
This study examines the impact of organizational antecedences (i.e., organizational support and information policy) and technical antecedences (i.e., subjective server response time and objective server response time) to perceived usability, perceived strain, and commercial transactions (i.e. purchases) in business-to-business (B2B) e-commerce. Data were gathered from a web-based study with 491 employees using e-procurement bookseller portals. Structural equation modeling results revealed positive relationships of organizational support and information policy, and negative relationships of subjective server response time to usability after controlling for users’ age, gender, and computer experience. Perceived usability held negative relationships to perceived strain and fully mediated the relation between the three significant antecedences and perceived strain while purchases were not predicted. Results are discussed in terms of theoretical implications and consequences for successfully designing and implementing B2B e-commerce information systems.


Purpose - This paper examines the impact of individual and group level variables on knowledge exchange and identification in age diverse teams. From a diversity perspective, influences of age related diversity perceptions and diversity beliefs (level 1) are compared with effects of objective age diversity (level 2). From a management perspective, the paper goes beyond age diversity and investigates the incremental effects of team and individual characteristics from a team learning perspective.

Design - Questionnaire data of 516 team members and their supervisors in 73 organizational teams were analyzed in a multilevel approach.

Findings - Objective age diversity had a negative effect on knowledge exchange and identification. Beyond that, age related diversity perceptions and positive diversity beliefs on the individual level predict the effect of objective diversity. Relativizing the impact of diversity, individual characteristics (knowing the team experts, clear understanding of goals) and team characteristics (team climate, time for knowledge exchange) explain the largest proportion of variance in the dependent variables underlining the importance of team learning variables.

Research Implications - Compared to objective diversity, subjective diversity perceptions and diversity beliefs are relevant predictors of processes and attitudes in heterogenic teams.

Practical implications - There are multiple leverages for management strategies beyond the mostly fixed age diversity in teams on the individual and group-level.

Originality/Value - This paper evaluates the cross-level interplay between objective diversity, perceived subjective diversity and diversity beliefs and revalues the impact of HR-management in age diverse teams.


The aim of this paper is to propose the formative measurement approach which can be used in various constructs of applied psychology. To illustrate our approach, we will (a) discuss the distinction between commonly used principal factor (reflective) measures in comparison to the composite (formative) latent variable model which is often applied in other disciplines like marketing or engineering, and (b) point out the advantages and limitations of formative specifications using the example of the work-family balance (WFB) construct. Data collected from two large cross-sectional field studies confirm the reliability and validity of formative WFB measures as well as its predictive value regarding criteria of work-family balance (i.e., job satisfaction, family satisfaction, and life satisfaction). Last, the specific informational value of each formative indicator will be demonstrated and discussed in terms of practical implications for the assessment in different psychological fields.

**Purpose** – The purpose of this paper is to compare effects of different monetary team-based reward strategies on performance, pay satisfaction, and communication behavior in computer-mediated groups.

**Design/methodology/approach** – In a laboratory experiment, 32 groups of undergraduate students, each consisting of three individuals, interacted electronically and performed a consensus-reaching task. Team-based incentives were distributed either equally (each team member received an equal share) or equitably (each team member’s share depended on her/his individual contribution). A control group received no team-based (or other) incentives.

**Findings** – Hierarchical multilevel analyses revealed that both types of team-based rewards increased team members’ motivation and pay satisfaction compared to the control condition. Moreover, the effects of team-based rewards on performance were moderated by group members’ assertiveness. In addition, team-based rewards lead to more cooperative and task-oriented communication in the computer-mediated groups. Finally, equally divided rewards led to higher pay satisfaction on average than equitably divided incentives.

**Originality/value** – On a research level, this study shows that team-based rewards have positive effects not only on performance but also on communication behavior in computer-mediated groups. As a practical implication, reward effects should be considered cautiously as they might be influenced by team members’ personality. Moreover, whereas no major differences were found between equity and equality principles in terms of performance, the latter seems to be preferable when satisfaction is a major issue in virtual teams.


In two studies, the Single Target Implicit Association Test (STIAT) was used to investigate automatic associations toward spiders. In both experiments, we measured the strength of associations between pictures of spiders and either threat-related words or pleasant words. Unlike previous studies, we administered a STIAT version in which stimulus contents was task-irrelevant: The target spider pictures were categorized according to the label picture, irrespective of what they showed. In Study 1, spider-fearful individuals versus non-fearful controls were tested. Study 2 compared spider enthusiasts to nonfearful controls. Results revealed that the novel STIAT version was sensitive to group differences in automatic associations toward spiders. In Study 1, it successfully distinguished between spider-fearful individuals and non-fearful controls. Moreover, STIAT scores predicted automatic fear responses best, whereas controlled avoidance behavior was best predicted by the FAS (German translation of the Fear of Spiders Questionnaire). The results of Study 2 demonstrated that the novel STIAT version was also able to differentiate between spider enthusiasts and non-fearful controls.


This integrating chapter summarises different coordination constructs and methods for assessment in human group research. Because of the oversized number of coordination constructs, they are clustered along first-order variables of coordination, such as impersonal coordination instruments, personal coordination, tacit behaviours, team knowledge, team attitudes, and coordination as outcome. This overview is grounded in both a functional and temporal perspective of coordination and offers a pattern of orientation in the variety of coordination variables. The second part of this chapter introduces methodological streams to be found in the research for assessing group coordination in the laboratory and the field and will refer to authors of Part II in this book to give an outlook for the following chapters.


Team knowledge is seen as an important element in the understanding of coordination processes in teams. Congruent with the taxonomy of coordination mechanisms (cf. Chaps. 2 and 7), the construct of team knowledge refers to shared team-level knowledge structures facilitating implicit processes such as tacit behaviours as well as coordination success. This chapter answers three major questions: (1) What are the challenges of measuring teamknowledge in organizational settings compared to more controlled laboratory settings? (2) What concepts of team knowledge exist in the psychological literature, and how are they related to coordination processes? (3) What methods can be applied to measure team knowledge in the field? Although there are several approaches to identifying and measuring team knowledge in a laboratory setting, applications in an organizational context are rare. Thus, this chapter discusses three types of team knowledge: team mental models, team situation models, and transactive memory systems. The advantages and limitations of techniques for capturing team knowledge are discussed and current directions are introduced.