# Team Affective Tone and Team Performance: The Role of Team Member Silence and Teamness

Ignacio Perez-Sepulveda[1]

Hector P. Madrid[2]

Jeremy Dawson[3]

## Author Note

[1]School of Psychology, Universidad Adolfo Ibáñez, Chile.

[2]School of Business, Universidad Adolfo Ibáñez, Chile.

[3]Institute of Work Psychology, Management School, University of Sheffield.

Correspondence concerning this article should be addressed to Ignacio Perez-Sepulveda, School of Psychology, Universidad Adolfo Ibáñez, Av. Diagonal Las Torres 2640, 7941169 Santiago, Peñalolén, Región Metropolitana, Chile. Email: ignacio.perezs@uai.cl.

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**Abstract**

In this article, we draw on the affect substitution theoretical hypothesis to propose that team positive and negative affective tones are associated with team performance through team member silence behavior, depending on the degree of teamness within teams. Teamness refers to team resources associated with a shared vision, interdependence, reflexivity, autonomy, boundedness, and clear roles. Thus, when these resources are absent (low teamness), the positive effects of team positive affective tones on team performance, and the negative effects of team negative affective tone on the same outcome, would be stronger. Two independent survey studies with teams in the technology and health services supported the validity of the teamness construct and our proposals, highlighting that one mechanism for team-level affect influences on team performance is withholding concerns and problem-related information, contingent on the availability of teamwork contextual resources.

*Keywords*: team performance, team affective tones, silence behavior, teamness, teams

## Introduction

Determining the factors affecting team performance is an important aspect of teamwork research, with previous studies indicating that team inputs, processes, and emergent states explain whether teams achieve their ends (Mathieu et al., 2019). Team affective tone, defined as the shared feelings among team members, is known for influencing team motivation and behavior (Barsade & Knight, 2015). However, most studies have relied on affective tone's direct effects on team outcomes despite that possible intervenient variables can explain these effects (Chi, 2019; Huang et al., 2021; Lin et al., 2017; Sy et al., 2005; Tsai et al., 2012), which stresses the reality that teamwork involves the interplay of diverse psychological conditions (Mathieu et al., 2019). Thus, it is unclear whether the influences of team positive affective tone (TPAT) on performance are unconditional to the context. Moreover, contextual factors can help explain the often-ambiguous effects of team negative affective tone (TNAT) (Knight & Eisenkraft, 201; Madrid & Patterson, 2021).

We propose that affective tone is associated with team performance through team members' silence behavior, depending on the level of teamness within teams. Silence refers to withholding concerns about problems that may hamper team effectiveness, associated with procedures and relational issues (Detert & Edmondson, 2011). In turn, teamness involves a set of task-related structural resources, expressed in a shared vision, interdependence, reflexivity, autonomy, boundedness, and clear roles, which facilitate teamwork (Richardson, 2010). Theoretically, we integrate social functions of affect with the substitution hypothesis for the influences of affect on work-related outcomes (Gilmore et al., 2013), arguing that TPAT is positively related to team performance through silence, while TNAT has the opposite effect. However, these effects only occur when teamness is limited within teams, such that under scant

structural teamwork resources, TPAT provides supplementary resources to protect effectiveness, whereas TNAP increases a hindering work condition in the same situation.

Two independent studies, one for validating the teamness measure and another to test our hypotheses, contribute to advancing our understanding of the impact of team affective tones on team performance in two main ways. We show that silence functions as a key mechanism linking team affective tones to collective outcomes, extending knowledge on an underexplored team process (Morrison, 2023). We also offer evidence that teamness operates as a structural condition that can buffer the effects of (low positive and high negative) affective tones, an important insight given that such tones are not always directly manageable within teams. Together, these findings refine theory on team processes, affective tones, and contextual enablers while offering practical guidance for managing performance in teams where silence and the sense of "being a real team" are critical.

**Hypotheses Development**

Team affective tone is the shared affective experience among team members emerging from exposure to the same work events, relational influences, and affective norms in a teamwork context (Collins et al., 2013; Madrid & Patterson, 2021). TPAT is associated with, for example, rewarding opportunities and challenging events affecting the team as a whole, constructive relationships, or the affect rules that facilitate the experience and expression of positive feelings in the team (Barsade & Knight, 2015). In turn, TNAT is linked to, for example, hindrance events, dysfunctional relationships, and norms suppressing the display of affect. These affective tones, in turn, shape team members' motivation and behavior to respond to these environmental conditions adaptably (Watson et al., 1999).

Our model proposes that TPAT reduces silence while TNAT increases the same outcome, predicting team performance. Silence involves keeping quiet about problems, inefficient practices,

and relational difficulties that might hamper work effectiveness (Detert & Edmondson, 2011). At the employee level, diverse studies have shown that silencing information and one's points of view at work is sensitive to affect due to information processing and motivational mechanisms (Edwards et al., 2009; Kish-Gephart et al., 2009; Madrid et al., 2015). Positive feelings tend to reduce silence, but the opposite applies to negative affect because of appraisals indicating that the environment is risky to engage in active participation. Here, we propose a complementary explanation for the team level of analysis based on the social functions of affect (Parkinson, 2019; Van Kleef, 2018). Accordingly, in the interpersonal realm, the affective experience influences social integration, defined as a broader construct denoting emergent states and behavioral processes such as trust, cohesion, collaboration, and conflict (Knight & Eisenkraft, 2015). This way, positive affect enhances interpersonal facilitation (Barsade, 2002), whereas under the experience of negative feelings, social relationships are more competitive than collaborative (Van Kleef, 2009).

We propose that team member silence is a form of lack of social integration manifested in social disengagement from active communication, information sharing, and proposal of suggestions to prevent problems and improve how things are done within teams. Thus, due to its interpersonal meaning, team member silence should be sensitive to the affective experience conveyed in a team affective tone. In the case of team positive affective tone, its shared feelings such as enthusiasm, joy, and inspiration increase expansive cognition that may open perspectives and flexibility about different views the team needs to manage (Barsade, 2002; Frazier et al., 2017). Furthermore, the same positive affect boosts interpersonal engagement such that a collaboration climate ripples throughout the team. As a result, team member silence would diminish. On the other hand, team negative affective tone comprised of feelings like worry, tension, and anxiety would increase silence behavior. At the interpersonal level, negative affect reduces perspective-taking of others' viewpoints and leads to higher levels of emotional conflict (Greer & Dannals,

2017). In this scenario, speaking out with a focus on problems can make team members concerned about being perceived as troublemakers.

Additionally, we expect that silence will be negatively related to team performance because the adequate implementation of working processes to ensure expected results demands preventing problems before they escalate. Yet, team member silence is against this prerequisite, compromising team performance (Morrison, 2011). This effect is because silence may dampen attention to events that hinder team functioning, stifle debates about whether work procedures should be modified, and preclude changes in planning and decision-making, limiting, therefore, continuous improvement (Dutton & Ashford, 1993; Mackenzie et al., 2011; Van Dyne & LePine, 1998). Thus, our first hypotheses are:

Hypothesis 1: Team silence will mediate the positive relationship between TPAP and team performance, such that TPAP will be negatively related to silence, which in turn will be negatively related to team performance.

Hypothesis 2: Team silence will mediate the negative relationship between TNAP and team performance, such that TNAP will be positively related to silence, which in turn will be negatively related to team performance.

Nevertheless, we propose that the strength of the above mediational effects is context dependent. Teamwork theory highlights that teams do not exist in a vacuum; thus, the environment where they perform should also be accounted for, including influences of affect (Elfenbein, 2007; Mathieu et al., 2019). Addressing these issues, we integrate the "substitution hypothesis" to social functions of affect approach to account for when and to what extent affect is associated with work behavior (Gilmore et al., 2023). In the case of positive feelings, this hypothesis stresses that affect is expected to result in greater behavioral performance when other contextual resources are absent (e.g., limited positive leadership), such that affect acts as a

psychological resource that supplements the lack of a supportive environment. We expand this rationale to the team level of analysis, proposing that the strength of the relationship between team affective tone and team members' behavior should be conditional to access to task-related structural teamwork resources, such that affective influence would be stronger when these resources are limited.

Teamness is one way of conceptualizing team structural resources, which refers to a compilation of team inputs and processes helpful for team effectiveness (Lyubovnikova et al., 2015; West & Lyubovnikova, 2012). Integrating the extant research on teams, Richardson (2010) describes teamness as a series of six teamwork conditions. First, associated with the need for active interaction relative to common ends, *shared vision* refers to the commitment to shared goals among team members (Anderson & West, 1996), while *interdependence* involves mutual dependence and tight cooperation within the team (Saavedra et al., 1993). Second, from a self-regulation perspective, *reflexivity* involves systematically reviewing and appraising team performance and the strategies adopted to achieve it (West, 2000), while *autonomy* conveys the freedom of making changes to goals and ways of working in the team (Hackman, 1986). Third, stemming from social identity needs, *boundedness* is the clarity about who the team members are (Wageman et al., 2005), and *clear roles* refer to knowledge of responsibilities and patterns of behaviors expected to guide interactions within the team (Hackman, 1987).

Greater teamness should facilitate team functioning and performance, and these outcomes are diminished if teamness resources are less apparent (Richardson, 2010). Thus, from the view of the integration of social functions of affect with the substitution hypothesis, we argue that lesser access to teamness makes the team affective tone's influences more salient. In the case of TPAT, its benefits for social integration in the team would supplement the limitation of the structural teamness resources. Thus, the negative relationship between TPAT and silence would

be stronger under low rather than high levels of teamness. As a result, team performance suffers. In turn, although not originally developed to explain the influences of negative affect, we relied on the opposite logic of the substitution hypothesis to explain the effects of TNAT. This shared affective state would be positively related to silence more strongly when teamness is low. In this case, limitations for social integration together with reduced teamness builds a hindering working condition based on a depletion of teamwork resources for which silence would be sensitive, reducing, therefore, team performance. Based on the above, we proposed the following hypotheses:

Hypothesis 3: The positive mediation between TPAP, team silence and team performance will depend on teamness, such that this mediation effect will be stronger when teamness is lower rather than higher.

Hypothesis 4: The negative mediation between TNAP, team silence and team performance will depend on teamness, such that this mediation effect will be stronger when teamness is lower rather than higher.

## Methods

We conducted two independent studies in two Chilean organizations. The first study validated the teamness measure because this has yet to be published in a scientific journal, including in the Spanish language, which was the setting of our studies. The second study tested our hypotheses.

### Study 1

***Procedure and Sample***. This was a survey study with teams in a technology organization, in which their members responded to the teamness scale, which data allowed us to assess the scale's internal structure validity based on reliability and confirmatory factor analyses (DeVellis & Thrope, 2021). Additionally, we measured psychological safety, and support for innovation to

assess the discriminant validity of scale (Anderson & West, 1996; Edmondson, 1999). Participants were 290 members of 34 teams. They were 62% men, their average age was 39 years (*SD* = 11), and their organizational tenure was 9 years (*SD* = 10). The team's functions were administration (38%), operations (41%), and services (21%), and their team size was 8.65 (*SD* = 6.82, min = 2, max = 27).

***Measures***. Teamness was measured with the scale of Richardson (2010). This scale was rigorously validated, using standard scale development procedures (Hinkin, 1998), based on expert-subject matter content analysis, exploratory and confirmatory factor analyses, together with convergent, concurrent, discriminant and predictive validity analyses utilizing multiple samples. To validate the teamness scale to the Spanish language, the 12 items of the scale were translated and back-translated between English and Spanish by a team of research assistants (Brislin, 1980; Gudmundsson, 2009; Klotz et al., 2023) (Table 1). They were bilingual postgraduate students of a work and organizational psychology program. In a single round of translation, one of the assistants translated the English version of the scale into Spanish. The other translator independently translated the latter back into English. Then, one of the study researchers met with both translators to resolve translation discrepancies. In turn, psychological safety was measured with the 7-item scale of Edmondson (1999), item example, "it is safe to take a risk on this team" (1: strongly disagree, 5: strongly agree, $\alpha$ =.84). Support for innovation was measured with a 5-item measure of the Anderson and West's scale (1996), item example, "people in this team are always searching for fresh, new ways of looking at problems" (1: strongly disagree, 5: strongly agree, $\alpha$ =.92).

***Data Analysis and Results***. Using *R statistical package*, we conducted confirmatory factor analyses (Brown, 2006), together with inter-rater reliability and agreement analyses (ICC1

and $r_{WG}$), for construct validation of the team-level variables (LeBreton et al., 2023). Inter-rater reliability and agreement were satisfactory for teamness, ICC1 = .09, $r_{WG}$ = .84, psychological safety, ICC1 = .17, $r_{WG}$ = .75, and support for innovation, ICC1 = .13, $r_{WG}$ = .79. These results justified the aggregation to the team-level based on the mean. Based on the latter, we estimated zero-order correlations to assess if the team variables analyzed (teamness, psychological safety and support for innovation) represented different constructs.

Results showed a strong reliability of $\alpha$ =.91, acceptable goodness-of-fit for the teamness measure, $\chi^2(48) = 124.34$, $p < .01$, RMSEA = .08, SRMR = .04, CFI = .96, and adequate factor loadings for each item (> .50; see Table 1). In this model, errors for pair of items of each sub-dimensions were allowed to freely covariate, because teamness is a construct built from six different but related subdimensions. The three-factor model defined by teamness, psychological safety, and support for innovation showed excellent fit, $\chi^2(240) = 508.65$, $p < .01$, RMSEA = .06, SRMR = .05, CFI = .96, which was superior to the single-factor model in which all these measures were loaded, $\chi^2(243) = 667.08$, $p < .01$, RMSEA = .08, SRMR = .06, CFI = .90, $\Delta\chi^2(df) = 158.43(3)$, $p < .01$. Finally, correlation between teamness and psychological safety was .67, $p < .01$, and between teamness and support for innovation was .77, $p < .01$.

***Discussion***. The results of this study supported the reliability, internal structure validity, and divergent validity of teamness as different than other relevant teamwork variables. These results were relevant for further hypothesis testing, which was conducted in Study 2.

**Study 2**

***Procedure and Sample***. This was a survey study in a health organization (clinic). In the team member survey, members of healthcare teams rated affective tones, their silence, and teamness. One month later, using an independent survey, the 34 leaders of these teams (one per

team) rated team performance. This setting was suitable to conduct our research because healthcare teams exist in strong affective environments and require an effective flow of information to ensure the satisfaction of patient needs. The participants were 77% women, their average age was 38.84 years (*SD* = 10.62), and average organizational tenure was 7.34 years (*SD* = 7.86). Teams' functions were medical care (64%), nursing (15%), occupational therapy (12%), and social service and psychology (9%). The average team size was 12.15 (*SD* = 8.33, min = 2, max =29). Leaders' gender was 85% women, their average age was 44.35 years (*SD* = 8.93), and their average organizational tenure was 8.05 years (*SD* = 8.96).

***Measures***. Teamness was measured with the scale validated in Study 1 ($\alpha$ = .89). Besides, we adapted 4 items of the healthcare performance scale developed by Temkin-Greener et al. (2004), originally developed for team member assessment, to measure team performance from the team leaders' perspective, item example, "the team almost always meets its patients' care needs" (1: strongly disagree, 5: strongly agree, $\alpha$ = .75). Affective tone was measured with the Madrid et al. (2019)'s scale, which asked team members the extent to which they feel in their teams "enthusiastic," "joyful," and "inspired" ($\alpha$ = .81), and "worry," "anxious," and "tense" ($\alpha$ = .74) (1: almost never, 5: almost always). Detert and Edmodson's (2011) scale was used to measure silence, item example, "I keep quiet in team meetings about problems with work routines that hamper performance" (1: almost never, 5: almost always, $\alpha$ = .85). Team size was used as a covariate due to perceptions about the teams' environment may be sensitive to larger number of team members. Furthermore, leader-member relationship tenure was measured to account for its possible influence on whether team members decide to speak out in the team and on leniency biases about leaders' team performance appraisals, which was measured with team members with the question "How long have you been working with this team leader? (1: less

than 6 months; 2: between 6 months and 1 year; 3: between 1 year and 1 year and a half; 4: between 1 year and a half and 2 years; 5: more than 2 years) (Madrid et al., 2016).

***Data Analysis and Results***. Using *R statistical software*, data were analyzed using reliability, confirmatory factor analysis, ICC1 and $r_{WG}$. Furthermore, assuming a direct consensus composition model for predictor variables (Chan, 1998), and based on the aggregation of data collected from team members, path analysis at the team level was utilized to test the hypotheses in separate models because the limited number of teams. Due to the use of two separate models to test the interactional effects of team affective tones (positive and negative) and teamness, a Bonferroni correction was used for multiple testing to avoid an increase in Type I error (VanderWeele & Mathur, 2019). This way, a more stringent p-value (< .025) was used, instead of the conventional $p < .05$, for these interactions (Bonferroni correction = $p$ divided by the number of tests). Indirect and conditional indirect effects of the mediational models were examined using Monte Carlo confidence intervals (CI) based on 20000 iterations as previous research has shown it produces accurate results even when using small sample sizes (Preacher and Selig, 2012; Tofighi and MacKinnon, 2016).

Results supported the robustness of the scales, $\chi^2 = 330.68$ *df* (179), $p < .01$, RMSEA = .05, SRMR = .04, CFI = .96, and the aggregation of variables to the team-level based on ICC1 and $r_{WGs}$ (Table 2). Path analyses showed that TPAT was not significantly related to silence, which in turn was negatively related to team performance (see Table 3, Models 1 and 4). Thus, hypothesis 1 was not supported. Results also showed a non-significant relationship between TNAT and silence (Table 3, Model 1). Thus, hypothesis 2 was not supported. Subsequent analyses showed that the mediation between TPAP, silence and performance depended on teamness (Table 3, Model 2), with an index of moderated-mediation of $b = -.43$, SE = .23, Monte Carlo CI 95% [-.96, -.05] and a conditional indirect effect of $b = .44$, SE = .20, Monte Carlo CI

95% [.10, .91] when teamness was lower (-1*SD*). Simple slope tests and Figure 1 show that the relationship between TPAT and silence was negative when teamness was lower (-1*SD*), *b* = -.69, SE = .22, *p* = .002, but not higher (+1*SD*), *b* = -.19, SE = .16, *p* = 229. Thus, hypothesis 3 was supported. Finally, the relationship between TNAP, silence and performance depended on teamness (Table 3, Model 3), with an index of moderated-mediation of *b* = .55, SE = .27, Monte Carlo CI 95% [.11, 1.14] and a conditional indirect effect of *b* = -.35, SE = .16, Monte Carlo CI 95% [-.72, -.08] when teamness was lower (-1*SD*). Simple slope tests and Figure 1 show that the relationship between TNAT and silence was positive when teamness was lower (-1*SD*), *b* = .55, SE = .17, *p* = .001, but not higher (+1SD), *b* = -.10, SE = .17, *p* = .567. Therefore, hypothesis 4 was supported.

## General Discussion

These studies show that teamness is a construct that can be validly and reliably measured in organizational settings, playing an important role in understanding the relationship between team affective tones and team effectiveness. Accordingly, TPAT and TNAT are positively and negatively associated with team performance, through silence when teamness is limited (see Figure 2 for a summary of the effects). These conditional indirect effects involve withholding concerns about possible teamwork pitfalls, which explains why shared affect shapes the achievement of the teams' ends. The integration of social functions of affect with the substitution hypothesis is proposed to explain these effects (Gilmore et al., 2013; Parkinson, 2019; Van Kleef, 2018). The boundary condition described by low teamness indicates that positive affect's facilitation of social integration substitutes a limitation of structural teamwork resources, preventing silence. Conversely, hindering implications of negative affect for social integration together with scant structural resources likely depict a hindrance teamwork situation boosting silence and dampening performance.

Thus, our studies contribute to understanding the role of team-level affect on team performance, accounting for intervening variables acting as mediation mechanisms and moderator conditions. This highlights that, like other teamwork processes, affective influences are context-dependent (Elfenbein, 2007; Mathieu et al., 2019); thus, we offer fresh knowledge shedding light on the role of teamness for such an effect (Richardson, 2010; West & Lyubovnikova, 2012). In general, dominant theoretical models describe teamness resources as antecedents of team effectiveness, which directly influences teamwork and performance (Gladstein, 1984; Ilgen et al., 2005). However, we provide a theoretical elaboration and supportive evidence showing that they can also operate as boundary conditions involved in synergistic effects to predict the same outcomes. In the case of positive affect, we show that although generally seen as pervasive (Elfenbein, 2023), the effects of these feelings on work-related outcomes are particularly relevant when other relevant resources are limited (Gilmore et al., 2013). In turn, our results can help to disentangle the often-puzzling effects of negative affect in organizations, in which direct influences are elusive and inconsistent across studies (Knight & Eisenkraft, 2015; Madrid & Patterson, 2021), suggesting the participation of moderator variables, like the function played by teamness.

We also contribute to advancing the development of the substitution hypothesis. Originally formulated to address the leadership conditions under which positive trait affect influences employee-level behavioral performance (Gilmore et al., 2023), this hypothesis has been expanded in our work. Specifically, we developed and applied the substitution process to examine the influences of collective affective states—both positive and negative—in the context of task-related teamwork conditions. Accordingly, we demonstrated that the substitution hypothesis is also meaningful for explaining a broader range of affective influences within the social domain. Finally, regarding silence, review studies show that this behavioral process has

received plenty of attention at the employee level of analysis relative to speaking *up* to leaders in organizations (Morrison, 2011). However, its study in the teamwork context, defined as speaking *out* within the team as a whole, has yet to be explored (Morrison, 2023). This is surprising considering the team problems and costs that this behavior can provoke. When team members withhold concerns about work procedures and relational issues that may hinder team effectiveness, learning, and performance, the solutions and services provided by the team become suboptimal or even counterproductive. For example, Dunn et al. (2007) presented evidence showing that communication failures contributed to adverse events in healthcare in 75% of the cases analyzed. Accordingly, our study addresses a significant gap in the organizational silence literature (Dutton & Ashford, 1993; Mackenzie et al., 2011; Van Dyne & LePine, 1998).

In practical terms, the knowledge developed here informs the management of teams' design, building, and training. Teamness should be a critical factor in team design, while affect and silence could be part of discussion and reflection among team members about relevant factors influencing how they work together. In team development programs, emphasis could be put on how team affective tones are responses that can arise in the team environment with the potential to help or dampen team effectiveness. Thus, their reading and management are an advantage in preventing potentially harmful issues and promoting greater team performance.

**Limitations and Conclusions**

As with any research initiative, these studies have limitations to be discussed. Study 1 addressed the validation of the teamness scales with a sample of teams in a Spanish-speaking context. However, we did not test the measurement invariance of the Spanish version of the instrument in relation to its original English version, which should be determined in future studies to ensure their equivalent interpretation across both languages (Luong and Flake, 2022; Putnick and Bornstein, 2016). Furthermore, issues associated with cross-sectional research

designs affect study 2, which only allows causality to be inferred among the variables examined in theoretical terms. Endogeneity may be present in our model about the direction of causal relationships and the omission of other possible causes (Antonakis et al., 2010). Also, although we used a multisource strategy to measure the independent and dependent variables, the same design may introduce common-method biases affecting statistical estimations, considering that team performance ratings were based on subjective, not objective, data (study 1 is affected by the same issues when testing discriminant validity). Furthermore, the studies relied on a large sample of team members. Still, they were part of a small number of teams, and they were limited to the technology and healthcare setting. Thus, future research based on longitudinal designs, objective performance data, and larger samples of teams from different industries will inform us how robust our results are.

In this study, we advance theory on team performance by proposing silence as a core mechanism through which team affective tone influences performance and by identifying teamness as a critical boundary condition that can shape these effects. In doing so, we extend understanding of team affective dynamics and the contextual conditions under which these dynamics impact team processes and performance. Moreover, this research provides actionable guidance for human resource managers and leaders on managing teams effectively by addressing structural conditions that shape team members' perceptions of teamness.

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Table 1.

*Factor Loadings of the Teamness Scale*

| Items | Factor Loadings |
|---|---|
| ***Interdependence*** | |
| We have to coordinate our work tightly in this team [En este equipo tenemos que coordinar estrechamente nuestro trabajo] | .69** |
| Members of my team have to communicate closely with each other to get the job done [Los integrantes de mi equipo nos tenemos que comunicar estrechamente para realizar el trabajo] | .69** |
| ***Shared Vision*** | |
| We agree in the team about what our team objectives are [Estamos de acuerdo en el equipo acerca de cuáles son nuestros objetivos] | .73** |
| Team members are committed to achieving the team's objectives [En el equipo estamos comprometidos con cumplir nuestros objetivos] | .65** |
| ***Reflexivity*** | |
| The team often reviews its objectives [En el equipo con frecuencia revisamos nuestros objetivos] | .71** |
| We regularly reflect upon team performance and how it could be improved [Nosotros frecuentemente reflexionamos acerca del desempeño del equipo y cómo podría ser mejorado] | .75** |
| ***Autonomy*** | |
| In this team we set our own goals [En este equipo nosotros definimos nuestras propias metas] | .52** |
| We are free to decide how to carry out the team's tasks [Tenemos libertad para decidir cómo realizar las tareas del equipo] | .57** |
| ***Boundedness*** | |
| We are formally recognized as a team within our organization [Somos reconocidos formalmente como un equipo al interior de la organización] | .65** |
| It is clear who the members of our team are [Existe claridad acerca de quiénes son los integrantes de nuestro equipo] | .65** |
| ***Clear Roles*** | |
| Members are clear about their own role within the team [Los integrantes del equipo sabemos con claridad cuál es nuestro rol al interior del equipo] | .68** |
| Members are clear about the roles of other team members [Los integrantes del equipo sabemos con claridad cuál es el rol de los otros integrantes del equipo] | .70** |

*Note.* Scale stem: "Think about your team and rate your degree of agreement or disagreement with the following statements" (1: strongly disagree, 5: strongly agree). Spanish translation of items is in squared brackets. ** $p < .01$

Table 2.

*Means, Standard Deviations, ICC1s, rwg's, Correlations and Reliabilities*

| Variables | M | SD | ICC1 | rwg | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Team size | 12.15 | 8.33 | - | - | - | | | | | | |
| 2. Leader-member tenure | 3.81 | .56 | .29 | - | .19 | - | | | | | |
| 3. Team positive affective tone | 3.73 | .43 | .08 | .76 | -.09 | -.01 | **(.81)** | | | | |
| 4. Team negative affective tone | 2.66 | .44 | .07 | .73 | .42* | .37* | -.31 | **(.74)** | | | |
| 5. Teamness | 3.90 | .38 | .12 | .93 | -.38* | -.24 | .66** | -.54** | **(.89)** | | |
| 6. Team silence | 2.21 | .47 | .05 | .68 | .26 | .24 | -.64** | .55** | -.75** | **(.85)** | |
| 7. Team performance | 4.27 | .49 | - | - | -.40* | -.11 | .16 | -.17 | .48** | -.45* | **(.75)** |

*Note.* $N$ = 413 for ICC1s, rwg's and reliabilities. $N$ = 34 for means, SD and correlations. Reliabilities are in bold and displayed in parentheses in the diagonal. * $p$ <.05. ** $p$ <.01

Table 3.

*Direct and Interactional Effects of Control Variables, Team Affective Tones and Teamness on Team Silence and Team Performance.*

| Variables | Team Silence | | | | | | | | | Team Performance | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Model 1 | | | Model 2 | | | Model 3 | | | Model 4 | | |
| | ***b*** | **SE** | ***p*** | ***b*** | **SE** | ***p*** | ***b*** | **SE** | ***p*** | ***b*** | **SE** | ***p*** |
| *Control variables* | | | | | | | | | | | | |
| Team size | .00 | .01 | .768 | .01 | .01 | .296 | .00 | .01 | .500 | -.02 | .01 | .015 |
| Leader-member tenure | .02 | .05 | .631 | .02 | .05 | .654 | .09 | .05 | .074 | .00 | .07 | .980 |
| *Direct effects* | | | | | | | | | | | | |
| Team positive affective tone | -.30 | .16 | .058 | -.44 | .16 | .005 | -.23 | .15 | .119 | -.21 | .21 | .298 |
| Team negative affective tone | .23 | .14 | .108 | .15 | .14 | .281 | .23 | .13 | .077 | .23 | .14 | .108 |
| Teamness | -.57 | .21 | .007 | -.24 | .24 | .305 | -.40 | .20 | .044 | | | |
| Team silence | | | | | | | | | | -.64 | .21 | .002 |
| *Interactional effects* | | | | | | | | | | | | |
| Team positive affective tone X Teamness | | | | .67 | .28 | .016[a] | | | | | | |
| Team negative affective tone X Teamness | | | | | | | -.85 | .30 | .004[a] | | | |
| ***R-squared*** | | **.63** | | | **.69** | | | **.71** | | | **.36** | |

*Note.* $N = 34$. *b*: unstandardized estimates; SE: standard error; *p:* p-value. [a]p-values < .025 using Bonferroni correction for multiple testing.

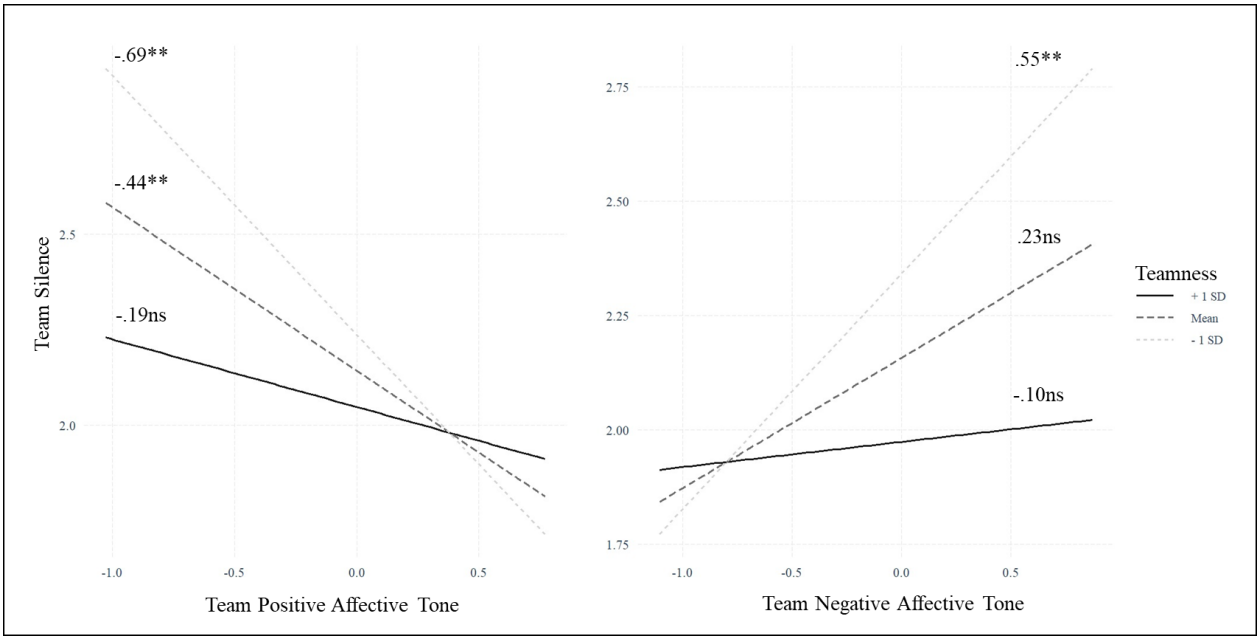


Figure 1. Interaction Effect between Team Positive and Negative Affective Tone, and Teamness on Team Member Silence

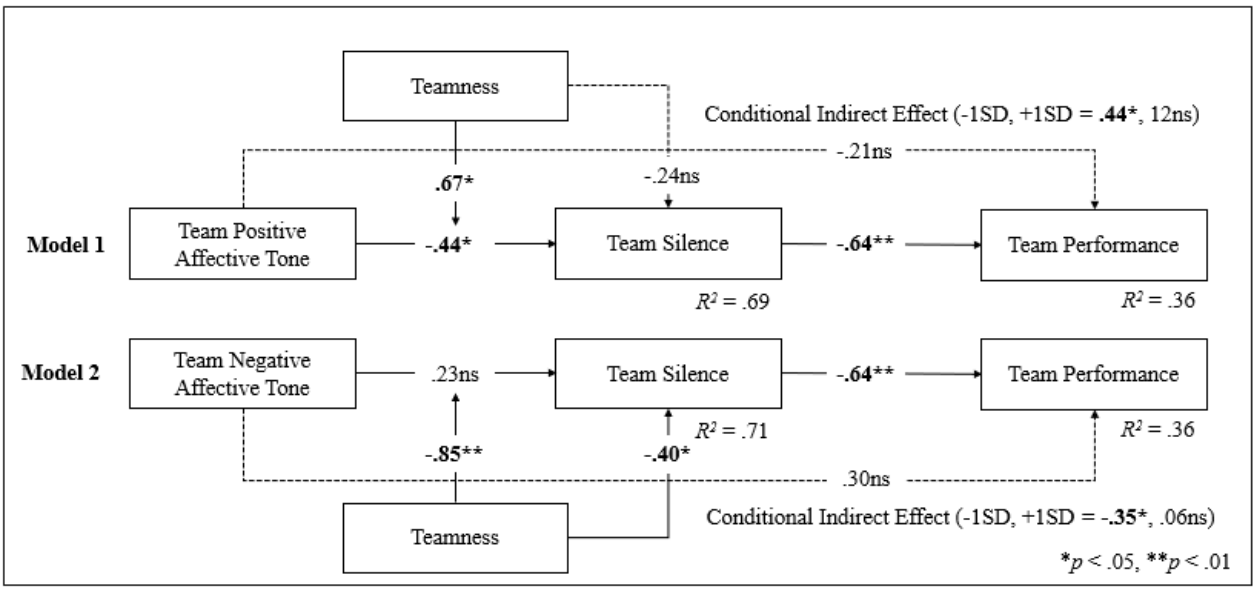


Figure 2. Path Analysis Models for Team Positive and Negative Affective Tone, Teamness, and Team Performance