

Supplementary File A

As elaborated on in the main document, we identified substantial heterogeneity regarding the conceptual models proposed in primary studies. With the aim to organize the identified conceptual models we categorized them as containing processes and/or states reflective of the social perspective only, the informational perspective only, both perspectives in separation, or an interplay. Against the background of the scope of our review, we focus on those models that consider processes and states representative of both the social *and* informational perspectives. Still, studies that focus on one of the two processes (i.e., the social *or* the informational perspective *only*) reveal some interesting insights that we exemplarily describe below.

Figure S1 shows conceptual models that focus on social categorization processes and states only. Results of these studies yield results and conclusions in line with the social-categorization perspective of team diversity (Williams & O'Reilly, 1998). That is, diversity negatively affects team functioning in terms of decreasing affective states, such as cohesion or identification (e.g., Schölmerich et al., 2016; Seong & Hong, 2013), and triggering relational conflict between team members (e.g., Acar, 2010; Pearsall et al., 2008). Interestingly, many of these studies consider faultlines as their independent (diversity) variable (e.g., Antino et al., 2019; Bezrukova et al., 2009). This is not surprising, as comparative fit, cognitive accessibility, and comparative fit (Hewstone et al., 2002) are especially high in these situations, providing a setting that is likely to instigate social categorization processes. Indeed, studies explicitly argue that diversity unleashes its detrimental effects, especially when differences are perceived as such or highly salient (Jehn & Bezrukova, 2010; Mitchell et al., 2015). Such differentiated argumentation and conceptualization of processes and states along the social-categorization perspective is also reflected in many studies that include factors that may attenuate the negative effect diversity may have. In this context, we found context-related moderators, like national culture or leadership, and team-related moderators such as cooperative norms or diversity beliefs. Results are generally in line with the

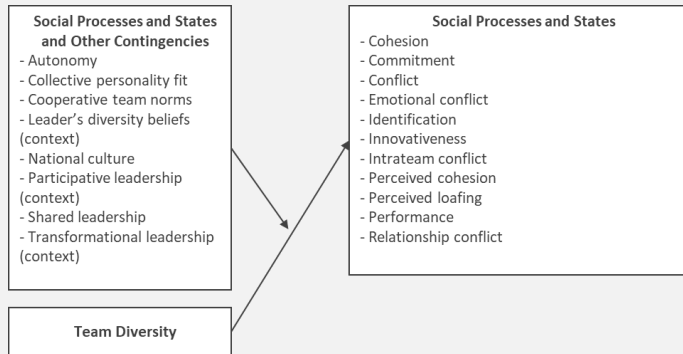
recategorization argumentation that suggests that differentiated can be overcome by factors that create a common team identity.

The conceptual models of studies that consider processes and states representative of the informational perspective only, vary widely with respect to their complexity (see some examples in Figure S2). While some scholars proposed and found that informational processes and states interact with team diversity to positively affect team effectiveness, others have found the diversity–team effectiveness to be explained via a series of processes and/or states (Fischer et al., 2012; Gevers et al., 2009). Interestingly, studies that focus on informational processes and states typically consider single diversity attributes (in contrast to faultlines, see above) as their independent variable. Also, some studies found support for the relationship of diversity on informational processes and states to be best represented by an inverted U-shaped curvilinear relationship (Aggarwal et al., 2019; Dahlin et al., 2005; Luan et al., 2016).

Figure S1

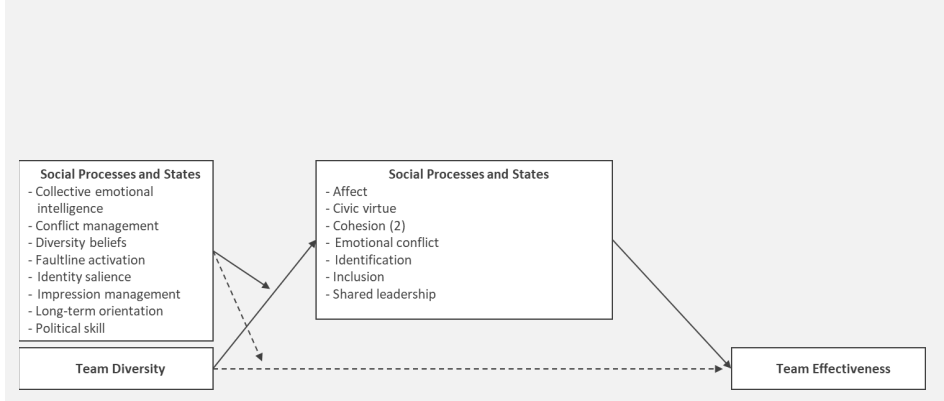
Examples Overview of Generic Models that Consider Processes and States Reflective of the Social Perspective Only.

Social Type A ‘Moderation-of-the-Effect-on-Social-Process-or-States-as-Outcome’ Model (N = 7)



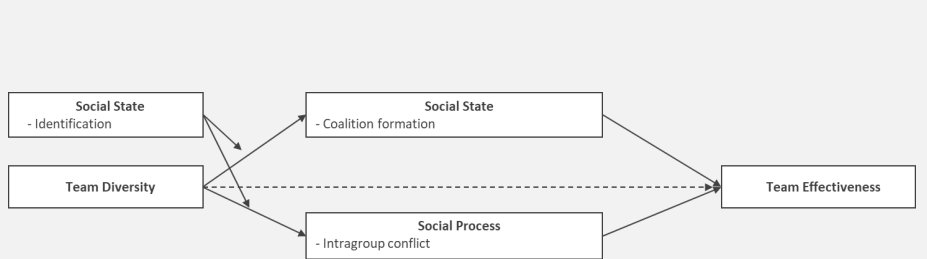
Acar (2010), Molleman (2005), Poel et al., (2014), Schölmerich et al., (2016), Seong & Hong, (2013), Seong & Hong (2019), Zhang & Hou (2012)

Social Type B ‘Moderated-Mediation’ Model (N = 8)



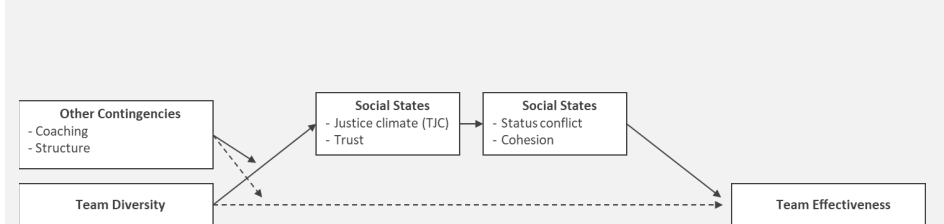
Boyras (2019), Hentschel et al., (2013), Kaufmann & Wagner (2017), Mello & Delise (2015), Pearsall et al., (2008), Salazar et al., (2017), Xu et al., (2019), Yang & Cable (2011)

Social Type C ‘Moderated-Parallel-Mediation’ Model (N = 1)



Jehn & Bezrukova (2010)

Social Type D ‘Moderated-Serial-Mediation’ Model (N = 2)

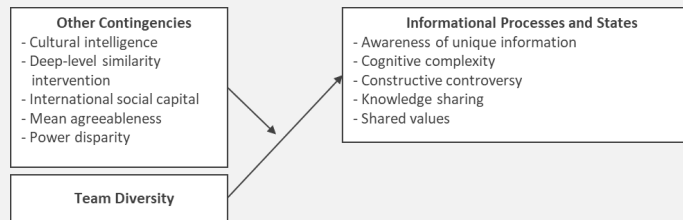


Antino et al., (2019), Zheng & Wang, (2023)

Figure S2

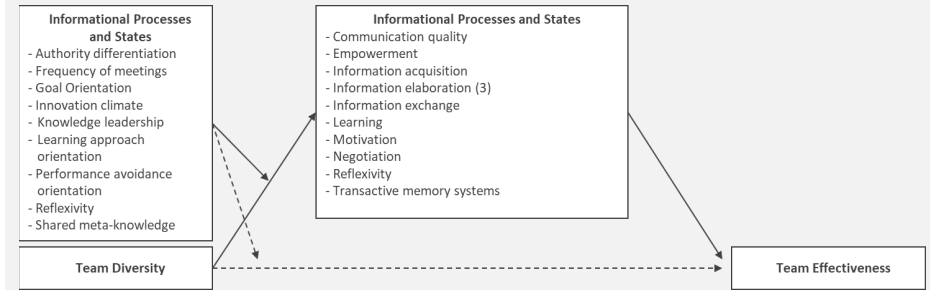
Examples Overview of Generic Models that Consider Processes and States Reflective of the Informational Perspective Only.

Informational Type A ‘Moderation-of-the-Effect-on-an-Informational-Process-and-States-as-Outcome’ Model (N = 5)



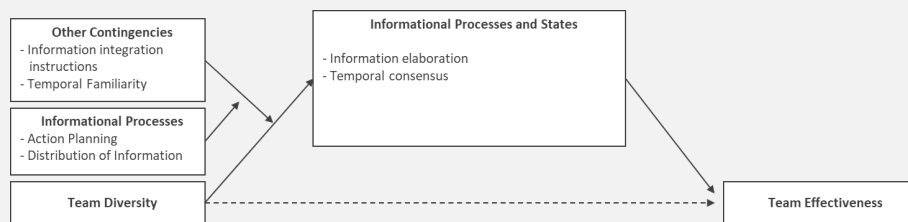
Adair et al. (2013), Petru Lucian Curşeu and Sari (2015), Phillips et al. (2006), Wang et al. (2010), Wu et al. (2015)

Informational Type B ‘Moderated-Mediation’ Model (N = 10)



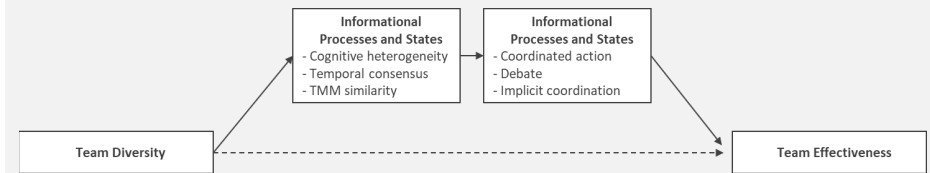
Boone et al. (2005), Petru L. Curşeu et al. (2010), Kirkman et al. (2004), Li et al. (2018) Nederveen Pieterse et al. (2013), Nederveen Pieterse et al. (2019), Somech and Drach-Zahavy (2007), Toader and Kessler (2018), Valls et al. (2016), L. Zhang and Guo (2019)

Informational Type C ‘Three-Way-Interaction’ Model (N =2)



Gevers et al. (2016), Kooij-de Bode et al. (2008)

Informational Type D ‘Serial-Mediation’ Model (N = 3)



Fisher et al. (2012), Gevers and Peeters (2009), Mitchell et al. (2011)

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