

## THE ACTION MECHANISM OF TEAM LEARNING ORIENTATION IN PROMOTING TEAM PERFORMANCE

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We applied the motivated information processing in group (MIP-G) model to examine the relationship between team learning orientation and team performance by conducting a field study of 226 employees in 35 teams. The results showed that team learning orientation was positively related to team performance, and that team task reflexivity played a partially mediating role in this relationship. Further, team leader–member exchange differentiation strengthened the positive effect of team learning orientation on team task reflexivity, which, in turn, strengthened the indirect effect of team learning orientation on team performance via the mediator of team task reflexivity. From a theoretical standpoint, we have extended the literature on team-level performance, and from a practical perspective, our results have implications for the management of teams.

*Keywords:* team performance, team learning orientation, team task reflexivity, leader–member exchange differentiation, team management.

Given the rapid development of science and technology, enterprises face an external environment that is changing fast, and managers have had to adjust processes related to production and management accordingly. Various types of teams have been formed in organizations and have become a basic unit of enterprise management systems. Therefore, team performance is becoming increasingly important to organizations.

*Team learning orientation* reflects members' shared perception of team goals related to the development of skills, learning, and competence, whereby the team pursues goals that guide the extent, scope, and magnitude of learning

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behaviors (Bunderson & Sutcliffe, 2003). Previous researchers have shown that team learning orientation positively influences the performance of the team at the individual level, but this has not been confirmed at the team level. Although numerous scholars have examined the relationship between team learning orientation and team performance, the results have been inconsistent. Porter (2005) provided empirical evidence that team learning orientation effectively fostered team performance. However, Bunderson and Sutcliffe (2003) surveyed World Fortune 100 companies, which yielded conflicting results indicating that the relationship between team learning orientation and team performance was not a simple linear one. Specifically, Bunderson and Sutcliffe reported finding that prior team performance moderated the relationship between team learning orientation and current team performance, which implies that team learning orientation cannot significantly influence the performance of teams that are already highly effective. Further, Pieterse, van Knippenberg, and van Ginkel (2011) conducted a laboratory study and found that diversity in learning and performance orientation were related to decreased group performance.

The above research findings suggest that the relationship between team learning orientation and team performance is complicated. Therefore, we applied the motivated information processing group (MIP-G) model to reveal the mechanism driving the relationship between team learning orientation and team performance. Using the MIP-G model, it has been demonstrated that group members who have high *prosocial motivation*—that is, a strong focus on joint outcomes and fairness (Bechtoldt, De Dreu, Nijstad, & Choi, 2010)—are more likely than are their peers to engage in systematic information processing (Beersma, Homan, Gerben, & De Dreu, 2013; De Dreu, Nijstad, & van Knippenberg, 2008; Hirst, Van Knippenberg, & Zhou, 2009), which promotes team performance. Furthermore, from the MIP-G perspective, team learning orientation reflects the prosocial motivation of team members (Hirst et al., 2009), which effectively promotes their in-depth and systematic processing of information to promote team performance (Beersma et al., 2013; De Dreu et al., 2008). Therefore, our first objective in the current research was to apply the MIP-G model to examine the role of team learning orientation in predicting team performance.

Our second objective was to examine the mediating role of team task reflexivity in the relationship between team learning orientation and team performance. *Team task reflexivity* refers to “the extent to which group members overtly reflect upon, and communicate about, the group’s objectives, strategies (e.g., decision making) and processes (e.g., communication), and adapt them to current or anticipated circumstances” (West, Garrod, & Carletta, 1997, pp. 293–316). De Dreu (2007) noted that team task reflexivity could reflect a team’s in-depth processing of information. Therefore, we applied the MIP-G model to examine this potential mediating role.

Our third objective in this research was to determine if the relationship between team learning orientation and team performance is positively affected by the degree of variability in leader–member exchange (LMX) patterns within work teams, that is, the *leader–member exchange differentiation* (LMXD). Greater LMXD indicates a closer social exchange relationship between leaders and certain team members—but not all members. To clarify, leaders engage in varying types of relationships with different subordinates. Per justice theory (Bies & Moag, 1986), there is a conflict consequence, in that differentiation in the relationships between leaders and team members results in a sense of injustice among all team members, negatively affects the team members' work mood, and has a negative impact on team performance (Bolino & Turnley, 2009). However, from the perspective of role theory (Liden & Graen, 1980), differentiation in the relationship between leaders and team members is conducive to allocating resources more effectively and to promoting team performance (Liden, Erdogan, Wayne, & Sparrowe, 2006). In the light of these different consequences, we believed that the relationship between team learning orientation and team performance would be influenced by LMXD. Therefore, we explored if the relationship between team learning orientation and team performance would be positively affected by the level of differentiation in the relationship between leaders and team members.

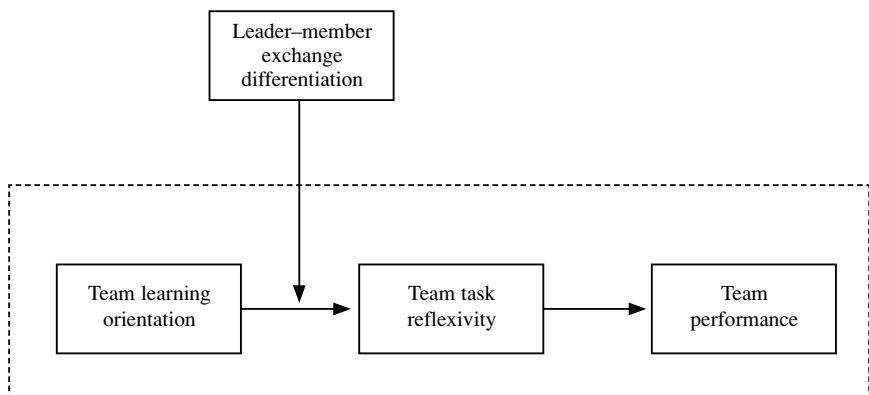


Figure 1. Framework for research hypotheses on team learning orientation and team performance.

## Literature Review and Hypotheses

### Team Learning Orientation and Team Performance

In numerous empirical studies (Bell & Kozlowski, 2002; Butler, 1993; Button, Mathieu, & Zajac, 1996; Kozlowski et al., 2001; VandeWalle, Brown,

Cron, & Slocum, 1999), researchers have demonstrated that team learning orientation is linked to behavior related to constant adjustments and changes, and promotes team output, thereby enhancing team performance (Kozlowski et al., 2001; Stevens & Gist, 1997; Winters & Latham, 1996). A team's learning goal orientation determines the degree, extent, and importance of members' learning behavior (Edmondson, 1999), and helps the team adapt to a changing environment, continually optimize the work process, improve outcomes, and find new ways and methods for achieving goals. Furthermore, a strong learning orientation encourages members to focus on the team's working state and the attainability of the team's goals, and to utilize conscious communication, feedback, and adjustment to promote the attainability of those goals. Therefore, we proposed the following hypothesis:

**Hypothesis 1:** Team learning orientation will promote team performance.

### **The Mediating Role of Team Task Reflexivity**

Compared to other team process variables, such as team learning (Edmondson, 1999), team conflict (Farh, Lee, & Farh, 2010), and information exchange (Gong, Cheung, Wang, & Huang, 2012), team task reflexivity not only reflects a cognitive energy input that promotes information sharing, mutual learning, and understanding among team members, but it is also an important function that encourages team members to reflect on, and remedy, problems. In addition, a learning orientation promotes team members' thorough, complete, and accurate understanding of team tasks, and promotes their willingness to undertake information search, exchange, and processing among team members (De Dreu et al., 2008) to achieve collective goals, remedy errors, and better adapt to changes in the environment (Bunderson & Sutcliffe, 2003; De Dreu, 2007; Gong & Fan, 2006). Therefore, we believe that team learning would be effective in encouraging team members to reflect on their tasks.

Team task reflexivity has been described as a transfer process that includes a series of actions between implementation and performance, the focus of which is generally on two aspects: performance results and preparation for the future (Marks, Mathieu, & Zaccaro, 2001). Team members may reconcile differences in task representations by reflecting on these (van Ginkel, Tindale, & van Knippenberg, 2009), or by helping the team to form the next plan to reach their performance goal. Conversely, by deliberately reflecting on problem areas and improving on past performance, team members may learn from previous mistakes and promote team performance (Schippers, Homan, & van Knippenberg, 2013; Shin, 2014; van Ginkel et al., 2009). Numerous scholars have expressed the belief that team task reflexivity is positively related to team performance (Carter & West, 1998; De Dreu, 2002, 2007; Gevers, van Eerde, & Rutte, 2001; Somech, 2006). On the basis of the above analysis, we proposed the following hypotheses:

**Hypothesis 2:** Team learning orientation will promote team task reflexivity.

**Hypothesis 3:** Team task reflexivity will mediate the relationship between team learning orientation and team performance.

### **The Moderating Role of Leader–Member Exchange Differentiation**

Per the original theory of LMX (Dansereau, 1975), a differentiated relationship between the leader and each team member represents the distribution of task roles for different members. Generally, members with a high-quality LMX relationship are assigned challenging tasks by the leader and members with a low-quality LMX relationship are assigned simple, routine tasks (Graen & Uhl-Bien, 1995; Liden et al., 2006). Specifically, greater LMXD among team members means that a learning-oriented team will convert the conflict resulting from differentiation into constructive suggestions and promote the team's reflection on the task and implementation processes (Liden et al., 2006). Low-LMX members of a learning-oriented team will evaluate their performance through communication with the high-LMX members, which encourages low-LMX team members to reflect on the task (Sias & Jablin, 1995).

Conversely, under the condition of a low level of LMXD in a learning-oriented team, members whose performance is outstanding develop a psychological discrepancy when they perceive that leaders have established equitable relationships with all team members. This decreases the participation of the high-performing members (Liden et al., 2006), who play a significant role in team task reflexivity. Similarly, a high level of LMXD causes low-LMX members in a learning-oriented team to not only reflect on their tasks but also to learn from the high-LMX members how to strengthen their skills and abilities, which, in turn, enhances the team's performance (Sias & Jablin, 1995). From the perspective of role theory (Liden & Graen, 1980) and on the basis of the above analysis, we proposed the following hypotheses:

**Hypothesis 4:** Leader–member exchange differentiation will positively moderate the relationship between team learning orientation and team task reflexivity.

**Hypothesis 5:** A high level of leader–member exchange differentiation will moderate the mediated relationship between team learning orientation and team performance via team task reflexivity, such that the indirect effect becomes stronger when leader–member exchange differentiation is greater.

## **Method**

### **Participants and Procedure**

Four members of our research team conducted a survey with employees of a large cross-industry group company in Mainland China, which has more than 100 affiliates in several countries in Asia. We chose 10 affiliates across two industries

in this group company, namely, the traditional industry of agriculture and the emerging industry of new energy, and we randomly selected middle managers along with their teams. To avoid possible common method bias, we separated leaders and their team members when we asked them to fill in the questionnaire on the spot in their workplace. All participants took part on a voluntary basis and provided informed consent.

Questionnaires were distributed to 50 teams (288 employees), and we received valid responses from 35 teams (226 employees). The process resulted in a leader return rate of 70% and an employee return rate of 78.47%. On average, each team consisted of 6.46 members ( $SD = 1.89$ , range 2–8). Among the leaders, 65% were men, 49.7% had graduated from high school, 47.5% held a bachelor's degree, and 2.8% held master's degree or higher academic qualification; their average age was 30.59 years ( $SD = 4.93$ , range = 22–44), and they had worked for the company for an average of 8.03 years ( $SD = 4.94$ , range = 1.5–27.17). Among the team members, 79.4% were men, 48.3% had graduated from high school and 51.7% held a bachelor's degree or higher academic qualification; their average age was 29.14 years ( $SD = 5.85$ , range = 19–48), and they had worked for the company for an average of 2.46 years ( $SD = 2.74$ , range = 0.5–13.5).

## Measures

Leaders evaluated the performance of their team as a whole and team members evaluated the learning orientation and task reflexivity of their team as a whole as well as their individual level of LMX. The measures used for this study have been validated in prior studies that were conducted in a Chinese cultural context. Responses to all items were made on a 5-point scale that ranged from 1 = *strongly disagree* to 5 = *strongly agree*.

**Learning orientation.** We measured learning orientation using five items developed by Vandewalle and Cummings (1997). Team members were asked to assess the extent to which their team looks for opportunities to develop new skills and knowledge, and likes challenging and difficult assignments that teach new things. Cronbach's alpha was .70 in this study.

**Leader-member exchange differentiation.** We measured LMXD using seven items developed by Scandura and Graen (1984), including "How well do you feel that your immediate supervisor understands your problems and needs?" and "Regardless of how much formal authority your immediate supervisor has built into his or her position, what are the chances that he or she would be personally inclined to use their influence to help you solve problems in your work?" Cronbach's alpha was .82 in this study.

**Team performance.** We measured team performance using six items developed by Black and Porter (1991), which covered the following aspects of performance: overall performance, achievement of work goals, and completing tasks on time. Cronbach's alpha was .84 in this study.

**Team task reflexivity.** We measured team task reflexivity using four items developed by Schippers et al. (2013), including “We regularly discuss whether the team is working effectively” and “The methods used by the team to get the job done are often discussed.” Cronbach’s alpha was .75 in this study.

**Control variables.** Owing to their significant impact on team performance reported in prior studies (Farh et al., 2010; Hülsheger, Anderson, & Salgado, 2009), we controlled for team size, dyadic tenure, task dependence, and outcome dependence.

## Results

### Discriminant Validity Analysis

We performed a confirmatory factor analysis test using LISREL 8.70 software and eight indicators (Jöreskog & Sörbom, 1993): chi square, degrees of freedom, incremental fit index, nonnormed fit index, comparative fit index, normed fit index, relative fit index, and root mean square error of approximation. As can be seen in Table 1, the assumed four-factor nested model had an acceptable level of goodness of fit with the various indicators, and the fit of the alternative three-, two-, and one-factor nested models was not as good. The primary variables included in the four-factor model questionnaire possessed good discriminant validity, indicating that the model could be used to analyze the relationships between the variables.

### Descriptive Statistics of Variables

To determine whether the data could be analyzed at the team level, we conducted intraclass correlation (ICC) tests to add team learning orientation, team task reflexivity, and LMXD data from the individual level to the data from the team level. The results were as follows: team learning orientation,  $ICC(1) = .03$ ,  $ICC(2) = .53$ ,  $F = 2.12$ ,  $p < .01$ ; team task reflexivity,  $ICC(1) = .03$ ,  $ICC(2) = .59$ ,  $F = 2.46$ ,  $p < .01$ ; and LMXD,  $ICC(1) = .04$ ,  $ICC(2) = .58$ ,  $F = 2.37$ ,  $p < .01$ , which indicated that individual data could be added to team-level data for processing. We also calculated the within-group agreement ( $r_{wg}$ ) mean for each variable; for team learning orientation, team task reflexivity, team performance, and LMXD the  $r_{wg}$  was .98, .98, .99, and .99, respectively, showing good intragroup reliability.

Table 2 shows the means, standard deviations, and correlation coefficients of the primary variables. The reliability test results demonstrate that team learning orientation was significantly and positively related to both team task reflexivity and team performance, and that team task reflexivity was significantly and positively related to team performance.

Table 1. Results of Confirmatory Factor Analysis

Model	Factor	$\chi^2$	df	CFI	NFI	NNFI	IFI	RFI	RMSEA
Model 1	Four factors: TLO; LMXD; TR; TP	331.68	203	.98	.94	.97	.98	.93	.05
Model 2	Three factors: TLO; LMXD; TR + TP	534.39	206	.94	.90	.93	.94	.89	.09
Model 3	Three factors: TLO; LMXD + TR; TP	469.55	206	.95	.92	.94	.95	.91	.08
Model 4	Three factors: TLO + LMXD; TR; TP	453.07	206	.95	.92	.95	.95	.91	.07
Model 5	Two factors: TLO + LMXD + TR; TP	539.96	208	.94	.90	.93	.94	.89	.09
Model 6	Two factors: TLO + TR + TP; LMXD	763.25	208	.90	.86	.89	.90	.85	.11
Model 7	One factor: TLO + LMXD + TR + TP	1157.27	209	.82	.79	.80	.82	.77	.14

Note. TLO = team learning orientation, LMXD = leader-member relationship exchange differentiation, TR = team task reflexivity, TP = team performance, CFI = comparative fit index, NFI = normed fit index, NNFI = nonnormed fit index, IFI = incremental fit index, RFI = relative fit index, RMSEA = root mean square error of approximation.

Table 2. Descriptive Statistics for Main Study Variables

No.	Variable	M	Variance	1	2	3	4	5	6	7
1	Team size	19.86	15.82	—						
2	Dyadic tenure	1.75	1.94	.07	—					
3	Task dependency	3.97	0.24	-0.11	.04	—				
4	Outcome dependency	3.97	0.35	-0.06	.00	.66**	—			
5	Team learning orientation	3.95	0.23	-0.03	-0.03	.51**	.63**	—		
6	Team task reflexivity	4.12	0.24	.05	-0.08	.51**	.61**	.59**	—	
7	LMXD	0.24	0.20	-0.12	-0.01	-0.08	-0.04	-0.11	-0.26**	—
8	Team performance	4.01	0.32	.03	-0.02	.35**	.49**	.51**	.59**	-0.27**

Note. LMXD = leader-member exchange differentiation. \*  $p < .05$ , \*\*  $p < .01$ .

### Testing of Hypotheses

We tested Hypotheses 1, 2, and 3 using bootstrapping and the SPSS PROCESS macro developed by Preacher and Hayes (2008). Team learning orientation was set as an independent variable; team task reflexivity as a mediating variable; team performance as a dependent variable; and team size, dyadic tenure, task dependency, and outcome dependency as control variables. Bootstrap resampling using 5,000 runs was utilized to conduct an intermediary effect test. As shown in Table 3, team learning orientation had a significant impact on team performance; therefore, Hypothesis 1 was supported. Team learning orientation had a positive impact on team task reflexivity; therefore, Hypothesis 2 was supported. When team task reflexivity was added, the significant impact of team learning orientation on team performance decreased. However, the direct effect was still significant and the indirect impact of team learning orientation on team performance through team task reflexivity indicated that team task reflexivity played a partial mediating role in the relationship. This provided further support for Hypothesis 2.

Table 3. *Results of Testing Hypotheses 1 and 2*

Variable	<i>B</i>	<i>SE</i>	<i>t</i>	$\Delta R^2$
Predictive variable: Team performance				
Team size	.00	.00	0.97	
Dyadic tenure	-.00	.01	-0.14	
Task dependency	-.00	.10	-0.01	
Outcome dependency	.26	.08	3.32*	
Team learning orientation	.47	.10	4.54**	.29**
Predictive variable: Team task reflexivity				
Team size	.00	.00	1.97*	
Dyadic tenure	-.01	.01	-1.57	
Task dependency	.15	.07	2.21*	
Outcome dependency	.22	.05	4.47**	
Team learning orientation	.31	.07	4.66**	.46**
Predictive variable: Team performance				
Team size	.00	.00	0.27	
Dyadic tenure	.00	.01	0.46	
Task dependency	-.08	-.10	-0.86	
Outcome dependency	.13	.03	1.74	
Team learning orientation	.29	.10	2.91*	
Team task reflexivity	.56	.10	5.70**	.38**
Bootstrapping results for indirect effect				
	<i>ab</i>	<i>SE</i>	Boot 95% CI	
Team learning orientation	.17*	.05	[.09, .28]	

Note. *ab* is the indirect effect of team learning orientation on team performance via team task reflexivity. \*  $p < .05$ , \*\*  $p < .01$ .

We used SPSS version 17.0 to conduct a regression analysis to examine the moderating role of LMXD on the relationship between team learning orientation and team task reflexivity (see Table 4). First, team learning orientation and LMXD were centralized. Second, after these two variables were inputted, the explanation effect of team task reflexivity as the dependent variable significantly increased. Third, when the interaction terms of team learning orientation and LMXD were added, LMXD had a significantly positive moderating effect on both team learning orientation and team task reflexivity, which explained 4% of the variance. These results indicate that LMXD played a positive moderating role; therefore, Hypothesis 3 was supported.

Table 4. *Moderating Effect Test Results*

Variable	Team task reflexivity		
	Model 1	Model 2	Model 3
Step 1: Control variable			
Team size	-.21**	-.29**	-.30**
Dyadic tenure	-.04	-.01	-.03
Task dependency	.22*	.15*	.17*
Outcome dependency	.50**	.39**	.31**
Step 2: Main effect			
Team learning orientation		.28**	.37**
LMXD		-.27**	-.16*
Step 3: Interactive effect			
LMXD × Team learning orientation		.24**	
R <sup>2</sup>	.44	.56**	.60**
ΔR <sup>2</sup>	–	.12**	.04**

Note. \*  $p < .05$ , \*\*  $p < .01$ .

To test Hypothesis 4, we used a bootstrapping approach with the SPSS PROCESS macro that was developed by Preacher, Rucker, and Hayes (2007). Team learning orientation was set as the independent variable; team task reflexivity as a mediator; team performance as the dependent variable; LMXD as a moderating variable; and team size, dyadic tenure, task dependence, and outcome dependence as control variables. Bootstrap resampling using 5,000 runs was used to test for intermediary effects. Table 5 shows that when LMXD was low ( $-1 SD$ ), the indirect effect of team learning orientation on team performance via team task reflexivity was not significant, but when LMXD was high ( $+1 SD$ ), the indirect effect via team task reflexivity was significant. These results demonstrate that team learning orientation influenced team performance through team task reflexivity only when LMXD was high. Therefore, Hypothesis 4 was supported.

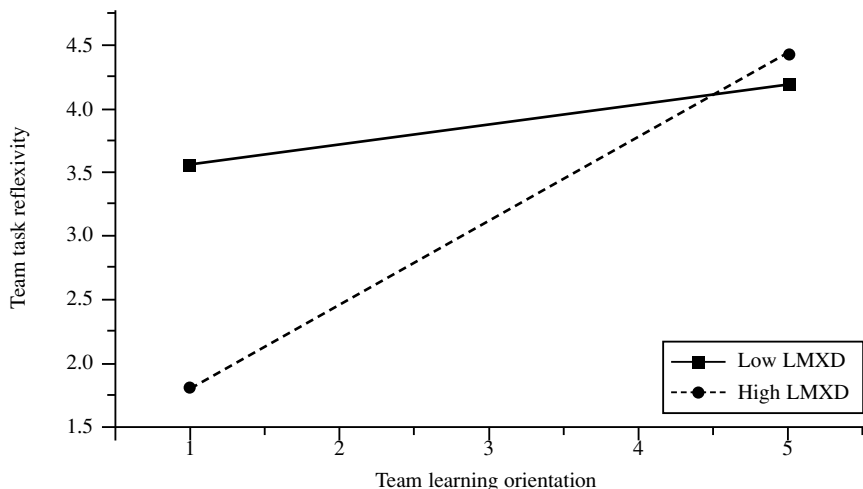


Figure 2. Moderating effect of leader–member exchange differentiation on the relationship between team learning orientation and team task reflexivity. LMXD = leader–member exchange differentiation.

Further, Figure 2 shows that team learning orientation had a significant impact on team task reflexivity among the high-LMXD respondents, but the effect was not significant among the low-LMXD respondents. These results also supported Hypothesis 5.

Table 5. Moderated Intermediary Effect Test Results

Moderated variable	IM = $M \pm 1 SD$	Boot indirect effect	Boot SE	Boot 95% CI
LMXD	.0434	.07	.04	[-.01, .16]
	.2412	.20*	.05	[.09, .33]
	.4390	.32*	.09	[.12, .56]

Note. LMXD = leader–member exchange differentiation, IM = intermediary effect. \*  $p < .05$ .

## Discussion

We analyzed the influence of team learning orientation on team performance by conducting empirical analyses, and found that team learning orientation promoted team performance, team task reflexivity mediated the relationship between team learning orientation and team performance, and LMXD positively moderated the relationship between team learning orientation and team task reflexivity, which strengthened the indirect impact of learning orientation on team performance through the mediator of team task reflexivity.

The theoretical implications of this research are as follows. First, we observed a positive impact of team learning orientation on team performance by using the MIP-G model. Because we examined the relationship between team learning orientation and team performance, our focus was different from that of some prior researchers (Beck & Schmidt, 2013; Gong, Kim, Lee, & Zhu, 2013; Pieterse, van Knippenberg, & van Dierendonck, 2013; Porter, Webb, & Gogus, 2010), who examined team performance or team outcomes according to team goal orientation (diversity). The results we obtained clarify the mechanism between team learning orientation and the team performance from the perspective of the MIP-G model, enrich the extant literature regarding team learning orientation and team performance, and align with the finding of Unger-Aviram and Erez (2016) that teams' learning goals and performance are positively related. Conflicting study results led in the past to controversy regarding the relationship between team learning orientation and team performance (Bunderson & Sutcliffe, 2003; Porter, 2005). To address this, we utilized the MIP-G model, in which it is proposed that team learning orientation is a prosocial motivation of team members that determines the team's in-depth and systematic processing of information, and effectively improves team performance (Beersma et al., 2013; De Dreu et al., 2008; Hirst et al., 2009). Our conclusions extend current theories on team learning orientation and team performance.

Second, we found that team task reflexivity played a partially mediating role in the relationship between team learning orientation and team performance, which provides a new framework for scholars to better understand the influence of team learning orientation on team performance. Team learning orientation has also been associated with team adaptability, and LePine (2005) found that team members with a high (vs. low) learning goal orientation were more likely to adapt in response to gradual and unforeseen change. Further, team adaptability is based on team members communicating effectively about shared goals and strategies. As team learning orientation becomes stronger, we found that the team becomes more stimulated to reflect on their tasks and team performance improves. Further, team task reflexivity, which represents team members' behavior and efforts made to identify and reduce discrepancies between current and ideal factors in the team's domain, significantly mediated the impact of team learning orientation on team performance. When a team has a learning orientation, members are encouraged to interact with, and learn from and about, each other, which alters previous team practices (Gersick & Hackman, 1990); through this communication, the mutual understanding of team members is enhanced and collective interests are increased, thereby promoting team performance (Goodman & Leyden, 1991).

In addition, we demonstrated that greater LMXD promoted the role positioning of team members (Liden et al., 2006). Team members with greater LMXD having

an awareness of their own position in a team is more conducive to promoting learning motivation because members reflect on how their individual role fits into the collective goals of their work assignment, adjust their role performance, and act to promote the achievement of collective goals, thus improving team performance. A high degree of LMXD in a team indicates that leaders treat high-performing and low-performing team members differently. Thus, high LMXD can be conducive to a team's thorough reflection through learning orientation and improve team performance through team task reflexivity, and vice versa. Our findings regarding the boundary conditions of LMXD enhance understanding of the role of leaders in their teams' learning orientation and performance, and provide a new perspective on the mechanism promoting team performance.

From a practical perspective, first, leaders should strengthen the cultivation of learning motivation of team members and encourage their subordinates' desire for knowledge. These actions will help to mobilize team members to share, process, and utilize information and will improve team performance. Second, leaders should periodically guide team members to analyze and reflect on strategic objectives, strategy implementation, and the external business environment of teams in working systems, and make prompt adjustments according to changes in team goals. In addition, leaders should ensure there is an appropriate perception of differentiation among team members by providing more resources, help, and support to those members whose work is outstanding, in order to stimulate and promote team task reflexivity through LMXD, thereby improving team performance.

### **Study Limitations and Future Research Directions**

This study has some limitations. First, all data on team learning orientation, team task reflexivity, and LMXD were collected at the same time and were reported by the same group of employees; this may have resulted in a higher correlation coefficient among the variables because all data came from the same source. In future studies, these data could be collected at different times before analyzing their relationships. Second, all respondents were from Mainland China; thus, further studies need to be conducted with participants from other cultures to establish if our findings are applicable in different cultural contexts.

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