , and expected team performance,  $b = -0.10$ ,  $p < 0.01$ , after cultural

dissimilarity was controlled. This lent support to Hypotheses 2a and 2b. Model 1 and 2, as well as Model 1 and 5, taken together, mediate the role of anxiety proposed in Hypotheses 3a and 3b was supported.

Model 3 showed that the moderating effect of implicit bias on the relationship between anxiety and attraction to the team was not significant,  $b = 0.02$ ,  $p > 0.10$ . Hypothesis 4a was not supported. However, implicit bias moderated the effect of anxiety on expected team performance,  $b = 0.19$ ,  $p < 0.05$ . Simple slope tests (Aiken & West, 1991) revealed that when individuals had lower implicit biases ( $-1 SD$ ), anxiety was negatively associated with expected team performance,  $b = -0.18$ ,  $p < 0.01$ ; whereas when individuals had higher implicit biases ( $+1 SD$ ), anxiety did not significantly predict expected team performance,  $b = 0.00$ ,  $p > 0.10$ . Thus, Hypothesis 4b was supported.

To test the moderated mediation model for expected team performance, we followed the procedure proposed by Preacher and colleagues (2007) with 5,000 bootstrap samples. We found that cultural dissimilarity exerted a stronger negative impact on expected team performance via anxiety when individuals had lower implicit biases ( $-1 SD$ ),  $b = -0.03$ , 95%CI [-0.089, -0.002]. Whereas when individuals had higher implicit biases ( $+1 SD$ ), the conditional indirect effect of dissimilarity on expected team performance via anxiety was not significant,  $b = 0.00$ , 95%CI [-0.029, 0.034]. Thus, Hypothesis 5b was supported.

**Diversity perception as a moderator.** We then examined whether and how diversity perception influenced the interaction between team-related anxiety and implicit bias on attraction to the team and expected team performance. To test these effects, we used SPSS macro PROCESS (Hayes, 2012). As shown in Model 4 in Table 4, the 3-way interaction of diversity perception, anxiety and implicit bias on attraction to the team was not significant,  $b = 0.46$ ,  $p > 0.10$ . Thus, Hypothesis 6a was not supported. However, as demonstrated in Model 7, this 3-way interaction was significant in predicting expected team performance,  $b = 0.37$ ,  $p < 0.05$ . We broke down this interaction effect by conditions of diversity perception. Whereas in the control condition, the interaction between anxiety and implicit bias was not significant,  $b = 0.03$ ,  $p > 0.10$ ; in the diversity condition, this 2-way interaction was significant,  $b = 0.40$ ,  $p < 0.01$ . Specifically, when the individuals were primed with a diversity culture, their anxiety negatively predicted expected team performance when they had lower implicit biases ( $-1 SD$ ),  $b = -0.23$ ,  $p < 0.05$ . In contrast, for their counterparts who were primed with a diversity culture and yet had higher implicit biases ( $+1 SD$ ), anxiety did not significantly predict expected team performance,  $b = 0.16$ ,  $p > 0.10$  (see Figure A.2 in appendix). Thus, Hypothesis 6b that diversity

perception intensifies the interaction between anxiety and implicit bias on expected team performance was supported.

To test the mediating relationship underlying cultural dissimilarity on expected team performance with implicit bias and diversity perception as moderators simultaneously, we followed the procedure proposed by Preacher and colleagues (2007) with 5,000 bootstrap samples. We found that in the diversity condition, dissimilarity exerted a significant negative impact on expected team performance via anxiety when individuals had lower implicit biases ( $-1 SD$ ),  $b = -0.04$ , 95%CI [-0.109, -0.003]; whereas when individuals had higher implicit biases ( $+1 SD$ ), the conditional indirect effect of dissimilarity was not significant,  $b = 0.03$ , 95%CI [-0.003, 0.104]. On the contrary, in the control condition, the conditional indirect effect of dissimilarity was not significant, regardless of the levels of implicit bias (lower implicit bias ( $-1 SD$ ):  $b = -0.03$ , 95%CI [-0.102, 0.003]; higher implicit bias ( $+1 SD$ ):  $b = -0.02$ , 95%CI [-0.091, 0.010]).

#### 4. General Discussion

In Study 1, we established the mediating role of team-related anxiety underlying cultural dissimilarity. Specifically, the prospect of working with culturally dissimilar (vs. similar) teammates invoked anxiety towards the potential team, which then negatively predicted attraction to the team and expected team performance. Moreover, when individuals had lower (vs. higher) implicit biases against the cultural out-group, the negative impact of anxiety on expected team performance was accentuated. Taken together, cultural dissimilarity (vs. similarity) exerted a negative effect on expected team performance via increased anxiety among those with lower (vs. higher) implicit biases. The interaction effect of anxiety and implicit bias on team attraction was not significant.

In Study 2, we were able to replicate the findings in Study 1. We also explored the moderating role of diversity perception. Consistent with our hypotheses, diversity perception amplified the interaction between anxiety and implicit bias in predicting expected team performance. When the perception of diversity culture was salient, the negative effect of anxiety on expected team performance became stronger among those who had lower (vs. higher) implicit biases. Hence, cultural dissimilarity (vs. similarity) exerted a negative effect on expected team performance via increased anxiety among those with lower (vs. higher) implicit biases and when organizational culture values diversity. In contrast, when the value of diversity culture was not emphasized, the interaction between anxiety and implicit bias was not significant. The 3-way interaction among anxiety, implicit bias and diversity perception was not significant

when predicting attraction to the team. However, this moderating effect was not found with attraction to the team. This is probably because attraction is inherently affective in nature as it may involve a great degree of liking, so it was predicted by affect (i.e., anxiety) but not cognition (i.e., implicit bias) (see Esses & Dovidio, 2002).

### Theoretical Implications

Theoretically, the present research has several important implications. First, we contributed to the relational demography literature by identifying anxiety as an affective underpinning of cultural dissimilarity in influencing one's decision to join a diverse team. The importance of studying emotions in the context of relational demography has been underscored in recent years (e.g., Chattopadhyay et al., 2010; Chattopadhyay et al., 2015). While the effect of general emotions has been empirically examined (Chattopadhyay et al., 2010), investigation on specific emotions is required as specific emotions carry different meanings and have differential attitudinal and behavioral implications on interaction with out-group members (e.g., Mackie et al., 2000). In this research, we particularly examined anxiety as a mediator underlying cultural dissimilarity, because of its pervasiveness in intergroup encounters (Stephan & Stephan, 1985). We found that having a different cultural background with potential teammates induced anxiety towards the potential team. Additionally, aligned with the notion that anxiety reflects the anticipation of negative consequences and is associated with the tendency to avoid (Plant & Devine, 2003), anxiety towards the potential team was found to lower individuals' attraction to the team and expectations of team performance.

Second, we incorporated implicit bias against cultural out-groups into relational demography research and identified its moderating effect in the link between anxiety and expected team performance. The role of implicit bias has been theorized in the relational demography literature (Chattopadhyay et al., 2004) but not empirically tested. Different from social categorization processes that are situationally triggered, implicit bias in the current research captures the accumulated yet explicitly unidentified association between positive attributes and the demographic in-group and/or the association between negative attributes and the demographic out-groups (Greenwald & Banaji, 1995). Here we presented the first set of studies to demonstrate how implicit bias exerts influences in the relational demography context. Although implicit bias did not directly affect individual outcomes towards the potential team, we found that it interacted with anxiety, the affective process, in predicting expected team performance. Taken together, the results suggested that anxiety was more detrimental to those with lower implicit biases in the face of demography dissimilarity.

However, the moderating effect of implicit bias was not found in the link between anxiety and attraction to the team. A possible explanation is that attraction is a more affective outcome as it may involve a great degree of liking, so it is mainly influenced by emotions (i.e., anxiety) rather than cognitions (i.e., implicit bias). On the contrary, expected performance is a more cognitive outcome that involves cognitive analysis. Consistent with previous research, cognitive outcomes towards dissimilar others could be influenced by both affective and cognitive processes (see Esses & Dovidio, 2002).

Relatedly, our research also added to the inquiry of implicit cognition in the literature, which is of increasing interest in the field of management (Becker et al., 2011; Tetlock & Mitchell, 2009). Some studies have indicated that implicit biases towards disadvantaged groups exerted a direct effect on hiring decisions (e.g., Agerström & Rooth, 2011; Rudman & Glick, 2001; Ziegert & Hanges, 2005): a high implicit bias was often correlated with more discriminative decisions against the disadvantaged groups (e.g., Black, women, the obese). It seemed to imply that a higher implicit bias is undesirable in interaction with dissimilar others. Our finding was somewhat counterintuitive by showing that a lower implicit bias backfired. We found that having lower implicit biases was detrimental to expected team performance by amplifying the negativity of anxiety. Thus, more work is needed to explore the influence of implicit bias in workplace discrimination (Blanton et al., 2009; Tetlock & Mitchell, 2009).

Third, we also explored how individuals' perception of diversity culture as an explicit cognition played a role in the processes underlying cultural dissimilarity. While past research has established the effect of diversity perception on team functioning in the teamwork context (e.g., Homan et al., 2007; van Knippenberg et al., 2007), little is known about whether and how such perception influences individuals in joining a diverse team in the first place. As such, we primed individuals with the perception of an organizational culture where diversity is valued, and tested how their psychological processes of being attracted to a diverse team would be influenced. Consistent with our prediction, diversity perception magnified the negative effect of anxiety on expected team performance among those having lower implicit biases. This is because diversity perception further intensified the dissonance between anxiety and implicit bias, which exacerbated the negative impact of anxiety on expected team performance. This finding points to the potential downside of diversity perception in the team selection situation. Although the values of diversity are often proactively inculcated by organizations, our studies suggest that these do not always result in positive outcomes.



### Practical Implications

Our results have an implication on the development of a diversity culture. As shown by results in Study 2, a salient perception of diversity culture did not help enhance individuals' attraction to a diverse team. Specifically, diversity perception not only failed to make diverse teams more appealing to those with higher implicit biases against the cultural out-group, but also heightened the negative impact of anxiety among those with lower implicit biases. As such, our results raised several questions regarding the promotion of diversity culture. First, is the emphasis on diversity culture more (in)effective on individuals who share certain attributes? Second, is the perception of diversity sufficient for individuals to secure the benefits associated with diversity? Our results implied that for those who were primed with a diversity culture and had lower implicit biases, it is important to reduce anxiety when trying to adjust to the diverse environment. Some tactics in emotion regulation may be needed for individuals who are aware of the value of diversity and open to work in a diverse social unit.

### Limitations and Future Research

Albeit its implications, the present research should be understood with several caveats. The first concern is about the limitations of the current experimental method. First, the two laboratory studies were based on fictitious scenarios. Although it was relatively easy for students to immerse themselves into the scenario, it is not sure whether they were motivated to do so or how important it was to them to participate in such competitions. Second, the studies were scenario-based and did not involve any actual interaction with culturally dissimilar (vs. similar) teammates. Perhaps participants' behavioral reactions can be dissociated with their perceptions (Mussweiler & Förster, 2000). Hence, participants who exhibited attraction to teams with dissimilar others may or may not work pleasantly with people from a different cultural background in actual teamwork. Third, our samples were university students, who had little work experience. It is not clear whether the current findings can be generalized to employees in organizations. Moreover, the laboratory setting prevents us from studying some workplace phenomena, such as how the effect of cultural dissimilarity might affect actual task performance over some time.

Despite these limitations, there are important merits in applying this method in studying the current research question. Most importantly, experiments allowed us to control for potential confounding effects that may influence our hypothesized relationships. It also enabled us to assess implicit bias with computerized response latency programs that are difficult to implement in field studies. Additionally, the outcome variables in this research – attraction to the team and expected team performance – were less affected by the experimental

method, because they could be developed almost immediately after individuals received information about their potential team composition without having any actual interaction with the teammates. Nevertheless, to overcome the above limitations, future research may pursue the following directions. First, subsequent studies can attempt to replicate the current findings in an interaction context and among samples with work experience. Also, future research may extend the current findings to behavioral outcomes, such as task performance and organizational citizenship behaviors. As implicit cognition is more predictive of nonverbal than verbal outcomes (e.g., Dovidio et al., 2002), investigating its link with behaviors can help us better gauge the predictive power of implicit cognition in the relational demography context.

Another concern is about the reverse causality between the mediator (i.e., anxiety) and the dependent variables. An alternative causal relationship is that participants may first develop attraction and performance expectations toward the team before experiencing anxiety towards potential teammates. Again, we acknowledge that measuring the mediator and the dependent variables at the same time could be a problem. However, theoretically speaking, reverse causality is not a problem that exists concerning the impact of cultural dissimilarity on anxiety and attraction to the team as well as expected team performance. According to the theory proposed by Stephan and Stephan (1985), anxiety towards demographic out-group members arises with team composition as an antecedent. Anxiety is higher in situations in which the proportion of demographic out-group to in-group members is high relative to low. Subsequently, anxiety is likely to be translated into negative evaluative responses to out-group members (Stephan & Stephan, 1985). Thus, the mediating link of dissimilarity – anxiety – attraction to the team / expected team performance is theoretically sound. Meanwhile, although we have modeled anxiety as the mediator and attraction to the team and expected team performance as the outcomes because this makes most sense theoretically, we may expect these variables to influence each other over time reciprocally. Future research may consider a dynamic model that explores this issue over time. Also, a time-lagged design would also be useful to corroborate the causal relationships among cultural dissimilarity, anxiety and the dependent variables.

## 5. Conclusion

The current research sought to integrate the literature on relational demography, implicit bias and perception of diversity culture, to understand the mechanism underlying cultural dissimilarity in predicting individuals' attraction to a potential team and expectation of team performance. We demonstrated



anxiety towards potential teammates as a mediator in the demographic dissimilarity context, and presented the first empirical research in the field of relational demography regarding the effect of implicit bias against cultural out-groups. Specifically, we found that the negative impact of anxiety on expected performance was magnified when individuals had lower implicit biases. We also explored the impact of diversity perception, and found that diversity perception backfired, as it lowered individuals' expectation towards teams with dissimilar members through enhanced anxiety among those who had lower implicit biases against the out-group.

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**Appendix**

**Table A.1 Confirmatory Factor Analysis (CFA) Results for PANAS in Study 1**

|                                  | $\chi^2$ | <i>df</i> | CFI  | NNFI | RMSEA | $\Delta\chi^2$ | $\Delta df$ |
|----------------------------------|----------|-----------|------|------|-------|----------------|-------------|
| Hypothesized Model <sup>a</sup>  | 233.51   | 160       | 0.97 | 0.96 | 0.04  |                |             |
| Alternative Model 1 <sup>b</sup> | 333.00   | 162       | 0.93 | 0.91 | 0.07  | 99.49          | 2           |
| Alternative Model 2 <sup>c</sup> | 958.53   | 163       | 0.66 | 0.60 | 0.14  | 725.02         | 3           |

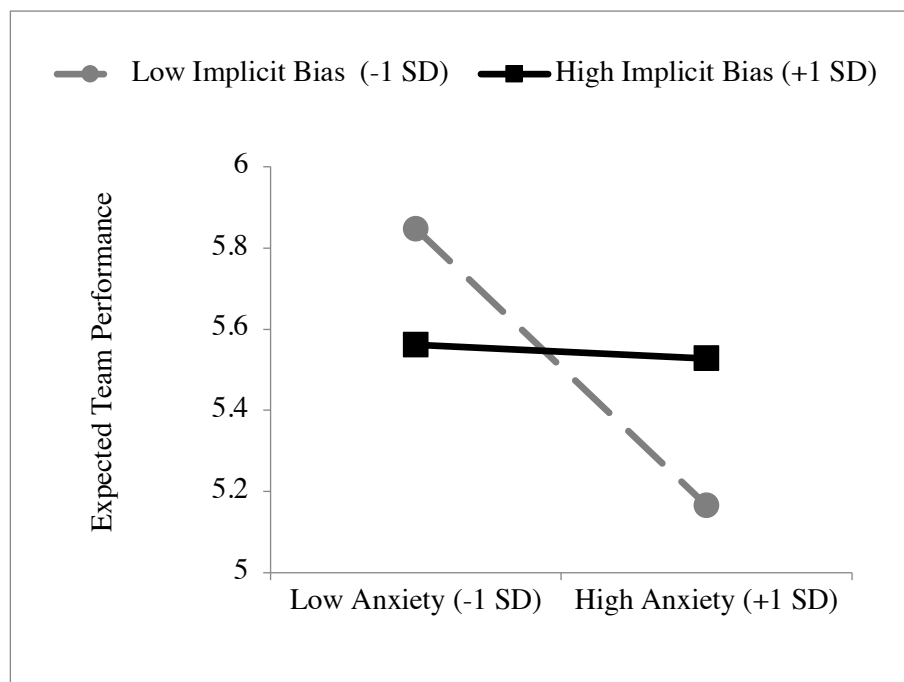
*Note.* *N* = 121. CFI = comparative fit index; NNFI = nonnormed fit index.

$\Delta\chi^2$  and  $\Delta df$  are obtained by comparing the Alternative Model with the Hypothesized Model.

<sup>a</sup> Three-factor model: items load onto three separate factors (positive affect, anxiety and other negative affect). <sup>b</sup> Two-factor model: items of anxiety and other negative affect loads on the same factor. <sup>c</sup> All items load onto one single factor.

**Table A.2 Sequence of Trials in the Implicit Association Test (IAT) of Hong Kong versus the Philippines**

| Block | No. of trials | Function | Items assigned to left-key response | Items assigned to right-key response |
|-------|---------------|----------|-------------------------------------|--------------------------------------|
| 1     | 12            | Practice | Pleasant words                      | Unpleasant words                     |
| 2     | 12            | Practice | Hong Kong icons                     | Filipino icons                       |
| 3     | 20            | Practice | Pleasant words + Hong Kong icons    | Unpleasant words + Philippines icons |
| 4     | 40            | Test     | Pleasant words + Hong Kong icons    | Unpleasant words + Philippines icons |
| 5     | 12            | Practice | Philippines icons                   | Hong Kong icons                      |
| 6     | 20            | Practice | Pleasant words + Philippines icons  | Unpleasant words + Hong Kong icons   |
| 7     | 40            | Test     | Pleasant words + Philippines icons  | Unpleasant words + Hong Kong icons   |



**Figure A.2. The interaction effect between team-related anxiety and implicit bias on expected team performance in Study 1**



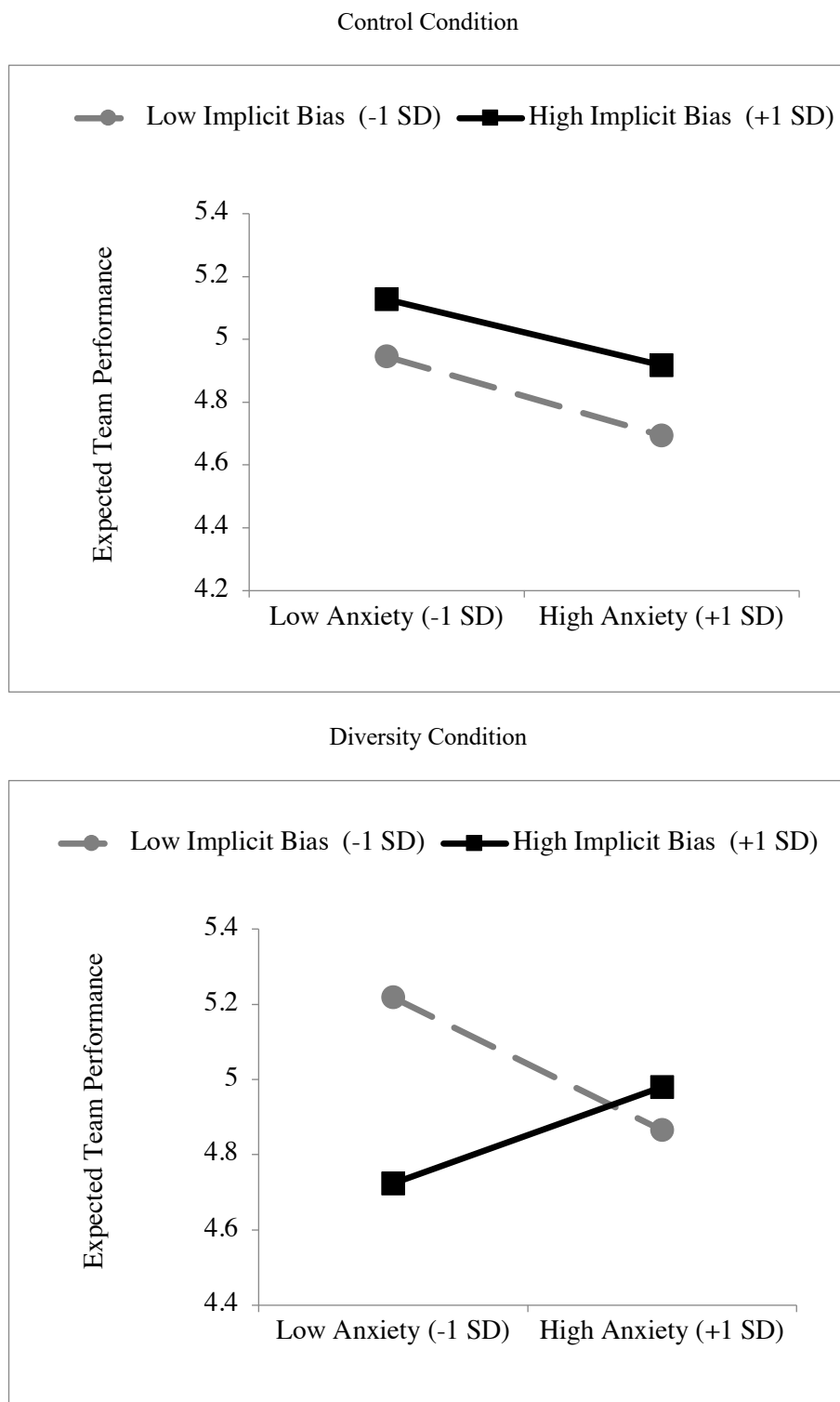


Figure A.2. The interaction effect between team-related anxiety, implicit bias and diversity perception on expected team performance in Study 2