

**A FIELD STUDY ON SOCIAL LOAFING: IMPLICATIONS OF
EXPECTATIONS ON CO-WORKERS, TASK MEANINGFULNESS,
RELATIONSHIP MEANINGFULNESS AND INDIVIDUAL'S
ORIENTATION**

by

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DEDICATION

This thesis is dedicated to my two lovely and smart daughters, Ariana and Vanessa, who are my daily inspiration, who always motivate me to be a better person and drive me to persist through even the most difficult of circumstances. Also, to my husband, Jaime, who cheered me up and supported me since the very beginning of this project and who always encourages me, with great faith in my abilities, to pursue new and difficult challenges. My gratitude and love go to them.

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ABSTRACT OF DISSERTATION

GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP,
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Degree: Doctor of Philosophy. Program: Doctoral Program in Management.

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Abstract

This study examines the potential moderating effect of Task meaningfulness (TM) and Relationship meaningfulness (RM), of team members, on the relationship between Expectations on co-workers' competence and reliability (ECW) and Social loafing (SL). In addition, a direct effect of an individual's Orientation (i.e. Allocentric or idiocentric) (O) on Relationship meaningfulness (RM) is tested too.

In a field-based study, 697 production team members, as well as, their direct supervisors & co-workers responded to questionnaires. Results of descriptive statistics, correlations, analysis of variance and moderated regression analysis are exhibited. These results indicate the existence of diverse significant relationships

between the proposed SL model variables. As expected, the direct effect of O on RM was found as significant. On the contrary, the moderating effects of TM and RM on the relationship between ECW and SL were not significant. As a result, the study of a potential direct, antecedent, or mediating effect of these two variables on SL is recommended for future research. Theoretical and practical implications of these findings are discussed.

Keywords: Groups, group dynamics, effort, social loafing, allocentrism, idiocentrism.

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IMPLICACIONES DE LAS EXPECTATIVAS EN LOS COMPAÑEROS DE EQUIPO,
LA SIGNIFICACIÓN DE LA TAREA, LA SIGNIFICACIÓN DE LA RELACIÓN Y
LA ORIENTACIÓN INDIVIDUAL**

Resumen

Este estudio examina el efecto moderador potencial de la Significación (i.e. relevancia) de la tarea (TM) y la Significación de la relación (RM), de los miembros de equipos de trabajo, en la relación entre las Expectativas de competencias y de confiabilidad que se tienen respecto a los compañeros de equipo (ECW), y la Pereza social (SL). Además, un efecto directo de la Orientación del individuo (i.e. Allocéntrica o idiocéntrica) (O) en la Significación de la relación (RM) es probado también.

En un estudio de campo, 697 miembros de equipos de producción, así como, sus supervisores y compañeros directos respondieron cuestionarios. Los resultados de la

estadística descriptiva, las correlaciones, el análisis de varianzas y el análisis de las regresiones moderadoras son exhibidos. Estos resultados indican que existen relaciones significativas diversas entre las variables del modelo de Pereza social que fue propuesto. Según se esperaba, el efecto directo entre la Orientación individual (O) y la Significación de la relación (RM) fue encontrado como significativo. Por el contrario, los efectos moderadores de la Significación de la tarea (TM) y la Significación de la relación (RM) en la relación entre las Expectativas en los compañeros y la Pereza social no fueron significativos. Como resultado, el estudio de un efecto potencial directo, antecedente o mediador de estas dos variables sobre la Pereza social es recomendado para una investigación a futuro. Las implicaciones teóricas y prácticas de estos hallazgos son discutidas.

Palabras Clave: Grupos, dinámica de grupos, esfuerzo, pereza social, alocentrismo, idiocentrismo.

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Chapter 1

Introduction

The fact that individuals are always experiencing membership in groups (Johnson & Johnson, 2000) has opened a wide range of unexplored possibilities for researchers. Specially, since in the last decades, many companies have experienced the appearance of groups such as project teams¹, focus groups, autonomous work groups, quality circles and multifunction work teams among others, which support their relevance in organizations (Guzzo & Shea, 1992). Moreover, several organizations have relied on groups in an attempt to improve performance indicators, such as productivity or quality (Guzzo, 1995). These organizations are now designed around groups where collaboration among workers is formally evaluated (Moreland, Argote & Krishnan, 1998).

In spite of the potential convenience of organizing work in groups, individuals working in groups do not always function efficiently (Johnson & Johnson, 2000; Harkins, Latané & Williams, 1980; Olson, 1965). One of the possible explanations for inefficient group work has been identified by Latané, Williams & Harkins (1979) as Social loafing. Social loafing is a decline in motivation, it is a reduction of individual effort when working with others on an additive group task (Latané,

¹ Although in organizational psychology, the concept of team has largely replaced the concept of group (Guzzo & Dickson, 1996) in this study the terms group and team are not distinct.

Williams, & Harkins, 1979). Lack of effectiveness, wasted resources, production delays and reduction of motivation and effort of the other members of the group are just some of the negative consequences of social loafing on individuals, groups, organizations and societies.

The good news is that Social loafing is not inevitable (Heller, 1997). Literature on Social loafing has found that it is under certain conditions that group members can demonstrate levels of effort far beyond what would be necessary for group goal achievement. Therefore, appropriate care of these conditions can help to minimize or avoid its negative consequences. Furthermore, since designing effective work groups is a major focus of management theory and practice (Hackman, 1992) and individual effort, provided by group members, is a major factor that may enhance or impede the effective design and management of work groups (Katzenback & Smith, 1994), it is crucial for management researchers to investigate potential determinants of Social loafing behavior. Thus, this thesis elaborates on the results of a field-based investigation dealing with several determinants of the Social loafing phenomenon.

The start point of this thesis is a presentation of the specific research problem statement in the following chapter.

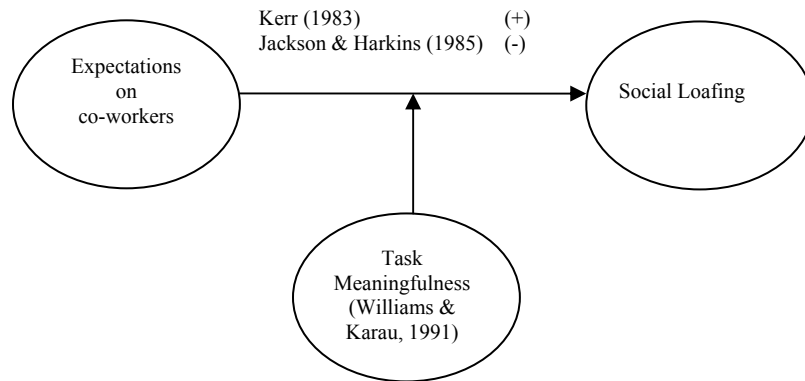
Chapter 2

Research Problem Statement

One of the potential determinants of Social loafing (SL) – Expectations on co-workers (ECW)- has been previously investigated by Kerr (1983) and by Jackson & Harkins (1985). However, these two studies are in disagreement. While Kerr (1983) suggested that loafing would occur with a co-worker who is expected to perform well (i.e. a positive relationship between Expectations on co-workers and Social loafing); Jackson & Harkins (1985) reported the opposite. Jackson & Harkins found that participants matched the level of output that they expected from co-workers. In other words, the more they expected from co-workers, the more effort they put on their own duty (this means less Social loafing) and vice versa (i.e. a negative relationship between Expectations on co-worker and Social loafing).

Kerr (1983) explained his findings rationalizing that individuals loafed, when they had a good expectation, because they view this situation as an opportunity to free ride. On the other hand, Jackson & Harkins (1985) suggested that people behaved in the opposite way because they wanted to maintain equity in effort when working together. Although, in 1991, Williams & Karau offered an additional explanation, which may conciliate both positions, this is the only intent to explain the disagreement. In their study, Williams & Karau (1991) found a moderating effect of Task meaningfulness (TM), highlighting in this way, the necessity that the participants view the task as meaningful (see Figure 1).

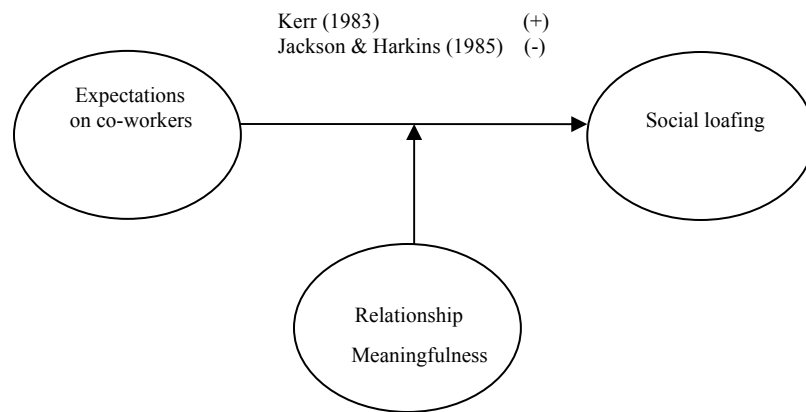
Figure 1. Potential moderating effect of Task meaningfulness.



Looking at Figure 1 and paying attention to this found moderating effect, by Williams and Karau, in 1991, one might think that their reasoning makes sense, but at the same time, one may ask if Task meaningfulness is the only moderator of the relationship between Expectations on co-workers and Social loafing. Would it be possible that individuals, working in a group, choose their level of effort depending on other factors? For example, on how meaningful is the relationship with other group members? Is there any evidence of a direct, mediating or moderating effect of the variable - Relationship meaningfulness (RM) with other members of the group – on the Social loafing phenomenon? Particularly, is there any evidence that Relationship meaningfulness has a moderating effect on the relationship between

Expectations on co-workers and Social loafing, just like has been found in the case of Task meaningfulness?

Figure 2. Potential moderating effect of Relationship meaningfulness.



Searching for answers to the previous questions in current literature, it seems that studies examining the role of interpersonal relationships on social loafing are rare (Murphy et al., 2003). Nevertheless, the few existing studies emphasize the influence of interpersonal relationships on the phenomenon. For example, at the group level, Karau & Williams (1997) and Karau & Hart (1998) identified a negative relation between group cohesiveness and Social loafing. Additionally, Murphy et al. (2003)

found a negative relationship between leader member exchange relationships (LMX) and Social loafing. However, in this last study, contrary to theory and expectations of Murphy et al., (2003), a significant relationship between Team member exchange relationships (TMX) and Social loafing was not found. Murphy et al. (2003) explained that unmeasured moderating variables or their only reliance on supervisor ratings may have been partially responsible for the lack of significant relationship between TMX and Social loafing.

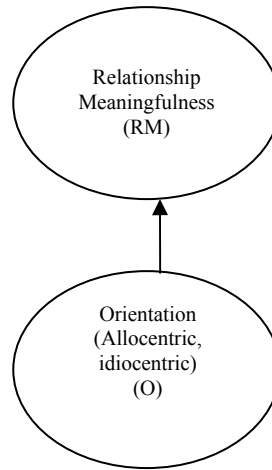
In summary, although there are few studies relating interpersonal relationships with Social loafing in the field, no study was found in the current literature that could solve the specific enigma of what is the impact of Relationship meaningfulness with other members of the group on Social loafing. Neither was found any study that could explain if there is or is not a moderating effect of Relationship meaningfulness on the relationship between Expectations on co-workers and Social loafing. Moreover, Relationship meaningfulness, as a variable, was not found in current field studies on Social loafing. Other studies regarding similar constructs are, either at the group level, (e.g. Cohesiveness: Karau & Williams, 1997 and Karau & Hart, 1998) or are not fully conclusive because co-worker's ratings were not included (e.g. TMX: Murphy et al., 2003). Therefore, there is an opportunity to respond to some of these questions conducting a new field-based study.

Since the effect of Relationship meaningfulness, with other members of the group, has not been investigated yet, in the field, in previous literature of Social

loafing, it would be useful to start examining potential determinants of Relationship meaningfulness too. An interesting alternative, to start with, could be individual's Orientation (i.e. Allocentric or idiocentric).

In 1997, an effect of individual's Orientation (O) on Social loafing was found by La Greca. This study provided strong support for existing differences in an individual's willingness to engage in group endeavors, within a single societal culture. In La Greca's (1997) study, allocentric individuals outperformed idiocentric ones when working in pseudo-groups. Her study was conducted using an experimental design with undergraduate students from local universities. La Greca explained that, in her study, individuals worked independently, although they believed their work would later be combined with the work of others in the group. She indicated that her scenario did not provide opportunities for the development of relationships within the group. Therefore, there is another opportunity, in field-based studies of Social loafing, to investigate interactions among the significance of relationships with other members of the group, for example, the suggested RM variable, and the individual's Orientation (see Figure 3). Moreover, La Greca recommended to direct future research toward examining factors like these, in collectivistic societies, to see if individuals exhibit similar performance patterns than in her study. Thus, based on previous literature, there is another opportunity to investigate, in a collectivistic society, interactions among Relationship meaningfulness, Orientation and Social loafing in order to review if current findings hold up in interacting field groups of collectivistic societies.

Figure 3. Potential direct effect of Orientation on Relationship meaningfulness.



2.1 Research questions.

This thesis approaches the research topic guided by the following main questions:

Does the moderated effect of TM on the relationship between ECW and SL, found by Williams & Karau (1991), prevail when the relationship is tested outside the laboratory and in a collectivistic country such as México?

Is the relevance of the Task the only factor that can change the relationship between Expectations on co-workers and Social loafing, or is it possible that a social cause, such as the relationship with co-members of the group, has the same ability to do so?

Is it possible that individuals see the importance of the relationship with other members of the group differently depending on a personality trait, such as allocentrism-idiocentrism? If so, how different is it?

2.2 Research objectives.

The objectives of the present investigation are the following: To examine, outside the laboratory - in the field with natural groups - the potential moderating effect of Task meaningfulness on the relationship between Expectations on co-workers and Social loafing. Additionally, to test by the first time, a possible moderating effect of Relationship meaningfulness on the relationship between Expectations on co-workers and Social loafing. Finally, to examine the effect of Orientation (i.e. allocentric or idiocentric) on Relationship meaningfulness.

2.3 Potential Research contributions.

Given that there are only few studies examining social loafing in actual work groups (Murphy, Wayne, Liden, Berrin, 2003), this research attempts to benefit current literature by exploring social loafing in real-world settings revising the impact of Task meaningfulness on the relationship between Expectations of co-workers and Social loafing. Additionally, this thesis intends to expand theory by introducing the study of a new variable - Relationship meaningfulness - to social loafing literature

and by complementing the proposed Social Loafing model with individual's Orientation.

This research attempts to contribute to practice assisting organizations and managers in the control for conditions that can cause social loafing and helping to devise interventions that can reduce or overcome this behavior.

In this chapter, the research problem statement and various potential research opportunities have been identified, according to the current state of the literature on Social loafing. Additionally, the research questions, objectives and potential contributions have been stated. The next chapter discusses a summary on the literature review regarding the Social loafing phenomenon.

Chapter 3

Literature Review

The study of group behavior goes back to the late 1800's, however it was not until the early 1940's that it gained prominence. During the period of 1940 to 1950 there was a gradual growth of research in the area. This research yielded valuable findings. Then, in the 1960's and 1970's statistical and methodological difficulties made social researchers to start changing the focus of their research attention (Johnson & Johnson, 2000). However, during the last two decades, the analysis of group behavior and particularly, the analysis of the determinants of performance in groups have strongly emerged again. McGrath and Argote (1999) believe that the increasing use of groups as the basic building blocks of organizations, during the 1980's, is the main reason for the resurgence of interest in research on groups. Hence, in recent years, new blocks at long standing issues in group performance such as, cohesiveness, group composition, heterogeneity, familiarity, leadership and motivation among many others have appeared (Guzzo and Dickson, 1996).

During these last decades, not just social psychologists, but also, organizational psychologists have showed interest in the study of group behavior. Nowadays, the study of group behavior is very popular and crucial for individuals and organizations. Research on Social loafing, as a branch of group behavior studies, has been conducted across several disciplines. Psychology, Sociology, Social Psychology,

Management and Economics are included among the main disciplines where research on Social loafing has been conducted. Although theoretical and practical questions are similar among disciplines, variations among research approaches and among terms have occurred. For example, while Social Psychologists usually name the phenomenon as “Social loafing”, Economists prefer to use the term “Free riding”². Other terms such as “Shirking”, “Job neglect” and “Sucker effect” sometimes are also used interchangeably in the literature to the same or similar phenomena. This paper focuses mainly on a social psychological approach. Hence the term “Social loafing” will be used throughout the thesis. Next, a review on particular Social loafing studies is presented.

3.1 Early studies.

Social loafing research began early in the 20th century when Max Ringelmann, conducted the first study to suggest a possible decrement in individual motivation as a result of working in groups. The results of his study showed that as a group size increased, the overall performance of the group was increasingly lower than would be expected from the simple addition of individual performances. This effect is now well known as the Ringelmann effect.

² Johnson & Johnson (2000), as well as, Kidwell & Robie (2003) evidence that Social loafing and Free riding are not the same. However, both terms are similar and frequently overlap in the existing literature.

Many years after Ringelmann's discovery, in 1972, Steiner conducted an experiment to test if in addition to coordination loss, as a determinant for performance decrement, reduced individual motivation could be a cause too. Steiner favored coordination loss as a most parsimonious explanation since he observed that individuals may fail to synchronize their efforts in an efficient way when working in groups.

Later, in 1974, Ingham, Levinger, Graves & Peckham conducted another experiment, now controlling for coordination losses. Ingham et al., (1974) attempted to differentiate coordination loss and effort reduction. As a result, they found that reduced performance was caused by effort reduction rather than solely inefficient coordination. Until that moment, this effect of effort reduction had been tested using experiments with only physical tasks, for example rope pulling. Then, Petty, Harkins, Williams & Latané (1977) reported that the effect was not confined only to tasks requiring physical effort but also it extended to cognitive tasks.

It was in 1979, when Latané, Williams & Harkins coined the term Social loafing for the demotivating effects of working in groups. Specifically, they defined Social loafing as a reduction of individual effort when working with others on an additive group task. Latané et al., (1979) conceptually replicated Ingham et al., (1974) findings, but this time, holding audience size constant and using an experiment with clapping and shouting trials. The researchers concluded that motivation loss was a

possible output from being unidentifiable to experimenters when their efforts were pooled with those of group members.

In the next sub-section, a brief description of the previously studied determinants of Social loafing is presented as an important part of this literature review. Specifying which variables have an effect on Social loafing is critical to understanding motivation and performance of individuals and groups (Karau & Williams, 1993). As it is explained next, these variables can either increase or decrease individual's motivation to put effort on a collective task, consequently affecting individual's performance, when working in groups.

3.2 Determinants of Social loafing.

Since the decade of 1970's many studies on Social loafing have been conducted. As a result, the effects of this phenomenon have been generalized to a wide variety of tasks. For example, shouting and clapping (Latané et al., 1979); pumping air (Kerr & Bruun, 1981); brainstorming (Harkins & Petty, 1982; Harkins & Jackson, 1985) and evaluating job descriptions (Weldon & Gargano, 1985) among many others.

Most of the studies, during the decades of 1970's and 1980's were designed as experiments using pseudo-groups. Typical experimental designs compared subjects working alone to those working collectively toward group performance. It was around the decade 1990's that in addition to experiments, field-based studies on Social

loafing using or suggesting the use of questionnaires on individuals of natural groups started to be published. Nevertheless, this type of studies on Social loafing still remains to be a few, for example, George (1992); Comer (1995); Murphy, Liden, Erdogan (2003) and Liden, Wayne, Jaworski & Bennett (2004).

Studies of determinants of Social loafing include variables such as group size, identifiability (accountability), task related variables, evaluation potential, dispensability of effort, self-reference variables, incentives, culture, expectations on co-workers, orientation, perceived social loafing, cohesiveness, exchange relationships and justice (see Table 1 for a summary of determinants of Social loafing). Next, the findings of the studies on each previously mentioned determinant on Social loafing are briefly elaborated.

3.2.1 Size.

It is clear that size may affect performance. However, the nature of the relationship between size and performance seems to vary depending on other conditions such as characteristics of the task and processes operating within the group (Littlepage, 1991).

3.2.2 Identifiability (accountability).

Performance identifiability has been shown to influence Social loafing. When individuals believe that their effort is not distinguishable from that of others, their individual performance level declines (Latané, Williams & Harkins, 1979; Petty,

Harkins & Williams, 1980; Williams, Harkins & Latané, 1981; Weldon & Gargano, 1985; Weldon & Mustari, 1988).

3.2.3 Task related variables: Difficulty, uniqueness, attractiveness, meaningfulness and visibility.

Researchers have found that individuals are motivated to perform on unique, difficult and challenging tasks (Harkins & Petty, 1982; Jackson & Williams, 1985), as well as, on attractive (Zaccaro, 1984) and meaningful (Williams & Karau, 1991; George, 1992) ones. Another important characteristic of task is its visibility. When task visibility is high, individuals believe their effort is being monitored and thus, they are less likely to engage in Social loafing (George, 1992).

3.2.4 Evaluation potential: Experimenter, co-actor (s), participants.

Researchers concur to explain that Social loafing happens when participants' outputs cannot be evaluated by either the experimenter, the co-actor (s) or by the participants themselves (Szymanski & Harkins, 1987; Harkins & Szymanski, 1988, 1989; and Stevenson, 1989).

3.2.5 Dispensability of effort.

According to Kerr (1983) and Kerr & Brunn (1983) group members exert less effort when they perceive dispensability of their efforts for group success.

3.2.6 Self-reference variables: Self-efficacy, collective efficacy.

Sanna (1992) provides a thorough analysis of self-efficacy before the emergence of the collective efficacy variable. According to Sanna (1992), efficacy expectancy and outcome expectancy jointly affect performance. Collective efficacy centers on the appraisal of others' personal efficacies as a predictor of performance (Bandura, 1982, 1986, 1997), and status may need further consideration in empirically based studies on Social loafing (Miller, 2001).

3.2.7 Incentives.

Albanese and Van Fleet (1985) explained that special incentives have to be used in order to encourage interest in the public good. Others such as, Shepperd & Wright (1989), Zaccaro (1984) and Erez & Somech (1996) also found mitigation on the effect of Social loafing because of incentives.

3.2.8 Culture (Collectivism-individualism).

Gabrenya, Wang & Latané (1985) set out to determine whether Social loafing was a transcultural phenomenon. Their results indicated the occurrence of Social loafing by American subjects, but not by Chinese subjects, suggesting that Social loafing may not be a transcultural phenomenon. In another study, this time with Japanese students, Matsui, Kakuyana & Onglatco (1987) argued that collectivistic tendencies of Japanese students were responsible for the superior performance of individuals working in groups compared to that of those working alone. Later, in

1989, Earley examined the effect of collectivism and individualism on Social loafing in an organizational setting. Results indicated a three-way interaction; highly individualistic people performed poorest under conditions of high shared responsibility and low accountability, whereas, highly collectivistic people did not show this tendency and actually performed better under conditions of high shared responsibility, regardless of accountability. Following the same line of thought, Viega (1991) revealed that highly collectivistic people performed better under conditions of high shared responsibility, regardless of accountability.

Among the studies of Social loafing with individuals in the same country (i.e. The United States) working in groups, Cox, Label & McLeod (1991) found that ethnically diverse groups with collectivistic backgrounds acted more cooperatively than Anglo groups with individualistic backgrounds, and those behavioral differences tended to increase when the situational cues favored cooperation. Later, the study of Wagner (1995) provided support that variations in collectivism-individualism within a single societal culture can have effects on group cooperation and that these effects can extend and modify the influence of factors often analyzed in research on Social loafing.

3.2.9 Expectations on co-workers.

Kerr (1983) found that social loafing occurred when individuals had an expectation of high performance from co-workers, supporting in this way a free-riding hypothesis. Nevertheless, in the study of Jackson & Harkins (1985),

individuals tended to match the effort of their co-workers. Seeking to create order in these contradictory findings, Williams & Karau (1991), found support for the social-compensation hypothesis and for the Social-loafing hypothesis suggesting the presence of Task meaningfulness as a moderating variable.

3.2.10 Orientation: Allocentric or idiocentric³.

According to La Greca (1997) even within a single societal culture (collectivistic or individualistic) differences in an individual's willingness to engage in group endeavors exist. Thus, La Greca (1997) examined if tendencies towards allocentrism or idiocentrism can serve as successful predictors of an individual's willingness to engage in group endeavors. In her study, La Greca (1997) found that allocentrics outperformed idiocentrics when working in pseudo-groups, and this difference was most apparent under conditions of large group sizes as compared to small group sizes.

3.2.11 Perceived Social loafing.

Mulvey & Klein (1998) reported that recognized perceive loafing, as compared to unrealized loafing, has the effect of lowering expectations for group success and hence, reduces performance.

³ The construct of allocentrism-idiocentrism corresponds at the individual level to collectivism-individualism at the societal level.

3.2.12 Cohesiveness.

Group cohesiveness – the degree to which members are attracted to one another and desire to stick together (Mudrack, 1989) has been recognized in several studies as a salient variable with respect to Social loafing (Liden, et al., 2004). For example, in the experiments of Karau & Williams (1997) and Karau & Hart (1998), Social loafing was found to occur in groups that were not cohesive or mildly cohesive. Then, in Liden et al., (2004) cohesiveness was also negatively correlated with Social loafing.

3.2.13 Exchange relationships: Leader (LMX), team-member (TMX).

Murphy et al. (2003) tested the relationship between the Leader-member exchange relationship (LMX) and the Team-member exchange relationship (TMX) with Social loafing. They found that LMX was negatively related to Social loafing, and contrary to their expectations, they did not find a relationship between TMX and Social loafing. Researchers believed that maybe unmeasured moderating variables such as the normative environment in the work group, collective self-efficacy, perceived peer motivation, reliance on supervisor ratings and a more important role of LMX could help to explain the lack of significance between TMX and Social loafing.

3.2.14 Justice: Distributive, procedural & interactional.

In 2004, Liden et al. reported that distributive justice negatively correlated with Social loafing. However, in their study, procedural justice was found to be unrelated to Social loafing. Previously, Murphy et al. (2003) had found that justice perceptions

(i.e. interactional and distributive justice) were related to Social loafing but through Leader-member exchange relationships.

Table 1. Summary of determinants of Social loafing.

Variables	Relationship With Social Loafing.
Size.	Relationship seems to vary depending on other conditions such as characteristics of the task and processes (Littlepage, 1991)
Identifiability, accountability.	(-) (Latané, Williams & Harkins, 1979; Petty, Harkins & Williams, 1980; Williams, Harkins & Latané, 1981; Weldon & Gargano, 1985; Weldon & Mustari, 1988).
Task related variables: Difficulty, uniqueness, attractiveness, meaningfulness and visibility.	(-) (Harkins & Petty, 1982; Jackson & Williams, 1985; Zaccaro, 1984; Williams & Karau, 1991; George, 1992).
Evaluation potential.	(-) (Szymanski & Harkins, 1987; Harkins & Szymanski, 1988, 1989; Stevenson, 1989).
Dispensability of effort.	(+) (Kerr, 1983; Kerr & Brunn, 1983).
Self reference variables: Self attention, self efficacy and collective efficacy.	Status may need further consideration in empirically based studies (Miller, 2001). A (-) relationship is believed.
Incentives.	(-) (Albanese and Van Fleet, 1985; Shepperd & Wright, 1989; Zaccaro, 1984; Erez & Somech, 1996).
Culture: Collectivism-individualism.	(+) (Gabrenya, Wang & Latané, 1985; Matsui, Kakuyana & Onglatco, 1987; Earley, 1989; Cox, Lobel & McLeod, 1991; Wagner, 1995).
Expectations on co-workers.	(+) (Kerr, 1983). (-) (Jackson & Harkins, 1985).
Orientation (Allocentric or idiocentric).	(+) (La Greca, 1997).
Perceived social loafing.	(+) (Mulvey & Klein, 1998).

(-) Inverse relationship. (+) Positive relationship.

Continuation of Table 1. Summary of determinants of Social loafing.

Variables	Relationship With Social Loafing.
Cohesiveness.	(-) (Karau & Williams, 1997; Karau & Hart, 1998; Liden et al., 2004).
Exchange relationships: Leader and team member.	Leader-member (LMX): (-) (Murphy, Wagne, Liden, Erdogan, 2003). Team-member (TMX): No relationship was found (Murphy et al., 2003).
Justice	Distributive: (-) (Liden et al., 2004) & interactional: Through LMX, (-) (Murphy et al., 2003). Procedural: No relationship was found (Liden et al., 2004)

(-) Inverse relationship. (+) Positive relationship.

3.3 Theoretical frameworks in social loafing literature.

Given the evidence that Social loafing occurs under certain conditions, researchers have decided to explain the phenomenon using existing theories and even suggesting new ones. Next, the main theoretical frameworks in Social loafing literature are introduced. Those marked with an asterisk: Social identity theory, expectancy theory, the collective effort model and social exchange theory are the ones used to support hypotheses in this research.

3.3.1 Social impact theory (Latané et al., 1979; Latané, 1981).

Social impact theory (Latané et al., 1979) states that people can be viewed as either sources (i.e. who exerts social influence) or targets (i.e. those impacted by the

source's influence) of social impact. According to Latané (1981) the total impact of a source on a target, in a given situation, depended on three factors: The number of sources, the strength of the source (s), and the immediacy of the source (s) to the targets. This theory explains why the presence of others sometimes leads to social facilitation and, other times, it causes social loafing. When a facilitator asks a group to complete a task, the facilitator is the only source of social impact, whereas the group serves as multiple targets. Then, impact is diffused among members of the group, therefore the result is a reduction of effort as group size increases. On the contrary, in coactive conditions, all the facilitator influence is concentrated on the individual, making the individual to work hard.

3.3.2 Arousal reduction theory (Jackson & Williams, 1985).

The arousal reduction theory was suggested by Jackson & Williams (1985) to accompany social impact theory. Arousal reduction theory states that the presence of others is not necessarily drive inducing. Instead, the presence of others should be drive reducing when those others serve as sources of impact, but should be drive reducing when others serve as co-targets of an outside source of social impact. They found that, when working collectively, it is more difficult to evaluate individual inputs. According to this theory, Social loafing occurs when working collectively on a well-learned task. This is because individual group members do not experience an increase in arousal due to evaluation concerns and, therefore, do not work hard on the task. On the contrary, when working alone, individual inputs can be more easily

evaluated, therefore increasing arousal. This arousal leads to a greater individual effort.

3.3.3 Social identity theory (Abrams & Hogg, 1990; Tajfel, 1970; Tajfel & Turner, 1986)*.

Social identity theory argues that an individual's social identity is determined by the groups to which he or she belongs (Abrams & Hogg, 1990; Tajfel, 1970; Tajfel & Turner, 1986). In an effort to enhance one's identity, individuals are motivated to join the most attractive groups and / or give an advantage to the groups to which one belongs (in-groups). Social identity theory suggests that the in-group is incorporated into the individual's identity, and efforts expended for the group service the self (Worchel, Rothgerber, Day, Hart & Butemeyer, 1998).

3.3.4 Free-rider theory (Olson, 1965)*.

Free-rider theory (Olson, 1965) explains how the individual tendency to try to minimize costs relative to the benefits operates to affect group formation and individual productivity in groups. Free-rider theory contains four major propositions: (1) The group formation proposition, (2) the suboptimal proposition, (3) the group size proposition and (4) the counter-forces proposition.

The group formation proposition asserts that the opportunity to receive an equal share in the public good that might be provided by a potential group is not in itself sufficient incentive for anyone to bear the costs of forming the group.

The suboptimal proposition asserts that once a group, large or small, is formed to provide a public good, a suboptimal amount of the public good is provided because of free-riding.

The group size proposition asserts that beyond the level of very small groups, unless coercion, special incentives, or both are used, increases in group size lead to increases in free-riding.

Finally, the counter-forces proposition asserts that coercion and / or special incentives can be used as counter-forces to the free-riding effects of rational behavior on group formation and on the provision of public goods by groups.

3.3.5 Knoke's synthesized motivation model (Knoke, 1990).

Knoke (1990) constructed a model that addresses how individuals are motivated to join and contribute to collective action. Knoke integrated three theoretical perspectives: (1) rational choice (i.e. individuals are motivated to collective action when benefits are greater than costs), (2) normative conformity (i.e. individuals are motivated to collective action in order to adhere to social values), and (3) affective bonding (i.e. individuals are motivated to collective action based on emotional attachments).

3.3.6 Expectancy theory (Vroom, 1964). *

Vroom's expectancy theory (1964) asserts that individual's motivational force depends on three factors: (1) expectancy (i.e. the degree to which high levels of effort

are expected to lead to high levels of performance); (2) instrumentality (i.e. the degree to which high-quality performance is perceived as instrumental in obtaining an outcome) and (3) valence (i.e. the degree to which the outcome is viewed as desirable).

3.3.7 The collective effort model (CEM; Karau & Williams, 1993). *

The collective effort model (CEM; Karau & Williams, 1993) expands the basic knowledge of expectancy-value models of work motivation to collective tasks and uses elements of social identity and self-evaluation theories to identify outcomes that individuals are likely to value in a collective setting. The CEM suggests that individuals are willing only to work hard on a collective task to the degree that they expect their individual efforts to be useful in obtaining outcomes that they will personally value.

CEM, like expectancy theory (Vroom, 1964), is based on the idea that three factors influence an individual's decision to work hard on a task: Expectancy, instrumentality and valence. However, it accounts for these conditions by specifying three additional factors associated with instrumentality: (1) the individual's perception of the relationship between individual and group performance; (2) the individual's perception of the relationship between the performance and outcome of the group; (3) the individual's perception of the relationship between group and individual outcomes. The CEM predicts that Social loafing occurs when working

collectively, because the relationship between individual effort and obtaining valued outcomes is weaker collectively than when working individually on a task.

3.3.8 Self-efficacy theory (Bandura, 1997).

Bandura (1997) emphasized the importance of self-referent thought in the overall dynamic of human capability because it frequently leads to behavioral changes. Self-efficacy – “ The belief in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1977, p.3)- is one aspect of self-reference thought that influences the courses of action individuals choose to pursue (Zimmerman, 1985). The role self-efficacy beliefs have in establishing effort is in the interaction between efficacy expectancies (i.e. believe that one is capable of performing the required task) and outcome expectancies (i.e. the belief that a specific set of behaviors will lead to a desired or valued outcome) (Miller, 2001).

3.3.9 Justice and Equity theory (Greenberg, 1990; Bies & Moag, 1986; Adams, 1965).

Three types of justice perceptions are prevalent in the justice literature. Distributive justice refers to the extent to which individuals perceive the distribution of outcomes in the organization as fair (Greenberg, 1990). Interactional justice (Bies & Moag, 1986) is defined as the extent to which individuals perceive that they are being treated with respect and dignity. Finally, procedural justice refers to the perceived fairness of used organizational procedures (Greenberg, 1990). When people

are working in groups they often strive to deliver a performance that represent a fair contribution in relation to the total group performance. Thus, group members may or may not loaf because they desire to maintain equity (see Adams, 1965 for an explanation of equity theory).

3.3.10 Social exchange theory (Blau, 1964). *

Social exchange theory suggests that individuals develop a desire to reciprocate, leading to the creation of mutual obligation in the relationship (Blau, 1964).

In this chapter, a brief history of the development of theory in the field has been elaborated, as well as, a synthesis of determinants and theories of Social loafing. As the reader can notice, many have been the theories and the determinants that can explain the phenomenon, while the predominant design for studies has been the experimental one, using pseudo-groups. Based on these findings, it seems that in the current stage of SL theory development, there is an opportunity to contribute to the Social loafing field, going out to organizational settings and testing the phenomenon in the field, with real groups.

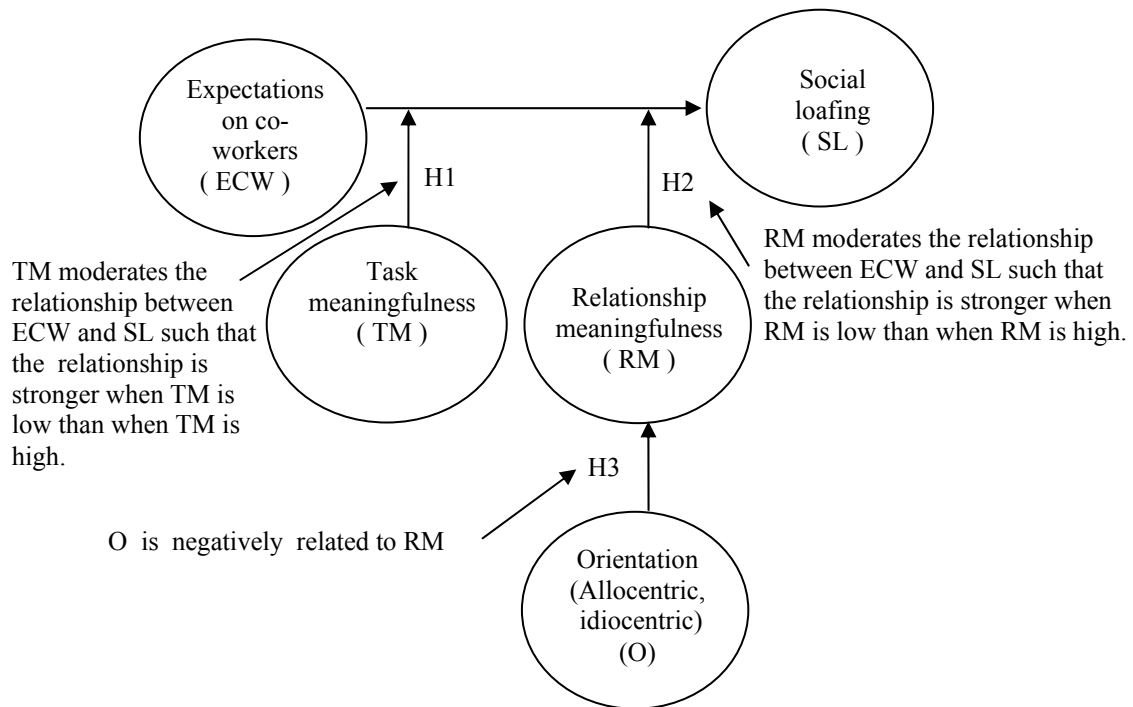
In the next chapter, an explanation of the proposed model of Social loafing is presented, including the definitions of variables, the hypotheses and the rationales behind them.

Chapter 4

Proposed Model of Social Loafing

The proposed model of Social loafing includes relationships among five variables: Expectations on co-workers (ECW), Task meaningfulness (TM), Relationship meaningfulness (RM), Orientation (O) and Social loafing (SL). Social loafing is the main dependent variable of the proposed model as a whole. The model includes three hypotheses. The first (H1) and second (H2) hypothesize moderating relationships, while the third one (H3) hypothesizes a direct relationship (see Figure 4).

Figure 4. Proposed model of social loafing.



4.1 Variables.

Next, the specific definition along with, a brief explanation of each of the five variables of the proposed model are presented. (See Table 2 as a reference of variable definitions).

4.1.1 Expectations on co-workers (ECW).

The variable named as Expectations on co-workers is the extent to which an individual, when working in a group, perceives the co-members of his/her group as reliable and competent.

In this research, ECW has been based on the dimensions of competence and reliability of the construct of interpersonal-trust (Cook & Wall, 1980; Hoy & Tschannen-Moran, 1999), this time contextualized to a work environment organized by groups. Thus, an individual would perceive the co-members of his/her group as reliable when the individual feels confident that he/she can count on the other members of the group to put appropriate effort on their jobs, to be responsible, to approach their jobs with professionalism and to be careful. In addition, an individual would perceive the co-members of his/her group as competent when he / she believes co-members of his / her group, have the required skills, and when the individual believes that others in the group are prepared, and know how to do their jobs.

4.1.2 Task meaningfulness (TM).

The variable named as Task meaningfulness is the extent to which an individual, when working in a group, experience his/her task as important, valuable and worthwhile (Kirkman & Rosen, 1999 quoted by Mendoza, 2005).

The previous definition of the construct of Task meaningfulness is similar to the one of the motivational process construct of meaningfulness, first suggested by Hackman & Oldham (1980), then by Kirkman & Rosen (1997; 1999), and recently by Mendoza (2005). The difference is that this time, since the unit of analysis of this research is the individual, the belief is not collective but individual. This characteristic allows individuals, even within the same group, to have different levels of Task meaningfulness depending on their own personal valuation of their task in the group. As a result, the Social loafing test, proposed by this research at the individual level, can be executed.

4.1.3 Relationship meaningfulness (RM).

The variable named as Relationship meaningfulness is the extent to which an individual, when working in a group, experiences his/her relationship with the other members of his/her group as important, valuable and worthwhile.

The construct of Relationship meaningfulness was inspired on the previous construct of Task meaningfulness, only that this time, its meaning relates to a

harmonic or good relationship with other members of the group, instead of, to the task.

Justification for the study of the impact of relationships within a group on the reduction of individual's effort is given by the "Need to belong" theory of Baumeister and Leary (1995) and by the socio-technical approach. Baumeister and Leary (1995) stated that the need for interpersonal relationships and ties to groups is one of the most fundamental motives of the human social condition. This theory is supported by the finding that most people feel anxious when they face exclusion from their social groups. Additional supporting evidence is given by the socio-technical approach (Trist, 1981). This approach has focused more on work group interactions than individual performance, emphasizing that both the social and technical systems must be jointly considered and optimized.

4.1.4 Orientation (i.e. allocentric – idiocentric) (O).

The variable named as Orientation is the extent to which an individual has allocentric or idiocentric preferences and values. Allocentric preferences and values include subordination of personal to in-group goals, in-group as extension of self and in-group as source of identity. On the contrary, idiocentric preferences and values include more concern for one's own goals than the in-group's goals, self reliance and competition, detachment from in-groups, deciding on one's own rather than asking the views of others, and less general concern for the in-group (Triandis et al., 1985; Triandis et al., 1988; La Greca, 1997).

The construct of Orientation (allocentrism-idiocentrism) corresponds at the individual level to collectivism-individualism at the societal level⁴. By separating the cultural from the individual, it is possible to determine if idiocentric individuals working in a society of a collectivistic culture relate to other members of the group differently than do allocentric individuals in the same situation.

4.1.5 Social loafing (SL).

The variable named as Social loafing is a decline in motivation. It is a reduction of individual effort when working with others on an additive group task (Latané, Williams, & Harkins, 1979).

SL is like hiding in the crowd (Johnson & Johnson, 2000). When SL has been previously studied in the control environment of a laboratory, it has frequently shown the actual reduction of effort. On the other hand, when it has been studied using questionnaires, in the field, through the evaluation made by supervisors (see George, 1992) or co-workers, like in this research's case, it has referred to a supervisor's or co-worker's perception on the SL of other workers, with whom they interact. In other words, it is the extent to which an individual, working in a work group, perceives that a co-member, in the group, tends to put forth low effort on the job, when other members in the group are present to do the work.

⁴ Collectivist cultures are characterized by a preference to interdependence with in-groups, and values such as security, obedience, duty, in-group harmony, in-group hierarchy, personalized relationships and norms that favor belonging to groups. While individualistic cultures are characterized by a preference to independence from in-groups and values such as competition, achievement, autonomy, pleasure and fairness (Triandis et. al., 1985; Triandis et. al., 1988).

Table 2. Variable definitions.

Variable	Definition
Expectations on co-workers (ECW)	ECW is the extent to which an individual, when working in a group, perceives the co-members of his/her group as reliable and competent.
Task meaningfulness (TM)	TM is the extent to which an individual, when working in a group, experience his/her task as important, valuable and worthwhile (Kirkman & Rosen, 1999 quoted by Mendoza, 2005).
Relationship meaningfulness (RM)	RM is the extent to which an individual, when working in a group, experiences his/her relationship with the other members of his/her group as important, valuable and worthwhile.
Orientation (Allocentric – idiocentric) (O)	O is the extent to which an individual has allocentric or idiocentric preferences and values. The construct of orientation (allocentrism-idiocentrism) corresponds at the individual level to collectivism-individualism at the societal level. Allocentric preferences and values include subordination of personal to in-group goals, in-group as extension of self and in-group as source of identity. On the contrary, idiocentric preferences and values include more concern for one’s own goals than the in-group’s goals, self reliance and competition, detachment from in-groups, deciding on one’s own rather than asking the views of others, and less general concern for the in-group. (Triandis et al., 1985; Triandis et al., 1988; La Greca, 1997).
Social loafing (SL)	SL is a decline in motivation. It is a reduction of individual effort when working with others on an additive group task (Latané, Williams, & Harkins, 1979). Social loafing is the extent to which an individual, working in a work group, perceives that a co-member, in the group, tends to put forth low effort on the job, when other members in the group are present to do the work.

4.2 Hypotheses of the study.

When organizations form groups of people to work in a particular group task, they rarely (or never) expect the entire group's performance to be determined by the contributions of just one or few group members (Comer, 1995). On the contrary, it is common to find that organizations expect all individuals in the group to perform well their assigned tasks. However, according to Salancik & Pfeffer (1978) what subjects perceive about their co-workers will either enhance or impair their performance. Yet, according to Goethals & Darley (1987), individuals working in groups compare their effort and abilities with those of their group members.

If an individual perceives that others in the group are very competent and perform sufficiently, this individual might sense that it is not necessary for him/her to do the job or might even think there is an opportunity to free-ride. However, if either the task or the relationship with co-workers is important, the individual will feel compelled to make an effort. This can happen because he/she cares about the evaluation of the group product or because he/she is motivated to preserve a good relationship or exchange with co-workers. However, when the individual expects others to do the job well, and there is a low level of Task meaningfulness or a low level of Relationship meaningfulness, one might anticipate that the individual will feel de-motivated and his/her effort will drop more easily, resulting in what is known

as Social loafing. In such cases, performing their tasks within the group, for their own sake is not likely; therefore, performance should be more contingent upon perception on expectations on co-workers than when Task meaningfulness or Relationship meaningfulness are high. Therefore, it is expected that

H1: Task meaningfulness moderates the relationship between Expectations on co-workers and Social loafing such that the relationship is stronger when Task meaningfulness is low than when Task meaningfulness is high.

H2: Relationship meaningfulness moderates the relationship between Expectations on co-workers and Social loafing such that the relationship is stronger when Relationship meaningfulness is low than when Relationship meaningfulness is high.

According to Triandis et al., (1988), while allocentrics subordinate personal to in-group goals and consider the in-group as extension of self and as a source of identity, idiocentrics have more concern for their own goals. In addition, Triandis et al., (1988) argued that idiocentrics are more detached from in-groups and have a less general concern for the in-group. Following the same line of thought, La Greca (1997) explained that allocentric individuals, working in groups, give a priority to the well being of the group. Therefore, based on previous knowledge about the

characteristics of each type of group of individuals (i.e. allocentrics and idiocentrics) , if a low value of Orientation means that the individual is allocentric and a high value of Orientation means that the individual is idiocentric, one might expect that

H3: Orientation (i.e. allocentric - idiocentric) is negatively related to Relationship meaningfulness.

Previous hypotheses are consistent with theoretical frameworks such as the Expectancy theory (Vroom, 1964) and the Collective effort model (CEM; Karau & Williams, 1993). Expectancy theory and the Collective effort model (Expectancy theory in a collectivistic setting) state that individuals will be willing to exert effort on a collective task, if they believe their effort will result in performance that is instrumental in obtaining valued outcomes. If the individual believes performance on a task and a good relationship with co-members depends on his or her individual effort and sees this task and / or the relationship as an instrument in obtaining an ultimate valued outcome (e.g. better pay, job satisfaction, recognition, acceptance from co-workers or a sense of belonging in the group) it would be expected that this individual be motivated to work harder. As a result, Social loafing will be less contingent on expectations on co-workers and the relationship between ECW and SL will be weaker with high Task and Relationship meaningfulness and stronger with low Task and Relationship meaningfulness.

Also, proposed hypotheses are consistent with Social exchange theory (Blau, 1964) which states that individuals who pay attention to good relationships with their partners, based on a desire to reciprocate, behave in ways that can benefit the exchange party, for example, exerting extra effort.

This chapter provided a review of the proposed model, starting with definitions & explanation of variables; and ending with an identification of the proposed hypotheses and their rationales. Next, the research methodology is examined.

Chapter 5

Research Methodology

The objective of this chapter is to provide a review of each component of the research procedure and methodology of this study. Included in this section are discussions about the type of research, the population and the sample in which this research has been focused, and the ways its variables have been operationalized. Thus, an explanation of the methodology that has been used to translate existing instruments, as well as, descriptions of all the taken precautions to validate measurement instruments are presented. Finally, the data collection, the data codification & capture, the data analysis and the hypotheses testing procedures are elaborated.

5.1. Research type.

The present research is a cross-sectional and correlation study. A cross-sectional study collects and studies data, of a population's subset, at a single point in time. A correlation study investigates the relationships among variables or constructs participating in the proposed model. Neither of these types of research can demonstrate a causal link. A causal link can only be demonstrated through experimental studies, or to some extent through longitudinal field-based studies

(Murphy et al., 2003) that allow establishing the permanence of these relationships. However, this type of research allows a partial explanation of the discovered causality relationships (Mendoza, 2005).

5.2 Population.

This research focuses on a population of adult individuals, working in groups. Since, in this study, the terms group and team are not distinct, this research focuses on, the type of teams that Cohen & Bailey (1997) identified as, work teams. Work teams are “continuing work units responsible for producing goods or providing services” (Cohen & Bailey, 1997, p. 242). According to Cohen (1991), they are well-defined and membership is typically stable. Individuals’ permanence in this type of groups is usually full-time, although it can varies in occasions. This study focuses on a population of work teams, found in manufacturing settings. They are directed by supervisors, other times called facilitators depending on their roles and decision making processes.

5.3 Sample.

A non probabilistic sample (i.e. convenience sample) was used for this study taking into consideration that the researcher had access to several organizations that were interested in participating in this project.

The research sites for the work groups under study were manufacturing companies of middle to large sizes. These companies had work groups managed or monitored by supervisors or facilitators. In order to be selected for this investigation, each work group needed to have a name which identified it and delimited its membership and individuals needed to know the name and group to which they belonged.

In the studied companies, all individuals within a work group reported to the same supervisor or facilitator. In addition, individuals within each work group were located in the same facility and interacted with each other in order to perform their jobs. Individuals participating in this study performed tasks, within their work teams, known as additive tasks (See Steiner, 1972 for the task taxonomy).

Individuals, working in two international companies, located in México, participated in this study. These companies are in the manufacturing, mining and chemical industry. Company A is located in the state of Nuevo León, while Company B, which has 2 divisions, is located in the states of Zacatecas, Sonora, Chihuahua and Coahuila.

783 workers answered the questionnaire (See Table 3 for the characteristics of the sample: Subjects), 165 were working in company A, while the remaining 618 workers were working in Company B. From the original 783 questionnaires, 68 questionnaires, representing an 8.6% of the original sample were eliminated from the study because they did not have the supervisor's evaluation on Social loafing. Another, 18 questionnaires, representing a 2.2% of the original sample, were also

eliminated because they did not have the co-worker's evaluation on Social loafing. Thus, the final sample of this study was 697 workers, organized in 80 work teams, 17 groups from Company A and 63 groups from company B.

Table 3. Characteristics of the sample: Subjects.

	Total	Company A	Company B
Surveyed workers	783	165	618
Invalid surveys (lack of supervisor evaluation)	68	2	66
Invalid surveys (lack of co-workers evaluation)	18	0	18
Final valid sample (workers)	697	163	534
Organized in (groups)	80	17	63

Next, Table 4 summarizes the demographic data of the subjects. The average age of participants was of 30.95 years with a standard deviation of 7.24 years. The majority of the participants were men, 662 representing the 94.98% of the total sample. Only in company B women participated, counting 35 and representing a 5.02% of the total sample. Half of the participating workers 350 had a maximum level of education of elementary school or junior high. Another 145 workers, representing a 20.8% of the total sample, finished high school; other 129 workers, representing 18.51% of the total sample finished technical education. Only a 6.03% of the total sample had started an undergraduate education. 4.45% did not answer to the question asking about education.

Table 4. Characteristics of the sample: Demographic data.

Demographic Data	Total		Company A		Company B	
	Mean	S.D	Mean	S.D.	Mean	S.D
Age	30.95	7.24	28.32	4.06	31.70	7.83
	Count	%	Count	%	Count	%
Sex:						
Female	35	5.02	0	0%	35	6.55%
Male	662	94.98%	163	100%	499	93.45%
Education:						
Elementary/Junior high	350	50.22%	52	31.90%	298	55.81%
High school	145	20.8%	34	20.86%	111	20.79%
Technical education	129	18.51%	52	31.90%	77	14.42%
Undergraduate	42	6.03%	5	3.07%	37	6.93%
No answer	31	4.45%	20	12.27%	11	2.06%
Total	697	100%	163	100%	534	100%

5.4 Operationalization of variables.

The studied variables of this research were five: ECW, TM, RM, O and SL. Instruments to measure TM, O and SL were the result of an adaptation process of previously existing instruments. This instrument adaptation process was needed when there were measurement instruments in the current literature that could be used, by this research, with none or minimal changes. Instrument adaptation included a reverse-translation for O and SL (see Section 5.4.1) and five validation processes for

TM, O and SL (see Section 5.4.2). The reverse-translation and validation processes took into consideration the language (i.e. Spanish) and the context (i.e. production group workers in manufacturing companies in México) of this particular study.

Instruments to measure the remaining two variables - ECW and RM - were developed as new instruments. This instrument development process was needed when there was no appropriate instrument in the current literature that would satisfy completely the requirements of this research. Instrument developing started with a generation and evaluation of potential items. With the purpose of gathering ideas for the generation of items for ECW, original sources: Cook and Wall (1980) and Hosmer (1995), written in English, were first reverse-translated (see Section 5.4.1). Then items in Spanish for ECW, as well as, those generated, in Spanish, for RM were tested by the five validation processes of Section 5.4.2.

Each preliminary work of adaptation or development of the measurement instruments was based on existing literature. For example, ECW was based on Cook and Wall (1980) and Hosmer (1995); TM & RM were based on Flores (1995), Kirkman & Rosen (1999) and Mendoza (2005); O was based on Triandis et al., (1985) and Triandis et al., (1988); and SL was based on George (1992).

Items of the potential independent and moderating variables: ECW, TM, RM, and O were designed to be responded by each worker, while items of the dependent variable, SL, were designed to be responded by each worker's supervisor and co-workers. See Table 5 for a summary of this information about instruments.

Table 5. Measurement instruments.

Variable	Instrument Based on Previous Work from	Type of Instrument		Respondents		
		Adapted	Developed	Supervisor	Worker	Co-worker
ECW	Cook & Wall (1980); Hosmer (1995).		X		X	
Initial items for ECW (before reverse-translation & validation processes): 1) I think that the co-members of my group are reliable on to put effort on their jobs. 2) I think that the co-members of my group are responsible with their work. 3) I can rely on the co-members of my group not to make my job more difficult by their careless work. 4) The co-members of my group approach their jobs with professionalism and dedication. 5) I believe the co-members of my group are competent on the job. 6) I think the co-members of my group have the required skills to fulfill their jobs. 7) I am confident in the abilities of the other co-members of my group. 8) Most of my fellow workers would get on with their work even if supervisors were not around.						
TM	Flores (1995); Kirkman & Rosen (1999); Mendoza (2005); George (1992).	X			X	
Initial items (in Spanish) for TM (before validation processes): 1) El trabajo que me corresponde hacer en el equipo es muy valioso para mí. 2) El trabajo que me corresponde hacer en el equipo vale la pena. 3) El trabajo que me corresponde hacer en el equipo es crítico para mí. 4) El trabajo que me corresponde hacer en el equipo es muy importante para mí. 5) El trabajo que me corresponde hacer en el equipo significa mucho para mí.						
RM	Flores (1999); Kirkman & Rosen (1999); Mendoza (2005).		X		X	
Initial items (in Spanish) for RM(before validation processes): 1) Mantener una buena relación con mis compañeros de equipo tiene valor para mí. 2) Mantener una buena relación con mis compañeros de equipo es esencial para mí. 3) La relación cordial con mis compañeros de equipo es importante para mí. 4) La relación armoniosa con mis compañeros de equipo es significativa para mí. 5) Mantener una buena relación con mis compañeros de equipo vale la pena.						

Continuation of Table 5. Measurement instruments.

Variable	Instrument Based on Previous Work from	Type of Instrument		Respondents		
		Adapted	Developed	Supervisor	Worker	Co-worker
O	Triandis et al., (1985); Triandis et al., (1988).	X			X	
<p>Initial items for O (before reverse-translation & validation processes):</p> <ol style="list-style-type: none"> 1) If the group is slowing me down, it is better to leave it and work alone. 2) It is foolish to preserve resources for future generations. 3) I am not to blame if one of my family members fails. 4) To be superior a person must stand alone. 5) People should not be expected to do anything for the community unless they are paid for it. 6) My happiness is unrelated to the well-being of my co-workers. 7) Winning is everything. 8) Even if a child won the Nobel Prize, the parent should not feel honored in any way. 9) My parent's opinions are not important in my choice of a spouse. 10) Only those who depend on themselves get ahead in life. 11) I would not let my parents use my car (if I had one), no matter whether they are good drivers or not. 12) I am not to blame when one of my close friends fails. 13) If you want something done right, you are got to do it yourself. 14) I would help within my means if a relative told me he/she was in financial difficulty. 15) My co-workers' opinions are not important in my choice of a spouse. 16) What happens to me is my own doing. 17) I like to live close to my friends. 18) When a close friend of mine is successful, it does not really make me look better. 19) I feel winning is important in both work and games. 20) The motto " Sharing is both blessing and calamity" is still applicable even if one's friend is clumsy, dumb and causing a lot of trouble. 21) One need not worry what the neighbors say about whom one should marry. 22) Success is the most important thing in my life. 23) When my colleagues tell me personal things about themselves, we are drawn closer together. 24) It annoys me when other people perform better than I do. 25) I would not share my ideas and newly acquired knowledge with my parents. 26) Doing your best isn't enough; it's important to win. 27) Children should not feel honored even if the father were highly praised and given an award by a government official for his contributions and service to the community. 28) In most cases, to cooperate with someone whose ability is lower than oneself is not as desirable as doing the thing on one's own. 29) In the long run the only person you can count on is yourself. 						

Continuation of Table 5. Measurement instruments.

Continues initial items for O (before reverse-translation & validation processes):

Scenario 1:
 Suppose you are very eager to take a long trip (for example, to study in another country for two years), and your absence will inconvenience the people listed below. How much weight would you give to the desires of each of these people, when deciding whether or not to go?
 30) Mother.
 31) Father.
 32) Spouse.
 33) Children.
 34) Close friend.
 35) Relative.

Scenario 2:
 Suppose you won a large sum of money at a lottery. How much of it would you give the following people ?
 36) Spouse.
 37) Grandchildren.
 38) Children.
 39) Parents.
 40) None of them.

Scenario 3:
 Suppose that one of the persons listed below asked you to help with a job that takes about a week, during a time when you are very busy with your own work. How much time would you give to this person?
 41) Spouse.
 42) Parents.
 43) Close friends.
 44) Children.
 45) Relatives.

Variable	Instrument Based on Previous Work from	Type of Instrument		Respondents		
		Adapted	Developed	Supervisor	Worker	Co-worker
SL	George (1992)	X		X		X

Initial items for SL (before reverse-translation & validation processes):

- 1) Defers responsibilities he or she should assume to other salespeople.
- 2) Puts forth less effort on the job when other salespeople are around to do the work.
- 3) Does not do his or her share of the work.
- 4) Spends less time helping customers if other salespeople are present to serve customers.
- 5) Puts forth less effort than other members of his or her work group.
- 6) Avoids performing housekeeping tasks as much as possible.
- 7) Leaves work for the next shift which he or she should really complete.

5.4.1 Reverse Translation.

Since the language of respondents of this study is Spanish, and the original measurement instruments for ECW, O and SL were developed in English, a reverse translation process was performed for items measuring these three variables. The reverse translation process took into account differences in culture, language and context. In the case of the TM and RM items, a reverse translation process was not needed, because the Spanish version of meaningfulness, in which these scales are based, was already published by Mendoza (2005). The reverse translation process was divided in three steps, which are explained next.

First, items for ECW, O and SL were translated independently, from English to Spanish, by three different collaborators. These collaborators are fluent in English and Spanish, and have doctoral degrees. Once the initial translation process was finished, the author of this thesis integrated the three translations into one.

Second, this resulting integrated Spanish version was back-translated into English by other fourth and fifth collaborators. Both collaborators have experience living and working in México for several years. The first language of the fourth collaborator is English and the fifth collaborator is a professional translator. As a result, both are fluent in English and Spanish too. These two last collaborators were not familiar with the original instrument in English.

Third, suggestions about wording, tone and scales were incorporated to the resulting version. For example, one collaborator suggested changing the word

“group” by the word “team”. In addition, another collaborator suggested using the same type of scale throughout the questionnaire, having number 1 to indicate a low degree of, either, agreement, consideration or money; and number 5 to indicate a high degree.

Finally, equivalence of form and meaning of both, the original and the back-translated versions of these instruments were reviewed by the author of this thesis. The original and translated versions were determined to be equivalent (See Appendix A for steps on the reverse translation process of instruments).

5.4.2 Measurement validity.

According to McGartland, Berg-Weger, Tebb, Lee and Rauch (2003) measures should be brief, clear, easy to administer, and appropriate for use in the targeted population. In addition, measures should be characterized as valid and reliable. Thus, with the purpose of using, in this study, measurement instruments which comply with these characteristics, five validation processes were executed by this research: Face validity, content validity, a pilot test, construct validity, and the measurement of reliabilities. Next, an explanation of each of them is presented.

5.4.2.1 Face validity.

One of the first validity procedures, used by this research, was face validity. According to McGartland et al., (2003), face validity can help to indicate that a

research measure appears to be valid, “on its face”. Thus, using a panel of experts, who are familiar with the context of respondents, provides constructive feedback to start the evaluation of appropriateness for each item. With this purpose in mind, the researcher invited three experts to examine the face validity of scales of this research. The first expert (E1) was a coordinator of work teams in a local plant of an international manufacturing company; the second expert (E2) was an independent consultant in manufacturing work teams; and the third expert (E3) was a plant manager of a multinational company on charge of many production work teams.

Through the use of a questionnaire, with a combination of closed and opened questions, the researcher of this study interviewed each member of the expert panel in order to examine clarity and appropriateness of each item. Clarity (C) was evaluated using closed questions for each item. Appropriateness was evaluated using opened questions at the end of the questionnaire.

Inter-rater agreement (IRA) was used to determine the extent to which the experts agreed in their ratings, on the closed questions about clarity. The scale was dichotomized, with values one and two, meaning lower clarity; and values three and four, meaning higher clarity. The researcher counted the items that experts rated one or two together, and the items that were rated three or four together. Two inter-rater agreement indicators were calculated. First, an IRA indicator was calculated for each item, and then, another IRA indicator was calculated for the whole questionnaire. The first IRA indicator, for each item, was calculated by counting the number of values three or four and dividing that number by the total number of experts. The second

IRA indicator, for the whole questionnaire, was calculated by counting the number of items with an IRA of a least 0.80 and dividing that number by the total number of items. Table 6 shows the results for the IRA evaluations for face validity.

Table 6. Results for face validity: Clarity.

Item	E1	E2	E3	IRA on Clarity For Each Item
	C	C	C	
ECW				
1) Yo pienso que los miembros de mi equipo son confiables en el esfuerzo que ponen en sus trabajos.	4	4	4	1
2) Yo pienso que los miembros de mi equipo son responsables en sus trabajos.	4	4	4	1
3) Yo creo que puedo confiar en los miembros de mi equipo para que no hagan mi trabajo más complicado porque ellos hacen el suyo de manera descuidada.	3	4	3	1
4) Yo creo que los miembros de mi equipo hacen su trabajo con profesionalismo y dedicación.	4	3	3	1
5) Yo creo que los miembros de mi equipo son competentes en su trabajo.	4	4	3	1
6) Yo pienso que los miembros de mi equipo tienen las habilidades requeridas para realizar su trabajo.	4	4	4	1
7) Yo tengo confianza en las habilidades de los miembros de mi equipo.	4	4	4	1
8) Yo creo que la mayor parte de los compañeros de equipo cumplen con su trabajo aún si los facilitadores no se encuentran alrededor.	3	3	3	1
TM				
1) Cuando trabajo con mi equipo, yo creo que mi tarea es valiosa.	4	4	4	1
2) Cuando trabajo con mi equipo, yo creo que mi tarea vale la pena.	4	4	4	1
3) Cuando trabajo con mi equipo, yo creo que mi tarea es esencial.	4	4	4	1
4) Cuando trabajo con mi equipo, yo creo que mi tarea es importante.	3	4	4	1
5) Cuando trabajo con mi equipo, yo creo que mi tarea es significativa.	4	4	4	1

Continuation of Table 6. Results for face validity: Clarity.

Item	E1	E2	E3	IRA on Clarity For Each Item
	C	C	C	
RM				
1) Mantener una buena relación con mis compañeros de equipo tiene valor para mí.	4	4	4	1
2) Mantener una buena relación con mis compañeros de equipo es esencial para mí.	4	4	3	1
3) La relación con mis compañeros de equipo es importante para mí.	4	4	4	1
4) La relación con mis compañeros de equipo es significativa para mí.	3	4	3	1
5) Mantener una buena relación con mis compañeros de equipo vale la pena.	4	4	4	1
O				
1) Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.	4	3	2	0.66
2) Es una tontería preservar recursos para futuras generaciones.	3	3	3	1
3) Yo no tengo la culpa si un miembro de mi familia falla.	4	4	4	1
4) Para superarse, uno debe ser autosuficiente.	3	4	3	1
5) No debería esperarse que la gente hiciera algo por la comunidad, a menos que se le pagara	4	4	4	1
6) Mi felicidad no esta relacionada con el bienestar de mis compañeros de trabajo.	4	3	4	1
7) Ganar lo es todo.	4	4	4	1
8) Aún en el caso de que un hijo ganara el Premio Nobel los padres no deberían sentirse honrados de ninguna manera.	3	4	3	1
9) La opinión de mis padres no es importante en mi elección de esposa (o).	4	4	4	1
10) Sólo aquellos que dependen de sí mismos salen adelante en la vida.	4	4	4	1
11) Yo no permitiría que mis padres usaran mi auto (si lo tuviera), sin importar si son buenos conductores o no.	4	4	4	1
12) Yo no tengo la culpa si un amigo falla.	4	4	4	1
13) Si quieres algo bien hecho, tienes que hacerlo tú mismo.	4	4	4	1
14) Yo si ayudaría a un pariente, dentro de mis posibilidades, si me dijera que tiene un problema financiero.	3	3	3	1
15) Las opiniones de mis compañeros de trabajo no son importantes en mi elección de esposa (o).	4	4	4	1
16) Lo que me suceda a mí depende de mis acciones.	4	4	4	1
17) Me gusta vivir cerca de mis amigos.	4	4	4	1

Continuation of Table 6. Results for face validity: Clarity.

Item	E1	E2	E3	IRA on Clarity For Each Item
	C	C	C	
O				
18) El que un amigo cercano tenga éxito, no me hace lucir mejor	4	3	3	1
19) Yo siento que ganar es importante tanto en el trabajo como en los juegos.	4	4	3	1
20) El dicho “compartir es una bendición y una calamidad a la vez” se aplica aún en el caso de que el amigo de uno sea torpe, tonto y cause dificultades.	4	3	2	0.66
21) Uno no debe preocuparse de lo que digan los vecinos acerca de con quién se debe uno casar.	4	4	4	1
22) El éxito es lo más importante en mi vida.	4	4	4	1
23) Cuando mis compañeros me cuentan cosas personales, esto nos acerca más.	3	4	4	1
24) Me molesta que otras personas se desempeñen mejor que yo.	4	4	4	1
25) Yo no compartiría mis ideas y nuevos conocimientos con mis padres.	4	4	4	1
26) Cuando algún grupo me esta frenando, yo considero que si puedo, es mejor dejarlo y trabajar solo.	4	4	4	1
27) Los niños no deberían sentirse honrados aún si el padre fuese altamente reconocido y premiado por el gobierno por sus contribuciones y servicio a la comunidad.	3	3	3	1
28) En la mayoría de los casos, el cooperar con alguien cuyas habilidades son inferiores a las de uno no es tan deseable como el hacerlo mejor por uno mismo.	3	2	3	0.66
29) En el largo plazo, la única persona en quien puedes contar es contigo mismo.	4	3	3	1
Escenario 1. Suponga que usted está muy ansioso por hacer un largo viaje (por ejemplo, para estudiar en otro país durante dos años) y que su ausencia causará inconvenientes para la gente listada abajo. ¿Cuánto peso le daría a los deseos de esas personas a la hora de decidir si hace o no el viaje? Escala: 1 Ninguna consideración. 2 Poca consideración. 3 Algo de consideración. 4 Mucha consideración. 5 Consideración absoluta. Madre, padre, esposo (a), hijos (as), amigos cercanos, parientes.	3	3	3	1

Continuation of Table 6. Results for face validity: Clarity.

Item	E1	E2	E3	IRA on Clarity For Each Item
	C	C	C	
O				
<p>Escenario 2</p> <p>Suponga que gana una cantidad importante de dinero en la lotería. ¿Qué tanto le daría a las siguientes personas? Escala:</p> <p>1 Nada. 2 Poco. 3 Algo. 4 Mucho. 5 Todo.</p> <p>Esposo (a), nietos, hijos, padres, ninguno de ellos.</p>	3	4	3	1
<p>Escenario 3</p> <p>Suponga que una de las personas listadas abajo le pide que le ayude con un trabajo que toma alrededor de una semana, en un momento en que usted está sumamente ocupado con su propio trabajo ¿Cuánto tiempo le daría a esta persona? Escala:</p> <p>1 Nada de mi tiempo. 2 Un poco de mi tiempo. 3 Algo de mi tiempo. 4 Mucho de mi tiempo. 5 Todo mi tiempo.</p> <p>Esposa (o), padres, amigos cercanos, hijos, parientes.</p>	3	4	3	1
SL				
1) (Nombre del compañero de equipo) le pasa responsabilidades, que él (o ella) debería asumir, a otros compañeros de equipo.	4	4	3	1
2) (Nombre del compañero de equipo) se esfuerza menos si hay otros compañeros de equipo alrededor que puedan hacer el trabajo.	4	4	4	1
3) (Nombre del compañero de equipo) no hace la parte del trabajo que le corresponde hacer.	4	4	4	1
4) (Nombre del compañero de equipo) destina menos tiempo a ayudar a sus compañeros si otros compañeros de equipo están presentes para atenderlos.	4	4	3	1
5) (Nombre del compañero de equipo) se esfuerza menos que otros miembros de su equipo de trabajo.	4	4	4	1

Continuation of Table 6. Results for face validity: Clarity.

Item	E1	E2	E3	IRA on Clarity For Each Item
	C	C	C	
SL				
6) (Nombre del compañero de equipo) evita actividades de orden y limpieza tanto como le sea posible.	4	3	4	1
7) (Nombre del compañero de equipo) deja trabajo para el siguiente turno cuando él o ella debería terminarlo.	4	4	4	1
IRA of C for the whole questionnaire = $55/58 = 0.94$				

Findings revealed that, at the item level, ECW, TM, RM and SL items were clear, with all IRA indicators ≥ 0.80 . Only three items – item 1, item 20 and item 28 – of the Orientation scale were not clear enough according to this expert panel, while the remaining Orientation items were clear. Suggestions and comments regarding clarity and appropriateness, from this first evaluation, were incorporated to the subsequent content validity evaluations (explained in Section 5.4.2.2). Appendix B shows a summary of the opened questions and expert’s comments. Overall, the face validity of the whole questionnaire is strong (IRA of the whole questionnaire = 0.94), as indicated by this first panel of experts. Therefore, all proposed items remained as part of the whole questionnaire, for the next validation process. Only minor wording changes were needed at this stage.

5.4.2.2 Content validity.

In addition to the face validity evaluation of scales, the researcher administered a content validity evaluation too. “Content validity concerns the extent to which a set of items taps the content of some domain of interest” (Zeller and Carmines, 1980, p.78). Just like with face validity, the researcher invited a panel of experts to examine the measures. Only that this time, the panel was formed by four academic experts (E4, E5, E6, E7) from related knowledge fields. The academic expert panel examined, not just, clarity and appropriateness, but also, representativeness. Academic experts had doctoral degrees in management and organizational behavior, as well as, theoretical and practical experience with work teams.

Representativeness (R) and clarity (C) were evaluated using closed questions for each item, just like in the previous face validity process. Appropriateness was evaluated using opened questions at the end of the questionnaire too. Inter-rater agreement (IRA) was also used to determine the extent to which the experts agreed in their ratings, on the closed questions about clarity and representativeness. Scales and procedures were the same than the ones explained in the previous section (see Section 5.4.2.1 for details). Table 7 shows the results for the IRA evaluations for content validity.

Table 7. Results for content validity: Representativeness & clarity.

Item	E4		E5		E6		E7		IRA For Each Item	
	R	C	R	C	R	C	R	C	R	C
ECW										
1) Yo pienso que los miembros de mi equipo son confiables en el esfuerzo que ponen en sus trabajos.	4	4	4	3	4	3	4	2	1	.75
2) Yo pienso que los miembros de mi equipo son responsables en sus trabajos.	4	4	4	3	2	4	4	2	.75	.75
3) Yo creo que puedo confiar en los miembros de mi equipo para que no hagan mi trabajo más complicado porque ellos hacen el suyo de manera descuidada.	3	3	4	3	4	4	2	2	.75	.75
4) Yo creo que los miembros de mi equipo hacen su trabajo con profesionalismo y dedicación.	4	4	4	4	4	4	4	3	1	1
5) Yo creo que los miembros de mi equipo son competentes en su trabajo.	4	4	4	4	4	4	4	3	1	1
6) Yo pienso que los miembros de mi equipo tienen las habilidades requeridas para realizar su trabajo.	4	4	4	4	4	4	4	3	1	1
7) Yo tengo confianza en las habilidades de los miembros de mi equipo.	3	4	4	4	4	4	4	3	1	1
8) Yo creo que la mayor parte de los compañeros de equipo cumplen con su trabajo aún si los facilitadores no se encuentran alrededor.	2	3	2	3	4	3	2	2	.25	.75
TM										
1) Cuando trabajo con mi equipo, yo creo que mi tarea es valiosa.	4	4	4	4	4	4	4	3	1	1
2) Cuando trabajo con mi equipo, yo creo que mi tarea vale la pena.	4	4	4	4	4	3	4	3	1	1
3) Cuando trabajo con mi equipo, yo creo que mi tarea es esencial.	4	4	4	4	4	3	4	3	1	1
4) Cuando trabajo con mi equipo, yo creo que mi tarea es importante.	4	4	4	4	4	3	4	3	1	1
5) Cuando trabajo con mi equipo, yo creo que mi tarea es significativa.	4	4	4	4	4	3	4	3	1	1

Continuation of Table 7. Results for content validity: Representativeness & clarity.

Item	E4		E5		E6		E7		IRA For Each Item	
	R	C	R	C	R	C	R	C	R	C
RM										
1) Mantener una buena relación con mis compañeros de equipo tiene valor para mí.	4	4	4	4	4	4	4	4	1	1
2) Mantener una buena relación con mis compañeros de equipo es esencial para mí.	4	4	4	4	4	4	4	2	1	.75
3) La relación con mis compañeros de equipo es importante para mí.	4	4	4	4	4	3	4	2	1	.75
4) La relación con mis compañeros de equipo es significativa para mí.	4	4	4	4	4	3	4	2	1	.75
5) Mantener una buena relación con mis compañeros de equipo vale la pena.	4	4	4	4	4	4	4	2	1	.75
O										
1) Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.	4	3	4	3	4	2	4	3	1	.75
2) Es una tontería preservar recursos para futuras generaciones.	4	4	4	3	4	4	4	3	1	1
3) Yo no tengo la culpa si un miembro de mi familia falla.	4	4	3	4	4	4	4	3	1	1
4) Para superarse, uno debe ser autosuficiente.	4	4	4	3	4	4	4	4	1	1
5) No debería esperarse que la gente hiciera algo por la comunidad, a menos que se le pagara	4	4	4	3	4	4	4	4	1	1
6) Mi felicidad no esta relacionada con el bienestar de mis compañeros de trabajo.	4	4	4	4	4	4	4	4	1	1
7) Ganar lo es todo.	3	4	4	4	4	4	4	4	1	1
8) Aún en el caso de que un hijo ganara el Premio Nobel los padres no deberían sentirse honrados de ninguna manera.	4	4	4	3	4	3	4	2	1	.75
9) La opinión de mis padres no es importante en mi elección de esposa (o).	4	4	4	4	4	4	4	4	1	1
10) Sólo aquellos que dependen de sí mismos salen adelante en la vida.	4	4	4	4	4	4	4	4	1	1
11) Yo no permitiría que mis padres usaran mi auto (si lo tuviera), sin importar si son buenos conductores o no.	4	4	4	4	4	4	4	3	1	1
12) Yo no tengo la culpa si un amigo falla.	4	4	4	4	4	4	4	3	1	1
13) Si quieres algo bien hecho, tienes que hacerlo tu mismo.	4	4	4	4	4	4	4	4	1	1

Continuation of Table 7. Results for content validity: Representativeness & clarity.

Item	E4		E5		E6		E7		IRA For Each Item	
	R	C	R	C	R	C	R	C	R	C
O										
14) Yo si ayudaría a un pariente, dentro de mis posibilidades, si me dijera que tiene un problema financiero.	4	4	4	3	4	4	4	2	1	.75
15) Las opiniones de mis compañeros de trabajo no son importantes en mi elección de esposa (o).	4	4	4	4	4	4	4	4	1	1
16) Lo que me suceda a mí depende de mis acciones.	4	4	4	4	4	4	4	4	1	1
17) Me gusta vivir cerca de mis amigos.	3	4	4	4	4	4	4	4	1	1
18) El que un amigo cercano tenga éxito, no me hace lucir mejor	4	4	4	3	4	4	4	4	1	1
19) Yo siento que ganar es importante tanto en el trabajo como en los juegos.	4	4	4	4	4	4	4	4	1	1
20) El dicho “compartir es una bendición y una calamidad a la vez” se aplica aún en el caso de que el amigo de uno sea torpe, tonto y cause dificultades.	4	4	4	3	4	4	4	2	1	.75
21) Uno no debe preocuparse de lo que digan los vecinos acerca de con quién se debe uno casar.	4	4	4	3	4	4	4	2	1	.75
22) El éxito es lo más importante en mi vida.	4	4	4	4	4	4	4	4	1	1
23) Cuando mis compañeros me cuentan cosas personales, esto nos acerca más.	4	4	4	4	4	4	4	2	1	.75
24) Me molesta que otras personas se desempeñen mejor que yo.	3	4	4	4	4	3	4	4	1	1
25) Yo no compartiría mis ideas y nuevos conocimientos con mis padres.	4	4	4	4	4	4	4	4	1	1
26) Cuando algún grupo me esta frenando, yo considero que si puedo, es mejor dejarlo y trabajar solo.	4	4	4	4	4	4	4	4	1	1
27) Los niños no deberían sentirse honrados aún si el padre fuese altamente reconocido y premiado por el gobierno por sus contribuciones y servicio a la comunidad.	4	4	4	3	4	3	4	2	1	.75
28) En la mayoría de los casos, el cooperar con alguien cuyas habilidades son inferiores a las de uno no es tan deseable como el hacerlo mejor por uno mismo.	4	3	4	3	4	4	4	2	1	.75

Continuation of Table 7. Results for content validity: Representativeness & clarity.

Item	E4		E5		E6		E7		IRA For Each Item	
	R	C	R	C	R	C	R	C	R	C
O										
29) En el largo plazo, la única persona en quien puedes contar es contigo mismo.	4	4	4	3	4	4	4	3	1	1
<p>Escenario 1.</p> <p>Suponga que usted está muy ansioso por hacer un largo viaje (por ejemplo, para estudiar en otro país durante dos años) y que su ausencia causará inconvenientes para la gente listada abajo. ¿Cuánto peso le daría a los deseos de esas personas a la hora de decidir si hace o no el viaje? Escala:</p> <p>1 Ninguna consideración. 2 Poca consideración. 3 Algo de consideración. 4 Mucha consideración. 5 Consideración absoluta.</p> <p>Madre, padre, esposo (a), hijos (as), amigos cercanos, parientes.</p>	4	4	4	4	4	4	4	4	1	1
<p>Escenario 2</p> <p>Suponga que gana una cantidad importante de dinero en la lotería. ¿Qué tanto le daría a las siguientes personas? Escala:</p> <p>1 Nada. 2 Poco. 3 Algo. 4 Mucho. 5 Todo.</p> <p>Esposo (a), nietos, hijos, padres, ninguno de ellos.</p>	4	4	4	4	4	4	4	4	1	1

Continuation of Table 7. Results for content validity: Representativeness & clarity.

Item	E4		E5		E6		E7		IRA For Each Item	
	R	C	R	C	R	C	R	C	R	C
O										
Escenario 3 Suponga que una de las personas listadas abajo le pide que le ayude con un trabajo que toma alrededor de una semana, en un momento en que usted está sumamente ocupado con su propio trabajo ¿Cuánto tiempo le daría a esta persona? Escala: 1 Nada de mi tiempo. 2 Un poco de mi tiempo. 3 Algo de mi tiempo. 4 Mucho de mi tiempo. 5 Todo mi tiempo. Esposa (o), padres, amigos cercanos, hijos, parientes.	4	4	4	3	4	3	4	2	1	.75
SL										
1) (Nombre del compañero de equipo) le pasa responsabilidades, que él (o ella) debería asumir, a otros compañeros de equipo.	4	4	4	4	4	4	4	3	1	1
2) (Nombre del compañero de equipo) se esfuerza menos si hay otros compañeros de equipo alrededor que puedan hacer el trabajo.	4	4	4	4	4	4	4	3	1	1
3) (Nombre del compañero de equipo) no hace la parte del trabajo que le corresponde hacer.	4	4	4	4	4	4	4	3	1	1
4) (Nombre del compañero de equipo) destina menos tiempo a ayudar a sus compañeros si otros compañeros de equipo están presentes para atenderlos.	4	4	4	3	4	3	4	3	1	1
5) (Nombre del compañero de equipo) se esfuerza menos que otros miembros de su equipo de trabajo.	4	4	4	4	4	4	4	4	1	1
6) (Nombre del compañero de equipo) evita actividades de orden y limpieza tanto como le sea posible.	4	4	4	3	4	4	4	4	1	1
7) (Nombre del compañero de equipo) deja trabajo para el siguiente turno cuando él o ella debería terminarlo.	4	4	2	4	4	4	4	4	.75	1

Continuation of Table 7. Results for content validity: Representativeness & clarity.

IRA of the whole questionnaire R= 50/58 = 0.86
 IRA of the whole questionnaire C= 39/58 = 0.67

This time, content validity findings revealed that, regarding representativeness at the item level, just few items needed subsequent review (ECW items 2, 3 and 8; and SL item 7). However, the academic panel was stricter, regarding clarity of measures, than the face validity panel. The findings indicated that some of the wording in several items (those with $IRA \leq 0.80$) needed revising. Therefore, a subsequent review and change of wording was performed by the researcher. At the same time, a new IRA indicator for clarity was calculated taking into consideration the evaluations of the two panels of experts together. See Table 8 for results.

Table 8. Results for IRA on Clarity, panel of experts 1 and 2 together.

Item	IRA on Clarity, Panel of experts 1 and 2 together
ECW	
1) Yo pienso que los miembros de mi equipo son confiables en el esfuerzo que ponen en sus trabajos.	.85
2) Yo pienso que los miembros de mi equipo son responsables en sus trabajos.	.85
3) Yo creo que puedo confiar en los miembros de mi equipo para que no hagan mi trabajo más complicado porque ellos hacen el suyo de manera descuidada.	.85
4) Yo creo que los miembros de mi equipo hacen su trabajo con profesionalismo y dedicación.	1
5) Yo creo que los miembros de mi equipo son competentes en su trabajo.	1
6) Yo pienso que los miembros de mi equipo tienen las habilidades requeridas para realizar su trabajo.	1

Continuation of Table 8. Results for IRA on Clarity, panel of experts 1 and 2 together.

Item	IRA on Clarity, Panel of experts 1 and 2 together
ECW	
7) Yo tengo confianza en las habilidades de los miembros de mi equipo.	1
8) Yo creo que la mayor parte de los compañeros de equipo cumplen con su trabajo aún si los facilitadores no se encuentran alrededor.	.85
TM	
1) Cuando trabajo con mi equipo, yo creo que mi tarea es valiosa.	1
2) Cuando trabajo con mi equipo, yo creo que mi tarea vale la pena.	1
3) Cuando trabajo con mi equipo, yo creo que mi tarea es esencial.	1
4) Cuando trabajo con mi equipo, yo creo que mi tarea es importante.	1
5) Cuando trabajo con mi equipo, yo creo que mi tarea es significativa.	1
RM	
1) Mantener una buena relación con mis compañeros de equipo tiene valor para mí.	1
2) Mantener una buena relación con mis compañeros de equipo es esencial para mí.	.85
3) La relación con mis compañeros de equipo es importante para mí.	.85
4) La relación con mis compañeros de equipo es significativa para mí.	.85
5) Mantener una buena relación con mis compañeros de equipo vale la pena.	.85
O	
1) Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.	.71
2) Es una tontería preservar recursos para futuras generaciones.	1
3) Yo no tengo la culpa si un miembro de mi familia falla.	1
4) Para superarse, uno debe ser autosuficiente.	1
5) No debería esperarse que la gente hiciera algo por la comunidad, a menos que se le pagara	1
6) Mi felicidad no esta relacionada con el bienestar de mis compañeros de trabajo.	1
7) Ganar lo es todo.	1
8) Aún en el caso de que un hijo ganara el Premio Nobel los padres no deberían sentirse honrados de ninguna manera.	.85
9) La opinión de mis padres no es importante en mi elección de esposa (o).	1
10) Sólo aquellos que dependen de sí mismos salen adelante en la vida.	1
11) Yo no permitiría que mis padres usaran mi auto (si lo tuviera), sin importar si son buenos conductores o no.	1
12) Yo no tengo la culpa si un amigo falla.	1

Continuation of Table 8. Results for IRA on Clarity, panel of experts 1 and 2 together.

Item	IRA on Clarity, Panel of experts 1 and 2 together
O	
13) Si quieres algo bien hecho, tienes que hacerlo tu mismo.	1
14) Yo si ayudaría a un pariente, dentro de mis posibilidades, si me dijera que tiene un problema financiero.	.85
15) Las opiniones de mis compañeros de trabajo no son importantes en mi elección de esposa (o).	1
16) Lo que me suceda a mí depende de mis acciones.	1
17) Me gusta vivir cerca de mis amigos.	1
18) El que un amigo cercano tenga éxito, no me hace lucir mejor	1
19) Yo siento que ganar es importante tanto en el trabajo como en los juegos.	1
20) El dicho “ compartir es una bendición y una calamidad a la vez” se aplica aún en el caso de que el amigo de uno sea torpe, tonto y cause dificultades.	.71
21) Uno no debe preocuparse de lo que digan los vecinos acerca de con quién se debe uno casar.	.85
22) El éxito es lo más importante en mi vida.	1
23) Cuando mis compañeros me cuentan cosas personales, esto nos acerca más.	.85
24) Me molesta que otras personas se desempeñen mejor que yo.	1
25) Yo no compartiría mis ideas y nuevos conocimientos con mis padres.	1
26) Cuando algún grupo me esta frenando, yo considero que si puedo, es mejor dejarlo y trabajar solo.	1
27) Los niños no deberían sentirse honrados aún si el padre fuese altamente reconocido y premiado por el gobierno por sus contribuciones y servicio a la comunidad.	.85
28) En la mayoría de los casos, el cooperar con alguien cuyas habilidades son inferiores a las de uno no es tan deseable como el hacerlo mejor por uno mismo.	.71
29) En el largo plazo, la única persona en quien puedes contar es contigo mismo.	1

Continuation of Table 8. Results for IRA on Clarity, panel of experts 1 and 2

together.

Item	IRA on Clarity, Panel of experts 1 and 2 together
O	
<p>Escenario 1. Suponga que usted está muy ansioso por hacer un largo viaje (por ejemplo, para estudiar en otro país durante dos años) y que su ausencia causará inconvenientes para la gente listada abajo. ¿Cuánto peso le daría a los deseos de esas personas a la hora de decidir si hace o no el viaje? Escala:</p> <p>1 Ninguna consideración. 2 Poca consideración. 3 Algo de consideración. 4 Mucha consideración. 5 Consideración absoluta.</p> <p>Madre, padre, esposo (a), hijos (as), amigos cercanos, parientes.</p>	1
<p>Escenario 2 Suponga que gana una cantidad importante de dinero en la lotería. ¿Qué tanto le daría a las siguientes personas? Escala:</p> <p>1 Nada. 2 Poco. 3 Algo. 4 Mucho. 5 Todo.</p> <p>Esposo (a), nietos, hijos, padres, ninguno de ellos.</p>	.85
<p>Escenario 3 Suponga que una de las personas listadas abajo le pide que le ayude con un trabajo que toma alrededor de una semana, en un momento en que usted está sumamente ocupado con su propio trabajo. ¿Cuánto tiempo le daría a esta persona? Escala:</p> <p>1 Nada de mi tiempo. 2 Un poco de mi tiempo. 3 Algo de mi tiempo. 4 Mucho de mi tiempo. 5 Todo mi tiempo.</p> <p>Esposa (o), padres, amigos cercanos, hijos, parientes.</p>	.85

Continuation of Table 8. Results for IRA on Clarity, panel of experts 1 and 2

together.

SL	
1) (Nombre del compañero de equipo) le pasa responsabilidades, que él (o ella) debería asumir, a otros compañeros de equipo.	1
2) (Nombre del compañero de equipo) se esfuerza menos si hay otros compañeros de equipo alrededor que puedan hacer el trabajo.	1
3) (Nombre del compañero de equipo) no hace la parte del trabajo que le corresponde hacer.	1
4) (Nombre del compañero de equipo) destina menos tiempo a ayudar a sus compañeros si otros compañeros de equipo están presentes para atenderlos.	1
5) (Nombre del compañero de equipo) se esfuerza menos que otros miembros de su equipo de trabajo.	1
6) (Nombre del compañero de equipo) evita actividades de orden y limpieza tanto como le sea posible.	1
7) (Nombre del compañero de equipo) deja trabajo para el siguiente turno cuando él o ella debería terminarlo.	1
IRA of the whole questionnaire = $55/58 = 0.94$	

As shown in Table 8 when opinions of the two panels of experts are computed together, almost all the items resulted with an acceptable degree of clarity (i.e. ≥ 0.8).

Appendix C shows a summary of the opened questions and expert's comments.

Recommendations of experts were incorporated to the scales and validity of the whole questionnaire was determined as strong (IRA of the whole questionnaire = 0.94), as indicated by the two panels of experts together.

In summary, after the content validity evaluations all items remained in the measures. However, for some of them (those with low IRA ratings in clarity or representativeness) wording was changed.

5.4.2.3 Pilot test.

The newly translated and validated questionnaire was later administered, in a local plant, to 14 workers, working in work teams, as well as, to their direct supervisor. The main purpose of this pilot test was to assess the appropriateness of the administration time, the introductory speech and the questionnaire instructions, as well as, register details on logistics & meeting room layouts. Moreover, the pilot test was designed to register attitudes toward the questionnaire, as well as, concerns and questions of the workers.

After the questionnaire was completed by the workers and their supervisor, they had an opportunity to give verbal feedback on the instrument. The researcher kept notes on workers' and supervisor's comments, as well as, on observations of her own. Their input included perceived ambiguities and suggestions. Later, their feedback was incorporated into the final version of the questionnaire.

Several adjustments were performed as a result of the pilot test. For example, a picture was added to the last part of the questionnaire to assist workers in the understanding of the scale of items. Additionally, it was determined that it would save time if tables, chairs and pencils on the tables were ready before workers arrival to the meeting room. In the pilot test, the researcher observed that it would not be appropriate for workers to sit one next to the other. As a result, the researcher concluded that it would be better to leave at least an empty chair between workers to ensure privacy. It was during the pilot test, that the researcher concluded that it would be better to allow workers to take SL evaluations sheets out of the named folder to

ensure their confidentiality. Timing, registered during the pilot test, helped to estimate and to schedule further administrations in subsequent sessions. Additionally, concerns and questions, asked during the pilot test, helped in the elaboration of instructions, given to people who help with the administration of questionnaires in Company B.

Next, construct validity is explained.

5.4.2.4 Construct validity.

Construct validity is the extent to which an operationalization measures the construct it is supposed to measure (Peter, 1981; Nunnally and Bernstein, 1994; both quoted by Pennings, 2000, p. 1338). In this study, construct validity was assessed by factor analysis on the proposed model variables ECW, TM, RM, O, and SL.

Factor analysis attempts to identify underlying variables, or factors, that can best explain or account for correlations among indicators. One can view factor analysis as a technique that tries to identify groups of variables, such variables within a group are indicators of a common trait or factor (Sharma, 1996).

The factor analysis sample, in this research, was 697 workers, and three factor analyses were executed. The first included all potential items for TM, RM and ECW, the second, all potential items for O; and the third one, all potential items for SL. When running factor analysis, items were eliminated if they failed to load above .40 on any factor, were redundant to an item with a higher loading, or failed to contribute to the understanding of the factor. After failed items were eliminated, factor analysis was again employed to assess the appropriateness of the reduced item scale. This

process continued until all items loaded correctly and appeared theoretically plausible.

Tables 9, 11 and 13 show the results for factor analysis loadings. Factor loadings represent the correlation of the variable with the factor, the higher the load is, the better the explanation on that factor. Loadings ≥ 0.50 , like all the ones in bold in Tables 9, 11 and 13, are considered of practical significance (Hair, Anderson, Tatham, and Black, 1995 quoted by Mendoza 2005).

See Table 9 for results on the factor analysis loadings for TM, RM and ECW.

Table 9. Factor analysis loadings for TM, RM, ECW.

Items	Factors			
	1	2	3	4
TM1	.222	.143	.799	.159
TM2	.249	.182	.761	.228
TM5	.0956	.315	.725	.251
RM3	.286	.221	.257	.735
RM4	.178	.182	.128	.832
RM5	.157	.262	.390	.691
ECW1	.627	.207	.238	.234
ECW2	.755	.174	.248	.117
ECW3	.755	.110	.0549	.162
ECW4	.709	.332	.149	.142
ECW6	.229	.730	.230	.308
ECW9	.293	.816	.211	.214
ECW10	.237	.844	.227	.167

As shown in Table 9, for ECW, TM and RM, using orthogonal rotation (Varimax), the final factor solution indicated that the items loaded on 4 factors: Factor 3, for TM items; factor 4 for RM items; and factor 1 and 2 for ECW items. 71.56% of the variance was explained. Two items were eliminated for TM, and RM correspondently; and another three items for ECW. As existing theory had suggested, TM and RM came out as unidimensional constructs, while ECW as a bidimensional construct. Items on the two factors of ECW complied with its two dimensions: Co-workers' reliability and ability. Following Table 10 presents a description of each resulting factor and its corresponding items (written in Spanish, like in the administered questionnaire) after factor analysis for TM, RM and ECW.

Table 10. Resulting factors & items after factor analysis for TM, RM, ECW.

Items	Factor 1- ECW- 4 items: Expectations on co-workers reliability.
ECW1	Yo pienso que puedo confiar en que los miembros de mi equipo se esfuercen en su trabajo.
ECW2	Yo pienso que los miembros de mi equipo son responsables al hacer su trabajo.
ECW3	Yo creo que puedo confiar en los miembros de mi equipo porque ellos no hacen su trabajo de manera descuidada.
ECW4	Yo creo que los miembros de mi equipo hacen su trabajo con calidad y dedicación.
Items	Factor 2- ECW- 3 items: Expectations on co-workers ability.
ECW6	Yo pienso que los miembros de mi equipo tienen las habilidades requeridas para realizar su trabajo.
ECW9	Yo pienso que los miembros de mi equipo saben como hacer su trabajo.
ECW10	Yo creo que los miembros de mi equipo están preparados para realizar su trabajo.

Continuation of Table 10. Resulting factors & items after factor analysis for TM, RM, ECW.

Items	Factor 3- TM- 3 items: Task meaningfulness.
TM1	El trabajo que me corresponde hacer en el equipo es muy valioso para mí.
TM2	El trabajo que me corresponde hacer en el equipo vale la pena.
TM3	El trabajo que me corresponde hacer en el equipo significa mucho para mí.
Items	Factor 4-RM- 3 items: Relationship meaningfulness.
RM3	La relación cordial con mis compañeros de equipo es importante para mí.
RM4	La relación armoniosa con mis compañeros de equipo es significativa para mí.
RM5	Mantener una buena relación con mis compañeros de equipo vale la pena.

Following Table 11 exhibits the results on the factor analysis loadings for O.

Table 11. Factor analysis loadings for O.

Items	Factors					
	1	2	3	4	5	6
O1	-.03831	-.03782	.05367	.01424	.06193	.648
O4	-.06388	-.009185	-.01175	-.07246	.02376	.664
O7	.01953	-.01211	-.06886	.01195	.117	.672
O8	.04675	.07111	.09492	-.008250	.686	.06271
O10	.02368	.131	.01328	-.005462	.218	.541
O19	-.02625	.06314	-.008432	-.01844	-.218	.601
O25	.01920	.08727	-.01980	.03269	.727	.02578
O27	.01651	.01349	.004991	.03835	.771	.06288
O28	.004722	-.06693	-.001424	.04206	.665	.04079
O30	.730	.468	.05864	.07875	-.06196	-.09131
O31	.720	.475	.05583	.08478	-.06597	-.05865
O32	.797	-.06504	.130	.169	.09540	.002125
O33	.750	-.04752	.193	.166	.126	-.01373

Continuation of Table 11. Factor analysis loadings for O.

Items	Factors					
	1	2	3	4	5	6
O34	.247	.780	.02251	-.04327	.03432	.06872
O35	.256	.809	.03770	-.01240	-.01026	.03040
O36	.297	-.166	.655	.182	-.02651	.03398
O37	.172	-.107	.787	.171	.06088	-.01848
O38	-.09129	.305	.766	.105	.01299	-.001272
O39	.07417	.255	.654	.101	.02904	-.03534
O40	-.403	.594	.342	-.006622	.144	.07328
O41	.148	-.005372	.145	.850	.05200	.001688
O42	.116	.192	.116	.821	.02376	-.02980
O44	.181	-.07783	.237	.780	.03441	-.06701
O45	-.281	.619	.07458	.385	.09520	.04991

The final factor solution for variable O used orthogonal rotation (Varimax) too. As shown in Table 11, this solution indicates that the items loaded on 6 factors, with 60.26% of the variance explained.

Initial items for orientation were of two types. Type one, based on Hui's INDCOL scale (Triandis et. al., 1988), consisted on items which scale was the level of agreement, initial set of 29 items: O1-O29. Type two consisted on 3 scenarios (Triandis et al., 1988), with an initial set of 15 total potential items: O30-O45, which scales were based on the level of consideration, the amount of time, and the amount of money, given by the respondent to different people.

Regarding the first type of the orientation measure, from the initial 29 set of items, 9 items loaded correctly and remained as part of the measure, the other were eliminated because they did not load significantly ($\geq .40$) in any factor. These 9 items

loaded as current theory (Hui’s INDCOL scale quoted by Triandis et al., 1988) asserts, on two factors: Factor 5 which is known as “concern for in-group” and Factor 6 which is known as “self-reliance with competition”. Items, corresponding to the third factor in Hui’s INDCOL scale, known as “distance from in-groups”, and which explained the 12% of the total variance in Triandis et al., (1988), obtained too low loadings in this research. As a result, they were eliminated from the final scale. These results suggest that this sample had dissimilar opinions on those particular items.

Regarding the second part of the orientation measure, the one with the three scenarios, findings evidence a clear distinction (loading in a different factor) between answers to questions regarding close family members and items regarding friends, other relatives or someone else. This finding is also consistent with current theory (Triandis et. al., 1988) which warns that collectivism depends very much on which in-group is present, in what context (e.g. lottery, trip) and what behavior. Following Table 12 shows resulting factors and items for O (written in Spanish, like in the administered questionnaire).

Table 12. Resulting factors & items after factor analysis for O.

Items	Factor 1: Importance of family-member opinions.
O30	¿Cuánta importancia le daría a las opiniones de (su mamá) a la hora de decidir si hace o no el viaje? (Escenario 1)
O31	¿Cuánta importancia le daría a las opiniones de (su papá) a la hora de decidir si hace o no el viaje? (Escenario 1)
O32	¿Cuánta importancia le daría a las opiniones de (su esposa (o)) a la hora de decidir si hace o no el viaje? (Escenario 1)

Continuation of Table 12. Resulting factors & items after factor analysis for O.

O33	¿Cuánta importancia le daría a las opiniones de (sus hijos) a la hora de decidir si hace o no el viaje? (Escenario 1)
Items	Factor 2: Concern for others, who are not family members.
O34	¿Cuánta importancia le daría a las opiniones de (un amigo cercano) a la hora de decidir si hace o no el viaje? (Escenario 1)
O35	¿Cuánta importancia le daría a las opiniones de (otro familiar) a la hora de decidir si hace o no el viaje? (Escenario 1)
O40	¿Qué tanto dinero le daría a alguien más que no sea esposa (o), hijos, nietos, papá y mamá? (Escenario 2)
O45	¿ Cuánto de su tiempo le daría a otros familiares? (Escenario 3)
Items	Factor 3: Share Money with family-members.
O36	¿Qué tanto dinero le daría a (su esposa (o))? (Escenario 2)
O37	¿Qué tanto dinero le daría a (sus hijos)? (Escenario 2)
O38	¿Qué tanto dinero le daría a (sus nietos)? (Escenario 2)
O39	¿Qué tanto dinero le daría a (su papá y mamá)? (Escenario 2)
Items	Factor 4: Share time with family-members
O41	¿ Cuánto de su tiempo le daría a su esposa (o)? (Escenario 3)
O42	¿ Cuánto de su tiempo le daría a su papá y mamá? (Escenario 3)
O44	¿ Cuánto de su tiempo le daría a sus hijos? (Escenario 3)
Items	Factor 5: Concern for in-groups.
O8	Aún en el caso de que un hijo ganara un premio por alto desempeño los padres no deberían sentirse orgullosos.
O25	Yo no compartiría mis ideas y nuevos conocimientos con mis padres.
O27	Los hijos no deberían sentirse orgullosos aún si el padre fuese altamente reconocido y premiado.
O28	Es mejor no cooperar con alguien si sus habilidades son inferiores a las tuyas.
Items	Factor 6: Self-reliance with competition.
O1	Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.
O4	Para superarse uno debe valerse por sí mismo.
O7	Ganar lo es todo.
O10	Sólo aquellos que dependen de sí mismos salen adelante en la vida.
O19	Yo siento que ganar es importante tanto en el trabajo como en los deportes

Finally, Table 13 exhibits the results on the factor analysis loadings for SL.

Table 13. Factor analysis loadings for SL.

	Factor
Items	1
SL1	.844
SL2	.874
SL3	.864
SL4	.810
SL5	.885
SL6	.685
SL7	.824

As shown in Table 13, for SL, the final factor solution indicated that all items loaded on one factor. 68.73% of the variance was explained. All initial items, based on George (1992), remained in the final scale. As existing theory had suggested, SL came out as a unidimensional construct. See Table 14 for resulting factors & items after factor analysis for SL (written in Spanish, like in the administered questionnaire).

Table 14 . Resulting factors & items after factor analysis for SL

Items	Factor 1: Social loafing.
SL1	1. Le pasa sus responsabilidades a otros miembros del equipo.
SL2	2. Se esfuerza menos si hay otros miembros de equipo que puedan hacer el trabajo.
SL3	3. No hace el trabajo que le corresponde hacer.
SL4	4. Destina menos tiempo a ayudar a los compañeros de trabajo si otros miembros de equipo están presentes para hacerlo.
SL5	5. Se esfuerza menos que otros miembros de su equipo de trabajo.
SL6	6. Evita las actividades de ordenar y limpiar tanto como le sea posible.
SL7	7. Deja trabajo para el siguiente turno cuando debería terminarlo.

Next, another validation process, this time the reliability test, was done on resulting items.

5.4.2.5 Reliability.

Finally, reliability was assessed evaluating the internal consistency of each part of the instrument through the estimation of the coefficient Cronbach's alpha. This evaluation establishes whether the individual questions of a same construct are grouped among themselves (Mendoza, 2005). In this research, the coefficient alphas were as follows: ECW= 0.85, TM=0.80, RM=0.81, O=0.73 and SL =0.92 respectively (shown in Table 15). Since the minimum acceptable level is 0.70, these results indicate an acceptable level of internal consistency.

Table 15. Variables reliability.

	Cronbach Alpha	Std. Cronbach Alpha
ECW	0.85	0.86
TM	0.80	0.80
RM	0.81	0.82
O	0.73	0.76
SL	0.92	0.92

Next, an explanation of each final instrument.

5.4.3 Final Instruments.

5.4.3.1 Expectations on co-workers (ECW).

Workers were instructed to indicate on a 5-point Likert-type scale the extent of their agreement with each item. The 5-point Likert-type scale ranged from 1, “complete disagreement”, to 5, “complete agreement”. High ratings of the ECW variable indicate high expectations on co-workers’ reliability (items ECW1-ECW4) and competence (items ECW6-ECW10). These seven final items were obtained after the reverse translation process (in Section 5.4.1), and the five validation processes (in Section 5.4.2). Table 16 shows the seven final items in the operationalization process of ECW.

Table 16. Operationalization of ECW: Seven final items.

English	Spanish
ECW1. I think that the co-members of my group are reliable on to put effort on their jobs.	ECW1. Yo pienso que puedo confiar en que los miembros de mi equipo se esfuercen en su trabajo
ECW2. I think that the co-members of my group are responsible with their work.	ECW2. Yo pienso que los miembros de mi equipo son responsables al hacer su trabajo.
ECW3. I can rely on the co-members of my group not to make my job more difficult by their careless work.	ECW3. Yo creo que puedo confiar en los miembros de mi equipo porque ellos no hacen su trabajo de manera descuidada.
ECW4. The co-members of my group approach their jobs with professionalism and dedication.	ECW4. Yo creo que los miembros de mi equipo hacen su trabajo con calidad y dedicación.
ECW6. I think the co-members of my group have the required skills to fulfill their jobs.	ECW6. Yo pienso que los miembros de mi equipo tienen las habilidades requeridas para realizar su trabajo.
ECW9. I believe that the members of my group know how to do their jobs.	ECW9. Yo pienso que los miembros de mi equipo saben como hacer su trabajo.
ECW10. I believe that the members of my group are prepared to do their jobs.	ECW10. Yo creo que los miembros de mi equipo están preparados para realizar su trabajo

5.4.3.2 Task meaningfulness (TM).

In order to measure TM, workers were also instructed to indicate on a 5-point Likert-type scale the extent of their agreement with each item. The 5-point Likert-type scale ranged from 1, “complete disagreement”, to 5, “complete agreement”.

High ratings of the TM variable indicate high task meaningfulness (items TM1-TM5). The three final items were obtained after the corresponding five validation processes (in Section 5.4.2). Table 17 shows the three final items in the operationalization process of TM.

Table 17. Operationalization of TM: Three final items.

English	Spanish
TM1. When working in groups, my task is valuable to me.	TM1. El trabajo que me corresponde hacer en el equipo es muy valioso para mí.
TM2. When working in groups, my task is worthwhile to me.	TM2. El trabajo que me corresponde hacer el equipo vale la pena.
TM5. When working in groups, my task is significant to me.	TM5. El trabajo que me corresponde hacer en el equipo significa mucho para mí.

5.4.3.3 Relationship meaningfulness (RM).

Just like it was done with ECW and TM, workers were instructed to indicate on a 5-point Likert-type scale the extent of their agreement with each item. The 5-point Likert-type scale also ranged from 1, “complete disagreement”, to 5, “complete agreement”. High ratings of the RM variable indicate high relationship meaningfulness (items RM3-RM5). The three final items were obtained after the corresponding five validation processes (in Section 5.4.2). Table 18 shows the three final items in the operationalization process of RM.

Table 18. Operationalization of RM: Three final items.

English	Spanish
RM3. Keeping a good relationship with the co-members of my group is important to me.	RM3. La relación cordial con mis compañeros de equipo es importante para mí.
RM4. Keeping a harmonic relationship with the co-members of my group is significant to me.	RM4. La relación armoniosa con mis compañeros de equipo es significativa para mí.
RM5. Keeping a good relationship with the co-members of my group is worthwhile.	RM5. Mantener una buena relación con mis compañeros de equipo vale la pena.

5.4.3.4 Orientation (*Allocentrism-idiocentrism*).

The operationalization of Orientation was done, in accordance to the recommendation of Triandis, Bontempo, Villarreal, Asai, and Luca (1988), using two scales that in combination provide measurement to the construct of Orientation. Thus, the scale was broken in two sections. Section 1 contained items developed and validated by Triandis et al., (1988); and Section 2 contained the three scenarios (trip, lottery and work request) developed and validated by Triandis, Leung, Villarreal, and Clark (1985).

In the first section, workers were instructed to indicate on a 5-point Likert-type scale the extent of their agreement with each item. The 5-point Likert-type scale ranged from 1, “complete disagreement”, to 5, “complete agreement”.

In the second section, workers were instructed to read a brief description of each scenario, and indicate the action they would choose in each. The rationale behind these scenarios, according to Triandis et al. (1985), is that if in-group needs are more important to allocentrics than to idiocentrics, allocentrics should pay more attention to the needs of various in-group members. In these three cases, 5-point Likert-type scales were also used. For the trip scenario, the scale ranged from 1, “No consideration”, to 5, “ complete consideration”. For the lottery and work request scenarios, the scales ranged from 1, “none of it”, to 5 “all of it”.

Since orientation goes from allocentrism (low ratings) to idiocentrism (high ratings), high ratings, in the first section (items O1-O28), indicate an idiocentric orientation, while low ratings indicate an allocentric orientation. On the other hand, in the second section, in order to maintain the indication of an idiocentric orientation with high ratings, items of the three scenarios were reverse-computed (items O30-O45).

The 24 final items were obtained after a reverse translation process (in Section 5.4.1), and the corresponding five validation processes (in Section 5.4.2). Table 19 shows the 24 final items in the operationalization process of O.

Table 19. Operationalization of O: 24 final items.

English	Spanish
Section I.	
O1. Doing your best isn't enough; it is important to win.	O1. Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.
O4. To be superior a person must stand alone.	O4. Para superarse uno debe valerse por sí mismo.
O7. Winning is everything.	O7. Ganar lo es todo.
O8. Even if a child won the Nobel Prize, the parent should not feel honored in any way.	O8. Aún en el caso de que un hijo ganara un premio por alto desempeño los padres no deberían sentirse orgullosos.
O10. Only those who depend on themselves get ahead in life.	O10. Solo aquellos que dependen de sí mismos salen adelante en la vida.
O19. I feel winning is important in both work and games.	O19. Yo siento que ganar es importante tanto en el trabajo como en los deportes.
O25. I would not share my ideas and newly acquired knowledge with my parents.	O25. Yo no compartiría mis ideas y nuevos conocimientos con mis padres.
O27. Children should not feel honored even if the father were highly praised and given an award by a government official for his contributions and service to the community.	O27. Los hijos no deberían sentirse orgullosos aún si el padre fuese altamente reconocido y premiado.
O28. In most cases, to cooperate with someone whose ability is lower than oneself is not as desirable as doing the thing on one's own.	O28. Es mejor no cooperar con alguien si sus habilidades son inferiores a las tuyas.

Continuation of Table 19. Operationalization of O: 24 final items.

English	Spanish
Section II.	
<p><u>Scenario #1. TRIP.</u> Suppose you are very eager to take a long trip (for example, to study in another country for two years), and your absence will inconvenience the people listed below. How much weight would you give to the desires of each of these people when deciding whether or not to go?</p> <p>O30. Mother? O31. Father? O32. Spouse? O33. Children? O34. Close friend? O35. Relative?</p>	<p><u>Escenario #1. VIAJE.</u> Suponga que usted tiene muchas ganas de hacer un largo viaje (por ejemplo, para capacitarse en otro país durante dos años) y que su ausencia causará inconvenientes para la gente mencionada abajo. ¿Cuánta importancia le daría a las opiniones de esas personas a la hora de decidir si hace o no el viaje?</p> <p>O30. ¿ Mamá? O31. ¿ Papá? O32. ¿ Esposa (o)? O33. ¿ Hijos? O34. ¿Amigo cercano? O35. ¿Otro familiar?</p>
<p><u>Scenario #2. LOTTERY.</u> Suppose you won a large sum of money at a lottery. How much of it would you give the following people?</p> <p>O36. Spouse? O37. Children? O38. Grandchildren? O39. Parents? O40. Some one else?</p>	<p><u>Escenario #2. LOTERIA.</u> Suponga que se gana una cantidad importante de dinero en la lotería. ¿Qué tanto dinero le daría a las siguientes personas?</p> <p>O36. ¿ Esposa? O37. ¿Hijos? O38. ¿Nietos? O39. ¿Papá y mama? O40. ¿Alguien más?</p>

Continuation of Table 19. Operationalization of O: 24 final items.

English	Spanish
<p><u>Scenario #3. WORK REQUEST.</u> Suppose that one of the persons listed below asked you to help with a job that takes about a week, during a time when you are very busy with your own work. How much time would you give to this person?</p> <p>O41. Spouse? O42. Parents? O44. Children? O45. Other relative?</p>	<p><u>Escenario #3. SOLICITUD DE TRABAJO.</u> Suponga que una de las personas mencionadas abajo le pidiera que le ayudara con un trabajo que toma alrededor de una semana, en un momento en que usted está muy ocupado con su propio trabajo ¿Cuánto tiempo le daría a esta persona?</p> <p>O41. ¿Esposa? O42. ¿Papá y mamá? O44. ¿Hijos? O45. ¿Otros familiares?</p>

5.4.3.5 Social loafing.

Respondents of SL items were both, co-workers (other members of the group) and direct supervisors. Respondents were based on their perceptions on the SL of other workers, with whom they interacted within the group.

Supervisors and co-workers were instructed to indicate how characteristic each item was of each employee. Responses are made on a 5-point scale ranging from 1, “not all characteristic”, to 5, “very characteristic”. High ratings of the SL variable indicate high social loafing (items SL1-SL7), meaning low effort. Low ratings of SL variable indicate low social loafing (items SL1-SL7), meaning high effort. The 7 final items were obtained after a reverse translation process (in Section 5.4.1), and the

corresponding five validation processes (in Section 5.4.2). Table 20 shows the 7 final items in the operationalization process of SL.

Table 20. Operationalization of SL: Seven final items.

English	Spanish
SL1. Defers responsibilities he or she should assume to other members of the team.	SL1. Le pasa sus responsabilidades a otros miembros del equipo.
SL2. Puts forth less effort on the job when other members of the team are around to do the work.	SL2. Se esfuerza menos si hay otros miembros de equipo que puedan hacer el trabajo.
SL3. Does not do his or her share of the work.	SL3. No hace el trabajo que le corresponde hacer.
SL4. Spends less time helping others if other members of the team are present to do so.	SL4. Destina menos tiempo a ayudar a los compañeros de trabajo si otros miembros de equipo están presentes para hacerlo.
SL5. Puts forth less effort than other members of his or her work group.	SL5. Se esfuerza menos que otros miembros de su equipo de trabajo.
SL6. Avoids performing housekeeping tasks as much as possible.	SL6. Evita las actividades de ordenar y limpiar tanto como le sea posible.
SL7. Leaves work for the next shift which he or she should really complete.	SL7. Deja trabajo para el siguiente turno cuando debería terminarlo.

Since the reduction of items with factor analysis, for validation purposes, was executed after the administration of the questionnaire, the questionnaire, shown in appendix D, includes all questions. Nevertheless, only validated items were taken into consideration for data analysis. Items, shown in appendix D, appear in such a way that items belonging to the same construct are mostly separated. Previous precaution

was taken, according to the advice of one of the experts, to verify if respondents were consistent in their answers. In appendix D, all questions are coded to facilitate, to the reader, the identification of each question; however, these codes were not present in the administered questionnaire (e.g. codes such as ECW1, O2, TM5, SL2 etc).

5.5 Data collection.

Data were collected, in several sessions, through the use of questionnaires distributed to workers and their direct supervisors (facilitators) during regularly scheduled work periods. A company coordinator scheduled data collection sessions by groups (one or two groups by session by company) depending on each company's activities. The author of this thesis collected data for Company A, while other instructed people, from Company B, collected data for their company. People, who assisted in the administration of the questionnaire in Company B, were guided with a written manual and received instructions, by phone or by email, from the researcher of this thesis. Data collection took place in each company's work shop meeting rooms. Tables and chairs, in the meeting room, were organized in such a way that their layout could assure privacy to the participants at the time they were responding the questionnaires.

Each questionnaire was previously named and prepared, by the researcher, as two sets of sheets inside a folder (i.e. part one and part two of the questionnaire). Sheets of part one were stapled, while sheets of part two were not. Before

administration, the worker's name was written, by the researcher, on the folder. Additionally, on the first page of part one, the worker's name, the group's name and company's name were also previously written, by the researcher, as well as, the name of each co-worker on the corresponding SL evaluations sheets of part two. As a result, each individual received a personal folder with his/her complete questionnaire.

The first part of the questionnaire collected demographic data such as age, sex, education, job title, and time working within the group. In addition, the first part measured four constructs: Expectations on co-workers (ECW), Task meaningfulness (TM), Relationship meaningfulness (RM) and Orientation (O). The second part measured Social loafing of co-workers (i.e. other members in the work group). This research did not collect a self-evaluation on Social loafing. The un-stapled second part, measuring SL, did not have any identification of the respondent's name, like the stapled first part did. Each sheet, of this second part, just had each co-worker's name.

At the beginning of each session, participants were informed that the study was designed to examine the dynamics of work groups in organizations, assuring respondents of the confidentiality of their responses. At that time, respondents were informed that, the lack of respondent's identification and the un-stapling of the second part of their questionnaires were done with a confidentiality purpose in mind. Participants were told that those precautions were taken to allow them, at the end of the session, to take the sheets of the Social loafing evaluations of their co-workers out of their named folder and mix those sheets with others on the front table, in order to assure their anonymity in the evaluation of Social loafing.

Respondents were instructed to indicate demographic data on the questionnaires first, and then, to continue answering the remaining questions. Questions regarding ECW, TM, RM and O were responded by each participating worker, while SL questions were responded by each worker's supervisor and co-workers (i.e. co-members of the group).

5.6 Data codification and capture.

After the administration of the questionnaire, a file for each individual was prepared as follows. First, all the SL evaluation sheets, which were out of folders for confidentiality reasons, were sorted, organized and put into their corresponding folder, depending on their written names (i.e. name of the person who was evaluated). Every folder was checked to ensure it contained both parts: Part one measuring potential independent and moderating variables, and part two measuring the dependent variable of SL, with evaluations provided by the corresponding co-workers and supervisor.

Then, all folders were identified with a company's code, as well as, a consecutive number for each group and worker. Folders were stocked in boxes and each box was marked with the company's code, as well as, an identification of all the folders it contained. Later, for each questionnaire, reverse items were marked to make sure, scores were reverse-computed.

Next, an Excel file was prepared to capture all items. A column for each item was reserved and rows were reserved to represent each worker. Later, the capture of data was performed. Once the capture of all data was finished and double-checked, information was copied to NCSS where the analysis of data started with a verification of missing data and outliers.

5.7 Data analysis.

The unit of analysis of this research is the individual working in a group. Next, an explanation of each procedure of the data analysis of this research is presented.

5.7.1 Analysis of missing data & outliers.

The first data analysis consisted in a data screening procedure. Data screening revised missing data and outliers. Table 21 shows the number of missing data per validated items.

Table 21. Missing data.

Items for O	Number of Missing Data
O1. Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.	11
O4. Para superarse uno debe valerse por sí mismo.	3
O7. Ganar lo es todo.	1
O8. Aún en el caso de que un hijo ganara un premio por alto desempeño los padres no deberían sentirse orgullosos.	3
O10. Sólo aquellos que dependen de sí mismos salen adelante en la vida.	3
O19. Yo siento que ganar es importante tanto en el trabajo como en los deportes.	3
O25. Yo no compartiría mis ideas y nuevos conocimientos con mi padres.	5
O27. Los hijos no deberían sentirse orgullosos aún si el padre fuese altamente reconocido y premiado.	3
O28. Es mejor no cooperar con alguien si sus habilidades son inferiores a las tuyas.	1
O30. ¿Cuánta importancia le daría a las opiniones de <u>SU MAMÁ</u> a la hora de decidir si hace o no el viaje?	10
O31. ¿Cuánta importancia le daría a las opiniones de <u>SU PAPÁ</u> a la hora de decidir si hace o no el viaje?	14
O32. ¿Cuánta importancia le daría a las opiniones de <u>SU ESPOSA (O)</u> a la hora de decidir si hace o no el viaje?	7
O33. ¿Cuánta importancia le daría a las opiniones de <u>SUS HIJOS</u> a la hora de decidir si hace o no el viaje?	8
O34. ¿Cuánta importancia le daría a las opiniones de <u>UN AMIGO CERCANO</u> a la hora de decidir si hace o no el viaje?	11
O35. ¿Cuánta importancia le daría a las opiniones de <u>OTRO FAMILIAR</u> a la hora de decidir si hace o no el viaje?	8
O36. ¿Qué tanto dinero del premio de la lotería le daría a <u>SU ESPOSA (O)</u> ?	3
O37. ¿Qué tanto dinero del premio de la lotería le daría a <u>SUS HIJOS</u> ?	3
O38. ¿Qué tanto dinero del premio de la lotería le daría a <u>SUS NIETOS</u> ?	20
O39. ¿Qué tanto dinero del premio de la lotería le daría a <u>SU PAPÁ Y MAMÁ</u> ?	4
O40. ¿Qué tanto dinero del premio de la lotería le daría a <u>ALGUIEN MAS</u> ?	14
O41. ¿Cuánto tiempo le daría a <u>SU ESPOSA (O)</u> ?	7
O42. ¿Cuánto tiempo le daría a <u>SU PAPÁ y MAMÁ</u> ?	4
O44. ¿Cuánto tiempo le daría a <u>SUS HIJOS</u> ?	4
O45. ¿Cuánto tiempo le daría a <u>OTROS FAMILIARES</u> ?	7

Continuation of Table 21. Missing data.

Items for O	Number of Missing Data
Items for ECW	
ECW1. Yo pienso que puedo confiar en que los miembros de mi equipo se esfuercen en su trabajo.	5
ECW2. Yo pienso que los miembros de mi equipo son responsables al hacer su trabajo.	7
ECW3. Yo creo que puedo confiar en los miembros de mi equipo porque ellos no hacen su trabajo de manera descuidada.	6
ECW4. Yo creo que los miembros de mi equipo hacen su trabajo con calidad y dedicación .	6
ECW6. Yo pienso que los miembros de mi equipo tienen las habilidades requeridas Para realizar su trabajo.	7
ECW9. Yo pienso que los miembros de mi equipo saben como hacer su trabajo.	11
ECW10. Yo creo que los miembros de mi equipo están preparados para realizar su trabajo.	12
Items for TM	
TM1. El trabajo que me corresponde hacer en el equipo es muy valioso para mí.	4
TM2. El trabajo que me corresponde hacer en el equipo vale la pena.	4
TM3. El trabajo que me corresponde hacer en el equipo significa mucho para mí.	6
Items for RM	
RM3. La relación cordial con mis compañeros de equipo es importante para mí.	5
RM4. La relación armoniosa con mis compañeros de equipo es significativa para mí.	9
RM5. Mantener una buena relación con mis compañeros de equipo vale la pena.	8

As shown in Table 21, missing data per item were very few. The item with more missing data was item O38 with 20 missing data/item out of 697, representing only a 2%. The researcher believes a probable reason this item was not responded, by some workers, is because this question refers to worker's grandchildren and probably these workers did not have grandchildren. Although it was specified in instructions that if,

someone was not in a situation specified by a particular item, he/she could imagine as if he/she were; most likely, these respondents did not pay attention to the instruction. The remaining items had even less missing data. Although missing data were few, this research estimated missing data by the average procedure of the data screening option of NCSS.

In order to be considered for this study, each individual needed to have at least one complete SL evaluation from co-workers and the corresponding SL evaluation from the supervisor. Workers which did not comply with this requirement were eliminated. Statistics for eliminated Database's rows, representing workers, are shown in Table 3.

Regarding outliers, the researcher verified and corrected outliers mainly caused by mistyping errors. Outliers representing data that were not typical of this sample, but were still within the permitted scale range; for example, cases where SL scores were high or those TM with low values; were not eliminated because those cases are subject of this study too.

Once data were free of missing data and errors caused by mistyping, the researcher proceeded to compute the subject's total score for each variable and the rest of the data analysis.

5.7.2 Subject's total score for each variable.

Six indexes per respondent were computed. Four indexes correspond to the scores of the potential independent or moderating variables of the proposed model: ECW, TM, RM, O. The remaining two correspond to the scores of the dependent variable of SL, collected from two different sources, the co-workers: SL (cws), and the supervisor: SL(sup). Each index was computed as the average of each Section rating.

5.7.3 Placement of individuals in groups for comparison purposes.

Before the comparison between groups of individuals, with analysis of variance, there was a need to place subjects in groups of people depending on their scores on variables such as ECW, TM, O, and RM. A subjects' placement on high or low ECW, TM, or RM was determined by an average split on the scale on the total sample scores. Subjects receiving a score of less than or equal to the average score were assigned to low ECW, TM and RM, depending on the case; and subjects receiving a score of greater than the average score were assigned to corresponding high ECW, TM and RM. A similar procedure took place with the variable O. Placement for O was also determined by an average split on the scale on the total sample scores. Subjects receiving a score of less than or equal to the average score were identified as individuals with an allocentric orientation; and subjects receiving a score of greater than the average score were identified as individuals with an idiocentric orientation.

5.7.4 Descriptive statistics.

Descriptive statistics, in this study, included means, standard deviations, low and high values, as well as, ranges, for all variables. Additionally, normality assumptions were tested and frequency tables were examined too.

5.7.5 Correlations.

The Spearman correlation coefficient was used to measure the association between all variables included in the proposed model. Spearman correlation measures whether one variable increases or decreases with another. This type of correlation is appropriate even when the relationship between the two variables is not linear or bivariate normal.

The procedure to compute Spearman correlations is as follows, each of the two variables is ranked separately, and the ordinary Pearson correlation coefficient is computed on the ranks. This nonparametric correlation coefficient is an appropriate alternative, especially when outliers, nonnormality, nonconstant variance, and nonlinearity may exist between the two variables being investigated.

5.7.6 Differences between groups: Analysis of variance.

Analysis of variance (ANOVA) was used to compare differences between groups of subjects. Groups were separated depending on average scores. Several analyses of variance were performed in this research.

The first set of ANOVAs was performed according to the following procedure. The responses on both SL (sup) and SL (cws) were evaluated separately between groups with high and low ECW using analysis of variance. The purpose of this test was to find out, if differences in ECW were related to significant differences in each indicator of SL.

Later, separate ANOVAs were run to find out if differences in TM or RM were related to significant differences in each indicator of SL. Thus, two ANOVAs were run testing responses on SL(sup) and SL(cws) separately, with groups of high and low values of TM. In addition, other two ANOVAs were run, this time testing responses on SL(sup) and SL(cws) separately, with groups of high and low values of RM.

The last ANOVA was executed according to the following procedure. The response on RM was evaluated using analysis of variance between groups with high and low O. In other words, it was performed between groups of individuals with an idiocentric and an allocentric orientation. The purpose of this test was to identify if idiocentric and allocentric individuals had significantly different scores on RM.

5.7.7 Moderated regression analysis (MRA).

Moderated regression analysis (MRA) was used to revise the moderator effects proposed by this research. According to Sharma, Durand, Gur-arie (1981) MRA is “an analytic approach which maintains the integrity of a sample yet provides a basis

for controlling the effects of a moderator variable” (p. 295). The classic equation used to assess moderator effects is presented in the following way: Having

$$C = a + b_1(X) \quad (\text{Equation 1})$$

$$C = a + b_1(X) + b_2(Z) \quad (\text{Equation 2})$$

$$C = a + b_1(X) + b_2(Z) + b_3(XZ) \quad (\text{Equation 3})$$

Where C = the criterion variable, X = the predictor, Z = the hypothesized moderator, XZ denotes the linear x linear interaction between the two main effects, and a, b₁, b₂, b₃ are the structural parameters. Equation 2 is known as the additive model; and equation 3 defines a multiplicative model (Lubinski and Humphreys, 1990).

The procedure for MRA, used by this research, was based on Sharma et al. (1981). Hence, in applying MRA, to test the moderator effect of the Task meaningfulness (TM), on the relationship between ECW and SL, the researcher examined three regression equations for equality of the regression coefficients (Zedeck, 1971 quoted by Sharma et al., 1981):

$$SL = a + b_1ECW \quad (\text{Equation 1a})$$

$$SL = a + b_1ECW + b_2TM \quad (\text{Equation 2a})$$

$$SL = a + b_1ECW + b_2TM + b_3ECW \times TM \quad (\text{Equation 3a})$$

If equation 2a and 3a are not significantly different (i.e. $b_2 \neq 0$; $b_3 = 0$), Task meaningfulness (TM) is not a moderator variable but could be an independent predictor variable. This would be the case if b_2 is significant in 2a and 3a, while b_3 is not significant in 3a.

For TM to be a pure moderator variable, equations 1a and 2a should not be different but should be different from equation 3a (i.e. $b_2 = 0$; $b_3 \neq 0$). This would be the case if b_2 is not significant in 2a, while b_3 is significant in 3a.

For TM to be a quasi moderator variable, equations 1a, 2a, and 3a should be different from each other (i.e. $b_2 \neq b_3 \neq 0$). This would be the case if b_2 is different than b_3 and both are significant.

To test the moderator effect of the Relationship meaningfulness (RM) on the relationship between ECW and SL, similar equations considering ECW and RM were pondered for analysis (See equations 1b, 2b, 3b).

$$SL = a + b_1ECW \quad (\text{Equation 1b})$$

$$SL = a + b_1ECW + b_2RM \quad (\text{Equation 2b})$$

$$SL = a + b_1ECW + b_2RM + b_3ECW \times RM \quad (\text{Equation 3b})$$

Findings were interpreted using the same criteria than with equations 1a, 2a and 3a.

5.8 Hypotheses testing.

This thesis proposed two hypotheses which deal with moderator variables⁵ (H1 and H2) and one hypothesis which deal with a direct relationship (H3). First the procedure to test H1 & H2, with moderating effects, is explained; then, the corresponding one to test H3 is elaborated.

This research used Sharma's et al., (1981) framework for identifying moderator variables. It consists of four steps (see Figure 5 as a reference).

Step 1. Determine whether a significant interaction is present between the hypothesized moderator variable, *Z*, and the predictor variable by the MRA procedure (in Section 5.7.7). If a significant interaction is found, proceed to Step 2. Otherwise, go to Step 3.

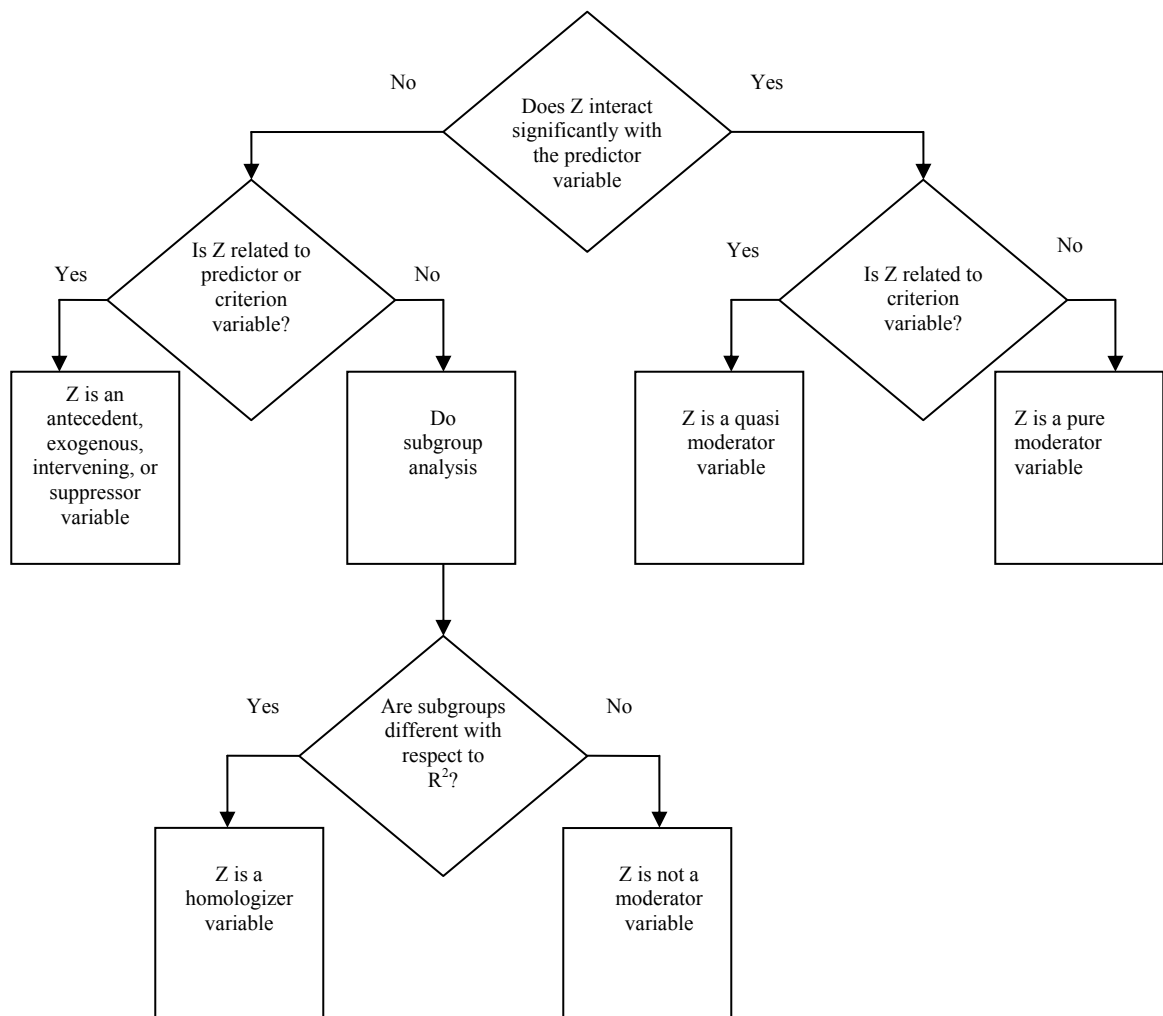
Step 2. Determine whether *Z* is related to the criterion variable. If it is, *Z* is a quasi moderator variable. If not, *Z* is a pure moderator variable. In either case, the moderator influences the form of the relationship in the classic validation model.

Step 3. Determine whether *Z* is related to the criterion or predictor variable. If it is related, *Z* is not a moderator but an exogenous, predictor, intervening, antecedent, or a suppressor variable. If *Z* is not related to either the predictor or criterion variable, proceed to Step 4.

⁵ A moderator variable is "one which systematically modifies either the form and / or the strength of the relationship between a predictor and a criterion variable" (Sharma et al., 1981, p.291).

Step 4. Split the total sample into subgroups on the basis of the hypothesized moderator variable. The groups can be formed by a median, quartile, or other type of split. After segmenting the total sample into subgroups, do a test of significance for differences in predictive validity across subgroups. If significant differences are found, Z is a homologizer variable operating through the error term. If no significant differences are found, Z is not a moderator variable and the analysis concludes.

Figure 5. Sharma's et al., (1981) framework for identifying moderator variables.



Finally, the hypothesis 3 (H3), which deals with a direct relationship, is tested examining the results of Spearman correlations, as well as, those of the analyses of variance (previously explained in this chapter).

Next chapter includes the results and discussion of this study.

Chapter 6

Results and Discussion

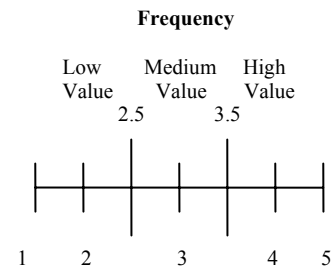
This chapter on results and discussion starts with a presentation of the descriptive statistics. Next, results on correlations and analysis of variance are elaborated. Finally, results on moderated regression analysis and the hypotheses testing are discussed.

6.1 Descriptive statistics.

Table 22 reports results on the descriptive statistics for each variable. In this table, the Mean, the Standard deviation (S.D.), the ranges of lowest and highest values, as well as, percentages of frequency tables for low, medium and high values are shown.

Frequency statistics for low, medium and high values are presented at the right section on Table 22. Since the scale of values for possible responses is anchored in a minimum value of 1 and a maximum value of 5, the frequency analysis has been specified in the following way. Responses which are lower or equal to a value of 2.5 are considered as low values, those in between 2.5 and 3.5 are considered medium values, and those greater than 3.5 are considered as high values.

Table 22. Results of the descriptive statistics: Variable descriptors.



			Range		Frequency			
	Count	Mean	S. D.	Lowest Value	Highest Value	Low Value	Medium Value	High Value
ECW	697	4.20	0.54	1.50	5	1%	7.6%	91.39%
TM	697	4.52	0.53	1	5	0.86%	1.72%	97.42%
RM	697	4.32	0.57	1.33	5	1.15%	4.88%	93.97%
O	697	2.56	0.39	1.47	3.83	44.05%	54.95%	1%
SL(sup)	697	1.94	0.72	1	4.57	78.19%	19.37%	2.44%
SL(cws)	697	1.8	0.48	1	3.94	90.67%	8.9%	0.43%

Results for ECW indicate that its Mean was 4.20; its S.D. was 0.54; its lowest and highest values were 1.50 and 5 respectively; and the majority of values fell into the high-value category, representing the 91.39% of the total sample. This means that, although there were some workers with low and medium agreement about Expectations on their co-members of the group (1% and 7.6% respectively), the majority of the workers reported high agreement regarding Expectations on their co-workers. Precaution is in place because these results could look good at first sight and could be interpreted as something favorable for these two companies, since there seems to be a high perception of competence and reliability on co-members of the group, in the majority of the workers of this particular sample. First, it should be

pointed, ECW is just a workers' perception and it does not reflect necessarily reality. Moreover, since the previously mentioned studies of Kerr (1983) and Jackson & Harkins (1985) regarding the influence of ECW on SL were in disagreement, it is still unknown, up to this moment, if this indicator could affect SL in a positive or negative way. Therefore, caution in the interpretation of these preliminary results, is recommended until more information is revised. Based on these initial results, the researcher can only conclude, that the majority of workers, in this sample, perceive their co-members of the group as competent and reliable. These results cannot be interpreted as something good, in terms of reduction of SL, for these two companies yet.

Regarding TM, results evidence a Mean with a value of 4.52 and a S.D with a value of 0.53. In this case, some workers reported the lowest possible value (1), while others reported the highest (5). However, like with ECW the majority (97.42%) reported high values. This means that 679, out of 697 workers reported that their task was meaningful for them. Since, according to exiting literature (Harkins & Petty, 1982; Jackson & Williams, 1985; Zaccaro, 1984; Williams & Karau, 1991; George, 1992), when the task is significant to workers, workers social loaf less; this result could be interpreted as a favorable indicator for both companies which try to minimize social loafing behavior.

RM, contrary to TM, had not been studied in previous literature before this study; nevertheless, in this study, this variable got high scores. Workers of this particular sample reported 1.33 as the lowest value and 5 as the highest, with a Mean of 4.32

and a S.D. of 0.57. Again, the majority of workers 93.97% indicated that keeping a good relationship with other members in the group was important, valuable and worthwhile to them. One explanation could be that this particular sample resides in México, which has been identified with a collectivistic culture (Hofstede, 1980). Collectivists pay attention to good relationships with in-groups. Results also concur with De la Cerda & Núñez (1998) and Kras (1995), who asserted that Mexicans are characterized by appreciation for interpersonal relationships. Also, with Paik & Teagarden, (1995) quoted by Pelled & Xin, (1997), who noted that interpersonal relationships are very important to a Mexican. Another explanation for this finding is that many workers in Company B live in little and cohesive towns, where members of the families have known each other for generations. Literature on cohesiveness (e.g. Liden et al., 2004) asserts that cohesive people care for each other and for keeping a good relationship among each other.

If the rationale behind this thesis is correct regarding the influence of RM on the phenomenon of SL, since RM scores were high, for the sample as a whole, one would expect in general, low indicators of SL for these particular sample. According to expectations, in this study, SL evaluations resulted as low: 90.67% of workers got low values in SL when they were evaluated by their co-workers and 78.19% got low values on SL evaluations coming from their supervisors. In a scale of 1 to 5, the Mean for SL (sup) resulted in 1.94 while SL(cws) resulted in 1.8. Standard deviations for SL(sup) was 0.72 and for SL(cws) was 0.48.

Results on SL evaluations are interesting, if we compare descriptive statistics for SL(sup) scores with those of SL(cws), shown in Table 22. There seems that co-workers were slightly more benevolent on their SL evaluations than supervisors (i.e. SL(sup) Mean = 1.94 vs. SL(cws) Mean = 1.8). This thesis cannot rule out causes for this, only can point out the difference and suggest for future examination, probable causes of this difference, such as cohesiveness, bias for social desirability, co-workers' fear of a punishment, or simply because that is how workers perceive co-members of the group and since they are closer to others in the group than the supervisor, they may know better. In any case, from a practical point of view, the apparent difference between the evaluation of the supervisor and the one from co-workers do not seem to be that large (i.e. Means of 1.94 and 1.8 respectively). Observe how supervisors' evaluations varied more (i.e. SL(sup) S.D. = 0.72 vs SL(cws) S.D. = 0.48).

Finally, this sub-section closes with a discussion about the descriptive statistics results on Orientation. The Mean for Orientation was 2.56 with a S.D. of 0.39. The offered scale for Orientation in the questionnaire went from 1 to 5, choosing a low value on the scale would mean that the individual tends to have an allocentric orientation, while choosing a high value would mean that the individual tends to have an idiocentric Orientation. For this particular sample, the Mean resulted at the middle of the scale (2.56). There were no values at the extremes of the scale because the resulting lowest value was 1.47 and the resulting highest value was 3.83. This is the only variable with a normalized distribution. On the other hand, having the offered

scale of 1 to 5 in the questionnaire as a reference, results, on Table 22, reveal that only 1% of the sample fell into the category of high values (> 3.5).

Since descriptive statistics for ECW, TM, RM, SL(sup) and SL(cws) evidence non-normal distributions, they all were subject to transformations to test if normality assumptions could be sustained after transformations. Exponential, Natural logarithmic and Base-10 logarithm transformations were tested for all those variables; however, only SL(cws) sustained assumptions of normality after the transformations with logarithms. The presence of allowed outliers may explain the lack of fitting of transformations; however since those data are important for the interpretation of workers' responses, they could not be eliminated from the sample. Such is the case when few workers, within the sample, were rated by their supervisor or their co-workers with high social loafing scores; or when few workers chose not to care for the group task or the relationship resulting with low ratings on TM or RM. Statistically, those rare cases are considered as outliers of the sample; however, from this research's point of view, those cases are interesting and should be remained as subject of this study, at least in this first approach. Later, depending on the results of this first approach to the topic, decisions and recommendations for future research could be given. Nevertheless, all the results of this thesis were re-tested to double-check if differences could be found using the transformed data. Since no differences were found, results with the original data (i.e. no transformed) are presented in subsequent sections; having the consequent limitation of the restriction to the generalization of results out of this sample.

6.2 Correlations.

Spearman correlations among all variables of the proposed model appear in Table 23. Spearman correlations is the commonly used nonparametric measure of correlation between variables. It is appropriate specially when outliers, nonnormality, nonconstant variance, or nonlinearity exist between the two variables being investigated.

Table 23. Results of the Spearman Correlations: The five variables of the SL model.

	ECW	TM	RM	O	SL (sup)	SL (cws)
ECW	1.0					
TM	0.57***	1.0				
RM	0.61***	0.59***	1.0			
O	-0.14***	-0.13**	-0.16***	1.0		
SL (sup)	-0.01	-0.03	-0.03	-0.02	1.0	
SL (cws)	-0.11**	-0.10*	-0.13***	-0.01	0.33***	1.0

* $p \leq .05$
 ** $p \leq .01$
 *** $p \leq .001$

Significant correlations are apparent between ECW and TM ($r = 0.57$, $p \leq .001$); ECW and RM ($r = 0.61$, $p \leq .001$); ECW and O ($r = -0.14$, $p \leq .001$) and ECW and SL (cws) ($r = -0.11$, $p \leq .01$). When ECW increases, so do TM and RM. On the contrary, with O and SL (cws), since the correlation is negative, when ECW increases, O and SL (cws) decrease. This means that the higher the value of ECW,

TM and RM the lower the value of O and SL (cws); in other words, the higher the value of ECW, TM and RM, the more allocentric is the Orientation and the lower is the variable of Social loafing based on co-workers evaluations. This findings make theoretical sense, individuals with high Expectations on co-workers are the ones who believe their group task and relationship is more meaningful and these are the individuals with a more allocentric orientation; which according to theory (La Greca, 1997), are prone to work better in groups having less SL.

Regarding the association between ECW and SL (cws), evidence in this study indicates that they are significantly correlated ($r = -0.11$, $p \leq .01$), and that this correlation is negative. This finding is also consistent with the research of Jackson and Harkins (1985) on Social loafing. The result of this study strongly support a rationale based on people who are maintaining equity in effort when working together. According to these results, workers in this sample did not free-ride, on the contrary, they matched effort. Although this correlation was not hypothesized, it also makes practical sense. The explanation could be in the methods of monitoring behavior within these groups and companies. When groups and companies regulate themselves, free-riding behavior rarely prevails.

In addition, TM was found to be positively related to RM ($r = 0.59$, $p < .001$) and negatively related to O ($r = -0.13$, $p < .01$). When TM increases, so does RM. On the other hand, when TM increases, O decreases (meaning an allocentric orientation). This can also be interpreted as a proof that the individuals with an idiocentric orientation, in this sample, have lower TM.

According to theory and hypothesized expectations, a negative correlation exists between RM and O ($r = -0.16, p < .001$). Thus, this research found that individuals with an allocentric orientation have more Relationship meaningfulness. At the same time, this research found that individuals with an idiocentric orientation have less Relationship meaningfulness.

Surprisingly, correlations between SL (sup) and potential independent and moderator variables, such as ECW, TM, RM and O did not reach statistical significance, although correlations with TM, RM and O were in the expected negative direction. This finding is interesting, especially since in the recent field-based study of Murphy et al., (2003), authors reported that, contrary to their expectations, they could not find a relationship between TMX and SL. In the study of this thesis, like in Murphy's et al., (2003) SL results, based on supervisors' evaluations, did not work as expected. The study of Murphy et al., (2003) was only based on supervisor's evaluation and they believed this could be one of the reasons for not finding the expected relationship in their study. We intended to rule out this possibility adding the co-worker's ratings to the study in order to test the proposed model. This alternative of SL (cws), contrary to findings on SL(sup), worked just fine for most of the correlations. Therefore, findings in this research evidence the importance of having in future field-based studies, in addition to supervisor's ratings on SL, the co-workers' ones.

Consistent with theory and as was expected by this research, scores on SL (cws) are significantly correlated with TM, RM and SL(sup). Correlations resulted as

follows: with TM ($r = -0.10$, $p \leq 0.5$); with RM ($r = -0.13$, $p \leq .001$); and with SL(sup) ($r = 0.33$, $p \leq .001$). All correlations are in the expected direction. For TM and RM the correlation was negative such that the higher the value of TM and RM, the lower the value of SL(cws). With SL(sup) correlations indicate that as SL (cws) increases, so does SL (sup).

SL (cws) and SL(sup) were found to be unrelated to O in this research. This finding is interesting and should be highlighted; specially, because La Greca (1997), testing in the lab with an individualistic sample, found a strong relationship between these two variables. In La Greca's study (1997), the more idiocentric an individual was, the more SL behavior he / she had. However, in this study the correlations between any SL indicator, and O were not significant. A possible explanation for differences between La Greca's (1997) study and this research could be based on differences in the culture of samples and in the way the Orientation's instrument measures this variable. Mainly, in differences between the meaning of in-groups in countries with collectivistic (this research) and individualistic (La Greca's (1997)) culture. Moreover, the instrument, used by this research to measure Orientation, although it was the same than La Greca's (1997) at the beginning, after all the five validation processes of this research turned out to be a little different. One of the dimensions of Orientation: "Distance from in-groups" did not load sufficiently in this research and was eliminated from the measure, along with other items. Although correlations between O and both SL indicators did not reach significance in this research (maybe caused by the instrument to measure O), notice how correlations

between O and RM ($r = -0.16$, $p < .001$) and then between RM and SL(cws) ($r = -0.13$, $p < .001$) are significant and are in the expected direction. This finding may solve the puzzle, suggesting the examination of a mediating role of RM between O and SL for future research.

Next, results of analysis of variance are discussed.

6.3 Differences between groups: Analysis of variance.

Several analyses of variance (ANOVA) were used, in this study, to compare differences between groups of subjects (separated depending on average scores).

Next, each analysis of variance is discussed.

The first ANOVAs tested if differences in ECW were related to significant differences in each indicator of SL: SL(sup) and SL(cws). The main reason for this test was to demonstrate the role of ECW as independent variable of SL. Since previous studies of Kerr(1983) and Jackson & Harkins (1985) were in disagreement regarding the kind of relationship this variable could have with SL (i.e. positive or negative); this research, in addition to previous proof with correlations performed ANOVAs to clarify it. Table 24 reports results of the analysis of variance of ECW on SL (sup) and Table 25 reports results of the analysis of variance of ECW on SL(cws).

In this first set of ANOVAs, individuals were placed in two different groups according to the value of ECW-factor, by an average split on the scale and according to the procedure explained in Section 5.7.3. A value of 0 in ECW-factor refers to

individuals with low ECW and a value of 1 in ECW-factor refers to individuals with high ECW.

Table 24. Results of the analysis of variance: Effect ECW-factor on SL(sup).

Response SL (sup)					
Source of Variation	DF	Sum of Squares	Mean Square	F Ratio	p level
ECW-factor	1	.0181	0.0181	0.03	0.85
S	695	365.449	0.5258		
Total (Adjusted)	696	365.467			
Total	697				

* $p \leq .05$

** $p \leq .01$

Means and Effect Section	Count	Mean	Std. Error	Effect
All	697	1.94		1.9489
A: ECW-factor				
0	380	1.94	0.0371	-0.0051
1	317	1.95	0.0407	0.0051

Table 25. Results of the analysis of variance: Effect ECW-factor on SL(cws).

Response SL (cws)					
Source of Variation	DF	Sum of Squares	Mean Square	F Ratio	p level
ECW-factor	1	1.0743	1.0743	4.55	0.0332*
S	695	164.107	0.2361		
Total (Adjusted)	696	165.181			
Total	697				

* $p \leq .05$

** $p \leq .01$

Continuation of Table 25. Results of the analysis of variance: Effect ECW-factor on SL(cws).

Means and Effect Section	Count	Mean	Std. Error	Effect
All	697	1.80		1.800
A: ECW-factor				
0	380	1.84	0.0249	0.0394
1	317	1.76	0.0272	-0.0394

As indicated in Table 24, results of this analysis evidence no significant differences in SL(sup) between low and high ECW (F Ratio = 0.03 and p level = 0.85). There is however, in Table 25, a significant difference in SL(cws) between low and high ECW (F Ratio = 4.55 and p level = 0.03). Moreover, the difference between groups, in Table 25, is in the expected direction, individuals with high Expectations on co-workers (ECW-factor value of 1) have less Social loafing (Mean of SL(cws) = 1.76) than individuals with low Expectations on co-workers (ECW-factor of 0 with a Mean of SL(cw) = 1.84, according to co-workers ratings). This findings evidence that there is a role of ECW as independent variable on SL (cws) and denotes, according to co-workers ratings, the matching of effort among individuals within a work team.

Next, separate ANOVAs were run to find out if differences in TM were related to significant differences in each indicator of SL. Table 26 and Table 27 show results on the ANOVAs that were run to test responses on SL(sup) and SL(cws) respectively, with groups of high and low values of TM.

In this pair of ANOVAs, individuals were placed in two different groups according to the value of TM-factor, by an average split on the scale and according to the procedure explained in Section 5.7.3. A value of 0 in TM-factor refers to individuals with low TM, and a value of 1 in TM-factor refers to individuals with high TM.

Table 26. Results of the analysis of variance: Effect of TM on SL(sup).

Response SL(sup)					
Source of Variation	DF	Sum of Squares	Mean Square	F Ratio	p level
TM-factor	1	0.2626	0.2626	0.50	0.47
S	695	365.2045	0.5254		
Total (Adjusted)	696	365.4671			
Total	697				

* $p \leq .05$

** $p \leq .01$

Means and Effect Section	Count	Mean	Std. Error	Effect
All	697	1.94		1.9513
A: TM-factor				
0	297	1.9709	0.0420	0.0196
1	400	1.9317	0.0362	-0.0196

Table 27. Results of the analysis of variance: Effect of TM on SL(cws).

Response SL(cws)					
Source of Variation	DF	Sum of Squares	Mean Square	F Ratio	p level
TM-factor	1	0.7690	0.7690	3.25	0.0718
S	695	164.4124	0.2365		
Total (Adjusted)	696	165.1815			
Total	697				

* $p \leq .05$

** $p \leq .01$

Means and Effect Section	Count	Mean	Std. Error	Effect
All	697	1.8039		1.80
A: TM-factor				
0	297	1.8425	0.0282	0.0335
1	400	1.7753	0.0243	-0.0335

As revealed by Tables 26 and 27, results of ANOVA show no significant differences in SL(sup) and SL (cws) between low and high TM (F Ratio = 0.50 and p level = 0.47 in Table 26; and F Ratio = 3.25 and p level = 0.07 in Table 27). It should be noticed that, in Table 27, a significant difference in SL(cws) at a significance of ≤ 0.05 was almost achieved (p level = 0.07) and that the difference between groups, in this table, is in the expected direction, contrary to Table 26 which was too far from significance. In Table 27, individuals with higher ratings on TM (TM-factor value of 1) have less Social loafing (Mean of SL(cws) = 1.77 vs. 1.84, according to co-workers ratings).

Later, other ANOVAs were run to find out if differences in RM were related to significant differences in each indicator of SL. Two ANOVAs were run, this time testing responses on SL(sup) and SL(cws) separately, with groups of high and low values of RM. Results are shown in Table 28 and Table 29.

In this new pair of ANOVAs, individuals were placed like in the other analyses of variance in two different groups. This time, according to the value of RM-factor by an average split on the scale and according to the procedure explained in Section 5.7.3. A value of 0 in RM-factor refers to individuals with low RM and a value of 1 in RM-factor refers to individuals with high RM.

Table 28. Results of the analysis of variance: Effect of RM on SL(sup).

Response SL(sup)					
Source of Variation	DF	Sum of Squares	Mean Square	F Ratio	p level
RM-factor	1	0.0439	0.0439	0.08	0.7725
S	695	365.4232	0.5257		
Total (Adjusted)	696	365.4671			
Total	697				

* $p \leq .05$

** $p \leq .01$

Means and Effect Section	Count	Mean	Std. Error	Effect
All	697	1.9484		1.9479
A: RM-factor				
0	327	1.9400	0.0400	-0.0795
1	370	1.9559	0.0376	0.0795

Table 29. Results of the analysis of variance: Effect of RM on SL(cws).

Response SL(cws)					
Source of Variation	DF	Sum of Squares	Mean Square	F Ratio	p level
RM-factor	1	1.6994	1.699	7.22	0.0073**
S	695	163.4821	0.2352		
Total (Adjusted)	696	165.1815			
Total	697				

* $p \leq .05$

** $p \leq .01$

Means and Effect Section	Count	Mean	Std. Error	Effect
All	697	1.80		1.8070
A: RM-factor				
0	327	1.85	0.0268	0.0494
1	370	1.75	0.0252	-0.0494

As shown in Table 28, ANOVA's results indicate no significant differences in SL(sup) between low and high RM (F Ratio = 0.08 and p level = 0.77). Nevertheless, in Table 29, there is a significant difference in SL(cws) between low and high RM (F Ratio = 7.22 and p level = 0.0073**). This difference between groups is in the expected direction, individuals with higher Relationship meaningfulness (RM-factor value of 1) have less Social loafing (Mean of SL(cws) = 1.75 vs. 1.85, according to co-workers ratings). This findings evidence an influence of RM on SL (cws) in such a way that individuals with high ratings of RM were reported by their co-workers with less Social loafing.

Another finding in the results of analyses of variance is apparent when comparing the results shown in Table 27, the ANOVA testing the potential influence of TM on SL(cws), with those shown in Table 29, the ANOVA testing the potential influence of RM on SL(cws). It is evident that RM (F Ratio = 7.22 and p level = 0.0073**) resulted to be more influential than TM (F Ratio = 3.25 and p level = 0.07), in this research. This finding justifies the new inclusion of RM, suggested by this research, in field-based studies of SL.

Finally, a different ANOVA tested if idiocentric and allocentric individuals had significantly different scores on RM. The main reason for this test was to demonstrate the role of O as independent variable of RM and then to test hypothesis 3, which asserts Orientation is negatively related to Relationship meaningfulness. Table 30 reports results of the analysis of variance of O on RM.

Table 30. Results of the analysis of variance: Effect of O on RM.

Response RM					
Source of Variation	DF	Sum of Squares	Mean Square	F Ratio	p level
O-factor	1	2.5905	2.5905	8.04	0.0047**
S	695	224.0531	0.3223		
Total (Adjusted)	696	226.6437			
Total	697				

* p ≤ .05

** p ≤ .01

Continuation of Table 30. Results of the analysis of variance: Effect of O on RM.

Means and Effect Section	Count	Mean	Std. Error	Effect
All	697	4.33		4.33
A: O-factor				
0	307	4.3963	0.0324	0.0614
1	390	4.2735	0.0288	-0.0614

Results of this ANOVA reveal a significant difference in RM between low and high O (F Ratio = 8.04 and p level = 0.0047**). This difference between groups is in the hypothesized negative direction, individuals with lower orientation (allocentrics) (O-factor value of 0) have more Relationship meaningfulness (Mean of RM = 4.39), than individuals with higher orientation (idiocentrics, Mean of RM = 4.27). This findings evidence that there is a role of O as independent variable on RM and supports the hypothesized negative relationship between them.

6.4 Moderator regression analysis (MRA).

In applying MRA, to test the moderator effect of the Task meaningfulness (TM), on the relationship between ECW and SL, three regression equations for equality of the regression coefficients were examined for SL(sup) and for SL(cws) respectively (See Table 31 for results of MRA testing TM as moderator of the relationship between ECW & SL (sup) and Table 32 for results of MRA testing TM as moderator of the relationship between ECW & SL (cws)).

$$SL = a + b_1ECW \quad (\text{Equation 1a})$$

$$SL = a + b_1ECW + b_2TM \quad (\text{Equation 2a})$$

$$SL = a + b_1ECW + b_2TM + b_3ECW \times TM \quad (\text{Equation 3a})$$

Table 31. Results of MRA: TM as moderator of ECW & SL (sup).

		a	b₁	b₂	b₃	R²
(1a)	SL(sup) = a + b ₁ ECW	2.00	-.0137			0.0
	p level	0.0	0.78			
(2a)	SL(sup) = a + b ₁ ECW + b ₂ TM	2.09	.0132	-.045		0.0
	p level	0.0	0.83	0.48		
(3a)	SL(sup) = a + b ₁ ECW + b ₂ TM + b ₃ ECWxTM	2.08	.0163	-.0442	-.0001	0.0
	p level	0.0	.87	.52	.97	

* p ≤ .05

** p ≤ .01

Table 32. Results of MRA: TM as moderator of ECW & SL (cws).

		a	b₁	b₂	b₃	R²
(1a)	SL(cws) = a + b ₁ ECW	2.16	-.0839**			.0086
	p level	0.0	0.01			
(2a)	SL(cws) = a + b ₁ ECW + b ₂ TM	2.25	-.0564	-.046		.010
	p level	0.0	0.19	0.29		
(3a)	SL(cws) = a + b ₁ ECW + b ₂ TM + b ₃ ECWxTM	1.99	.018	-0.023	-.002	.012
	p level		0.80	0.61	0.18	

* p ≤ .05

** p ≤ .01

Results in Table 31 indicate no significant effects on SL(sup) in any of the three regressions. All p levels are far from significance for each of the proposed independent and moderator variables (in $1a = .78$; in $2a = .83$ & $.48$; in $3a = .87$, $.52$ & $.97$). These results are consistent with other results obtained in different analyses of this thesis when the source of the SL evaluation was the supervisor. However, Table 32, regarding results on SL(cws) indicates a significant effect of ECW on SL(cws) (in $1a$, $b_1 = -.0839$, $p \text{ level} = 0.01^{**}$). Although the magnitude is not that big, the effect is significant at $p \leq .01$, and it is in the negative direction, previously discussed in this thesis, which indicates matching of effort. This finding reveals that ECW has an impact on SL(cws). Then, the next step is to revise, in Table 32, the potential additive effect of TM on SL(cws) in $2a$ and the corresponding potential multiplicative effect of ECW x TM in $3a$. As shown in Table 32, there are no such effects in the equations, since all p levels are far from significance at 0.05. Therefore, the conclusion is that no significant interaction is evident between ECW and TM regarding SL(sup) and SL(cws).

Later, the following step consisted in applying MRA again; this time, to test the moderator effect of the Relationship meaningfulness (RM), on the relationship between ECW and SL. In order to do this, three regression equations for equality of the regression coefficients were examined for SL(sup) and for SL(cws) respectively (See Table 33 for results of MRA testing RM as moderator of the relationship between ECW & SL (sup) and Table 34 for results of MRA testing RM as moderator of the relationship between ECW & SL (cws)).

$$SL = a + b_1ECW \quad (\text{Equation 1b})$$

$$SL = a + b_1ECW + b_2RM \quad (\text{Equation 2b})$$

$$SL = a + b_1ECW + b_2RM + b_3ECW \times RM \quad (\text{Equation 3b})$$

Table 33. Results of MRA: RM as moderator of ECW & SL (sup).

		a	b ₁	b ₂	b ₃	R ²
(1b)	SL(sup)= a + b ₁ ECW	2.00	-.0137			0.0
	p level	0.0	.78			
(2b)	SL(sup) = a + b ₁ ECW + b ₂ RM	2.09	.0231	-.0557		0.0
	p level	0.0	.72	.36		
(3b)	SL(sup) = a + b ₁ ECW + b ₂ RM + b ₃ ECW×RM	2.63	-0.1155	-0.186	.0329	0.0
	p level	0.003	.61	.38	.52	

* p ≤ .05

** p ≤ .01

Table 34. Results of MRA: RM as moderator of ECW & SL (cws).

		a	b ₁	b ₂	b ₃	R ²
(1b)	SL(cws) = a + b ₁ ECW	2.15	-0.0839**			0.0086
	p level	0.0	0.01			
(2b)	SL(cws) = a + b ₁ ECW + b ₂ RM	2.29	-.028	-.084*		0.014
	p level	0.0	0.51	0.04		
(3b)	SL (cws)= a + b ₁ ECW + b ₂ RM + b ₃ ECW×RM	2.40	-.0579	-0.11	-.007	0.014
	p level	0.0	0.70	0.43	0.83	

* p ≤ .05

** p ≤ .01

Results in Table 33, like any other test in this thesis with supervisor's ratings on SL, indicate no significant effects on SL(sup) in any of the three regressions. All p levels are far from significance for each of the proposed independent and moderator variables (in $1b = .78$; in $2b = .72$ & $.36$; in $3b = .61$, $.38$ & $.52$). Nevertheless, when MRA results are analyzed using SL evaluations from co-workers, shown in Table 34, as has been discussed before, a significant effect of ECW on SL(cws) was revealed (in $1b$, $b_1 = -.0839$, p level = 0.01^{**}). Then, revising the potential additive effect of RM on SL(cws) in equation $2b$ of Table 34, another significant effect was found. This time the magnitude was $-.084$ (p level = 0.04^*). Finally, testing the potential multiplicative effect of ECW x RM in equation $3b$ of Table 34 no significant effect was found at a level of significance of $\leq .05$. According to these findings, an apparent additive effect of RM on SL(cws) exists, while no multiplicative effect was found. Therefore, the conclusion is that no significant interaction is evident between ECW and RM regarding SL(sup) and SL(cws). However, findings suggest a direct effect of RM on SL(cws).

Once MRA results have been presented and discussed, the hypotheses testing is elaborated in the next section.

6.5 Hypotheses Testing.

This thesis proposed three hypotheses:

Hypothesis 1 (H1): Task meaningfulness moderates the relationship between Expectations on co-workers and Social loafing such that the relationship is stronger when Task meaningfulness is low than when Task meaningfulness is high.

Hypothesis 2 (H2): Relationship meaningfulness moderates the relationship between Expectations on co-workers and Social loafing such that the relationship is stronger when Relationship meaningfulness is low than when Relationship meaningfulness is high.

Hypothesis 3 (H3): Orientation (allocentrism - idiocentrism) is negatively related to Relationship meaningfulness.

The discussion on hypotheses testing is focused first on the H1 and the H2, which evaluate moderating effects and later on the H3.

In order to test H1 and H2, which deal with moderator variables, this research used Sharma's et al., (1981) framework (see Figure 5 as a reference) and their 4-step procedure described in Section 5.8.

6.5.1 Testing hypothesis 1.

A discussion on the test for H1 is elaborated following each step as described next. According to the 4-step procedure (Sharma et al., 1981), in Step 1, the researcher had to determine whether a significant interaction was present between the hypothesized moderator variable (i.e. TM) and the predictor variable (i.e. ECW) by the MRA procedure. According to Sharma et al., (1981) if a significant interaction is found, the researcher should proceed to Step 2. Otherwise, should go to Step 3. Results shown in previous Section 6.5, first indicated that a direct effect between ECW and SL(cws) exists; with this finding, it is possible to conclude that there is a relationship between ECW and SL, when the source of SL evaluations is the co-workers. However, regarding a potential interaction between ECW and TM with an effect on SL, no significant interaction was found for ECW and TM with respect to any of the two indicators of SL: Neither with SL(sup) (see equation 3a in Table 31), nor with SL(cws) (See equation 3a in Table 32). Therefore, as indicated by the procedure, the researcher continued with Step 3.

Later in Step 3, the researcher had to determine whether TM was related to the criterion variable (i.e. SL(sup) or SL(cws)) or to the predictor variable (i.e. ECW). If TM resulted to be related, according to Sharma et al., (1981), TM is not a moderator but an exogenous, predictor, intervening, antecedent, or a suppressor variable. On the other hand, if TM resulted not to be related to either the predictor variable (i.e. ECW) or criterion variable (i.e. SL(sup) or SL(cws)), the researcher should proceed to Step 4. Results shown in Table 23, demonstrate that TM was statistically correlated to the

criterion variable in the case of SL (cws) ($r = -0.10^*$, $p \leq .05$); and also to the predictor variable in the case of ECW ($r = 0.57^{***}$, $p \leq .001$). Therefore, following Sharma's et al., (1981) procedure, the final conclusion is that TM is not a moderator variable because the interaction test was not significant and the correlation test was. As a result, H1 - which hypothesized that Task meaningfulness moderates the relationship between Expectations on co-workers and Social loafing such that the relationship is stronger when Task meaningfulness is low than when Task meaningfulness is high - cannot be supported. Based on these findings, a potential role of TM as exogenous, predictor, intervening, antecedent, or suppressor variable is suggested for future examination.

6.5.2 Testing hypothesis 2.

Now, a discussion on the test for H2 is elaborated following the same procedure than in the previous section. According to the 4-step procedure (Sharma et al., 1981), in Step 1, the researcher had to determine whether a significant interaction was present between the hypothesized moderator variable (i.e. RM) and the predictor variable (i.e. ECW) by the MRA procedure. According to Sharma et al., (1981) if a significant interaction is found, the researcher should proceed to Step 2. Otherwise, should go to Step 3. Results shown in previous Section 6.5, first indicated that a direct effect between ECW and SL(cws) exists. Moreover, results in Table 34 also revealed another significant additive effect of RM on SL(cws). However, regarding a potential interaction between ECW and RM with an effect on SL, no significant interaction

was found for ECW and RM with respect to any of the two indicators of SL: Neither with SL(sup) (see equation 3b in Table 33), nor with SL(cws) (See equation 3b in Table 34). Therefore, as indicated by the procedure, the researcher continued with Step 3.

Later in Step 3, the researcher had to determine whether RM was related to the criterion variable (i.e. SL(sup) or SL(cws)) or to the predictor variable (i.e. ECW). If RM resulted to be related, according to Sharma et al., (1981), RM is not a moderator but an exogenous, predictor, intervening, antecedent, or a suppressor variable. On the other hand, if RM resulted not to be related to either the predictor variable (i.e. ECW) or criterion variable (i.e. SL(sup) or SL(cws)), the researcher should proceed to Step 4. Results shown in the Table 23, demonstrate that RM was statistically correlated to the criterion variable in the case of SL (cws) ($r = -0.13^{***}$, $p \leq .001$); and also to the predictor variable in the case of ECW ($r = 0.61^{***}$, $p \leq .001$). Therefore, following Sharma's et al., (1981) procedure, the final conclusion is that RM is not a moderator variable because the interaction test was not significant and the correlation test was. As a result, H2 - which hypothesized that Relationship meaningfulness moderates the relationship between Expectations on co-workers and Social loafing such that the relationship is stronger when Relationship meaningfulness is low than when Relationship meaningfulness is high - cannot be supported. Based on these findings, a potential role of RM as exogenous, predictor, intervening, antecedent, or suppressor variable is suggested for future examination too.

6.5.3 Testing hypothesis 3.

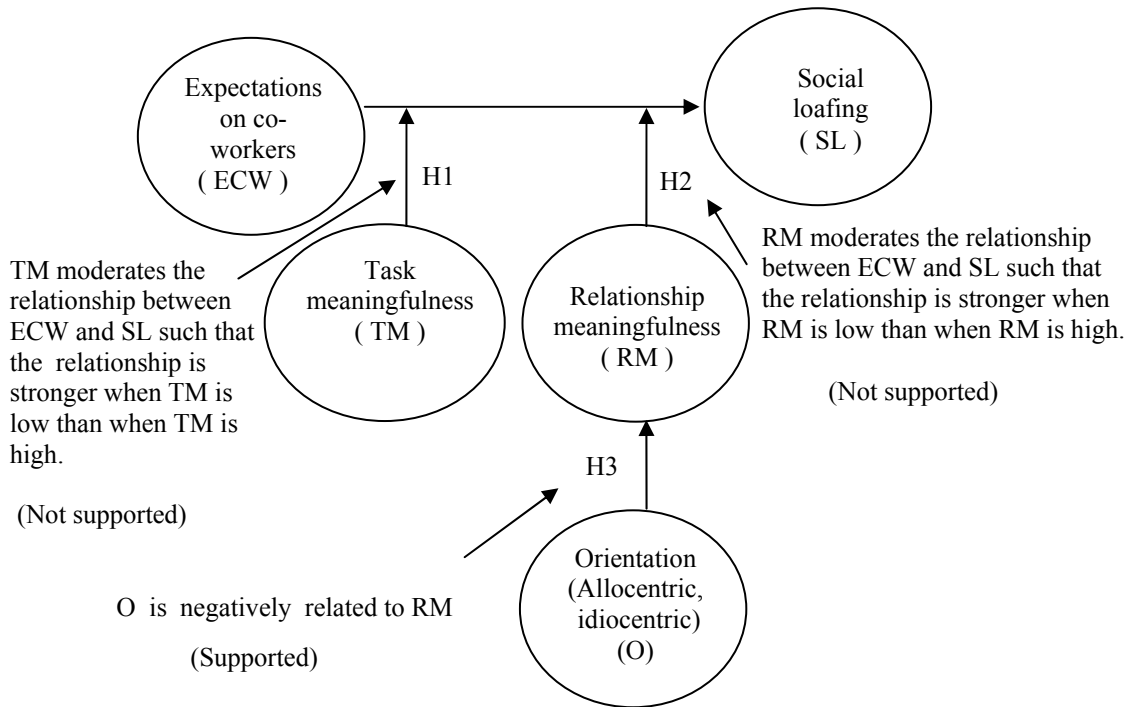
Finally, the hypothesis 3 (H3), which deals with a direct relationship between O and RM, was tested examining the results of Spearman correlations, as well as, those of the analysis of variance.

As shown in Table 23, and as was hypothesized, Orientation and Relationship meaningfulness are significantly and negatively correlated ($r = -0.16^{***}$, $p \leq .001$).

An additional support to H3 is evident when analyzing the results of the analysis of variance in Table 30. These findings indicate a significant difference on RM between groups with high and low O (F Ratio = 8.04**, p level = 0.0047). Consistent with H3 results show that when O-factor is 0, corresponding to individuals with an allocentric orientation, the Relationship meaningfulness is higher (RM Mean = 4.39) than when the O-factor is 1, corresponding to individuals with an idiocentric orientation (RM = 4.27).

In conclusion H3 – which hypothesized that Orientation (allocentrism - idiocentrism) is negatively related to Relationship meaningfulness – is supported.

Figure 6. Results on hypotheses testing of the proposed model of Social loafing.



Chapter 7

Conclusions

The purpose of this chapter is to conclude based on the main findings of this investigation. This chapter includes six sections of conclusions: Validity, proposed model, contributions, implications, limitations of the study, and future research.

7.1 Validity.

The purpose of summing original instruments to validation processes was to make sure this research could use measurement instruments which comply with characteristics such as being brief, clear, easy to administer, representative and appropriate for use in the targeted population. Thus, five validation processes were executed: Face validity, content validity, pilot test, construct validity and the reliability test.

According to the results of validation processes, the conclusion is that the resulting and used measurement instruments of this research indeed comply with previously listed characteristics. The joint inter-rated agreement test between the two panels of experts, performed as part of the face and content validity tests, indicates that the instrument is clear and appropriate of the constructs it intends to measure. Additionally, the pilot test helped to ensure the questionnaire is easy to administer

and understandable by the workers. The reliability of all the scales, used in this study, provides further evidence that they represent a sound measure.

After finishing all the five validation processes, another conclusion is that, although original instruments are basically representative of all the constructs they intend to measuring, in order to be appropriate for use with people with the characteristics of this sample, they need few modifications. Such modifications include wording changes and contextualization. Another important consideration is that, depending on the level of education of the sample, or depending on the familiarity of the subjects with the administration of questionnaires, drawings to illustrate the scales can be useful.

Construct validity findings indicate that used instruments are valid. It is also suggested, by the findings of construct validity process of this thesis, that the existing dimensions of the construct of Orientation in current literature such as, Triandis et al. (1988), may need to be revised in future research using samples in collectivistic cultures, such as México. Since only two of the proposed three dimensions loaded correctly in this research. The items of the dimensions known as “Self-reliance with competition” and “Concern for in-groups” did load correctly in the results of this study, while items corresponding to “Distance from in-groups” did not and were eliminated. Differences in the characteristics of the sample may explain such findings. The sample of this research belongs to a collectivistic culture – México- while the previously studied samples by Triandis et al, 1988 belong to other individualistic and collectivistic countries (e.g. USA, Japan, Puerto Rico). In spite of

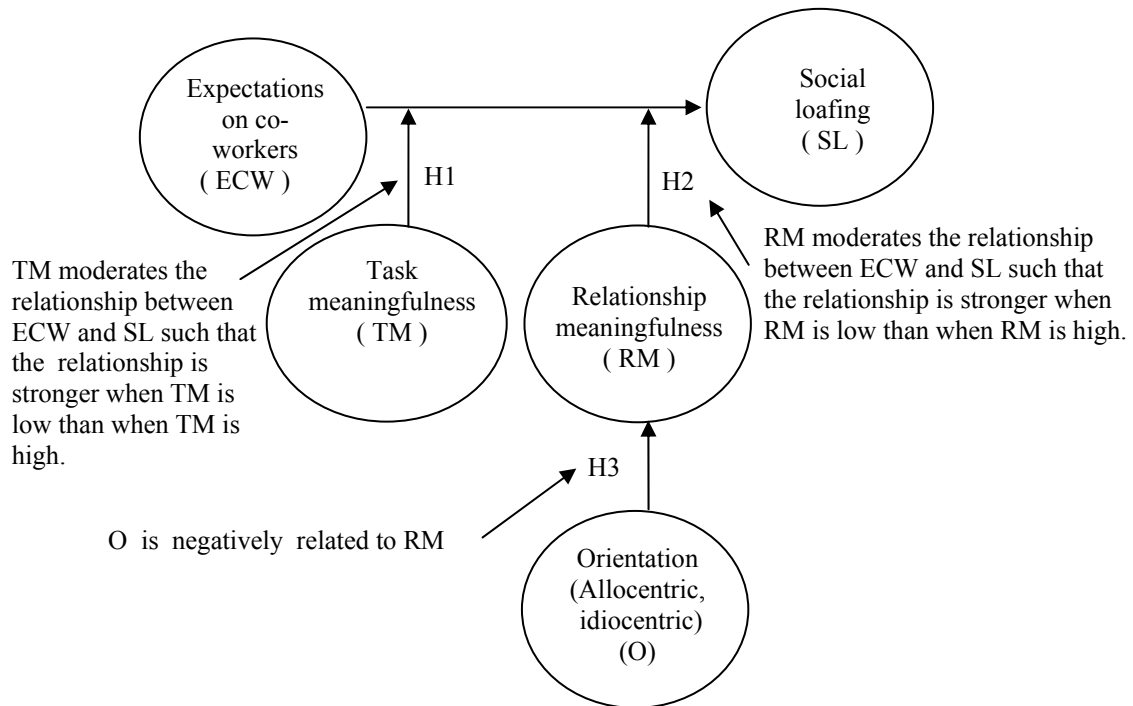
the differences, the scale of Orientation in this thesis worked as predicted by hypothesis three, which make the researcher believe that the lack of loading on the third factor did not affect considerably, since in the case it had loaded, as told by the theoretical logic of this research and by previous studies, the results would had been even more favorable to this thesis.

Regarding results of the construct validity process of the remaining variables: ECW, TM, RM, SL, there were no important variations with original instruments. Items loaded as expected and predicted by theory. As a result, the researcher concluded, they are sound measurements for the constructs too.

7.2 Proposed model.

The proposed model of this thesis included three hypotheses. Two of them proposed moderating effects and one a direct effect. The proposed moderator variables were TM and RM, each tested separately in the relationship between ECW and SL. The direct effect involved O on RM. The scheme of the proposed model is the following:

Figure 7. Proposed model of Social loafing.



First, this model states a direct relationship between ECW and SL. Such relationship was tested using Spearman correlations, analysis of variance and moderated multiple regression. Results of all three indicated a significant and negative relationship between ECW and SL (using co-workers evaluations of SL). These findings indicate that while ECW increases SL decreases and support a theory of matching of effort from individuals working in groups. Such findings are in accordance with the study of Jackson and Harkins (1985). In this thesis, a significant relationship between ECW and SL was assumed and found as expected, which make the researcher to conclude that Expectations on co-workers, indeed are related to

variations of Social loafing behavior. However, the type of relationship (i.e. either positive or negative) was not stated as a specific hypothesis because previous literature (Kerr, 1983 and Jackson & Harkins, 1985) guided the researcher to believe both options were possible. An explanation for the revealed negative relationship between ECW and SL could be in the self-control and self-monitoring procedures, prevalent inside these groups. In the future, the examination of the type of group (e.g. self-managed or not), and the normative environment could be studied as potential moderator variables of the relationship between ECW and SL.

Another finding of this investigation, which was consistent with current theory, was the one proposed by hypothesis three (H3): The negative relationship between Orientation (O) and Relationship Meaningfulness (RM). Results from Spearman correlations and analysis of variance, in this study, supported this hypothesis. Additionally, Spearman correlations and ANOVA's results revealed a significant and negative relationship between RM and SL (using co-worker's evaluations of SL). It is also interesting that, contrary to findings of La Greca (1997), no significant relationship was found, in this research, between Orientation (O) and Social loafing (SL). The successful finding of the relationship between O and RM and between RM and SL, as well as, the lack of significance, in this study, in the direct relationship between O and SL, make the researcher to conclude the following. First, the inclusion of Relationship meaningfulness (RM) in field-based studies of Social loafing behavior is justified. Second, individual's Orientation relates to Relationship meaningfulness in such a way that individuals with an allocentric orientation does

experience his/her relationship with the other members of the group as more important, valuable and worthwhile than individuals with an idiocentric orientation. Finally, further examination of RM, as potential mediating variable, in the relationship between O and SL is recommended for future research.

Another conclusion, based on results of Spearman correlations, is that Social loafing behavior decreases when any of the following indicators increases: The significance of the task (TM) or the significance of the relationship (RM). Also, it can be concluded that ECW, TM and RM are strongly and positively related among each other. When one increases, so does the other.

It is worth mentioning that, when comparing the relationship between TM and SL to the relationship between RM and SL, the last one (i.e. RM-SL) is considerably more significant (i.e. TM: $p \leq .05$ vs. RM: $p \leq .001$) and slightly greater, in terms of magnitude (TM: $r = -0.10$ vs. RM: $r = -0.13$). Moreover, results of the corresponding analyses of variance indicate the same. These findings make the researcher to conclude that Relationship meaningfulness, not just Task meaningfulness, is relevant for examination and consideration in SL models.

The proposed model also includes potential moderating effects of TM and RM in the relationship between ECW and SL. Contrary to expectations, those moderating effects were not supported. Results of MRA indicate that those variables do not change either the form or the strength of the original relationship between ECW and SL. As a result, hypothesis 1 and 2, proposed by this research, were not supported. Therefore, it cannot be concluded that TM or RM have a moderating effect on the

relationship between ECW and SL. This finding is interesting, especially since Williams & Karau (1991) have suggested a moderating effect of TM in the relationship between ECW and SL. Alternative explanations for the lack of a significant relationship in the unsupported hypotheses of this thesis are suggested next.

The first suggestion of a possible explanation for unsupported hypotheses in this research could be found in unmeasured moderating or control variables such as, differences in the type of groups, in monitoring, in normative environment or characteristics of the task. The lack of normality in the data (discussed in Section 6.2), as well as, the fact that none of the tested data transformations worked well, suggest the possibility that unidentified characteristics of the sample may cause the differences. Future research should explore such possibility.

Another explanation may be found in the presence of social desirability in the responses of workers. Workers who live and work in a very cohesive community may have been afraid of potential negative consequences, depending on their answers to certain questions of the questionnaire. Another possibility is that these workers or supervisors decided to simply overlook social loafing behavior. As a result, findings did not concur with expectations.

An additional alternative embraces the consideration that probably when TM was proposed as a moderator variable in the relationship between ECW and SL (Williams & Karau, 1991), TM was stated as a moderator, because it was found to interact with ECW, irrespective of whether the hypothesized moderator variable (TM) was a

significant predictor as well. Sharma et al., (1981) points out that in current literature examining moderator variables, this happens. Some authors refer to moderator variables this way; while others, for example Cohen & Cohen (1975) state that a moderator cannot be a significant predictor variable nor can it be related to other predictor variables. In any case, the conclusion on this matter is that, based on this research's results of Sharma's (1981) scheme of moderator variables⁶, neither TM nor RM can be considered as moderators of the relationship of ECW and SL.

Nevertheless, since significant correlations between TM and SL (using co-worker's evaluations of SL), and between RM and SL (using co-worker's evaluations of SL) were found by this research, the examination of these variables with a different role. For example, as a potential direct, antecedent or mediating variable of SL should be examined for future research.

In this thesis all the significant relationships were found using SL evaluations from co-workers. When SL evaluations from supervisors were revised, no significant relationship was found. The proposed explanation for the lack of significant relationship when SL supervisor's evaluations were tested could be found in the extent that co-workers and supervisors differ in their observations of SL. There is a possibility that supervisors may not have been able to observe all instances of SL. The researcher understands that the opposite case is also possible; however, it is mostly unlikely because it would go against theoretical and practical rationale. The fact that supervisor's evaluations on SL did not work, according to theory, in this

⁶ The purpose of Sharma's et al. (1981) was to try to put order in these topic, suggesting a procedure to differentiate types of moderator variables. This is the procedure used by this research.

thesis; and co-workers evaluations of SL did, make the researcher to conclude that complementing supervisor's ratings with co-worker's ratings of SL can be useful and may provide a more accurate portrayal of individual SL behaviors. As a result, the inclusion of both supervisor's and co-workers evaluations of SL in field-based studies of SL is recommended.

In sum, the conclusions⁷, based on the findings, of the proposed SL model are the following:

- (1) Expectations on co-workers are related to variations of Social loafing behavior in such a way that when the Expectations on co-workers increase, Social loafing decreases.
- (2) Individuals, who participated in this research, matched the effort they expected from co-workers, providing support for Jackson and Harkins (1985). These individuals did not free-ride.
- (3) Task meaningfulness is related to variations of Social loafing behavior in such a way that when Task meaningfulness increases, Social loafing decreases.
- (4) Relationship meaningfulness is related to variations of Social loafing behavior in such a way that when Relationship meaningfulness increases, Social loafing decreases.
- (5) ECW, TM, RM are strongly and positively related among each other. When one increases so does the other.

⁷ Due to lack of normalization of data, generalization of conclusions may be restricted to this sample.

- (6) The inclusion of Relationship meaningfulness (RM) in field-based studies of Social loafing behavior is justified.
- (7) Individual's Orientation relates to Relationship meaningfulness in such a way that individuals with an allocentric Orientation does experience his/her relationship with the other members of the group as more important, valuable and worthwhile than individuals with an idiocentric Orientation.
- (8) The relationship of RM with SL is considerably more significant and slightly greater, in terms of magnitude than the relationship of TM with SL.
- (9) Relationship meaningfulness, not just Task meaningfulness is relevant for examination and consideration in SL models.
- (10) Complementing supervisor's ratings with co-worker's ratings of SL can be useful and may provide a more accurate portrayal of individual SL behaviors.
- (11) Based on this research's results of Sharma's (1981) scheme of moderator variables, neither TM nor RM can be considered as moderators of the relationship of ECW and SL. Other unmeasured moderator or control variables, lack of a normal distribution of data, social desirability and variation in the used approach to identify moderator variables are suggested, by this thesis, as possible explanations for unsupported hypotheses.

7.3 Contributions.

7.3.1 To current theory.

One of the major strengths of this study is the inclusion, by the first time, of the variable Relationship meaningfulness in Social loafing models. Before this research RM had not been included in current SL theory. As shown by the results of this study, RM has a significant and negative relationship with SL ($r = -0.13, p \leq .001$) and a significant and negative relationship with O ($r = -0.16, p \leq .001$). Regarding variables involving a dimension of “meaningfulness”, previous studies in SL literature have already considered Task meaningfulness. However, although TM is an important determinant of SL and it is strongly correlated with Relationship meaningfulness ($r = 0.59, p \leq 0.001$), the construct validity process of this study demonstrated that it is not the same construct. While TM focuses on the task, RM focuses on the relationship with other members of the group. The advantage of identifying the differences is the possibility of expanding our understanding of the phenomenon, and examining and later linking, new unexplored variables which better explain or even predict SL behavior. One of such cases is the new linking - proposed and supported by this research – between RM and Orientation. For example, the relationship of O with TM is less significant and smaller in terms of magnitude ($r = -0.13, p \leq .01$) than with RM ($r = -0.16, p \leq .001$). Having discovered the link between RM with O and between RM with SL, could allow social scientists to expand theory. In addition, it could allow managers or team coordinators to select better team members, as well as, could

permit diverse decision making processes that just having Task meaningfulness as alternative, would not be possible. Having said so, the previously mentioned support, by this study, of the proposed negative relationship between Orientation and Relationship meaningfulness represents another theoretical contribution of this thesis. Also, the discovery that RM, in comparison to TM, seems to be more related to changes in SL behavior at least for this sample.

An additional plus of this investigation is the fact that the researcher searched and found an opportunity to test SL in real-world settings, where real relationships among members of a group can take place. Most laboratory studies of SL traditionally use college students as subjects. One of the arguments against this method is that motivational antecedents and context can vary greatly in comparison with those typically found in field settings. Having this in mind, the subjects of this study were selected because they are real production workers performing in real teams of real companies. Since laboratory SL studies, using college students, predominate in current SL literature, the fact that this model was tested in the field is considered a new contribution.

Moreover, since this research was performed in México with Mexican workers, the opportunity has been opened to those social scientists who may be interested in cross-culture studies of SL. This is another contribution to current literature of SL, since the majority of existing studies have been done in different countries, such as The United States, China or Japan. Culture or country differences, with this or similar

SL models, can now be explored easily, by social scientists, using this research's learning.

This research has contributed to field-based studies of SL by demonstrating that variations in SL evaluations from supervisors with respect to those of co-workers can make a difference in terms of the support or the lack of it of proposed hypotheses. As a result, this study left evidence of the relevance of peer ratings, not only for practical reasons, but also for theoretical ones.

An additional achievement of this study, which adds value and represents a contribution for subsequent studies, resides in the collection of the data. A data base with information of 697 field workers has been coded, validated and is ready to be subject of subsequent studies. New research proposals can now be developed. The large size of this sample allows researchers to divide the data base depending on unexplored and diverse factors grounded on theory bases. For example: dividing subjects by type of company (reflecting different working polices), by type of group, by seniority in the group, by size, by the type of group development programs etc.

This investigation showed evidence that TM and RM could not have a strong moderating effect on the relationship between ECW and SL. Instead, suggested that both, but most likely RM (at least with this sample), may have a mediating, antecedent or direct effect on SL.

Finally, this study has contributed to current literature suggesting a series of future research opportunities, which have been evident after reflecting on the findings

of this investigation. A list of all the suggested future research avenues is elaborated in Section 7.6 in this chapter.

In sum, this study contributed to current theory taking care of a gap in SL current literature, testing the potential impact on SL, of the interactions among Expectations on co-workers, Task meaningfulness, Relationship meaningfulness, and Orientation.

7.3.2 To practice.

In the previous section, the theoretical contributions of this study have been elaborated; now in this section, it is the opportunity to list its practical contributions. The purpose of listing the practical contributions of this work is to suggest to practitioners, alternative uses of the findings of this investigation, which can help to improve their practice. The challenge here is to assist organizations, managers, employees and people in general, who in one way or another relate to team work, to improve their performance indicators when working with groups.

Thus, the first contribution to practice relates to this research's findings about the measurement instruments. It has been concluded, by this thesis, that used instruments are valid to measure the constructs of ECW, TM, RM, O, SL. As a result, the first practical use for organizations, managers and team members resides in the potential application of these instruments to find out how are these variables in their groups. It will be necessary to consider both supervisor's and co-workers' ratings of SL. Doing so, it may be discovered, among other things, if members of the groups are free of

Social loafing behavior or if this behavior is present within the groups. If they find out there is SL in the members of their groups, they can identify if this represents a problem or if it is within manageable levels. The same thing can be done with respect to the other variables. Therefore, the first contribution to practice is to help organizations, managers and team members with their diagnostic process of SL behavior within their groups.

Once the current status has been discovered, decision making processes and interventions can be put in motion. The researcher assumes that organizations, managers and team members want SL indicators of members of their groups to be at minimum levels. Therefore, the next contribution to practice, of this research, is in assisting in the control for conditions that can cause Social loafing. The literature review of determinants of SL, summarized in Table 1, as well as, the results of this thesis, show diverse conditions that can produce this unwanted behavior. So, those interested in controlling SL should revise, first such table and later the results of this thesis, and then reflect on their own status with respect to each determinant of SL.

A third contribution to practice resides in devising interventions by which this behavior can be reduced or overcome. For example, it has been concluded, by this study, that ECW, TM and RM, are significantly and negatively related to SL. This means that when these variables increase, SL decreases. As a result, high levels of Expectations on co-workers, high levels of Task meaningfulness and high levels of Relationship meaningfulness in members of the groups are desirable. Therefore, interventions to increase the levels of any of these three variables may help to

decrease SL levels in the members of the group. Such interventions may include programs or workshops that can help to increase the perception on workers of the significance of their task, which is performed when working in groups; as well as, the significance of the relationship with other members of the group. Another alternative of intervention may include changes in the designs of the interactions of the members of the group or in the task performed by those members of the group. This should be done in such a way that the new design can foster harmonic and good relationships among members of the group. In addition, the new design of the task should ensure group member's interest and consideration. Another option includes a new program to explicitly and periodically communicate to other members of the group the new abilities of their co-workers and how these abilities can help others in the group and the collective goal. This type of programs may increase Expectations on co-workers and could also help. Putting in motion devises to promote trust within group members is another alternative. Moreover, this investigation has contributed to understand that if the members of the group have characteristics such as the ones described by this thesis, interventions on the Relationship meaningfulness would be even more effective than those traditionally done on the Task meaningfulness.

An additional contribution to practice can be found in applying findings of this research, to the selection, monitoring, appraisal and rewarding of individuals when working in groups. Results revealed that allocentrics do care more for keeping a good relationship with other members of the group than idiocentrics, and the appreciation of relationships seems to be good to decrease SL. When selecting personnel,

managers may consider that allocentric individuals seem to be prone to team endeavors. When having idiocentrics, working in groups, it may be a good idea to increase monitoring and increase extrinsic rewards in order to motivate individuals toward the achievement of the collective goal. When having allocentrics, working in groups, it may be effective to foster good relationships and reinforce a good identity as a group, to keep individuals motivated to belong to and excel as group.

In sum, this thesis intends to contribute to better practices applying the findings of this study to prevent the negative consequences of SL on motivation, productivity and effectiveness, as well as, helping individuals to understand the group processes that allow for variation in the extend to which individual effort in groups is motivated, redirecting their actions to achieve productivity in their group work.

7.4 Implications.

The findings of this investigation lead to important implications for both, social scientists studying group dynamics and team work, as well as, practitioners who are looking for ways to improve the performance of individuals working in groups.

The first implication relates to the inclusion of a new variable in Social loafing literature. Surprisingly, Relationship meaningfulness did not appear in existing literature of SL before this study. Although Task meaningfulness, TMX and Cohesiveness are similar and were present, they are different constructs. As a result,

this inclusion has the potential to impact strongly SL literature opening a new research avenue. Now that RM's significant correlation with SL has been revealed by this study, new opportunities of research may be feasible and interesting to be pursued. For example, ones suggested in the future research section of this thesis.

Additionally, the discovered fact that RM can be more significant than TM in the relationship with SL, at least for this sample, impacts considerably the traditional relevance attributed to the meaningfulness of the task. It is evident after this investigation, that some team members may be more inclined to change their SL depending on, how is their Relationship meaningfulness with other members of the group, than depending on how is their Task meaningfulness. Now, organizations and managers have a new reason to pay attention to those interactions within their teams, if they want less social loafers in their groups.

The relevance of RM on SL is even more evident, according to results of this thesis, after connecting O with RM, and demonstrating that allocentric individuals, who are prone to team endeavors, through high levels of RM can be linked to low levels of SL. The immediate theoretical implication is that apparently RM may have a mediating role between O and SL. It is important to state that these findings do not imply that idiocentric individuals cannot be effective in group work. However, they do point to practical implications for increasing other motivational and monitoring devises to ensure idiocentric individuals keep their interest in working in favor of the collective good.

In addition, since this research was performed in a collectivistic culture (i.e. México) there are also implications for the design and development of management principles in collectivistic settings.

Next, it has been identified by this study that several of the diverse approaches to define and analyze moderator variables, which are suggested by Sharma et al. (1981), exist in current SL literature too. This has important implications to social scientists, since knowing that this possibility exists, may prevent misunderstandings and may enhance appropriate interpretations of the results, also helping in the comparison of current findings in SL literature.

7.5 Limitations of the study.

The first shortcoming of this study is that the proposed non probabilistic sample limits generalization. Nevertheless, it is important to notice that the characteristics of this sample could be similar in many aspects to other samples of employees working in groups. As a result, this study could be useful for social scientists interested in studying similar populations or practitioners facing similar situations.

Another limitation surfaces in the failure of normalization of some data. This suggests that perhaps there are sub-samples underlying the one used by this study. The lack of normalization also limits generalization. Nevertheless, results of Spearman correlations and analysis of variance, of this study, illustrate the reader

with the type of existing relationships among proposed variables and can be used to guide theory and practice in a productive way.

An additional limitation resides in the changes made, by this research, to the original instrument of Orientation (mostly eliminating items). While these changes may limit the comparison with previous studies, which used the intact original instrument; these changes, at the same time, presents an opportunity to expand theory, because the new instrument was validated to the particular context, by this research.

Since a causal link can only be demonstrated through experimental studies, or to some extent through longitudinal field-based studies (Murphy et al., 2003), another limitation of this research is its cross-sectional design, which restricts the ability to make causal inferences. Nevertheless, cross-sectional studies can be useful to understand relationships as well as to generate and to test hypotheses.

As with all research, the present findings are subject to limitation in interpretation. In particular, since SL is seen by managers as an unwanted behavior. As a result, there is, in addition, a risk of social desirability bias in the answers of workers or supervisors. In spite of this apparent risk, it is relevant to mention that most proposed variables, in this research, related among themselves according to theory and expectations.

7.6 Future research.

The first suggestion for future research relates to the measurement instrument of Orientation. It is recommended, by this study, that the prevalent dimensions of the construct of Orientation (i.e. allocentrism-idiocentrism, based on the INDCOL scale of collectivism-individualism), mentioned in Triandis et al. (1988) and La Greca (1997), be revised in future research using field-based samples in México. Since in this study, only items of two of the suggested three dimensions loaded correctly - “Self-reliance with competition” and “Concern for in-groups”- while items corresponding to “Distance from in-groups” did not load as dictated by such literature and had to be eliminated from the scale.

In addition, future research is needed to explore the underlying causes of the lack of normality in the data and the underlying reasons of an apparent failure for the data transformations in variables such as ECW, RM and SL. Since there is a possibility that unidentified characteristics of the sample may have caused the differences, future research should explore such possibility.

Future research also needs to examine additional potential moderators of the relationship between ECW and SL, for example, the type of group (i.e. self-administered or traditional) or the group monitoring procedures or the normative environment (i.e. policies). Doing so, results could illustrate if these variables are capable of changing the form or strength of the relationship between ECW and SL.

In addition, future research can be directed toward examining RM, as a potential mediating variable, in the relationship between O and SL.

Also, more research is needed in order to understand causes of differences between supervisor's evaluations of SL and co-workers' evaluations of SL. This research has suggested as potential causes group cohesiveness, bias in co-worker's evaluations because of social desirability, co-workers' fear of negative consequences, or simply because that is how workers perceive co-members of the group, and since they are closer to others in the group than the supervisor, they may know better. This examination in future research may lead, subsequent studies, to include new control variables in SL models, using both evaluations as input of the SL variable. In any case, in order to avoid the misleading of theory and practice, it is recommended in this thesis to include in future field-based studies, the co-workers' evaluations of SL in addition to corresponding supervisor's ratings.

One important future research direction would be to examine the potential role of TM and RM as exogenous, predictor, intervening, antecedent, or suppressor variables of SL. Also, it could be productive if future research can study interactions or combinations between different levels of TM and RM tested together in addition to their direct effect on SL.

Finally, since the major strength of this study was the inclusion of RM in SL literature, it would be interesting to explore new implications of RM on other variables related to group work and group behavior. The most evident to start with is its effect on organizational citizenship behavior.

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Appendix A

Steps on the Reverse Translation Process of Instruments

Collaborators' versions, translated from original instruments in English to Spanish:

By collaborator one (C1); by collaborator two (C2); by collaborator three (C3);

Integrated Spanish version:

By the author of this thesis (A)

Collaborators' version, back-translated from Spanish to English:

By collaborator four (C4); by collaborator five (C5).

Expectations on Co-workers (ECW)⁸

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

1. I think that the co-members of my group are reliable on to put effort on their jobs.

(C1) Creo que se puede confiar en mis compañeros de grupo, en que harán un buen esfuerzo en su trabajo.

(C2) Yo pienso que los miembros de mi grupo son confiables para esforzarse en sus trabajos.

(C3) Pienso que los miembros de mi grupo son confiables en el esfuerzo que ponen en sus trabajos.

(A) Yo pienso que los miembros de mi grupo son confiables en el esfuerzo que ponen en sus trabajos.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

1. Yo pienso que los miembros de mi grupo son confiables en el esfuerzo que ponen en sus trabajos.

⁸ This is the initial set of items from original instruments, elaborated in English. Items shown here have not been validated yet.

(C4) I think that the members of my group are reliable in the effort they put into their work.

(C5) I think the members in my group are reliable regarding the effort they put into their work.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

1. Yo pienso que los miembros de mi equipo son confiables en el esfuerzo que ponen en sus trabajos.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

2. I think that the co-members of my group are responsible with their work.

(C1) Creo que mis compañeros de equipo son responsables en su trabajo.

(C2) Yo pienso que mis compañeros de grupo son responsables con su trabajo.

(C3) Pienso que los miembros de mi grupo son responsables en su trabajo.

(A) Yo pienso que los miembros de mi grupo son responsables en su trabajo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

2. Yo pienso que los miembros de mi grupo son responsables en su trabajo.

(C4) I think that the members of my group are responsible in their work.

(C5) I think the members of my group take responsibility for their work.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

2. Yo pienso que los miembros de mi equipo son responsables en su trabajo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

3. I can rely on the co-members of my group not to make my job more difficult by their careless work.

(C1) Puedo tener la confianza de que mi trabajo no será más difícil por la falta de cuidado de mis compañeros

(C2) Yo puedo confiar en los miembros de mi equipo para que no hagan mi trabajo más complicado porque hacen el suyo de manera descuidada.

(C3) Puedo confiar en los miembros de mi grupo no para hacer mis actividades más difíciles por su trabajo mal hecho.

(A) Yo puedo confiar en los miembros de mi grupo para que no hagan mi trabajo más complicado porque ellos hacen el suyo de manera descuidada.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

3. Yo puedo confiar en los miembros de mi grupo para que no hagan mi trabajo más complicado porque ellos hacen el suyo de manera descuidada.

(C4) I can rely on the members of my group not to make my work more complicated because they do theirs carelessly.

(C5) I can trust the members of my group not to complicate my work by doing theirs carelessly.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

3. Yo creo que puedo confiar en los miembros de mi equipo para que no hagan mi trabajo más complicado porque ellos hacen el suyo de manera descuidada.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

4. The co-members of my group approach their job with professionalism and dedication.

(C1) Mis compañeros de trabajo hacen su trabajo con profesionalismo y dedicación.

(C2) Los miembros de mi equipo se enfocan a su trabajo con profesionalismo y dedicación.

(C3) Lo miembros de mi grupo se enfocan a su trabajo con profesionalismo y dedicación.

(A) Los miembros de mi grupo hacen su trabajo con profesionalismo y dedicación.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

4. Los miembros de mi grupo hacen su trabajo con profesionalismo y dedicación.

(C4) The members of my group do their work with professionalism and dedication.

(C5) The members of my group are professional and diligent in their work.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

4. Yo creo que los miembros de mi equipo hacen su trabajo con profesionalismo y dedicación.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

5. I believe the co-members of my group are competent on the job.

(C1) Creo que mis compañeros e trabajo son competentes en su trabajo.

(C2) Yo creo que los miembros de mi grupo son competentes en su trabajo.

(C3) Creo que los miembros de mi grupo son competentes en su trabajo.

(A) Yo creo que los miembros de mi grupo son competentes en su trabajo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

5. Yo creo que los miembros de mi grupo son competentes en su trabajo.

(C4) I think that the members of my group are competent in their work.

(C5) I believe the members of group do their work competently.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

5. Yo creo que los miembros de mi equipo son competentes en su trabajo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

6. I think the co-members of my group have the requiered skills to fulfill their jobs.

(C1) Creo que mis compañeros de trabajo poseen las habilidades necesarias para desempeñar cabalmente su trabajo.

(C2) Yo pienso que los miembros de mi grupo tienen las habilidades requeridas para realizar su trabajo.

(C3) Pienso que los miembros de mi grupo tienen las habilidades requeridas para cumplir con su trabajo.

(A) Yo pienso que los miembros de mi grupo tienen las habilidades requeridas para realizar su trabajo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

6. Yo pienso que los miembros de mi grupo tienen las habilidades requeridas para realizar su trabajo.

(C4) I think that the members of my group have the skills required to do their work.

(C5) I think the members of my group have the skills needed to do the job.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

6. Yo pienso que los miembros de mi equipo tienen las habilidades requeridas para realizar su trabajo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

7. I am confident in the abilities of the other co-members of my group.

(C1) Confío en las habilidades de mis compañeros de equipo.

(C2) Tengo confianza en las habilidades de los otros miembros de mi grupo.

(C3) Tengo confianza en las habilidades de otros miembros de mi grupo.

(A) Yo tengo confianza en las habilidades de los otros miembros de mi grupo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

7. Yo tengo confianza en las habilidades de los miembros de mi grupo.

(C4) I have confidence in the skills of the members of my group.

(C5) I trust in the skills of the members of the group.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

7. Yo tengo confianza en las habilidades de los miembros de mi equipo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

8. Most of my fellow workers would get on with their work even if supervisors were not around.

(C1) La mayoría de mis compañeros de trabajo harían bien su trabajo aún sin la presencia del supervisor.

(C2) La mayoría de mis compañeros de trabajo realizarán su trabajo aún si los supervisores no están presentes.

(C3) La mayor parte de mis compañeros de trabajo cumplen con su trabajo aún si los supervisores no se encuentran alrededor.

(A) La mayor parte de mis compañeros de trabajo cumplen con su trabajo aún si los supervisores no se encuentran alrededor.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

8. La mayor parte de los compañeros de trabajo cumplen con su trabajo aún si los supervisores no se encuentran alrededor.

(C4) Most of my coworkers comply with their job although the supervisors are not around.

(C5) Most of my teammates do their work even if supervisors are not around.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

8. Yo creo que la mayor parte de los compañeros de equipo cumplen con su trabajo aún si los facilitadores no se encuentran alrededor.

Orientation (O)⁹

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

1. If the group is slowing me down, it is better to leave it and work alone.

⁹ This is the initial set of items from original instruments, elaborated in English. Items shown here have not been validated yet.

(C1) Si mi grupo no trabaja al ritmo adecuado, mejor lo dejo y trabajo por mi cuenta.

(C2) Si el grupo me esta frenando, es mejor dejarlo y trabajar solo.

(C3) Si el grupo me está deteniendo, es mejor dejarlos y trabajar solo.

(A) Si algún grupo me esta frenando, es mejor dejarlo y trabajar solo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

1. Si algún grupo me esta frenando, es mejor dejarlo y trabajar solo.

(C4) If a group slows me down, it is better to leave it and work alone.

(C5) If a group is holding me back, it's drop out and do the work alone.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

1. Cuando algún grupo me esta frenando, yo considero que si puedo, es mejor dejarlo y trabajar solo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

2. It is foolish to preserve resources for future generations.

(C1) No tiene sentido preservar recursos para generaciones futuras.

(C2) Es tonto conservar recursos para futuras generaciones.

(C3) Es una tontería preservar recursos para futuras generaciones.

(A) Es una tontería preservar recursos para futuras generaciones.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

2. Es una tontería preservar recursos para futuras generaciones.

(C4) It is foolish to preserve resources for future generations.

(C5) It's foolish to preserve resources for future generations.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

2. Es una tontería preservar recursos para futuras generaciones.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

3. I am not to blame if one of my family members fail.

(C1) Yo no soy de los que echan la culpa a un familiar cuando falla.

(C2) No me enfado si un miembro de mi familia falla.

(C3) No estoy para culpar si un miembro de mi familia falla.

(A) Yo no tengo la culpa si un miembro de mi familia falla.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

3. Yo no tengo la culpa si un miembro de mi familia falla.

(C4) It is not my fault if a member of my family fails.

(C5) The failure of a family member is not my fault.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

3. Yo no tengo la culpa si un miembro de mi familia falla.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

4. To be superior a person must stand alone.

(C1) Para tener un nivel superior, una persona debe saber plantarse.

(C2) Para ser superior una persona debe ser suficiente por sí misma.

(C3) Para ser superior una persona debe pararse por sí mismo.

(A) Para ser superior, uno debe ser autosuficiente.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

4. Para ser superior, uno debe ser autosuficiente.

(C4) To be superior, one has to be self-sufficient.

(C5) To be superior, one has to be self-sufficient.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

4. Para superarse, uno debe ser autosuficiente.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

5. People should not be expected to do anything for the community unless they are paid for it.

(C1) No debería esperarse que la gente hiciera algo por la comunidad, a menos que reciba una remuneración.

(C2) La gente no debe hacer algo por la comunidad a menos que se le pague.

(C3) No ha de esperarse que la gente haga algo por la comunidad si no se le paga para ello.

(A) No debería esperarse que la gente hiciera algo por la comunidad, a menos que se le pagara.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

5. No debería esperarse que la gente hiciera algo por la comunidad, a menos que se le pagara.

(C4) One should not expect that people do something for the community unless they get paid for it.

(C5) You shouldn't expect people to do things for the community without being paid for it.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

5. No debería esperarse que la gente hiciera algo por la comunidad, a menos que se le pagara.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

6. My happiness is unrelated to the well-being of my co-workers.

(C1) Mi felicidad no esta relacionada con el bienestar de mis compañeros de trabajo.

(C2) Mi felicidad no se relaciona con el bienestar de mis compañeros de trabajo.

(C3) Mi felicidad no se relaciona con el bienestar de mis compañeros de trabajo.

(A) Mi felicidad no esta relacionada con el bienestar de mis compañeros de trabajo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

6. Mi felicidad no esta relacionada con el bienestar de mis compañeros de trabajo.

(C4) My happiness is not related to the well-being of my coworkers.

(C5) My happiness is not related to the well-being of the people I work with.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

6. Mi felicidad no esta relacionada con el bienestar de mis compañeros de trabajo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

7. Winning is everything.

(C1) El triunfo lo es todo.

(C2) Ganar lo es todo.

(C3) El ganar lo es todo.

(A) Ganar lo es todo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

7. Ganar lo es todo.

(C4) Winning is everything.

(C5) Winning is everything.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

7. Ganar lo es todo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

8. Even if a child won the Nobel Prize, the parent should not feel honored in any way.

(C1) Aún en el caso de que un muchacho ganara el Premio Nobel, sus padres no deberían sentirse honrados en ninguna forma.

(C2) Aun si un hijo gana el Premio Nobel los padres no deben sentirse honrados de ninguna manera

(C3) Inclusive si un niño gana el premio Nobel, los padres no deben sentirse honrados de ninguna manera.

(A) Aún en el caso de que un hijo ganara el Premio Nobel los padres no deberían sentirse honrados de ninguna manera.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

8. Aún en el caso de que un hijo ganara el Premio Nobel los padres no deberían sentirse honrados de ninguna manera.

(C4) Even if their child won the Nobel Price, the parents shouldn't feel honored in any way.

(C5) Even if a son or daughter wins a Nobel Prize, parents should not feel honored in any way.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

8. Aún en el caso de que un hijo ganara el Premio Nobel los padres no deberían sentirse honrados de ninguna manera.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

9. My parent's opinions are not important in my choice of a spouse.

(C1) La opinión de mis padres no es importante para mi elección de esposa.

(C2) Las opiniones de mis padres no son importantes al escoger a mi cónyuge.

(C3) La opinión de mis padres no es importante en mi elección de esposa(o).

(A) La opinión de mis padres no es importante en mi elección de esposa (o).

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

9. La opinión de mis padres no es importante en mi elección de esposa (o).

(C4) My parents' opinion is not important for the election of my spouse.

(C5) My parents' opinion is not important in my choice of a spouse.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

9. La opinión de mis padres no es importante en mi elección de esposa (o).

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

10. Only those who depend on themselves get ahead in life.

(C1) Solo aquellos que dependen de sí mismos triunfan en la vida.

(C2) Solamente aquellos que dependen de sí mismos salen adelante en la vida.

(C3) Solo aquellos que dependen de sí mismos salen adelante en la vida.

(A) Sólo aquellos que dependen de sí mismos salen adelante en la vida.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

10. Sólo aquellos que dependen de sí mismos salen adelante en la vida.

(C4) Only those who depend on themselves get on in life.

(C5) Only those who depend on themselves get ahead in life.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

10. Sólo aquellos que dependen de sí mismos salen adelante en la vida.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

11. I would not let my parents use my car (if I had one), no matter whether they are good drivers or not.

(C1) Yo no dejaría a mis padres usar mi auto (si tuviera auto), independientemente de si supieran manejarlo.

(C2) Yo no dejaría que mis padres usaran mi carro (si yo tuviera uno sin importar si son o no buenos conductores.

(C3) No permitiría que mis padres usaran mi auto (si lo tuviera), sin importar si son buenos conductores o no.

(A) Yo no permitiría que mis padres usaran mi auto (si lo tuviera), sin importar si son buenos conductores o no.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

11. Yo no permitiría que mis padres usaran mi auto (si lo tuviera), sin importar si son buenos conductores o no.

(C4) I would not allow my parents to use my car (if I had one), no matter whether they are good drivers or no.

(C5) I wouldn't let my parents use my car (assuming I have one) no matter whether they are good drivers or not.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

11. Yo no permitiría que mis padres usaran mi auto (si lo tuviera), sin importar si son buenos conductores o no.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

12. I am not to blame when one of my close friends fail.

(C1) Yo no soy de los que echan la culpa a un buen amigo cuando falla.

(C2) No me enfado si algunos de mis amigos falla.

(C3) Yo no soy quien para culpar a uno de mis mejores amigos cuando falla.

(A) Yo no tengo la culpa si un amigo falla.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

12. Yo no tengo la culpa si un amigo falla.

(C4) It is not my fault if a friend fails.

(C5) It's not my fault if a friend fails.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

12. Yo no tengo la culpa si un amigo falla.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

13. If you want something done right, you are got to do it yourself.

(C1) Si quieres que algo se haga bien, tienes que hacerlo tu mismo.

(C2) Si quieres que algo salga bien, debes hacerlo por ti mismo.

(C3) Si quieres algo hecho como debe ser, tienes que hacerlo por ti mismo.

(A) Si quieres algo bien hecho, tienes que hacerlo tu mismo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

13. Si quieres algo bien hecho, tienes que hacerlo tu mismo.

(C4) If you want something to be done well, you have to do it yourself.

(C5) I you want something done well, you have to do it yourself.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

13. Si quieres algo bien hecho, tienes que hacerlo tu mismo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

14. I would help within my means if a relative told me he/she was in financial difficulty.

(C1) Ayudaría a un pariente, dentro de mis posibilidades, si me dice que tiene un problema financiero

(C2) Yo ayudaría por todos los medios si un familiar me dijera que el o ella tuviera alguna dificultad financiera.

(C3) Yo estaría dispuesto a ayudar acorde a mi alcance si un pariente me dijera que está en dificultad financiera.

(A) Yo si ayudaría a un pariente, dentro de mis posibilidades, si me dijera que tiene un problema financiero.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

14. Yo si ayudaría a un pariente, dentro de mis posibilidades, si me dijera que tiene un problema financiero.

(C4) I would help my relatives, within my possibilities, if they told me that they had a financial problem.

(C5) I would help a relative, within the limits of my possibilities, if he/she told me he/she had a financial problem.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

14. Yo si ayudaría a un pariente, dentro de mis posibilidades, si me dijera que tiene un problema financiero.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

15. My co-workers' opinions are not important in my choice of a spouse.

(C1) A la hora de que yo elija esposa, las opiniones de mis compañeros no son importantes

(C2) La opinión de mis compañeros de trabajo, no es importante para la elección del cónyuge.

(C3) La opinión de mis compañeros de trabajo no es importante en mi elección de esposa (o).

(A) La opinión de mis compañeros de trabajo no es importante en mi elección de esposa (o).

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

15. La opinión de mis compañeros de trabajo no es importante en mi elección de esposa (o).

(C4) My coworkers' opinion is not important for the election of my spouse.

(C5) The opinion of the people I work with is not important in my choice of a spouse.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

15. Las opiniones de mis compañeros de trabajo no son importantes en mi elección de esposa (o).

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

16. What happens to me is my own doing.

(C1) Lo que me me suceda a mi depende de mis actos.

(C2) Lo que me pase a mi es asunto mío.

(C3) Lo que me pase solo me concierne a mí.

(A) Lo que me me suceda a mi depende de mis acciones.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

16. Lo que me suceda a mí depende de mis acciones.

(C4) What happens to me depends on my actions.

(C5) What happens to me depends on what I do.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

16. Lo que me suceda a mí depende de mis acciones.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

17. I like to live close to my friends.

(C1) Me gustaría vivir cerca de mis amigos.

(C2) Me gusta vivir cerca de mi amigos.

(C3) Me gusta vivir cerca de mis amigos.

(A) Me gusta vivir cerca de mis amigos.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

17. Me gusta vivir cerca de mis amigos.

(C4) I like to live close to my friends.

(C5) I like living near friends.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

17. Me gusta vivir cerca de mis amigos.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

18. When a close friend of mine is successful, it does not really make me look better.

(C1) El que un amigo cercano tenga éxito, no me hacer lucir mejor.

(C2) Cuando un amigo cercano a mi es exitoso eso en realidad no me hace verme mejor.

(C3) Cuando un amigo cercano es exitoso, realmente no me hace ver mejor.

(A) El que un amigo cercano tenga éxito, no me hacer lucir mejor.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

18. El que un amigo cercano tenga éxito, no me hacer lucir mejor.

(C4) The fact that a close friend is successful does not make me look better.

(C5) If a close friend is successful, it doesn't make me look better.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

18. El que un amigo cercano tenga éxito, no me hacer lucir mejor.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

19. I feel winning is important in both work and games.

(C1) Creo que triunfar es importante tanto en el trabajo como en el juego.

(C2) Creo que ganar es importante tanto en el trabajo como en los juegos.

(C3) Yo siento que ganar es importante tanto en el trabajo como en los juegos.

(A) Yo siento que ganar es importante tanto en el trabajo como en los juegos.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

19. Yo siento que ganar es importante tanto en el trabajo como en los juegos.

(C4) I feel that winning is important both at work and at play.

(C5) I feel that winning is just as important at work as in sports.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

19. Yo siento que ganar es importante tanto en el trabajo como en los juegos.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

20. The motto “sharing is both blessing and calamity” is still applicable even if one’s friend is clumsy, dumb and causing a lot of trouble.

(C1) El dicho de ‘compartir es una bendición y una calamidad a la vez’ se aplica aún en el caso de que tu amigo sea torpe, tonto y cause dificultades.

(C2) El refrán “compartir es una bendición y una calamidad” es aplicable si un amigo es torpe, terco y causa muchos problemas.

(C3) El dicho “el compartir es tanto una bendición como una calamidad” sigue aplicable aún si mi amigo es atolondrado, poco inteligente, y causante de muchos problemas.

(A) El dicho de “compartir es una bendición y una calamidad a la vez” se aplica aún en el caso de que el amigo de uno sea torpe, tonto y cause dificultades.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

20. El dicho de “compartir es una bendición y una calamidad a la vez” se aplica aún en el caso de que el amigo de uno sea torpe, tonto y cause dificultades.

(C4) The saying "sharing is both a blessing and a curse" applies even to a friend who is awkward, dumb and causes trouble.

(C5) The saying “sharing is both a blessing and a curse” applies even in the case of a clumsy, not very bright friend who causes problems.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

20. El dicho de “compartir es una bendición y una calamidad a la vez” se aplica aún en el caso de que el amigo de uno sea torpe, tonto y cause dificultades.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

21. One need not worry what the neighbors say about whom one should marry

(C1) Uno no debe preocuparse de lo que digan los vecinos acerca de con quien me debo de casar.

(C2) No tengo por qué preocuparme de lo que los vecinos digan acerca de con quien me debo casar.

(C3) No debe uno preocuparse lo que los vecinos puedan opinar con respecto a quien se podría casar uno.

(A) Uno no debe preocuparse de lo que digan los vecinos acerca de con quién se debe uno de casar.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

21. Uno no debe preocuparse de lo que digan los vecinos acerca de con quién se debe uno de casar.

(C4) One should not worry about what the neighbors say about whom one should marry.

(C5) You shouldn't worry about what the neighbors say about who you should marry.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

21. Uno no debe preocuparse de lo que digan los vecinos acerca de con quién se debe uno de casar.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

22. Success is the most important thing in my life.

(C1) El éxito es lo más importante en la vida.

(C2) El éxito es lo más importante en mi vida.

(C3) El éxito es lo más importante en mi vida.

(A) El éxito es lo más importante en mi vida.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

22. El éxito es lo más importante en mi vida.

(C4) Success is the most important thing in my life.

(C5) Success is the most important thing in life.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

22. El éxito es lo más importante en mi vida.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

23. When my colleagues tell me personal things about themselves, we are drawn closer together.

(C1) Cuando mis compañeros me cuentan cosas personales, nos acerca más.

(C2) Cuando mis colegas me dicen cosas personales sobre de ellos, nos acercamos más.

(C3) Cuando mis colegas me cuentan cosas personales de ellos, nos acerca mucho más.

(A) Cuando mis compañeros me cuentan cosas personales, esto nos acerca más.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

23. Cuando mis compañeros me cuentan cosas personales, esto nos acerca más.

(C4) When my coworkers tell me personal things, we get closer.

(C5) When my companions tell me personal things it brings us closer together.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

23. Cuando mis compañeros me cuentan cosas personales, esto nos acerca más.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

24. It annoys me when other people perform better than I do.

(C1) Me molesta que otras personas se desempeñen mejor que yo.

(C2) Me molesta cuando otra persona se desempeña mejor que yo.

(C3) Me perturba cuando otra gente se desempeña mejor que yo.

(A) Me molesta que otras personas se desempeñen mejor que yo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

24. Me molesta que otras personas se desempeñen mejor que yo.

(C4) It upsets me that other people perform better than I do.

(C5) It bothers me when other people perform better than I do.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

24. Me molesta que otras personas se desempeñen mejor que yo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

25. I would not share my ideas and newly acquired knowledge with my parents.

(C1) Yo no compartiría mis ideas y nuevos conocimientos con mis padres.

(C2) Yo no compartiría mis ideas y nuevos conocimientos con mi padres.

(C3) No compartiría mis ideas y conocimiento recién adquirido con mis padres.

(A) Yo no compartiría mis ideas y nuevos conocimientos con mi padres.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

25. Yo no compartiría mis ideas y nuevos conocimientos con mi padres.

(C4) I would not share my ideas and new knowledge with my parents.

(C5) I would not share my ideas and new knowledge with my parents.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

25. Yo no compartiría mis ideas y nuevos conocimientos con mi padres.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

26. Doing your best isn't enough; it's important to win.

(C1) Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.

(C2) Hacer tu mejor esfuerzo no es suficiente lo importante es ganar.

(C3) Hacer tu mejor esfuerzo no es suficiente, es importante el ganar.

(A) Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

26. Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.

(C4) Giving your best effort is not enough, what counts it to win.

(C5) Making your best effort isn't enough. The important thing is to win.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

26. Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

27. Children should not feel honored even if the father were highly praised and given an award by a

government official for his contributions and service to the community.

(C1) Los niños no deberían sentirse honrados, aún si sus padres son elogiados y recompensados por oficiales del gobierno, por sus contribuciones y servicios a la comunidad.

(C2) Los niños no se deben sentir honrados aún si su padre ha sido elogiado y se le ha dado un reconocimiento por una autoridad de gobierno por sus contribuciones y servicio a la comunidad.

(C3) Los niños no deberían sentirse honrados aún si el padre fuese altamente reconocido y premiado por el gobierno por sus contribuciones y servicio a la comunidad.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

27. Los niños no deberían sentirse honrados aún si el padre fuese altamente reconocido y premiado por el gobierno por sus contribuciones y servicio a la comunidad.

(C4) The children should not feel honored even if their father were to be highly recognized and awarded by the government for his contributions and service to the community.

(C5) Children shouldn't feel honored even if their father is highly recognized and given awards by the government for his contributions and service to the community.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

27. Los niños no deberían sentirse honrados aún si el padre fuese altamente reconocido y premiado por el gobierno por sus contribuciones y servicio a la comunidad.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

28. In most cases, to cooperate with someone whose ability is lower than oneself is not as desirable as doing the thing on one's own.

(C1) En la mayoría de los casos, cooperar con alguien cuyas habilidades no son tan buenas como las nuestras, no es mejor que hacer las cosas por uno mismo.

(C2) En la mayoría de los casos cooperar con alguien, cuya habilidad es menor que la de uno mismo no es tan deseable.

(C3) En la mayoría de los casos, el cooperar con alguien cuyas habilidades son inferiores a las de uno no es tan deseable como el hacerlo mejor por uno mismo.

(A) En la mayoría de los casos, el cooperar con alguien cuyas habilidades son inferiores a las de uno no es tan deseable como el hacerlo mejor por uno mismo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

28. En la mayoría de los casos, el cooperar con alguien cuyas habilidades son inferiores a las de uno no es tan deseable como el hacerlo mejor por uno mismo.

(C4) In most cases, cooperating with someone whose skills are inferior to one's own is as desirable as doing the best for oneself.

(C5) In most cases, cooperating with someone whose skills are inferior to yours is not as desirable as doing it yourself.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

28. En la mayoría de los casos, el cooperar con alguien cuyas habilidades son inferiores a las de uno no es tan deseable como el hacerlo mejor por uno mismo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

29. In the long run the only person you can count on is yourself.

(C1) Al final, con el único que cuentas es contigo mismo.

(C2) En el largo plazo, la única persona con la que puedes contar eres tu mismo.

(C3) En el largo plazo, la única persona en quien puedes contar es contigo mismo.

(A) En el largo plazo, la única persona en quien puedes contar es contigo mismo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

29. En el largo plazo, la única persona en quien puedes contar es contigo mismo.

(C4) In the long run, the only person you can count on is yourself.

(C5) In the long run the only person you can count on is yourself.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

29. En el largo plazo, la única persona en quien puedes contar es contigo mismo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

Scenario #1

Suppose you are very eager to take a long trip (for example, to study in another country for two years), and your absence will inconvenience the people listed below. How much weight would you give to the desires of each of these people (mother, father, close friend, relative) when deciding whether or not to go?

(C1) Suponga que usted está muy entusiasmado para hacer un largo viaje (por ejemplo, para estudiar en otro país durante dos años) y que su ausencia causará inconvenientes para la gente listada abajo. ¿Cuánto peso le daría a los deseos de esas personas (madre, padre, amigo cercano, pariente) a la hora de decidir si hace o no el viaje?

(C2) Suponga que tiene muchos deseos de realizar un viaje largo (por ejemplo, estudiar en otro país por dos años) y que su ausencia causará inconvenientes a las personas listadas abajo. ¿Qué tanto peso le dará a los deseos de cada una de estas personas (madre, padre, amigo cercano, familiar) al decidir si ir o no?

(C3) Suponga que está deseoso de realizar un largo viaje (por ejemplo, estudiar en otro país durante dos años), y tu ausencia creará inconvenientes a la gente listada a

continuación. ¿Cuánto peso asignas a los deseos de cada una de éstas personas (madre, padre, amigo cercano, familiar) cuando decides si has de irte o no?

(A) Supón que tu estas muy entusiasmado para hacer un largo viaje (por ejemplo, para estudiar en otro país durante dos años) y que tu ausencia causará inconvenientes para la gente listada abajo.¿Cuánto peso le darías a los deseos de esas personas (madre, padre, amigo cercano, pariente) a la hora de decidir si haces o no el viaje?

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

Escenario # 1

Supón que tu estas muy entusiasmado para hacer un largo viaje (por ejemplo, para estudiar en otro país durante dos años) y que tu ausencia causará inconvenientes para la gente listada abajo. ¿Cuánto peso le darías a los deseos de esas personas (madre, padre, amigo cercano, pariente) a la hora de decidir si haces o no el viaje?

(C4) Suppose that you are very excited about making a long trip (for example, for studying abroad for two years) and that your absence will cause inconveniences for the people listed below. How much weight would you give to the desires of these persons (mother, father, close friend, relative) when you have to decide whether or not you will make that trip?

(C5) Suppose you are excited about taking a long trip (for example, to study abroad for two years) and that your absence will be inconvenient for the people listed below. How much weight would you give to these people's wishes (mother, father, close friend, relative) when the time comes to decide to go or not.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

Suponga que usted está muy ansioso por hacer un largo viaje (por ejemplo, para estudiar en otro país durante dos años) y que su ausencia causará inconvenientes para la gente listada abajo. ¿Cuánto peso le daría a los deseos de esas personas (madre, padre, amigo cercano, pariente, esposo (a), hijos (as)) a la hora de decidir si hace o no el viaje?

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

Scenario #2

Suppose you won a large sum of money at a lottery. How much of it would you give the following people (grandchildren, children, parents and none of it)?

(C1) Suponga que usted gana una gran suma de dinero en la lotería. Cuánto le daría a las siguientes personas (nietos, hijos, papás, ninguno de los anteriores)?

(C2) Suponga que ganó una cantidad importante de dinero en una lotería. ¿Qué tanto le daría a las siguientes personas? (nietos, hijos, padres, ninguno de ellos)?

(C3) Suponga que ganó una gran suma de dinero en la lotería. ¿Cuanto de dicho dinero daría a la siguientes personas (nietos, hijos, parientes, nada)?

(A) Supón que ganaste una cantidad importante de dinero en la lotería. ¿Qué tanto le darías a las siguientes personas? (nietos, hijos, padres, ninguno de ellos)?

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

Escenario # 2

Supón que ganaste una cantidad importante de dinero en la lotería. ¿Qué tanto le darías a las siguientes personas? (nietos, hijos, padres, ninguno de ellos)?

(C4) Suppose you win a large amount of money in the lottery. How much would you give to the following persons? (grandchildren, children, parents and none of these)?

(C5) Suppose you win an important sum of money in the lottery. How much would you give to the following people? (grandchildren, children, parents and none of them)

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

Suponga que gana una cantidad importante de dinero en la lotería. ¿Qué tanto le daría a las siguientes personas? (nietos, hijos, padres, ninguno de ellos)?

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

Scenario #3

Suppose that one of the persons listed below asked you to help with a job that takes about a week, during a time when you are very busy with your own work. How much time would you give to this person (parents, close friends, children, relative)?

(C1) Suponga que una de las personas (que se listan abajo) le pide que le ayude en un trabajo que le tomaría como una semana, durante un tiempo en el que usted esta muy ocupado en su trabajo. Qué tanto tiempo le daría a esta persona (papás, amigo cercano, hijos, pariente)?

(C2) Suponga que una de las personas listadas abajo le pidiera ayuda con un trabajo que le tomaría alrededor de una semana en la que usted está bastante ocupado con su propio trabajo. Qué tanto tiempo le daría a esta persona (padres, amigos cercanos, hijos, familiares)?

(C3) Suponga que una de las personas listadas abajo te pide que le ayudes con un trabajo que toma como una semana, en un momento en que estás sumamente ocupado con tu propio trabajo. ¿Cuanto tiempo le darías a ésta persona (pariente, amigo cercano, hijos, pariente)?

(A) Supón que una de las personas listadas abajo te pide que le ayudes con un trabajo que toma alrededor de una semana, en un momento en que estás sumamente ocupado con tu propio trabajo ¿Cuanto tiempo le darías a ésta persona (padres, amigos cercanos, hijos, parientes)?

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

Escenario # 3

Supón que una de las personas listadas abajo te pide que le ayudes con un trabajo que toma alrededor de una semana, en un momento en que estás sumamente ocupado con tu propio trabajo ¿Cuanto tiempo le darías a esta persona (padres, amigos cercanos, hijos, parientes)?

(C4) Suppose that one of the persons listed below asks you to help him or her with a job that takes about one week, at a time when you are extremely busy with your own work. How much time would you give to that person (parent, close friend, child, relative)?

(C5) Suppose one of the people listed below asks you to him/her with a job that takes about a week, at a time when you're very busy with your own work. How much time would you give him/her? (parent, close friend, child, relative)

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.
(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

Suponga que una de las personas listadas abajo le pide que le ayude con un trabajo que toma alrededor de una semana, en un momento en que usted está sumamente ocupado con su propio trabajo ¿Cuanto tiempo le daría a esta persona (padres, amigos cercanos, hijos, parientes)?

SOCIAL LOAFING (SL)¹⁰

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

1. Defers responsibilities he or she should assume to other salespeople.

(C1) Le pasa sus responsabilidades a otras personas en lugar de hacerlo él mismo.

(C2) Delega responsabilidades, que él o ella debería asumir, a otros vendedores.

(C3) Difiere responsabilidades a otros vendedores que la persona debía asumir.

(A) Le pasa responsabilidades, que él o ella debería asumir, a otros vendedores.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

1. Le pasa responsabilidades, que él o ella debería asumir, a otros vendedores

(C4) He/she turns over responsibilities that he or she should assume to other sales persons.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

1. (Nombre de un compañero de equipo) le pasa responsabilidades, que él (o ella) debería asumir, a otros compañeros de equipo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

2. Puts forth less effort on the job when other salespeople are around to do the work.

(C1) Se esfuerza menos si hay otros vendedores alrededor que puedan hacer el trabajo.

(C2) Hace menos esfuerzo en sus actividades laborales cuando otros vendedores están cerca para hacer el trabajo.

¹⁰ This is the initial set of items from original instruments, elaborated in English. Items shown here have not been validated yet.

(C3) Le pone menor esfuerzo al trabajo cuando hay otros vendedores que pueden hacer el trabajo.

(A) Se esfuerza menos si hay otros vendedores alrededor que puedan hacer el trabajo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

2. Se esfuerza menos si hay otros vendedores alrededor que puedan hacer el trabajo.

(C4) He/she makes less of an effort if there are other sales people around who can do the work.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

(Nombre de un compañero de equipo) se esfuerza menos si hay otros compañeros de equipo_alrededor que puedan hacer el trabajo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

3. Does not do his or her share of the work.

(C1) No hace la parte de trabajo que le corresponde hacer.

(C2) Ella o él no hace la parte de trabajo que le corresponde.

(C3) No lleva a cabo la parte del trabajo que le corresponde.

(A) No hace la parte de trabajo que le corresponde hacer.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

3. No hace la parte de trabajo que le corresponde hacer.

(C4) He/she doesn't do his share of the work.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

(Nombre de un compañero de equipo) no hace la parte de trabajo que le corresponde hacer.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

4. Spends less time helping customers if other salespeople are present to serve customers.

(C1) Gasta menos tiempo ayudando a los clientes si hay otros vendedores que estén ayudando a otros clientes.

(C2) Destina menos tiempo a ayudar a los clientes si otros vendedores están presentes para atenderlos.

(C3) Le dedica menos tiempo a ayudar a los clientes cuando otros vendedores están presentes para atenderlos.

(A) Destina menos tiempo a ayudar a los clientes si otros vendedores están presentes para atenderlos.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

4. Destina menos tiempo a ayudar a los clientes si otros vendedores están presentes para atenderlos.

(C4) He/she spends less time helping clients if there are other people on hand to take care of them.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

(Nombre de un compañero de equipo) destina menos tiempo a ayudar a los clientes si otros compañeros de equipo están presentes para atenderlos.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

5. Puts forth less effort than other members of his or her work group.

(C1) Se esfuerza menos que otros miembros de su grupo.

(C2) El o ella hace menos esfuerzo que otros miembros de su grupo de trabajo.

(C3) Le pone menor esfuerzo que los otros miembros de su equipo de trabajo.

(A) Se esfuerza menos que otros miembros de su grupo de trabajo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

5. Se esfuerza menos que otros miembros de su grupo de trabajo.

(C4) He/she makes less of an effort than other members of the team.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

(Nombre de un compañero de equipo) se esfuerza menos que otros miembros de su equipo de trabajo.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

6. Avoids performing housekeeping tasks as much as possible.

(C1) Evita actividades de orden y limpieza tanto como le sea posible.

(C2) Evita hacer tareas, relacionadas con la administración de casa, tanto como sea posible.

(C3) En lo posible, evita desempeñar actividades de limpieza.

(A) Evita actividades de orden y limpieza tanto como le sea posible.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

6. Evita actividades de orden y limpieza tanto como le sea posible.

(C4) He/she avoids cleaning and straightening up as much as possible.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

(Nombre de un compañero de equipo) evita actividades de orden y limpieza tanto como le sea posible.

STEP 1-TRANSLATION FROM ENGLISH TO SPANISH.

7. Leaves work for the next shift which he or she should really complete.

(C1) Deja trabajo para el siguiente turno que él debería hacer.

(C2) Deja trabajo pendiente al siguiente turno cuando él o ella podría terminarlo.

(C3) Deja al siguiente turno, trabajo que le corresponde terminar él.

(A) Deja trabajo para el siguiente turno cuando él o ella debería terminarlo.

STEP 2- BACK-TRANSLATION FROM SPANISH TO ENGLISH.

7. Deja trabajo para el siguiente turno cuando él o ella debería terminarlo.

(C4) He /she leaves work he/she should have finished for he next shift.

STEP 3- ELABORATION OF THE FINAL REVERSE-TRANSLATED VERSION.

(ACCORDING TO SUGGESTIONS AND THE CONTEXT OF THIS STUDY).

(Nombre de un compañero de equipo) deja trabajo para el siguiente turno cuando él o ella debería terminarlo.

Appendix B

Face Validity: Comments and Suggestions.

Items	Items & Comments About Appropriateness (in Spanish) from Panel of Experts # 1 (PE#1) C6: Collaborator 6. C7: Collaborator 7. C8: Collaborator 8.
ECW	
ECW1 INITIAL VERSION:	Yo pienso que los miembros de mi equipo son confiables en el esfuerzo que ponen en sus trabajos.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
ECW1 FINAL VERSION:	Yo pienso que los miembros de mi equipo son confiables en el esfuerzo que ponen en sus trabajos.
ECW2 INITIAL VERSION:	Yo pienso que los miembros de mi equipo son responsables en su trabajo.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
ECW2 FINAL VERSION:	Yo pienso que los miembros de mi equipo son responsables en su trabajo.
ECW3 INITIAL VERSION:	Yo creo que puedo confiar en los miembros de mi equipo para que no hagan mi trabajo más complicado porque ellos hacen el suyo de manera descuidada.
IRA PE#1 C= 1	(C6) Esta muy larga, difícil de entender. Cambiar a "...porque ellos no hacen el suyo de manera descuidada". (C7) -. - (C8) Toma mucho tiempo leerla y está enredada. Cambiar "...para que no hagan mi trabajo más complicado porque ellos hacen el suyo de manera descuidada" por "...porque no hacen su trabajo de manera descuidada".
ECW3 FINAL VERSION:	Yo creo que puedo confiar en los miembros de mi equipo porque ellos no hacen su trabajo de manera descuidada.
ECW4 INITIAL VERSION:	Yo creo que los miembros de mi equipo hacen su trabajo con profesionalismo y dedicación.

IRA PE#1 C= 1	(C6) -. - (C7) Cambiar “profesionalismo” por algun otro sinónimo. (C8) Cambiar “profesionalismo” por “calidad”.
ECW4 FINAL VERSION:	Yo creo que los miembros de mi equipo hacen su trabajo con calidad y dedicación.
ECW5 INITIAL VERSION:	Yo creo que los miembros de mi equipo son competentes en su trabajo.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) Cambiar “competentes” por “muy buenos” o alguna otra. La pregunta 5 y 6 se parecen mucho.
ECW5 FINAL VERSION:	Yo creo que los miembros de mi equipo son capaces de hacer su trabajo.
ECW6 INITIAL VERSION:	Yo pienso que los miembros de mi equipo tienen las habilidades requeridas para realizar su trabajo.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) Si tuviese que elegir entre la pregunta 5 y la 6 prefiere la 6.
ECW6 FINAL VERSION:	Yo pienso que los miembros de mi equipo tienen las habilidades requeridas para realizar su trabajo.
ECW7 INITIAL VERSION:	Yo tengo confianza en las habilidades de los miembros de mi equipo.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
ECW7 FINAL VERSION:	Yo tengo confianza en las habilidades de los miembros de mi equipo.
ECW8, ECW9, ECW10 INITIAL VERSION:	Yo creo que la mayor parte de los compañeros de equipo cumplen con su trabajo, aún si los facilitadores no se encuentran alrededor.

IRA PE#1 C= 1	(C6) En lugar de facilitador podría ser “coordinadores”. Sin embargo, esto dependerá de dónde se vaya a aplicar. (C7) Cambiar “facilitadores” por “líderes”. (C8) Cambiar “los facilitadores” por “ su facilitador”.
ECW8 FINAL VERSION:	Yo creo que mis compañeros de equipo cumplen con su trabajo aún si nuestro supervisor (o facilitador o líder) no se encuentra alrededor.
TM	
TM1 INITIAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea es valiosa.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) En lugar de grupo o equipo pudiera ser “mini-negocio”. Esto dependerá de dónde se aplique el cuestionario.
TM1 FINAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea es valiosa.
TM2 INITIAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea vale la pena.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
TM2 FINAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea vale la pena.
TM3 INITIAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea es esencial.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
TM3 FINAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea es esencial.
TM4 INITIAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea es importante.
IRA PE#1 C= 1	(C6) -. -

	(C7) -. - (C8) -. -
TM4 FINAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea es importante.
TM5 INITIAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea es significativa.
IRA PE#1 C= 1	(C6) Confusión acerca de la significancia ¿para quién para el trabajador, para la organización? (C7) -. - (C8) -. -
TM5 FINAL VERSION:	El trabajo que me corresponde hacer en el equipo significa mucho para mí.
RM	
RM1 INITIAL VERSION:	Mantener una buena relación con mis compañeros de equipo tiene valor para mí .
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
RM1 FINAL VERSION:	Mantener una buena relación con mis compañeros de equipo tiene valor para mí.
RM2 INITIAL VERSION:	Mantener una buena relación con mis compañeros de equipo es esencial para mí.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) La palabra “esencial” quizá no sea muy clara para los trabajadores.
RM2 FINAL VERSION:	Mantener una buena relación con mis compañeros de equipo es esencial para mí.
RM3 INITIAL VERSION:	La relación con mis compañeros de equipo es importante para mí.

IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
RM3 FINAL VERSION:	La relación cordial con mis compañeros de equipo es importante para mí.
RM4 INITIAL VERSION:	La relación con mis compañeros de equipo es significativa para mí.
IRA PE#1 C= 1	(C6) La palabra “significativa” cambiarla por “aporta beneficios”. (C7) -. - (C8) La palabra “significativa” debería de cambiarse por otra.
RM4 FINAL VERSION:	La relación armoniosa con mis compañeros de equipo es significativa para mí.
RM5 INITIAL VERSION:	Mantener una buena relación con mis compañeros de equipo vale la pena.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
RM5 FINAL VERSION:	Mantener una buena relación con mis compañeros de equipo vale la pena.
O	
O1 INITIAL VERSION:	Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
O1 FINAL VERSION:	Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.

O2 INITIAL VERSION:	Es una tontería preservar recursos para futuras generaciones.
IRA PE#1 C= 1	(C6) Cambiar la palabra “preservar” por “conservar”. (C7) Cambiar “preservar” por “conservar”. (C8) Cambiar “preservar” por “cuidar” y “recursos” por “recursos naturales”.
O2 FINAL VERSION:	Es una tontería cuidar los recursos para las futuras generaciones.
O3 INITIAL VERSION:	Yo no tengo la culpa si un miembro de mi familia falla.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
O3 FINAL VERSION:	Yo no tengo la culpa si un miembro de mi familia falla.
O4 INITIAL VERSION:	Para superarse, uno debe ser autosuficiente.
IRA PE#1 C= 1	(C6) Cambiar “autosuficiente” por “valerse por sí mismo”. (C7) -. - (C8) Cambiar “autosuficiente” por “valerse por sí mismo”.
O4 FINAL VERSION:	Para superarse uno debe valerse por sí mismo.
O5 INITIAL VERSION:	No debería esperarse que la gente hiciera algo por la comunidad, a menos que se le pagara.
IRA PE#1 C= 1	(C6) -. - (C7) Agregar una “a” a la redacción: “...a que la gente...”. (C8) -. -
O5 FINAL VERSION:	No debería esperarse a que la gente haga algo por la comunidad a menos que se le pague.

O6 INITIAL VERSION:	Mi felicidad no esta relacionada con el bienestar de mis compañeros de trabajo.
IRA PE#1 C= 1	(C6) -. - (C7) Cambiar “esta relacionada con el” por “depende del” (C8) -. -
O6 FINAL VERSION:	Mi felicidad no depende del bienestar de mis compañeros de trabajo.
O7 INITIAL VERSION:	Ganar lo es todo.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
O7 FINAL VERSION:	Ganar lo es todo.
O8 INITIAL VERSION:	Aún en el caso de que un hijo ganara el Premio Nobel los padres no deberían sentirse honrados de ninguna manera.
IRA PE#1 C= 1	(C6) “Premio Nobel “ podría cambiarse por “máximos honores en la escuela”. (C7) -. - (C8) Quitar “de ninguna manera”. Está de más y hace la oración más larga y complicada. Cambiar “premio Nobel” por otro tipo de premio.
O8 FINAL VERSION:	Aún en el caso de que un hijo ganara un premio por alto desempeño los padres no deberían sentirse orgullosos.
O9 INITIAL VERSION:	La opinión de mis padres no es importante en mi elección de esposa (o).
IRA PE#1 C= 1	(C6) -. -

	(C7) -. - (C8) -. -
O9 FINAL VERSION:	La opinión de mis padres no es importante en mi elección de esposa (o).
O10 INITIAL VERSION:	Sólo aquellos que dependen de sí mismos salen adelante en la vida.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
O10 FINAL VERSION:	Sólo aquellos que dependen de sí mismos salen adelante en la vida.
O11 INITIAL VERSION:	Yo no permitiría que mis padres usaran mi auto (si lo tuviera), sin importar si son buenos conductores o no.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
O11 FINAL VERSION:	Yo no permitiría que mis padres usaran mi automóvil (si lo tuviera), sin importar si son buenos conductores o no.
O12 INITIAL VERSION:	Yo no tengo la culpa si un amigo falla.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
O12 FINAL VERSION:	Yo no tengo la culpa si un amigo falla.
O13 INITIAL VERSION:	Si quieres algo bien hecho, tienes que hacerlo tu mismo.
IRA PE#1 C= 1	(C6) -. -

	(C7) -. - (C8) -. -
O13 FINAL VERSION:	Si quieres algo bien hecho, tienes que hacerlo tu mismo.
O14 INITIAL VERSION:	Yo sí ayudaría a un pariente, dentro de mis posibilidades, si me dijera que tiene un problema financiero.
IRA PE#1 C= 1	(C6) Cambiar “financiero” por “de dinero” y “pariente” por “familiar”. (C7) Cambiar la palabra “financiero” por “de dinero”. (C8) Cambiar “pariente” por “familiar”, cambiar financiero por “de dinero”.
O14 FINAL VERSION:	Dentro de mis posibilidades yo sí ayudaría a un familiar si me dijera que tiene un problema de dinero.
O15 INITIAL VERSION:	Las opiniones de mis compañeros de trabajo no son importantes en mi elección de esposa (o).
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
O15 FINAL VERSION:	Las opiniones de mis compañeros de trabajo no son importantes en mi elección de esposa (o).
O16 INITIAL VERSION:	Lo que me suceda a mí depende de mis acciones.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
O16 FINAL VERSION:	Lo que me suceda a mí depende de mis acciones.
O17 INITIAL VERSION:	Me gusta vivir cerca de mis amigos.

IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
O17 FINAL VERSION:	Me gusta vivir cerca de mis amigos.
O18 INITIAL VERSION:	El que un amigo cercano tenga éxito, no me hacer lucir mejor.
IRA PE#1 C= 1	(C6) -. - (C7) Cambiar la palabra “lucir” por “ver”. (C8) Cambiar “lucir” por “ver”.
O18 FINAL VERSION:	El que un amigo cercano tenga éxito, no me hacer ver mejor.
O19 INITIAL VERSION:	Yo siento que ganar es importante tanto en el trabajo como en los juegos.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) Cambiar “juegos” por “deportes”.
O19 FINAL VERSION:	Yo siento que ganar es importante tanto en el trabajo como en los deportes.
O20 INITIAL VERSION:	El dicho de “compartir es una bendición y una calamidad a la vez” se aplica aún en el caso de que el amigo de uno sea torpe, tonto y cause dificultades.
IRA PE#1 C= 0.66	(C6) -. - (C7) La palabra “calamidad” necesita cambiarse, buscar un sinónimo. (C8) Este dicho no es conocido mejor buscar otro más popular.
O20 FINAL VERSION:	El dicho: “haz el bien sin mirar a quien” se aplica aún en el caso de que la persona sea torpe, tonta y cause dificultades.

O21 INITIAL VERSION:	Uno no debe preocuparse de lo que digan los vecinos acerca de con quién se debe uno de casar.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
O21 FINAL VERSION:	Uno no debe preocuparse de lo que digan los vecinos acerca de con quién se va a casar uno.
O22 INITIAL VERSION:	El éxito es lo mas importante en mi vida.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
O22 FINAL VERSION:	El éxito es lo mas importante en mi vida.
O23 INITIAL VERSION:	Cuando mis compañeros me cuentan cosas personales, esto nos acerca más.
IRA EP C= 1	(C6) Problemas con la palabra “acerca más”. Alguien puede no contestarla bien por ese motivo. Poner en su lugar “crea más confianza” o algún equivalente. (C7) -. - (C8) Cambiar “...nos acerca más” por “ ...nos hace más amigos”.
O23 FINAL VERSION:	Cuando mis compañeros me cuentan cosas personales, esto nos hace ser más amigos.
O24 INITIAL VERSION:	Me molesta que otras personas se desempeñen mejor que yo.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -

O24 FINAL VERSION:	No me gusta que otras personas se desempeñen mejor que yo.
O25 INITIAL VERSION:	Yo no compartiría mis ideas y nuevos conocimientos con mi padres.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
O25 FINAL VERSION:	Yo no compartiría mis ideas y nuevos conocimientos con mi padres.
O26 INITIAL VERSION:	Cuando algún grupo me esta frenando, yo considero que si puedo, es mejor dejarlo y trabajar solo.
IRA PE#1 C= 0.66	(C6) -. - (C7) Cambiar “frenando” por “detener” o algo parecido. (C8) Necesito aclarar que no estoy preguntando acerca del mini-negocio.
O26 FINAL VERSION:	Si pertenezco a algún grupo y me doy cuenta que otros en el grupo están limitando mi beneficio, pienso que es mejor dejar al grupo y trabajar solo.
O27 INITIAL VERSION:	Los niños no deberían sentirse honrados aún si el padre fuese altamente reconocido y premiado por el gobierno por sus contribuciones y servicio a la comunidad.
IRA PE#1 C= 1	(C6) La pregunta está muy larga, quitar lo último (después de gobierno). (C7) Cambiar “gobierno” porque está lejos de su realidad. (C8) Cambiar “niños” por “hijos”, “honrados” por “orgullosos”. Quitar “aún”.
O27 FINAL VERSION:	Los hijos no deberían sentirse orgullosos aún si el padre fuese altamente reconocido y premiado.
O28 INITIAL VERSION:	En la mayoría de los casos, el cooperar con alguien cuyas habilidades son inferiores a las de uno no es tan deseable como el hacerlo mejor por uno mismo.
IRA PE#1 C= 0.66	(C6) Cambiar a “cuando alguien no es tan habilidoso como uno es mejor hacer las cosas por uno mismo”. (C7) Necesita redacción más corta.

	(C8) Hacerla más corta. Por ejemplo cambiarla por “no desearías cooperar con alguien si sus habilidades son inferiores a las tuyas”.
O28 FINAL VERSION:	Es mejor no cooperar con alguien si sus habilidades son inferiores a las tuyas.
O29 INITIAL VERSION:	En el largo plazo, la única persona en quien puedes contar es contigo mismo.
IRA PE#1 C= 1	(C6) -. - (C7) Cambiar “largo plazo” por “al final” o algo así. (C8) Cambiar la palabra “contrar” por alguna otra palabra.
O29 FINAL VERSION:	Finalmente en la única persona en que puedes confiar es en ti mismo.
O30-O35 INITIAL VERSION:	<p style="text-align: center;">Escenario #1</p> <p>Suponga que usted está muy ansioso por hacer un largo viaje (por ejemplo, para estudiar en otro país durante dos años) y que su ausencia causará inconvenientes para la gente listada abajo. Cuánto peso le daría a los deseos de esas personas a la hora de decidir si hace o no el viaje?</p> <p>Escala:</p> <p>1 Ninguna consideración</p> <p>2 Poca consideración</p> <p>3 Algo de consideración</p> <p>4 Mucha consideración</p> <p>5 Consideración absoluta</p> <p>Madre _____</p> <p>Padre _____</p> <p>Esposo (a) _____</p> <p>Hijos (as) _____</p> <p>Amigo cercano _____</p> <p>Pariente _____</p>
IRA EP C= 1	(C6) En este caso puese ser por ejemplo “irse a capacitar”. Preguntar mejor “¿cuánta importancia le darías...” (C7) Cambiar “... peso le daría a los deseos” por “...importancia le daría a las opiniones”. (C8) a favor de cambiarlo por “...importancia le daría a las opiniones”.

	Hijos _____ Padres _____ Ninguno de ellos _____
IRA PE#1 C= 1	<p>(C6) Sugiere si no afecta la pregunta poner de cuánto dinero estamos hablando. .</p> <p>(C7) -. -</p> <p>(C8) Cambiar por: “¿Qué tanto <u>dinero</u> le daría a las siguientes personas? ”.</p>
O36-O40 FINAL VERSION:	<p style="text-align: center;">Escenario #2</p> <p style="text-align: center;">Suponga que se gana una cantidad importante de dinero en la lotería. ¿Qué tanto dinero le daría a las siguientes personas?</p> <p>O36. ¿ Esposa (o) ?</p> <p>O37. ¿ Hijos ?</p> <p>O38. ¿ Nietos ?</p> <p>O39. ¿ Papá y mamá ?</p> <p>O40. ¿ Alguien más ?</p>
O41-O45 INITIAL VERSION:	<p style="text-align: center;">Escenario # 3</p> <p style="text-align: center;">Suponga que una de las personas listadas abajo le pide que le ayude con un trabajo que toma alrededor de una semana, en un momento en que usted está sumamente ocupado con su propio trabajo ¿Cuanto tiempo le daría a esta persona ?</p> <p>Escala:</p> <p>1 Nada de mi tiempo</p> <p>2 Un poco de mi tiempo</p> <p>3 Algo de mi tiempo</p> <p>4 Mucho de mi tiempo</p>

	<p>5 Todo mi tiempo</p> <p>Esposa (o) _____</p> <p>Padres _____</p> <p>Amigos cercanos _____</p> <p>Hijos _____</p> <p>Parientes _____</p>
<p>IRA PE#1 C= 1</p>	<p>(C6) Cambiar “mencionadas” en lugar de “listadas” y en lugar de “sumamente” poner “ocupadísimo”.</p> <p>(C7) -. -</p> <p>(C8) Cambiar por “ ...de las personas <u>mencionadas</u> abajo le <u>pidiera</u> que le <u>ayudara</u> con... <u>tomara</u>...”</p>
<p>O41-O45 FINAL VERSION:</p>	<p style="text-align: center;">Escenario # 3</p> <p style="text-align: center;">Suponga que una de las personas mencionadas abajo le pidiera que le ayudara con un trabajo que toma alrededor de una semana, en un momento en que usted está muy ocupado con su propio trabajo ¿ Cuánto tiempo le daría a esta persona ?</p> <p>O41. ¿ Esposa (o) ?</p> <p>O42. ¿ Papá y mamá ?</p> <p>O43. ¿ Amigos cercanos ?</p> <p>O44. ¿ Hijos ?</p> <p>O45. ¿ Otros familiares ?</p>
<p>SL</p>	
<p>SL1 INITIAL VERSION:</p>	<p><u>(Nombre de un compañero de equipo)</u> le pasa responsabilidades, que él (o ella) debería asumir, a otros compañeros de equipo.</p>
<p>IRA PE#1 C= 1</p>	<p>(C6) -. -</p>

	<p>(C7) Cambiar “le pasa” por alguna otra forma de decir lo mismo.</p> <p>(C8) Cambiar “asumir” por “hacer”.</p>
<p>SL1 FINAL VERSION:</p>	<p>(Nombre) le pasa sus responsabilidades a otros miembros del equipo.</p>
<p>SL2 INITIAL VERSION:</p>	<p><u>(Nombre de un compañero de equipo)</u> se esfuerza menos si hay otros compañeros de equipo alrededor que puedan hacer el trabajo.</p>
<p>IRA PE#1 C= 1</p>	<p>(C6) -. -</p> <p>(C7) -. -</p> <p>(C8) -. -</p>
<p>SL2 FINAL VERSION:</p>	<p>(Nombre) se esfuerza menos si hay otros miembros de equipo que puedan hacer el trabajo.</p>
<p>SL3 INITIAL VERSION:</p>	<p><u>(Nombre de un compañero de equipo)</u> no hace la parte de trabajo que le corresponde hacer.</p>
<p>IRA PE#1 C= 1</p>	<p>(C6) -. -</p> <p>(C7) Cambiar “...la parte de trabajo...” por “...la parte del trabajo...”.</p> <p>(C8) -. -</p>
<p>SL3 FINAL VERSION:</p>	<p>(Nombre) no hace el trabajo que le corresponde hacer.</p>
<p>SL4 INITIAL VERSION:</p>	<p><u>(Nombre de un compañero de equipo)</u> destina menos tiempo a ayudar a sus compañeros si otros compañeros de equipo están presentes para atenderlos.</p>
<p>IRA PE#1 C= 1</p>	<p>(C6) En la línea puede ir “cliente interno”.</p> <p>(C7) Escribir “miembros de otros equipos” en donde esta la línea.</p> <p>(C8) No se da el caso de que tengan que ayudar a miembros de otros equipos.</p>
<p>SL4 FINAL VERSION:</p>	<p>(Nombre) destina menos tiempo a ayudar a los compañeros de trabajo si otros miembros de equipo están presentes para hacerlo.</p>
<p>SL5</p>	<p><u>(Nombre de un compañero de equipo)</u> se esfuerza menos que otros</p>

INITIAL VERSION:	miembros de su equipo de trabajo.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
SL5 FINAL VERSION:	(Nombre) se esfuerza menos que otros miembros de su equipo de trabajo.
SL6 INITIAL VERSION:	(Nombre de un compañero de equipo) evita actividades de orden y limpieza tanto como le sea posible.
IRA PE#1 C= 1	(C6) -. - (C7) Cambiar “de orden y limpieza” por “repetitivas y/o rutinarias” . Además ya están muy acostumbrados a hacerlas. (C8) Orden y limpieza si aplica.
SL6 FINAL VERSION:	(Nombre) evita las actividades de ordenar y limpiar tanto como le sea posible.
SL7 INITIAL VERSION:	(Nombre de un compañero de equipo) deja trabajo para el siguiente turno cuando él o ella debería terminarlo.
IRA PE#1 C= 1	(C6) -. - (C7) -. - (C8) -. -
SL7 FINAL VERSION:	(Nombre) deja trabajo para el siguiente turno cuando debería terminarlo.

Comments of PE#1 (in Spanish) About the Appropriateness of the Questionnaire
<p>(C6)</p> <ul style="list-style-type: none"> Al principio no estuvo de acuerdo con que la redacción incluyera “yo pienso..” o “yo creo..”. Piensa que en la medición de SL los trabajadores se pueden proteger. Piensa que un listado anónimo pudiera ayudar. Los miércoles tienen reuniones los equipos y ofrece que se puede hacer la prueba piloto ahí .
<p>(C7)</p> <ul style="list-style-type: none"> En las preguntas de “task meaningfulness” parece preguntarse lo mismo. Es recomendable que la encuesta no tenga más de 60 preguntas porque no sería manejable por la gente de piso. Es conveniente tener validación cruzada para asegurarse que el que contesta esté poniendo atención.

- Es recomendable que cuando se ponga la encuesta haya alguien explicándola al frente y alguien dando vueltas por si alguien tiene preguntas poder contestar.
- Quitar la palabra “escala” porque se pueden confundir. En su lugar poner “importancia” o cualquier otra palabra más común para los trabajadores.
- Recomienda que al aplicar la encuesta piense bien cómo voy a hacer que me tengan confianza.
- Considera que si utilizo una lista de números y nombres para mantener el anonimato de la última sección pueden confundirse los trabajadores. En su lugar, recomienda que algún gerente les aclare a los trabajadores el hecho de que no habrá represalias y que contesten honestamente.
- Cambiar la palabra “reactivo” de las instrucciones.

(C8)

- Al aplicar la encuesta es recomendable organizar primero algún juego que motive a que todos participen para que se abran.
- Los mini-negocios están repartidos en tres turnos y pueden incluir de 15 hasta 40 personas.
- La opinión global es que la encuesta está interesante. Hay que pensar bien cómo es que se va a aplicar.

Appendix C

Content Validity: Comments and Suggestions.

Items	Items & Comments About Appropriateness (in Spanish) from Panel of Experts # 2 (PE#2)
<p>C9: Collaborator 9. C10: Collaborator 10. C11: Collaborator 11. C12: Collaborator 12</p>	
ECW	
ECW1 INITIAL VERSION:	Yo pienso que los miembros de mi equipo son confiables en el esfuerzo que ponen en sus trabajos.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) -. -
ECW1 FINAL VERSION:	Yo pienso que puedo confiar en que los miembros de mi equipo se esfuercen en su trabajo.
ECW2 INITIAL VERSION:	Yo pienso que los miembros de mi equipo son responsables en su trabajo.
IRA PE#2 R = 0.75 IRA PE#2 C = 0.75 IRA PE#1 + PE#2 C = 0.85	(C9) -. - (C10) Cambiar "...son responsables al hacer su trabajo". (C11) Responsabilidad no la considera como parte de esfuerzo y de habilidad. (C12) -. -
ECW2 FINAL VERSION:	Yo pienso que los miembros de mi equipo son responsables al hacer su trabajo.
ECW3 INITIAL VERSION:	Yo creo que puedo confiar en los miembros de mi equipo para que no hagan mi trabajo más complicado porque ellos hacen el suyo de manera descuidada.
IRA PE#2 R = 0.75 IRA PE#2 C = 0.75 IRA PE#1 + PE#2 C = 0.85	(C9) Redacción complicada, buscar simplificarla. (C10) Redactar de manera diferente y simplificada: "...porque ellos no hacen el suyo de manera descuidada", quito "complicado". (C11) -. - (C12) -. -
ECW3 FINAL VERSION:	Yo creo que puedo confiar en los miembros de mi equipo porque ellos no hacen su trabajo de manera descuidada.

ECW4 INITIAL VERSION:	Yo creo que los miembros de mi equipo hacen su trabajo con calidad y dedicación.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) -. -
ECW4 FINAL VERSION:	Yo creo que los miembros de mi equipo hacen su trabajo con calidad y dedicación.
ECW5 INITIAL VERSION:	Yo creo que los miembros de mi equipo son competentes en su trabajo.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) La 4 y la 5 se parecen mucho. (C10) Cambiar por "...son competentes al hacer su trabajo" o "son capaces", para que no sea tan general. (C11) -. - (C12) -. -
ECW5 FINAL VERSION:	Yo creo que los miembros de mi equipo son capaces de hacer su trabajo.
ECW6 INITIAL VERSION:	Yo pienso que los miembros de mi equipo tienen las habilidades requeridas para realizar su trabajo.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) -. -
ECW6 FINAL VERSION:	Yo pienso que los miembros de mi equipo tienen las habilidades requeridas para realizar su trabajo.
ECW7 INITIAL VERSION:	Yo tengo confianza en las habilidades de los miembros de mi equipo.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) Checar representatividad de preguntar por confianza. (C10) -. - (C11) -. - (C12) -. -

ECW7 FINAL VERSION:	Yo tengo confianza en las habilidades de los miembros de mi equipo.
ECW8, ECW9, ECW10 INITIAL VERSION:	Yo creo que la mayor parte de los compañeros de equipo cumplen con su trabajo Aún si los facilitadores no se encuentran alrededor.
IRA PE#2 R = 0.25 IRA PE#2 C = 0.75 IRA PE#1 + PE#2 C = 0.85	(C9) No considera la pregunta como representativa. La ve más relacionada con supervisar. (C10) Quizá esta pregunta deba eliminarse, no la considera tan representativa. Si la dejamos, entonces buscar una palabra más descriptiva como facilitador, coordinador, líder para que no tengamos que hacer encuestas individuales por empresa. (C11) Cambiar a: “yo creo que mis compañeros de equipo cumplen con su trabajo aún si...”. Agregar dos preguntas más ECW9 y ECW10. (C12) Es importante dejar esta pregunta. Pude llamársele “mentor o líder”.
ECW8, ECW9, ECW10 FINAL VERSION:	Yo creo que mis compañeros de equipo cumplen con su trabajo aún si nuestro supervisor (o facilitador o líder) no se encuentra alrededor. Yo pienso que los miembros de mi equipo saben como hacer su trabajo. Yo creo que los miembros de mi equipo están preparados para realizar su trabajo.
TM	
TM1 INITIAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea es valiosa .
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) Se parece mucho a la pregunta 3 (C10) -. - (C11) -. - (C12) -. -
TM1 FINAL VERSION:	El trabajo que me corresponde hacer en el equipo es muy valioso para mí.
TM2 INITIAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea vale la pena.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. -

	(C12) -. -
TM2 FINAL VERSION:	El trabajo que me corresponde hacer en el equipo vale la pena.
TM3 INITIAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea es esencial.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) A nivel de operarios la palabra esencial suena difícil. (C12) -. -
TM3 FINAL VERSION:	El trabajo que me corresponde hacer en el equipo es crítico para mí.
TM4 INITIAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea es importante.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) Se parece mucho a la pregunta 1. (C10) -. - (C11) -. - (C12) -. -
TM4 FINAL VERSION:	El trabajo que me corresponde hacer en el equipo es muy importante para mí.
TM5 INITIAL VERSION:	Cuando trabajo con mi equipo, yo creo que mi tarea es significativa.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) -. -
TM5 FINAL VERSION:	El trabajo que me corresponde hacer en el equipo significa mucho para mí.
RM	
RM1	Mantener una buena relación con mis compañeros de equipo tiene valor para

INITIAL VERSION:	mí .
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) -. -
RM1 FINAL VERSION:	Mantener una buena relación con mis compañeros de equipo tiene valor para mí.
RM2 INITIAL VERSION:	Mantener una buena relación con mis compañeros de equipo es esencial para mí.
IRA PE#2 R = 1 IRA PE#2 C = 0.75 IRA PE#1 + PE#2 C = 0.85	(C9) -. - (C10) -. - (C11) -. - (C12) -. -
RM2 FINAL VERSION:	Mantener una buena relación con mis compañeros de equipo es esencial para mí.
RM3 INITIAL VERSION:	La relación con mis compañeros de equipo es importante para mí.
IRA PE#2 R = 1 IRA PE#2 C = 0.75 IRA PE#1 + PE#2 C = 0.85	(C9) -. - (C10) -. - (C11) Agregar “cordial” después de relación. (C12) -. -
RM3 FINAL VERSION:	La relación cordial con mis compañeros de equipo es importante para mí.
RM4 INITIAL VERSION:	La relación con mis compañeros de equipo es significativa para mí.
IRA PE#2 R = 1 IRA PE#2 C = 0.75	(C9) -. - (C10) -. -

IRA PE#1 + PE#2 C = 0.85	(C11) Agregar armoniosa después de relación. (C12) -. -
RM4 FINAL VERSION:	La relación armoniosa con mis compañeros de equipo es significativa para mí.
RM5 INITIAL VERSION:	Mantener una buena relación con mis compañeros de equipo vale la pena.
IRA PE#2 R = 1 IRA PE#2 C = 0.75 IRA PE#1 + PE#2 C = 0.85	(C9) -. - (C10) -. - (C11) -. - (C12) -. -
RM5 FINAL VERSION:	Mantener una buena relación con mis compañeros de equipo vale la pena.
O	
O1 INITIAL VERSION:	Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) Muy buena pregunta
O1 FINAL VERSION:	Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.
O2 INITIAL VERSION:	Es una tontería preservar recursos para futuras generaciones.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) Buscar un sinónimo para “preservar”. que pueda entenderse mejor. (C11) -. - (C12) Cambiar la palabra “tontería”.
O2 FINAL VERSION:	Es una tontería cuidar los recursos para las futuras generaciones.
O3 INITIAL VERSION:	Yo no tengo la culpa si un miembro de mi familia falla.

<p>IRA PE#2 R = 1 IRA PE#2 C = 1</p> <p>IRA PE#1 + PE#2 C = 1</p>	<p>(C9) -. -</p> <p>(C10) Buscar justificación de su representatividad.</p> <p>(C11) -. -</p> <p>(C12) contextualizar, ¿falla en qué?.</p>
<p>O3 FINAL VERSION:</p>	<p>Yo no tengo la culpa si un miembro de mi familia comete un error importante en su vida.</p>
<p>O4 INITIAL VERSION:</p>	<p>Para superarse, uno debe ser autosuficiente.</p>
<p>IRA PE#2 R = 1 IRA PE#2 C = 1</p> <p>IRA PE#1 + PE#2 C = 1</p>	<p>(C9) -. -</p> <p>(C10) Falta de claridad en la palabra “autosuficiente” si es mejor poner “valerse por si mismo”.</p> <p>(C11) -. -</p> <p>(C12) -. -</p>
<p>O4 FINAL VERSION:</p>	<p>Para superarse uno debe valerse por sí mismo.</p>
<p>O5 INITIAL VERSION:</p>	<p>No debería esperarse que la gente hiciera algo por la comunidad, a menos que se le pagara.</p>
<p>IRA PE#2 R = 1 IRA PE#2 C = 1</p> <p>IRA PE#1 + PE#2 C = 1</p>	<p>(C9) -. -</p> <p>(C10) Cambiar la redacción por “no es de esperarse..” en vez de “...debería...”.</p> <p>(C11) -. -</p> <p>(C12) -. -</p>
<p>O5 FINAL VERSION:</p>	<p>No debería esperarse que la gente haga algo por la comunidad a menos que se le pague.</p>
<p>O6 INITIAL VERSION:</p>	<p>Mi felicidad no esta relacionada con el bienestar de mis compañeros de trabajo.</p>
<p>IRA PE#2 R = 1 IRA PE#2 C = 1</p> <p>IRA PE#1 + PE#2 C =</p>	<p>(C9) -. -</p> <p>(C10) -. -</p>

1	(C11) -. - (C12) -. -
O6 FINAL VERSION:	Mi felicidad no depende del bienestar de mis compañeros de trabajo.
O7 INITIAL VERSION:	Ganar lo es todo.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) -. -
O7 FINAL VERSION:	Ganar lo es todo.
O8 INITIAL VERSION:	Aún en el caso de que un hijo ganara el Premio Nobel los padres no deberían sentirse honrados de ninguna manera.
IRA PE#2 R = 1 IRA PE#2 C = 0.75 IRA PE#1 + PE#2 C = 0.85	(C9) -. - (C10) Cambiar “premio Nobel” por otro premio otorgado por mérito. Por ejemplo, un premio importante en el estudio o en el deporte. (C11) La palabra “honrados” puede confundirse entre honrados de honestidad y honrados de honor. (C12) Cambiar “el premio Nobel” por “ un premio por alto desempeño escolar”
O8 FINAL VERSION:	Aún en el caso de que un hijo ganara un premio por alto desempeño los padres no deberían sentirse orgullosos.
O9 INITIAL VERSION:	La opinión de mis padres no es importante en mi elección de esposa (o).
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) -. -
O9	

FINAL VERSION:	La opinión de mis padres no es importante en mi elección de esposa (o).
O10 INITIAL VERSION:	Sólo aquellos que dependen de sí mismos salen adelante en la vida.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) Muy buena pregunta.
O10 FINAL VERSION:	Sólo aquellos que dependen de sí mismos salen adelante en la vida.
O11 INITIAL VERSION:	Yo no permitiría que mis padres usaran mi auto (si lo tuviera), sin importar si son buenos conductores o no.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) Cambiar “auto” por “automovil”.
O11 FINAL VERSION:	Yo no permitiría que mis padres usaran mi automóvil (si lo tuviera), sin importar si son buenos conductores o no.
O12 INITIAL VERSION:	Yo no tengo la culpa si un amigo falla.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) Es importante poner esta pregunta en algún contexto en que falla el amigo.
O12 FINAL VERSION:	Yo no tengo la culpa si un amigo comete un error importante en su vida.
O13 INITIAL VERSION:	Si quieres algo bien hecho, tienes que hacerlo tu mismo.

<p>IRA PE#2 R = 1 IRA PE#2 C = 1</p> <p>IRA PE#1 + PE#2 C = 1</p>	<p>(C9) -. - (C10) -. - (C11) -. - (C12) -. -</p>
<p>O13 FINAL VERSION:</p>	<p>Si quieres algo bien hecho, tienes que hacerlo tu mismo.</p>
<p>O14 INITIAL VERSION:</p>	<p>Yo si ayudaría a un pariente, dentro de mis posibilidades, si me dijera que tiene un problema financiero.</p>
<p>IRA PE#2 R = 1 IRA PE#2 C = 0.75</p> <p>IRA PE#1 + PE#2 C = 0.85</p>	<p>(C9) -. - (C10) Cambiar “pariente” por “familiar”. (C11) -. - (C12) -. -</p>
<p>O14 FINAL VERSION:</p>	<p>Dentro de mis posibilidades yo sí ayudaría a un familiar si me dijera que tiene un problema de dinero.</p>
<p>O15 INITIAL VERSION:</p>	<p>Las opiniones de mis compañeros de trabajo no son importantes en mi elección de esposa (o).</p>
<p>IRA PE#2 R = 1 IRA PE#2 C = 1</p> <p>IRA PE#1 + PE#2 C = 1</p>	<p>(C9) -. - (C10) -. - (C11) -. - (C12) -. -</p>
<p>O15 FINAL VERSION:</p>	<p>Las opiniones de mis compañeros de trabajo no son importantes en mi elección de esposa (o).</p>
<p>O16 INITIAL VERSION:</p>	<p>Lo que me suceda a mí depende de mis acciones.</p>
<p>IRA PE#2 R = 1 IRA PE#2 C = 1</p> <p>IRA PE#1 + PE#2 C = 1</p>	<p>(C9) -. - (C10) -. - (C11) -. -</p>

	(C12) -. -
O16 FINAL VERSION:	Lo que me suceda a mí depende de mis acciones.
O17 INITIAL VERSION:	Me gusta vivir cerca de mis amigos.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) No la considera tan representativa. (C10) -. - (C11) -. - (C12) -. -
O17 FINAL VERSION:	Me gusta vivir cerca de mis amigos.
O18 INITIAL VERSION:	El que un amigo cercano tenga éxito, no me hacer lucir mejor.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) Cambiar “lucir” por “ver”. (C11) -. - (C12) -. -
O18 FINAL VERSION:	El que un amigo cercano tenga éxito, no me hacer ver mejor.
O19 INITIAL VERSION:	Yo siento que ganar es importante tanto en el trabajo como en los juegos.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) -. -
O19 FINAL VERSION:	Yo siento que ganar es importante tanto en el trabajo como en los deportes.
O20	El dicho de “compartir es una bendición y una calamidad a la vez” se

INITIAL VERSION:	aplica aún en el caso de que el amigo de uno sea torpe, tonto y cause dificultades.
IRA PE#2 R = 1 IRA PE#2 C = 0.75 IRA PE#1 + PE#2 C = 0.71	(C9) -. - (C10) Buscar un sinónimo para “calamidad”. (C11) -. - (C12) Este dicho no lo conocemos.
O20 FINAL VERSION:	El dicho: “haz el bien sin mirar a quien” se aplica aún en el caso de que la persona sea torpe, tonta y cause dificultades.
O21 INITIAL VERSION:	Uno no debe preocuparse de lo que digan los vecinos acerca de con quién se debe uno de casar.
IRA PE#2 R = 1 IRA PE#2 C = 0.75 IRA PE#1 + PE#2 C = 0.85	(C9) -. - (C10) Cambiar la redacción por “con quien se va a casar uno”. (C11) -. - (C12) Quizá usar un reactivo con la decisión de casarse no me de información relevante porque muchos de ellos no se casan nunca, solo se juntan a vivir en pareja.
O21 FINAL VERSION:	Uno no debe preocuparse de lo que digan los vecinos acerca de con quién se va a casar uno.
O22 INITIAL VERSION:	El éxito es lo más importante en mi vida.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) -. -
O22 FINAL VERSION:	El éxito es lo más importante en mi vida.
O23 INITIAL VERSION:	Cuando mis compañeros me cuentan cosas personales, esto nos acerca más.
IRA PE#2 R = 1 IRA PE#2 C = 0.75	(C9) -. -

IRA PE#1 + PE#2 C = 0.85	(C10) -. - (C11) -. - (C12) El uso de las comas puede confundirlos.
O23 FINAL VERSION:	Cuando mis compañeros me cuentan cosas personales, esto nos hace ser más amigos.
O24 INITIAL VERSION:	Me molesta que otras personas se desempeñen mejor que yo.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) No está tan convencido de la parte comparativa. (C10) -. - (C11) Cambiar “me molesta” por “no me gusta que ...” para suavizar la pregunta. (C12) -. -
O24 FINAL VERSION:	No me gusta que otras personas se desempeñen mejor que yo.
O25 INITIAL VERSION:	Yo no compartiría mis ideas y nuevos conocimientos con mis padres.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) -. -
O25 FINAL VERSION:	Yo no compartiría mis ideas y nuevos conocimientos con mi padres.
O26 INITIAL VERSION:	Cuando algún grupo me esta frenando, yo considero que si puedo, es mejor dejarlo y trabajar solo.
IRA PE#2 R = 1 IRA PE#2 C = 0.75 IRA PE#1 + PE#2 C = 0.71	(C9) Necesita mejorarse la redacción de “yo considero que si puedo...”. (C10) Cambiar redacción por: “si es posible, mejor lo dejo y trabajo solo”. (C11) Recomendación: “cuando me doy cuenta que algo me está frenando mi beneficio por formar parte de un grupo, es mejor dejarlos y trabajar solo”. (C12) -. -
O26	

FINAL VERSION:	Si pertenezco a algún grupo y me doy cuenta que otros en el grupo están limitando mi beneficio, pienso que es mejor dejar al grupo y trabajar solo.
O27 INITIAL VERSION:	Los niños no deberían sentirse honrados aún si el padre fuese altamente reconocido y premiado por el gobierno por sus contribuciones y servicio a la comunidad.
IRA PE#2 R = 1 IRA PE#2 C = 0.75 IRA PE#1 + PE#2 C = 0.85	(C9) -. - (C10) Quitar contribuciones porque no agrega valor y alarga mucho la pregunta. (C11) La palabra “honrados” puede confundirse entre honrados de honestidad y honrados de honor. (C12) Es muy larga, quitar que el premio lo da el gobierno.
O27 FINAL VERSION:	Los hijos no deberían sentirse orgullosos aún si el padre fuese altamente reconocido y premiado.
O28 INITIAL VERSION:	En la mayoría de los casos, el cooperar con alguien cuyas habilidades son inferiores a las de uno no es tan deseable como el hacerlo mejor por uno mismo.
IRA PE#2 R = 1 IRA PE#2 C = 0.75 IRA PE#1 + PE#2 C = 0.71	(C9) La redacción necesita simplificarse. (C10) La palabra “mejor” está de más podríamos quitarlo y dirá lo mismo. (C11) -. - (C12) Las comas pueden confundir al lector.
O28 FINAL VERSION:	Es mejor no cooperar con alguien si sus habilidades son inferiores a las tuyas.
O29 INITIAL VERSION:	En el largo plazo, la única persona en quien puedes contar es contigo mismo.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) Evaluar si podemos cambiar la palabra “contar” por “confiar” (C11) -. - (C12) Mismo problema de antes con el manejo de las comas. Cambiar por “..con quien puedes contar..”
O29 FINAL VERSION:	Finalmente en la única persona en que puedes confiar es en ti mismo.
O30-O35 INITIAL VERSION:	Escenario #1

	<p>Suponga que usted está muy ansioso por hacer un largo viaje (por ejemplo, para estudiar en otro país durante dos años) y que su ausencia causará inconvenientes para la gente listada abajo. Cuánto peso le daría a los deseos de esas personas a la hora de decidir si hace o no el viaje?</p> <p>Escala:</p> <p>1 Ninguna consideración</p> <p>2 Poca consideración</p> <p>3 Algo de consideración</p> <p>4 Mucha consideración</p> <p>5 Consideración absoluta</p> <p>Madre _____</p> <p>Padre _____</p> <p>Esposo (a) _____</p> <p>Hijos (as) _____</p> <p>Amigo cercano _____</p> <p>Pariente _____</p>
<p>IRA PE#2 R = 0.75</p> <p>IRA PE#2 C = 1</p> <p>IRA PE#1 + PE#2 C = 1</p>	<p>(C9) -.-</p> <p>(C10) Cambiar la palabra “peso” en las instrucciones por “importancia”</p> <p>(C11) Acomodo de las preguntas y opciones.</p> <p>(C12) Cambiar por “suponga que usted tiene muchas ganas...”. La palabra “consideración” en las escala debe de cambiarse. La palabra “absoluta” también debe cambiarse, no la van a entender. Puede haber problema en distinguir las diferencias en la escala. Por ejemplo, entre “poco” y “algo”. Cambiar “padre ... madre” por “papá...mamá”.</p>
<p>O30-035 FINAL VERSION:</p>	<p style="text-align: center;">Escenario #1</p> <p>Suponga que usted tiene muchas ganas de hacer un largo viaje (por ejemplo, para capacitarse en otro país durante dos años) y que su ausencia causará inconvenientes para la gente mencionada abajo. Cuánta importancia le daría a las opiniones de esas personas a la hora de decidir si hace o no el viaje?</p> <p>O30. ¿ Mamá ?</p> <p>O31. ¿ Papá ?</p> <p>O32. ¿ Esposa (o) ?</p>

	<p>tanto dinero le daría a las siguientes personas?</p> <p>O36. ¿ Esposa (o) ?</p> <p>O37. ¿ Hijos ?</p> <p>O38. ¿ Nietos ?</p> <p>O39. ¿ Papá y mamá ?</p> <p>O40. ¿ Alguien más ?</p>
<p>O41-O45 INITIAL VERSION:</p>	<p style="text-align: right;">Escenario # 3</p> <p>Suponga que una de las personas listadas abajo le pide que le ayude con un trabajo que toma alrededor de una semana, en un momento en que usted está sumamente ocupado con su propio trabajo ¿Cuanto tiempo le daría a esta persona ?</p> <p>Escala:</p> <p>1 Nada de mi tiempo</p> <p>2 Un poco de mi tiempo</p> <p>3 Algo de mi tiempo</p> <p>4 Mucho de mi tiempo</p> <p>5 Todo mi tiempo</p> <p>Esposa (o) _____</p> <p>Padres _____</p> <p>Amigos cercanos _____</p> <p>Hijos _____</p> <p>Parientes _____</p>
<p>IRA PE#2 R = 0.75 IRA PE#2 C = 0.75 IRA PE#1+ PE#2 C =</p>	<p>(C9) -.- (C10) -.-</p>

0.85	(C11) -. - (C12) Mismos comentarios que los dos escenarios anteriores.
O41-O45 FINAL VERSION:	Escenario # 3
	<p style="text-align: center;">Suponga que una de las personas mencionadas abajo le pidiera que le ayudara con un trabajo que toma alrededor de una semana, en un momento en que usted está muy ocupado con su propio trabajo ¿ Cuánto tiempo le daría a esta persona ?</p> <p>O41. ¿ Esposa (o) ?</p> <p>O42. ¿ Papá y mamá ?</p> <p>O43. ¿ Amigos cercanos ?</p> <p>O44. ¿ Hijos ?</p> <p>O45. ¿ Otros familiares ?</p>
SL	
SL1 INITIAL VERSION:	(Nombre de un compañero de equipo) le pasa responsabilidades, que él (o ella) debería asumir, a otros compañeros de equipo.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) Cambiar la palabra “compañero de equipo” por “miembro del equipo” (C11) -. - (C12) -. -
SL1 FINAL VERSION:	(Nombre) le pasa sus responsabilidades a otros miembros del equipo.
SL2 INITIAL VERSION:	(Nombre de un compañero de equipo) se esfuerza menos si hay otros compañeros de equipo alrededor que puedan hacer el trabajo.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) Quitar “alrededor”.

SL2 FINAL VERSION:	(Nombre) se esfuerza menos si hay otros miembros de equipo que puedan hacer el trabajo.
SL3 INITIAL VERSION:	<u>(Nombre de un compañero de equipo)</u> no hace la parte de trabajo que le corresponde hacer.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) Quitar “la parte ..” y simplemente poner “el trabajo...”.
SL3 FINAL VERSION:	(Nombre) no hace el trabajo que le corresponde hacer.
SL4 INITIAL VERSION:	<u>(Nombre de un compañero de equipo)</u> destina menos tiempo a ayudar a Otros compañeros si otros compañeros de equipo están presentes para atenderlos.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) En la línea puede ir “clientes internos”, “miembros de otros equipos”, o “miembros de otras áreas”. (C11) Evaluar “atenderlos” vs “hacerlo”. Las actividades comunes , sacar ? (C12) Cambiar “atenderlos” por “apoyarlos” o “ayudarlos”. Escribir “compañeros de trabajo” en la línea.
SL4 FINAL VERSION:	(Nombre) destina menos tiempo a ayudar a los compañeros de trabajo si otros miembros de equipo están presentes para hacerlo.
SL5 INITIAL VERSION:	<u>(Nombre de un compañero de equipo)</u> se esfuerza menos que otros miembros de su equipo de trabajo.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) -. - (C11) -. - (C12) -. -
SL5 FINAL VERSION:	(Nombre) se esfuerza menos que otros miembros de su equipo de trabajo.

SL6 INITIAL VERSION:	<u>(Nombre de un compañero de equipo)</u> evita actividades de orden y limpieza tanto como le sea posible.
IRA PE#2 R = 1 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) Cambiar “orden” por “ordenar”. (C11) Poco importantes pero necesarias. (C12) Muy buena pregunta.
SL6 FINAL VERSION:	<u>(Nombre)</u> evita las actividades de ordenar y limpiar tanto como le sea posible.
SL7 INITIAL VERSION:	<u>(Nombre de un compañero de equipo)</u> deja trabajo para el siguiente turno cuando él o ella debería terminarlo.
IRA PE#2 R = 0.75 IRA PE#2 C = 1 IRA PE#1 + PE#2 C = 1	(C9) -. - (C10) Preguntar a los expertos de la práctica si esto es factible. (C11) -. - (C12) -. -
SL7 FINAL VERSION:	<u>(Nombre)</u> deja trabajo para el siguiente turno cuando debería terminarlo.

Comments of PE#2 (in Spanish) About the Appropriateness of the Questionnaire
<p>(C9)</p> <ul style="list-style-type: none"> • Revisar que no haya duplicidad en las preguntas. • En la sección de “TM” una sugerencia de pregunta es ¿Qué pasa si dejo de hacer esta tarea? Reflexionar acerca de esto demostraría que es importante. Las preguntas parecen ser redundantes. • Evaluar si necesito todas las preguntas o se pueden recortar o juntar preguntas. • En los escenarios es mejor decirles que pongan prioridades en lugar de pesos. • Clarificar que debe contestar en situaciones donde no tiene hijos, o esposo (a) . • Quizá poner pareja en lugar de esposo (a). • En la sección de RM las preguntas 3 y 4 son muy parecidas, checar que no sean redundantes.
<p>(C10)</p> <ul style="list-style-type: none"> • En la sección de SL cambiar “compañero de equipo” por “miembro del equipo”. • Sugiere hacer una prueba piloto y llevar cronómetro, en lugar de sólo preguntar a los trabajadores por claridad de la encuesta. • En apariencia son muchas preguntas pero este colaborador piensa que no son tantas. • Se recomienda llevar a alguien más que me asista al momento de aplicar las encuestas. Un buen momento para aplicarlas es antes de la capacitación que tienen regularmente. • Una duda acerca del instrumento era el orden de las preguntas, si éstas se van a mezclar o no. Tener cuidado de las preguntas que pongo juntas porque las personas que responden se pueden ir por una misma calificación. Es importante evitar sesgo. Una idea que surgió en la entrevista es dividir la

- encuesta en tres partes: (1) preguntas relacionadas con el equipo: ECW, TM, RM (2) las preguntas relacionadas con personalidad. (3) las preguntas relacionadas con c/u de los compañeros de equipo (SL).
- Al contestar al sección SL debo buscar alternativas para mantener el anonimato de los trabajadores. Lista de nombres -números o alguna otra alternativa.

(C11)

- Hay muchas preguntas sobre habilidad.
- En las instrucciones: cambiar la palabra “provistas” por “proporcionadas”. Además usar una escala horizontal.
- En la sección VI cambiar la redacción y poner primero “para mí, la relación”. Además, checar el orden de las preguntas.

(C12)

- Evaluar el uso de la técnica de 5 veces la misma pregunta. Expliqué que se parece a 3 reactivos por constructo.
- La palabra “confiable” no existe en español. La palabra correcta es “fiable”. Sin embargo, nadie la usa y por lo tanto no es recomendable usarla. Entonces evaluar si se necesita realmente preguntarlo.
- Recomienda que en todo el instrumento denomine al equipo como “nuestro equipo” y no “mi equipo”.
- Recomienda el uso de preguntas muy cortas como las del OCI.
- Recomienda revisar todas las preguntas que están en negativo y cambiarlas. Siempre preguntar en afirmación.
- Evitar comas escribir corrido.
- En los escenarios es conveniente dar un ejemplo para que se entienda mejor.
- Si los trabajadores no saben leer bien entonces considerar dibujos.
- En la encuesta hay muchos reactivos que están redactados usando las comas y esto hace que las oraciones sean difíciles de leer. Buscar que la redacción de los reactivos sea más simple sin el uso de comas.
- En las secciones de TM y RM cuidar que no haya redundancia porque parece como que se pregunta lo mismo.

Appendix D
Questionnaire

Soy alumna del Tecnológico de Monterrey y estoy realizando un estudio sobre el trabajo en equipo. Le pido atentamente me haga favor de contestar el siguiente cuestionario. Este estudio es totalmente académico de manera que sus respuestas serán confidenciales y no tendrán impacto alguno en la evaluación de su desempeño laboral. Agradezco su participación.

Por favor ponga mucha atención a las instrucciones siguientes:

- Lea cada pregunta con mucho cuidado.
- No tome mucho tiempo en cada pregunta.
- No conteste lo que crea que debería ser o lo que crea que nos gustaría que respondiera. No hay preguntas engañosas.
- Conteste lo que usted honestamente piensa.
- Conteste todas las preguntas no se salte ninguna, aunque algunas parezcan similares.
- Su reacción inicial a cada pregunta es la mejor manera de responder.
- Aproximadamente le tomará 20 minutos el responder a todas las preguntas.

Ejemplo:

Por favor lea las siguientes preguntas cuidadosamente. En ellas se le pregunta su opinión personal ante diferentes situaciones de la vida diaria. Para cada una, indique qué tanto está usted de acuerdo o en desacuerdo con ellas. Marque alguna de las opciones que se presentan a continuación.

1. Para triunfar en la vida, uno debe de esforzarse.
2. Si quieres que la gente ponga atención, solo tienes que hablar fuerte.
3. Es importante saber escuchar a los demás.

Totamente en desacuerdo	Desacuerdo	Inseguro	De acuerdo	Totamente de acuerdo
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

En la pregunta 1, la persona indica que está de acuerdo pero no totalmente. En la pregunta 2 la persona indica que esta en desacuerdo pero no totalmente. En la pregunta 3 la persona indica que esta totalmente de acuerdo.

Nombre de la persona: _____

Edad: _____ Sexo: _____ Nivel de estudios máximo: _____

Nombre de la empresa donde labora: _____

Nombre del equipo al que pertenece: _____

Puesto: _____ Antigüedad en el equipo: _____

Parte I.

Por favor lea las siguientes preguntas cuidadosamente. En ellas se le pregunta su opinión personal ante diferentes situaciones de la vida diaria. Para cada una, indique qué tanto está usted de acuerdo o en desacuerdo con ellas. Marque alguna de las opciones que se presentan a continuación.

	Totalmente en desacuerdo	Desacuerdo	Inseguro	De acuerdo	Totalmente de acuerdo
O1. Hacer tu mejor esfuerzo no es suficiente, lo importante es ganar.	1	2	3	4	5
O2. Es una tontería cuidar los recursos para las futuras generaciones.	1	2	3	4	5
O3. Yo no tengo la culpa si un miembro de mi familia comete un error importante en su vida.	1	2	3	4	5
O4. Para superarse uno debe valerse por sí mismo.	1	2	3	4	5
O5. No debería esperarse a que la gente haga algo por la comunidad a menos que se le pague.	1	2	3	4	5
O6. Mi felicidad no depende del bienestar de mis compañeros de trabajo.	1	2	3	4	5
O7. Ganar lo es todo.	1	2	3	4	5
O8. Aún en el caso de que un hijo ganara un premio por alto desempeño los padres no deberían sentirse orgullosos.	1	2	3	4	5
O9. La opinión de mis padres no es importante en mi elección de esposa (o).	1	2	3	4	5
O10. Sólo aquellos que dependen de sí mismos salen adelante en la vida.	1	2	3	4	5
O11. Yo no permitiría que mis padres usaran mi automóvil (si lo tuviera), sin importar si son buenos conductores o no.	1	2	3	4	5
O12. Yo no tengo la culpa si un amigo comete un error importante en su vida.	1	2	3	4	5
O13. Si quieres algo bien hecho, tienes que hacerlo tu mismo.	1	2	3	4	5
O14. Dentro de mis posibilidades yo sí ayudaría a un familiar si me dijera que tiene un problema de dinero.	1	2	3	4	5
O15. Las opiniones de mis compañeros de trabajo no son importantes en mi elección de esposa (o).	1	2	3	4	5
O16. Lo que me suceda a mí depende de mis acciones.	1	2	3	4	5
O17. Me gusta vivir cerca de mis amigos.	1	2	3	4	5
O18. El que un amigo cercano tenga éxito, no me hacer ver mejor.	1	2	3	4	5

	Totalmente en desacuerdo	Desacuerdo	Inseguro	De acuerdo	Totalmente de acuerdo
O19. Yo siento que ganar es importante tanto en el trabajo como en los deportes.	1	2	3	4	5
O20. El dicho: “haz el bien sin mirar a quien” se aplica aún en el caso de que la persona sea torpe, tonta y cause dificultades.	1	2	3	4	5
O21. Uno no debe preocuparse de lo que digan los vecinos acerca de con quién se va a casar uno.	1	2	3	4	5
O22. El éxito es lo mas importante en mi vida.	1	2	3	4	5
O23. Cuando mis compañeros me cuentan cosas personales, esto nos hace ser más amigos.	1	2	3	4	5
O24. No me gusta que otras personas se desempeñen mejor que yo.	1	2	3	4	5
O25. Yo no compartiría mis ideas y nuevos conocimientos con mi padres.	1	2	3	4	5
O26. Si pertenezco a algun grupo y me doy cuenta que otros en el grupo estan limitando mi beneficio, pienso que es mejor dejar al grupo y trabajar solo.	1	2	3	4	5
O27. Los hijos no deberían sentirse orgullosos aún si el padre fuese altamente reconocido y premiado.	1	2	3	4	5
O28. Es mejor no cooperar con alguien si sus habilidades son inferiores a las tuyas.	1	2	3	4	5
O29. Finalmente en la única persona en que puedes confiar es en ti mismo.	1	2	3	4	5

Por favor lea los siguientes tres escenarios. En ellos se le pregunta su opinión personal ante diferentes situaciones de la vida diaria. Marque alguna de las opciones que se presentan a continuación.

Nota: Si no tiene relación con alguna de las personas que se pregunta abajo, conteste que cree que haría si la tuviera. Por ejemplo, si no tiene hijos o esposa (o) , conteste que cree que haría si los tuviera.

Escenario #1

Suponga que usted tiene muchas ganas de hacer un largo viaje (por ejemplo, para capacitarse en otro país durante dos años) y que su ausencia causará inconvenientes para la gente mencionada abajo.

¿ Cuánta importancia le daría a las opiniones de esas personas a la hora de decidir si hace o no el viaje?

	Ninguna Importancia	Poca Importancia	Algo de Importancia	Mucha Importancia	Demasiada Importancia
O30. ¿ Mamá ?	1	2	3	4	5
O31. ¿ Papá ?	1	2	3	4	5
O32. ¿ Esposa (o) ?	1	2	3	4	5
O33. ¿ Hijos ?	1	2	3	4	5
O34. ¿ Amigo cercano ?	1	2	3	4	5
O35. ¿ Otro familiar ?	1	2	3	4	5

Escenario #2

Suponga que se gana una cantidad importante de dinero en la lotería. ¿Qué tanto dinero le daría a las siguientes personas?

	Nada	Poco	Algo	Mucho	Todo
O36. ¿ Esposa (o) ?	1	2	3	4	5
O37. ¿ Hijos ?	1	2	3	4	5
O38. ¿ Nietos ?	1	2	3	4	5
O39. ¿ Papá y mamá ?	1	2	3	4	5
O40. ¿ Alguien más ?	1	2	3	4	5

Escenario # 3

Suponga que una de las personas mencionadas abajo le pidiera que le ayudara con un trabajo que toma alrededor de una semana, en un momento en que usted está muy ocupado con su propio trabajo ¿ Cuánto tiempo le daría a esta persona ?

	Nada	Poco	Algo	Mucho	Todo
O41. ¿ Esposa (o) ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O42. ¿ Papá y mamá ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O43. ¿ Amigos cercanos ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O44. ¿ Hijos ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O45. ¿ Otros familiares ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Por favor lea las siguientes preguntas cuidadosamente. Todas ellas están relacionadas con diferentes aspectos de su equipo de trabajo. Para cada una, indique qué tanto está usted de acuerdo o en desacuerdo con ellas. Marque alguna de las opciones que se presentan a continuación.

	Totalmente en desacuerdo	Desacuerdo	Inseguro	De acuerdo	Totalmente de acuerdo
TM1. El trabajo que me corresponde hacer en el equipo es muy valioso para mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RM1. Mantener una buena relación con mis compañeros de equipo tiene valor para mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ECW1. Yo pienso que puedo confiar en que los miembros de mi equipo se esfuercen en su trabajo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TM2. El trabajo que me corresponde hacer en el equipo vale la pena.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Totalmente en desacuerdo	Desacuerdo	Inseguro	De acuerdo	Totalmente de acuerdo
ECW2. Yo pienso que los miembros de mi equipo son responsables al hacer su trabajo.	1	2	3	4	5
RM2. Mantener una buena relación con mis compañeros de equipo es esencial para mí.	1	2	3	4	5
ECW3. Yo creo que puedo confiar en los miembros de mi equipo porque ellos no hacen su trabajo de manera descuidada.	1	2	3	4	5
TM3. El trabajo que me corresponde hacer en el equipo es crítico para mí.	1	2	3	4	5
ECW4. Yo creo que los miembros de mi equipo hacen su trabajo con calidad y dedicación .	1	2	3	4	5
ECW5. Yo creo que los miembros de mi equipo son capaces de hacer su trabajo.	1	2	3	4	5
RM3. La relación cordial con mis compañeros de equipo es importante para mí.	1	2	3	4	5
ECW6. Yo pienso que los miembros de mi equipo tienen las habilidades requeridas para realizar su trabajo.	1	2	3	4	5
TM4. El trabajo que me corresponde hacer en el equipo es muy importante para mí.	1	2	3	4	5
RM4. La relación armoniosa con mis compañeros de equipo es significativa para mí.	1	2	3	4	5
ECW7. Yo tengo confianza en las habilidades de los miembros de mi equipo.	1	2	3	4	5
ECW8. Yo creo que mis compañeros de equipo cumplen con su trabajo aún si nuestro supervisor no se encuentra alrededor.	1	2	3	4	5
TM5. El trabajo que me corresponde hacer en el equipo significa mucho para mí.	1	2	3	4	5
RM5. Mantener una buena relación con mis compañeros de equipo vale la pena.	1	2	3	4	5
ECW9. Yo pienso que los miembros de mi equipo saben como hacer su trabajo.	1	2	3	4	5
ECW10. Yo creo que los miembros de mi equipo están preparados para realizar su trabajo.	1	2	3	4	5

Parte II.

Por favor indique qué tanto los 7 comportamientos mencionados abajo describen a _____

El rango va de 1, que significa que no lo describe en absoluto (porque es muy trabajador cuando está desempeñándose en el equipo), hasta 5 que significa que lo describe perfectamente (porque es muy flojo cuando esta desempeñándose en el equipo).



TRABAJADOR → FLOJO

	No lo Describe en Absoluto	Lo Describe Poco	Lo Describe Más o Menos	Lo Describe Mucho	Lo Describe Perfectamente
SL1. Le pasa sus responsabilidades a otros miembros del equipo.	1	2	3	4	5
SL2. Se esfuerza menos si hay otros miembros de equipo que puedan hacer el trabajo.	1	2	3	4	5
SL3. No hace el trabajo que le corresponde hacer.	1	2	3	4	5
SL4. Destina menos tiempo a ayudar a los compañeros de trabajo si otros miembros de equipo están presentes para hacerlo.	1	2	3	4	5
SL5. Se esfuerza menos que otros miembros de su equipo de trabajo.	1	2	3	4	5
SL6. Evita las actividades de ordenar y limpiar tanto como le sea posible.	1	2	3	4	5
SL7. Deja trabajo para el siguiente turno cuando debería terminarlo.	1	2	3	4	5